

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

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

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❖ **Teacher's Guide**

Aaron Burkholder
Susana Pontón

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Crossover 2**Teacher's Guide**

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Crossover is a challenging, fun, dynamic, and interactive three-level course for young teenagers. It is designed for students at an intermediate level of English.

Crossover has been developed to promote a wider understanding of the world outside the classroom. It promotes the acceptance of all cultures, socioeconomic situations, ages, races, opinions, and beliefs.

A respect for the life, dignity, and rights of others runs throughout the book, along with a focus on modern-day global issues such as the environment and technology. All of the activities are specifically designed to stimulate interest in the students and develop independent thought.

The Program of Study

The general purpose of the program of study for English in basic education is for students to develop the skills and knowledge necessary to participate and interact in both oral and written social practices of the language.

Specific purposes include

- using English to express ideas and thoughts confidently and efficiently to people of other cultures.
- organizing thoughts and discourse, analyzing critically, and solving problems, as well as participating in different exchanges and cultural expressions.
- interacting creatively and ethically, with empathy towards the perspectives and feelings of others.
- recognizing the role of language and culture in the construction of knowledge, shaping of identity, and regulation of behavior, experience, and values.
- reflecting on language and culture to interpret and produce meaning in exchanges.

The content and activities of *Crossover* are at the B1 level of the Common European Framework for Languages. This means that students consolidate their knowledge of English by understanding and using the language to interact with oral and written texts in different contexts.

Throughout *Crossover*, students constantly review previously learned language at the same time as new items. This spiral-based language program ensures a balanced progression in the language learning process.

Specifically, in Cycle 4, students adapt their performance through a variety of communicative situations where they can

- analyze aspects that allow improvement of intercultural understanding.
- apply strategies to overcome personal and collective challenges in learning English.
- transfer strategies to different English-language learning situations.
- use a simple but wide linguistic repertoire in a variety of familiar and everyday situations.
- exchange information of interest.
- engage with appropriate register in social exchanges in a variety of situations.

Crossover focuses on the social practices of the language as outlined in the curriculum. This means that the way we interact is the foundation of teaching and learning. Interaction falls into three specified social learning environments: family and community, recreational and literary, and academic and educational.

Methodology

Crossover adopts an action-oriented approach to language learning. This communicative approach is based on the premise that learning is constructed around the actions required to achieve a particular outcome. This means that learning English is no longer the objective of the activities that are carried out; it is the language they are carried out in.

To provide this outcome, each unit of study in *Crossover* revolves around the collaborative construction of a product that requires the use of target social practices.

The Learner

The role of the learner in this approach puts the student in the role of a social agent, or active participant, in the learning process. The idea of a social agent recognizes that each learner has different experiences that define his or her identity, and that genuine interaction requires a learner to be aware of his or her own knowledge and competences and use them in and for social action. To do this, the learner must be aware of this goal and the nature of the tasks, his or her needs, strengths, and weaknesses with respect to this task, and what he or she still needs to learn in order to accomplish the task.

The Teacher

The role of the teacher in an action-oriented approach is to propose and define, together with the class, the products or final goal of each unit, and the activities required to achieve it based on students' knowledge, experiences, and interests. The teacher must generate and promote opportunities for real communication in the classroom both oral and written, while encouraging reflection and analysis. In addition, the teacher is responsible for creating an atmosphere of respect and collaboration in the classroom.

The Units

The unit structure revolves around the creation of the unit product using the social practices of the unit. Students start by exploring and analyzing the social practice in context. This context can appear in the written text or in an oral text. Students then use the social practice communicatively in activities that lead up to or are part of the unit product. They then reflect on and review their production, and finally, they socialize and share their product work with the class.



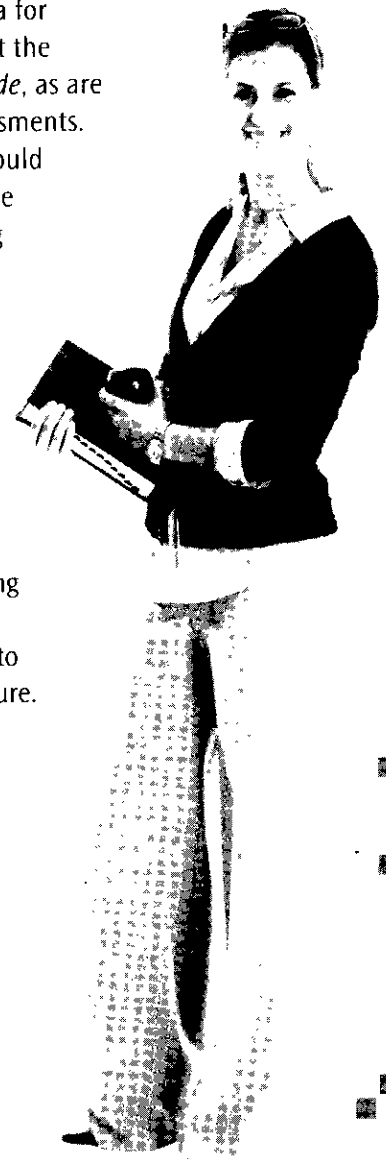
Evaluation

Crossover aims to help students become more autonomous learners. It includes opportunities for students to assess their own progress at the beginning of each unit, during each unit, and at the end of each unit. Evaluation tools such as checklists, rubrics and questionnaires have been included to aid in this process. Students can then reflect on their own achievements and find strategies that will help them improve their learning.

Crossover also includes suggestions of when and how the teacher can assess students' progress. It is important to keep in mind when grading that the focus is on fluency and communicative competence. Ongoing assessment throughout each unit is recommended for evaluating this, and there is also an evaluation instrument, as suggested by the program, at the end of each unit.

Suggested grading criteria for each skill can be found at the back of the *Teacher's Guide*, as are photocopiable unit assessments. Students' final grades should be a combination of these assessments, the ongoing assessments, and project work.

Remember you are the most important aspect of any teaching program. You create the classroom environment that makes learning possible. With your skills and this teaching resource, we are sure you will enable your students to *Crossover* to a brighter future.

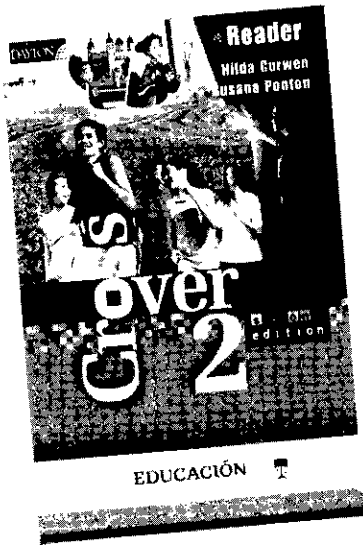


Components

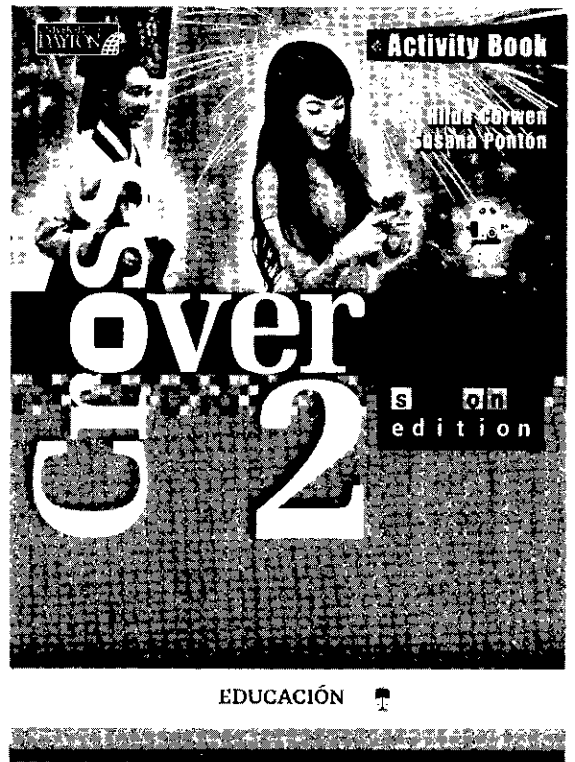
The Series

For the student

Reader



Activity Book



For the teacher

Teacher's Guide



Class CD



The Activity Book

The *Activity Book* offers ten units with material for three weeks of class and a fourth week for the presentation of the unit product and evaluation.

Each unit starts with a *Share What You Know* section that allows students to activate prior knowledge, and assess and reflect on previous knowledge of the social practices and target language of each unit. At this point, you can identify their weaknesses and strengths and plan strategies you can use to approach the activities and content of the unit.

The *Social Practices* appear on the opening page of each unit. The social practice of each unit is what guides the activities and the content.

Each unit allows students to explore, use, and reflect on the topic and the social practices. The activities within each class lead up to the product steps of the final product. Together with your students, you can vary or adapt these products and the steps based on each group's interests and needs.

Learning to Learn Tips

As you work through each unit, you will find tips associated with fluency and accuracy in speaking and writing skills. There are also tips for reading, listening, and pronunciation strategies, as well as checklists for how to write specific types of texts.

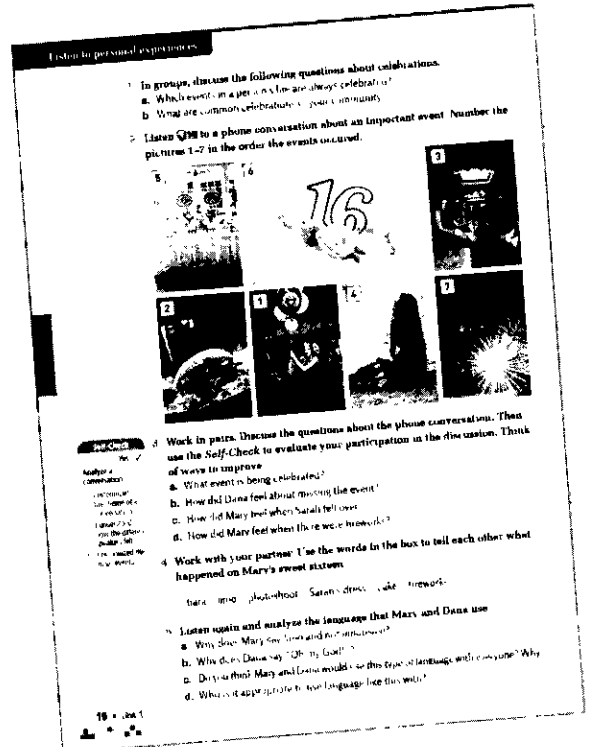
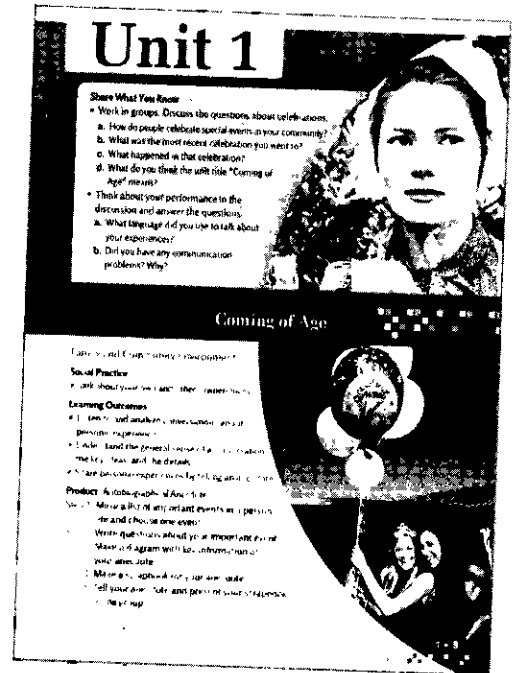
At the end of each unit, students will present their final products in class. Different evaluation instruments are provided to help them assess their own performance and those of others.

Parts of speech

Look carefully at the words in the text and the sentences where they appear. This will help you to decide what the word is (noun, verb, or adjective).

Listening for main ideas

Listen for the main points about a theme without trying to understand every word.



Evidence Portfolio

Throughout the unit and the product steps, students can collect evidence of their learning and progress. They can keep this work and anything else they think reflects their progress in their *Evidence Portfolio*.

At the end of the year, they will have a full record of their year's work. At this point, you can ask them to review their work and assess how they did. The questions below might be helpful as a guide:

1. Did you turn everything in?
2. Where did you see an improvement?
3. What do you need to work on?
4. Which piece of work did you enjoy the most?
5. Which did you find most difficult and why?

Ideas for how students can decorate their Portfolio:

- Decorate the cover.
- Add a contents page.
- Divide it into separate chapters.
- Organize the content by text, topic, or however they choose.

Product Evaluation

Different tools have been included to help students evaluate their participation in the unit product. Students can use these tools to help them reflect on their learning as well as attitude and collaboration.

Product Evaluation Rubric		Group Evaluation		Score:	Product Assessment Checklist
Category	Excellent (9-10 points)	Adequate (6-8 points)	Inadequate (1-5 points)	Write the number that best describes your group's performance during this product.	Please mark (✓) the following items you feel you successfully completed with your presentation.
Content Score	Present all skills developed in a well-organized and logical manner. The information is relevant, accurate, and clearly presented.	Present all skills developed in a well-organized and logical manner. The information is relevant, accurate, and clearly presented.	Present all skills developed in a well-organized and logical manner. The information is relevant, accurate, and clearly presented.	4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement	<input type="checkbox"/> I read the script with an expressive voice. <input type="checkbox"/> I was supported by my partner(s) in my part(s). <input type="checkbox"/> We shared the work equally.
Content Language Score	Use a variety of expressions and phrases appropriately.	Use appropriate language, but not always correctly.	Didn't use appropriate language and had to convey the message.	1. Our group was able to read the script without a lot of help from the teacher. 2. Our group shared the work equally among its members.	<input type="checkbox"/> I used a variety of words and expressions. <input type="checkbox"/> I thought of good things to speak.
Preparation Score	Read the script and practice. Completed the script before the performance.	Had most of the material needed. Some parts of the script were not rehearsed.	Didn't rehearse the script.	3. Group members participated in the discussion of the script. 4. Group members supported each other.	<input type="checkbox"/> I read the script with an expressive voice. <input type="checkbox"/> I thought of good things to speak.
Oral Presentation Score	Read the script and practice. Completed the script before the performance.	Had most of the material needed. Some parts of the script were not rehearsed.	Didn't rehearse the script.	5. Group members supported each other and completed their assignments on time. 6. Everyone in the group is responsible for their own part(s). 7. Our group did well at... 8. My group did well at... 9. My group did well at...	<input type="checkbox"/> I read the script with an expressive voice. <input type="checkbox"/> I thought of good things to speak.
Visual	Comments				<input type="checkbox"/> I read the script with an expressive voice. <input type="checkbox"/> I thought of good things to speak.

Self-Evaluation Checklists

As students work through each unit, they will find other tips and *Self-Check* boxes associated with fluency and accuracy in speaking and writing skills. There are also tips for reading, listening, and pronunciation strategies, as well as checklists for writing specific types of texts. All of these, together with *Check What You Know* boxes related to language, give students continuous opportunities to analyze and assess their own work.

Self-Evaluation

At the end of the unit, students can use all of this information to complete a self-assessment chart related to the social practice and learning outcomes of the unit.

Self-Check

Yes = ✓

Exchange information

I took turns to speak.

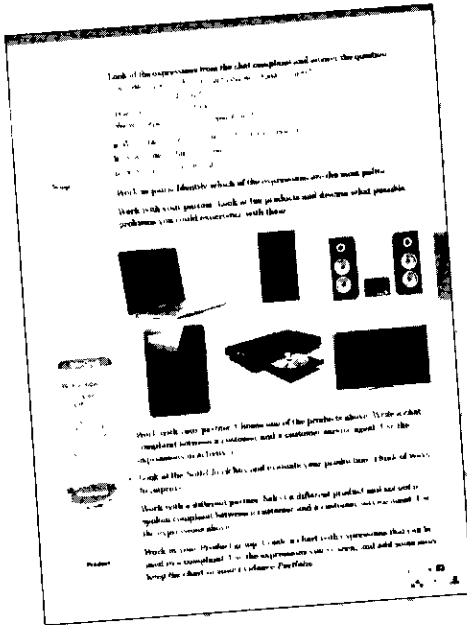
I participated confidently.

I included relevant details.

	I can...	Very Well	OK	With Difficulty
<ul style="list-style-type: none"> ▪ give advice about volunteering. ▪ ask for personal information. ▪ give personal information. 				
I would like to improve _____				
I'm going to _____				

Other Features

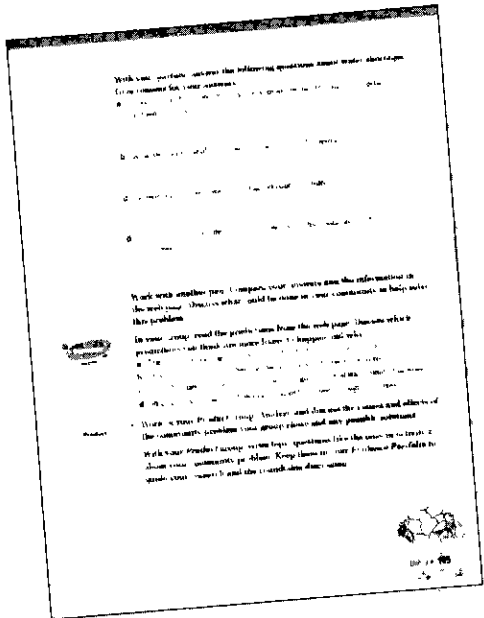
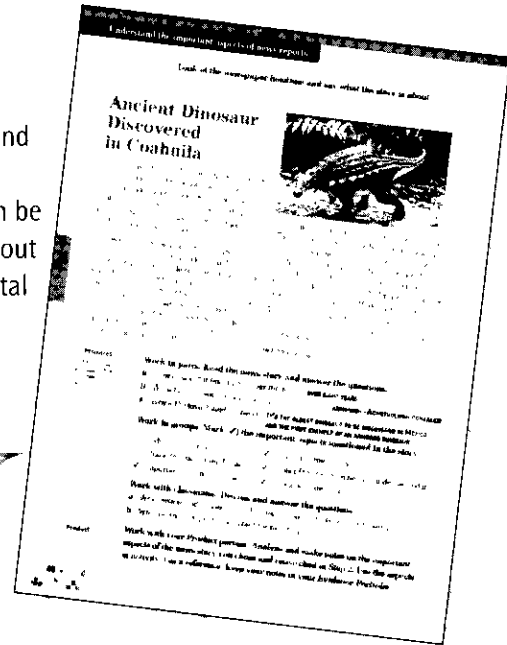
Finally, there are a number of other features in the book that will also help students to learn.



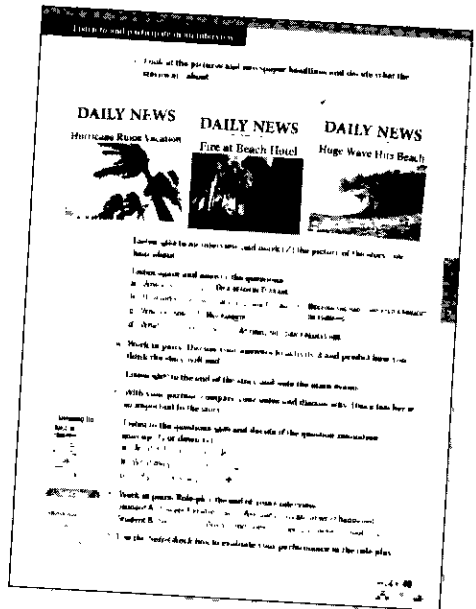
- The *Glossary* at the back of the book contains keywords from the *Activity Book*. It gives a definition of each word, as well as other helpful information. It is important to remind students to always try to deduce the meanings of words they don't know first and then use the *Glossary* to confirm their deductions.

- Website suggestions of web pages and videos are provided for additional information on the topic. These can be used for research, to learn more about a topic, and to further develop digital skills.

To find more physical activity suggestions, visit <https://www.healthychildren.org/English/ages-stages/teen/fitness/Pages/Physical-Activities-for-Teens.aspx>.



- Audio icons indicate when there is a listening activity. You can find the recordings on the *Class CD* for these activities.



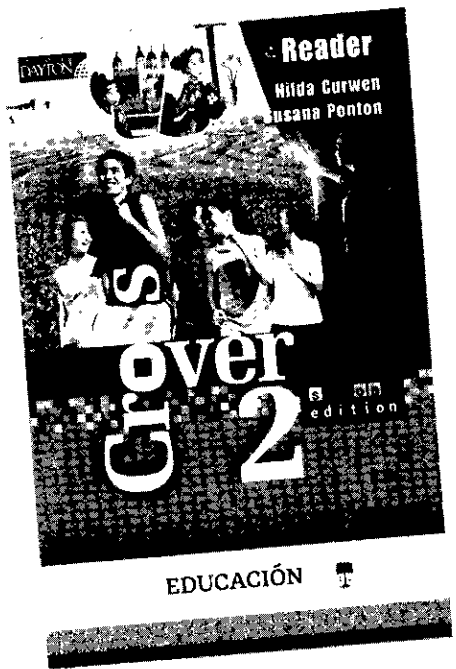
- The *Grammar Reference* section at the back of the book offers full explanations of grammar points covered in each unit. Encourage students to use this section to confirm rules they have already figured out and to learn more about the systems of English.

The *Reader* contains ten texts—some informative and some narrative — that will help bring the real world into the classroom. They will allow students to explore different literary genres while becoming more familiar with the traditions and customs of English-speaking cultures.

The *Reader* texts were designed to be used as additional extensive reading. Students can read them at home independently or collaboratively in class. Each reading includes prediction questions on the title page to help activate their prior knowledge about the topic or genre.

Remember, there are four factors to consider as a good reader: yourself as the reader, the text, the reading strategies used, and the purpose. Readers need to think about how they interact with the text they are reading, and sometimes change their reading strategies to meet the challenges of that text.

Each reading includes prediction questions on the title page to help activate students' prior knowledge about the topic or genre.



Glossary

acid rain (noun) rain that has become acidic because of chemical reactions with pollutants in the atmosphere. **accrue** (verb) to increase or add to. **advice** (noun) a recommendation or suggestion. **all air** (adjective) made of air. **airship** (noun) a large, rigid, air-filled balloon that can be steered. **alarming** (adjective) causing concern or worry. **at stake** (adjective) in danger. **attempt** (noun) a try or effort. **average** (adjective) usual or typical. **avoid** (verb) to keep away from. **aware** (adjective) having knowledge or understanding. **base** (noun) the bottom part of an object. **behavioral** (adjective) relating to the way a person behaves. **board** (noun) a flat piece of wood or other material. **board over** (verb) to cover with a board. **breast** (noun) the upper part of a woman's body. **breast** (noun) the upper part of a man's body. **biodegradable** (adjective) able to be broken down by natural processes. **budget** (noun) a plan for spending money. **building site** (noun) a place where a building is being built. **brand** (noun) a name for a particular product. **bring (something) to life** (verb) to make something become real or active. **burden** (noun) a heavy load or responsibility. **burden** (verb) to load or weigh down. **burden** (noun) a heavy load or responsibility.

Comprehension Check

1. Work in groups and discuss the
 - a. What kinds of food do you norm
 - b. What foods should teenagers avo
 - c. What should you do to help peo are overweight?
2. Read the sentences and mark (✓) suggestions. Compare your answe group.
 - a. Overweight teenagers should skip more calories.
 - b. If I had this problem, I would tal psychologist.
 - c. I think teenagers should exerci
 - d. Only overweight teenagers shou balanced diet.
3. Read the situation card and disc group why it is an important pr possible solutions for it.



Situation: Sasha is trying to lose weight. She wants to be healthy. Her classmates bother her with junk food after class. It is really hard to say no to offer her such food.

Is it too late to avoid the crisis? Not yet. We will have to change our attitudes a are really changes we can make. You simply plucking a basket in the shower we can collect the water that is wasted the garden and let it clean. You can a showers and use a cloth to fresh your of leaving the faucet open. It is always to check the pipes regularly and to pl such as possible to avoid waste.

How to Write a Dramatic Monologue

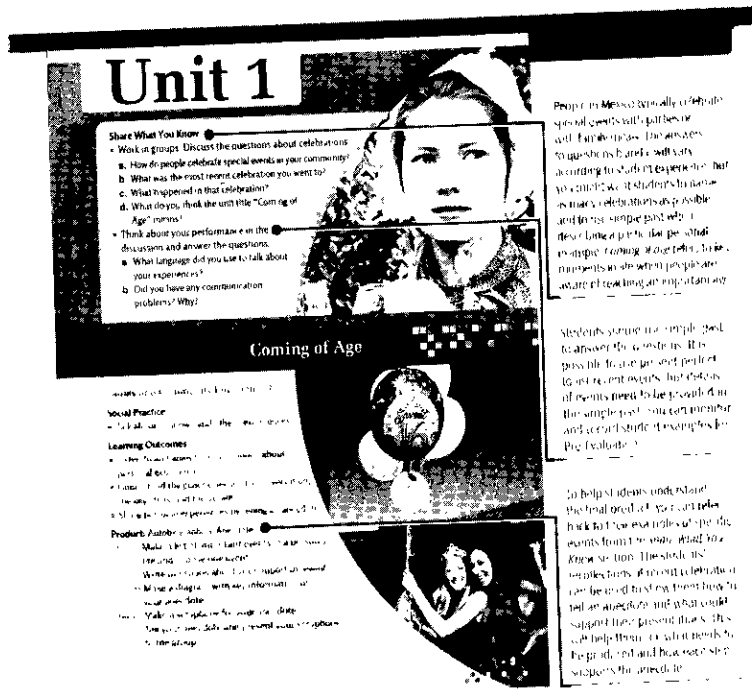
Predict!

- a. What is dramatically monologue?
- b. Where can you do it? Give an exam
- c. What is the purpose? To dramatize an event

Comprehension Check activities at the end of each text will help students develop different reading strategies, like reading for specific information, reading for general comprehension, and deducing the meaning of words from the context. In addition to this, there are discussion questions that will help students practice critical thinking skills like inference, interpretation, and evaluation.

Key vocabulary and words that students might have difficulty with have been highlighted in bold the first time they appear. These words can be found in the English-Spanish Glossary at the end of the *Reader*.

The *Teacher's Guide* was designed to offer teachers suggestions and support in three main areas: content and cultural information related to the topic of the unit, language support for target structures, and suggestions for adapting materials to different student needs and teaching contexts. A reproduction of the *Activity Book* is included with answers in bold small caps for easy identification.



Each unit includes a box with functions, sample language, and key vocabulary related to the unit.

A *Self-Assessment* box at the beginning of the unit explains how students can use the *Before we start* and the *Check what you know!* sections as diagnostic assessments, and offers suggestions for how the teacher can help the students to help themselves.

The *Teacher's Guide* also presents ideas for alternative products or how to adapt the suggested products that are included at point of use. The product should be decided at the beginning of the unit so everyone is aware of the goal of the unit.

About the Topic
This unit explores the theme *Coming of Age*. The expansion refers to key moments in life when people are aware of becoming an independent. Typical examples include Sweet Sixteen, Quinceañera, and others. A good website to learn about coming of age rituals around the world is Global Culture: <http://www.globalculture.org/>. It aims at gathering of age traditions from all around the world.

Pre-Evaluation
The *Share What You Know* section discusses celebrations. The first two questions in which students name celebrations can be used to generate a list of celebrations for the first step of the *Project*. Question allows you to monitor and record examples of the students' level of the simple past knowing how students use sample past tense verbs common in a list of past tense verbs, present participles and past participles and how to individually support students.

Curricular Flexibility
The final product for this unit is an oral anecdote. The main supportive subproduct is a written anecdote and a script. This script will support students' oral anecdote. If presenting an anecdote is challenging, a way to support students could include the use of written notes they could to present their anecdote, reading a complete written anecdote. If this is not to their level, production of a complete anecdote is challenging, students can produce divided sentences about an event.

About the Topic boxes give cultural, academic, or general information about the topic of the unit or specific elements in the unit to aid the teacher in class preparation. These can include additional sources where teachers can go for more information.

Curricular Flexibility boxes support the teacher with ways to adapt content or specific activities to their teaching context (group size, language proficiency, cultural background, social context). The aim is for students to achieve the social practice regardless of language level.

An *Evaluation* box suggests how the teacher can use the *Before we start* and the *Check what you know!* sections as diagnostic assessments. It includes prior knowledge students are expected to have at this level and suggestions for scaffolding and addressing weak areas.

Unit 1

Check your understanding

Christmas celebrations will depend on the country—the customs are from. But traditions and historic history, such as religious and family traditions, are shared throughout all. Most Christmas traditions to be used in general. It is a common tradition in the first day of the Christmas season to start the celebration with a meal.

The friends who are the friends of the speakers feel the same way and the traditions are shared. However, it is not the same. For example, in the United States, it is common to have a Christmas dinner on the first day of the Christmas season. In other countries, it is common to have a Christmas dinner on the second day of the Christmas season.

Possible answers: a. because of the different traditions in each country; b. because of the different traditions in each country; c. because of the different traditions in each country; d. because of the different traditions in each country.

3. In groups, discuss the following questions about celebrations.

- What are the most important traditions in your country?
- What are the most important traditions in your country?

4. Listen to a phone conversation about an important event. Write the numbers 1-7 in the order the events occurred.

5. Work in pairs. Listen to the questions about the phone conversation. Then use the Self-Check to verify if you have the same information.

Self-Check

1. Name of the person	2. Name of the person
3. Date of the event	4. Date of the event
5. Location of the event	6. Location of the event
7. Time of the event	8. Time of the event

6. Work with your partner. Respond to Mary's questions.

Check your understanding

- What is the name of the person?
- What is the name of the person?
- What is the name of the person?
- What is the name of the person?

Resources

The Web site lists the students' names and the names of the countries they are from. The students' names are: *Antonio and Clara*. The countries are: *Spain and Mexico*. The students' names are: *Antonio and Clara*. The countries are: *Spain and Mexico*.

Unit 1

7. Work in pairs. Read the role play script and take turns role playing a conversation between Mary and her grandmother.

Mary

Hi, Grandma! How are you?

Mary's grandmother

I'm well, thank you. How are you?

8. Work in pairs. Read the role play script and take turns role playing a conversation between Mary and her grandmother.

Mary

Hi, Grandma! How are you?

Mary's grandmother

I'm well, thank you. How are you?

Possible answers for open discussion questions and sample language for oral activities are included at point of use.

Scaffolding activities with suggestions for how teachers support student learning or make an activity more or less challenging.

Self-Assessment boxes also offer suggestions for how to guide students in the *Check what you know!* sections throughout the unit.

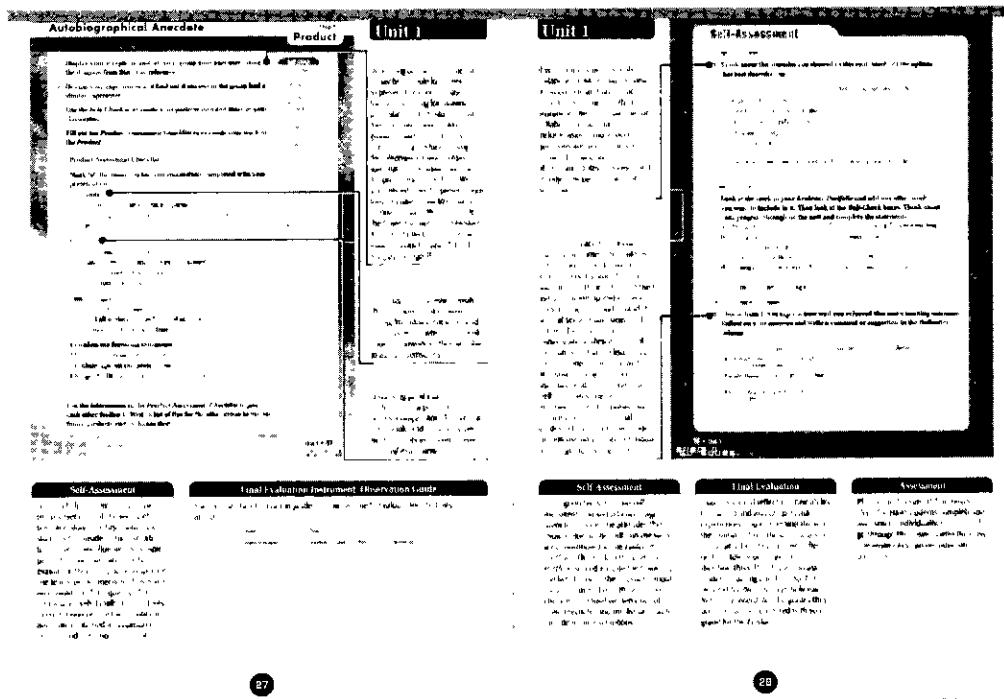
Language Knowledge boxes offer grammar explanations for structures related to the social practice. They focus on use, form, and common problems that Spanish speaking learners have. Suggestions for how to deal with these problems have been included.

Resources boxes suggest when and where students might want to read the text in their *Reader*. It also includes suggestions for how students can use technology if they have access to it.

Evaluation boxes offer suggestions for activities or work the teacher can use to evaluate students progress/achievements throughout the unit. These should include what to evaluate, as well as suggestions at the specific student level and the whole class level on ways to address any problem areas.

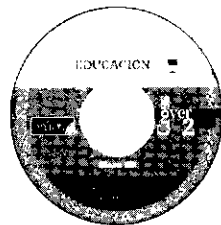
Ongoing Evaluation boxes that offer ideas for how to adapt steps if necessary and for classroom management appear throughout the unit, together with reminders to make sure students have or bring the materials they might need for that class or the next, and suggest additional resources.

A *Self-Assessment* box suggests how to guide students using the evaluation tools on the last two pages of each unit to evaluate their final product, how they worked in the unit, and their achievement of the learning outcomes.



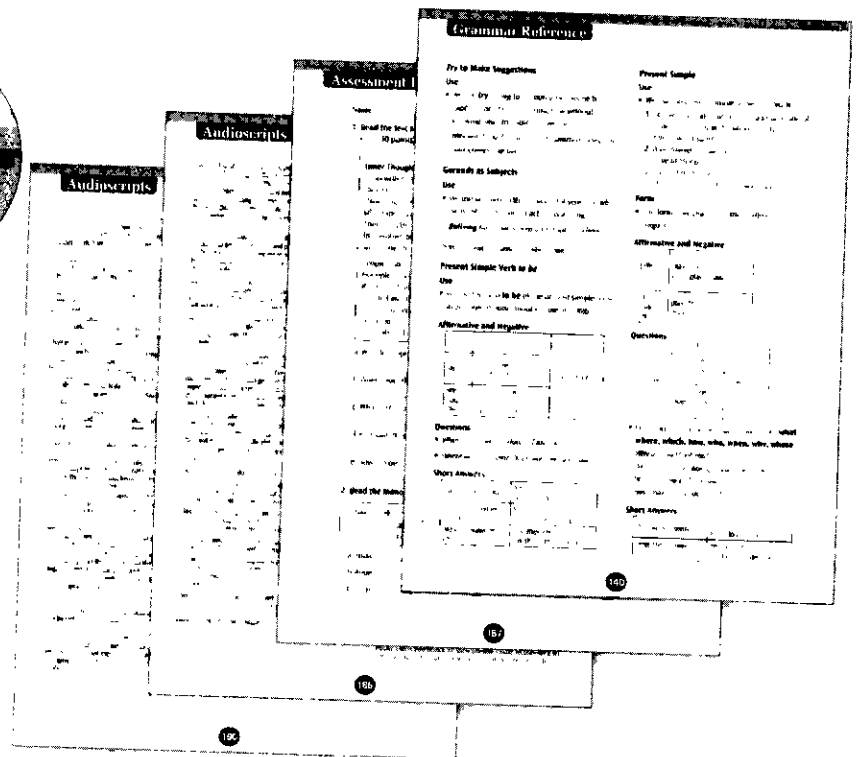
Evaluation boxes at the end of each unit refer teachers to the suggested evaluation instruments for the product from the SEP program, which are available at the back of the book with a photocopyable exam that is also included at the back of the book.

The *Class CD* comes with every *Teacher's Guide*. It has complete recordings of the listening activities, some *Reader* texts, and images related to each unit.



Other sections found at the back of the *Teacher's Guide* include

- *Grammar Reference* and *Glossary* from the *Activity Book*.
- *Unit Assessments*: A two-page assessment for each of the ten units.
- *Marking Criteria* with level-appropriate models and rubrics for marking students' writing.
- *Audioscripts*.
- *Helpful Phrases*.
- *Bibliography*.



Unit Planner

Unit 1: Coming of Age

Familiar and Community Environment Social practice: Talk about your own and others' experiences

Final product: Autobiographical Anecdote

Page	Learning Outcomes	Product	Self-assessment	Evidence
10–11	Listen to and analyze conversations about personal experiences	Make a list of important events in people's lives and choose an event.	Analyze a conversation	List of events
12–13	Understand the general sense of a conversation, the key ideas, and the details	Write questions about your important event.	Exchange information	List of questions
14–15	Listen and analyze conversations about personal experiences Understand the general sense of a conversation, the key ideas, and details	Make a graphic organizer for your anecdote.	Analyze the structure of an anecdote	Graphic organizer for anecdote
16	Understand the general sense of a conversation, the key ideas, and the details	Make a list of the contents of a scrapbook.	Support your anecdote with visual material	List of contents of a scrapbook
17	Share personal experiences by telling an anecdote	Present your anecdote and scrapbook to the group.	Anecdote Product assessment checklist	List of suggestions
Self-assessment				
18	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 2: Cultural Differences

Recreational and Literary Environment Social practice: Contrast cultural aspects in short essays

Final product: A Comparative Chart Based on Essays

Page	Learning Outcomes	Product	Self-assessment	Evidence
20–21	Revise short essays Understand the general meaning, main ideas, and details of essays Describe and compare cultural aspects	Make a list of the cultural aspects that are important or unique to a country.	Revise short literary essays	List of cultural aspects
22	Revise short essays	Choose a cultural aspect and make a mindmap.		Mindmap of cultural aspects
23	Describe and compare cultural aspects		Compare cultural aspects	Paragraph with similarities and differences
24–25	Understand the general meaning, main ideas, and details of essays Describe and compare cultural aspects		Understand general details	Chart with information of national event
26–27	Understand the general meaning, main ideas, and details of essays Describe cultural aspects	Write a paragraph for each subtopic of your mindmap.	Describe cultural aspects	Paragraph of subtopics from mindmap
28	Revise short essays Describe and compare cultural aspects	Use your essay to make a comparative chart.	Compare cultural aspects	Comparative essay
29	Describe and compare cultural aspects	Present your comparative chart.	Product evaluation questionnaire	List of tips
Self-assessment				
30	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 3: Natural Disasters

Academic and Educational Environment Social practice: Create instructions to help people be prepared for a natural disaster

Final product: Instructional Poster

Page	Learning Outcomes	Product	Self-assessment	Evidence
32–33	Read and understand instructions Analyze the language of instructions	Make a list of natural disasters that are common in your community.	Analyze an example of instructions	List of natural disasters
34–35	Analyze the language of instructions Select key information and review instructions	Choose a natural disaster. Make notes on what to do in a natural disaster.		Notes on how a natural disaster occurs Drawings of signs
36–37	Select key information and review instructions Analyze the language of instructions	Make a list with the contents of an emergency kit.	Analyze instructions and explanations	Emergency kit list Notes of key actions
38–39	Select key information and review instructions Analyze the language of instructions Write and edit instructions	Write instructions to avoid forest fires		Instructions on how to avoid a natural disaster Write instructions for a natural disaster
40	Analyze the language of instructions Write and edit instructions	Evaluate your partner. Design a n instructional poster.	Write and edit instructions	
41	Read and understand instructions	An instructional poster	Product evaluation rubric	Discussion
Self-assessment				
42	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 4: In the News

Familiar and Community Environment Social practice: Compare news stories in different publications

Final product: Comparative Chart

Page	Learning Outcomes	Product	Self-assessment	Evidence
44–45	Analyze news stories	Make a list of recent news stories.	Recognize types of news stories	List of news stories
46–47	Read news stories Analyze news stories	Select a news story and make notes.	Exchange opinions	Notes on the news stories
48–49	Read news stories Analyze news stories Contrast news stories from different newspapers	Identify the key aspects of your news story.		Notes on key notes from news story Role-play an interview
50–51	Read news stories Analyze news stories Contrast news stories from different newspapers	Ask and answer questions about your news story. Use the answers to write a news story		Questions about news story News story
52	Read news stories Analyze news stories Contrast news stories from different newspapers	Make a comparative chart of the different news stories.	Comparing news stories	Comparative chart
53	Contrast news stories from different newspapers	Display and present your comparative chart.	Peer evaluation questionnaire	List of suggestions
Self-assessment				
54	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit Planner

Unit 5: Theater and Drama

Recreational and Literary Environment Social practice: Read and analyze plays

Final product: A Dramatized Reading

Page	Learning Outcomes	Product	Self-assessment	Evidence
56–57	Read short plays for their general sense, main ideas, and details		Review short theater plays	Discussion about the parts of a script
58–59	Read short plays for their general sense, main ideas, and details Select and analyze short plays	List different genres of plays and examples of each.		List of plays, movies, or stories
60	Read short plays for their general sense, main ideas, and details Select and analyze short plays	Choose a play and describe its characters.		Table with characters' play analysis
61	Select and analyze short plays Participate in the dramatized reading of a short scene from a play		Analyze ways to express attitudes	Practice saying exclamations
62–63	Read short plays for their general sense, main ideas, and details Select and analyze short plays	Make a scene map. Analyze the stage directions.	Analyze actions in a play	Scene map for the play Script with stage directions
64	Read short plays for their general sense, main ideas, and details	Make notes on the use of nonverbal language in your script.	Dramatized reading	Notes on the use of nonverbal language
65	Participate in the dramatized reading of a short scene from a play	Perform a dramatized reading of your script.	Group product evaluation	Checklist and notes from discussion
Self-assessment				
66	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 6: Inventions That Changed the World

Academic and Educational Environment Social practice: Paraphrase information to explain how a machine works

Final product: Infographic for the Operation of a Machine

Page	Learning Outcomes	Product	Self-assessment	Evidence
68–69	Read and understand infographics for machines Select and evaluate materials for infographics	Brainstorm a list of machines.		List of machines
70–71	Read and understand infographics for machines	Create a mindmap of your invention.	Understand information	Mindmap of invention
72–73	Read and understand infographics for machines Select and evaluate materials for infographics Explain the purpose and process of a machine	Draw your invention and label the parts. Write a description of the purpose of your machine.	Understand and write information Write information	Labeled picture Description of invention
74–75	Explain the purpose and process of a machine Edit texts according to criteria Select and evaluate materials for infographics	Create a flow chart describing how your machine works.	Write information Describe processes	Process flow chart
76	Select and evaluate materials for infographics Edit texts according to criteria	Design an infographic for your invention.	Edit information	Infographic
77	Explain the purpose and process of a machine	Present your infographic to the class.	Product assessment checklist	List of suggestions
Self-assessment				
78	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 7: Complaints

Familiar and Community Environment Social practice: Complain about a product

Final product: Oral Complaints about a Product

Page	Learning Outcomes	Product	Self-assessment	Evidence
80–81	Listen and analyze complaints about products	Make a list of possible problems with products. Make a process chart for complaining.	Analyze complaints about products	List of problems about products
82–83	Examine the different forms and situations of complaints Make oral complaints	Create a chart with expressions to make a complaint.	Analyze complaints about products Write dialogues	Chart with expressions to complain
84	Listen and analyze complaints about products		Examine the different forms and situations of complaints	Comparison chart of complaints
85	Examine the different forms and situations of complaints	Create a chart with expressions to express and clarify misunderstandings.		Chart of expressions to clarify misunderstandings
86	Examine the different forms and situations of complaints Make oral complaints	Write role-play cards for different complaint situations.	Make oral complaints	
87	Make oral complaints	Role-play your complaint.	Product evaluation rubric	List of suggestions
Self-assessment				
88	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 8: Keep Talking!

Recreational and Community Environment Social practice: Improvise a short monologue on a topic of interest

Final product: An Improvised Monologue

Page	Learning Outcomes	Product	Self-assessment	Evidence
90–91	Analyze monologue genres	Create a list of situations where you hear monologues.	Analyze a monologue	List of a monologue's situations
92–93	Analyze monologue genres Plan a monologue	Choose a situation and a suitable genre.	Recognize types of monologues	Notes on the audience, purpose, and topic
94–95	Analyze monologue genres Plan a monologue	Make a graphic organizer for your genre.		Monologue graphic organizer
96–97	Analyze monologue genres Plan a monologue Provide and respond to feedback	Create a monologue using your graphic organizer. Add details like fillers to your monologue.		Monologue with fillers
98	Analyze monologue genres Plan a monologue	Create audience cards for different possible monologues.		Audience cards for monologues
99	Present a monologue	Improvise a monologue.	Improvise monologue	Anecdote
Self-assessment				
100	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit Planner

Unit 9: Water, Water, Everywhere

Academic and Educational Environment Social practice: Discuss viewpoints in a roundtable discussion

Final product: Roundtable Discussion

Page	Learning Outcomes	Product	Self-assessment	Evidence
102–103	Understand the general sense and the main ideas of texts related to civics and ethics formation	Choose a topic affecting your community.	Exchange information	Mindmap of topics that affect the community
104–105	Analyze texts related to civics and ethics formation and select information	Write questions and notes to guide your topic research.		Topic questions to guide research and roundtable discussion
106–105	Discuss viewpoints in a roundtable discussion Analyze texts related to civics and ethics formation and select information	Give your opinion on the topic you chose.	Express opinions	Discussion Notes to support your questions
108–109	Understand the general sense and the main ideas of texts related to civics and ethics formation	Research the topic using your questions and notes. Write a discursive essay.	Research a topic Write an article	Information from research Discursive essay
110	Discuss viewpoints in a roundtable discussion	Create a roundtable guide with your question.	Roundtable discussion guide	Chart guide for the roundtable
111	Discuss viewpoints in a roundtable discussion	Hold a roundtable discussion on the community topic.	Group evaluation	Discussion
Self-assessment				
112	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 10: Teenage Problems

Familiar and Community Environment Social practice: Express support and solidarity when facing an everyday situation

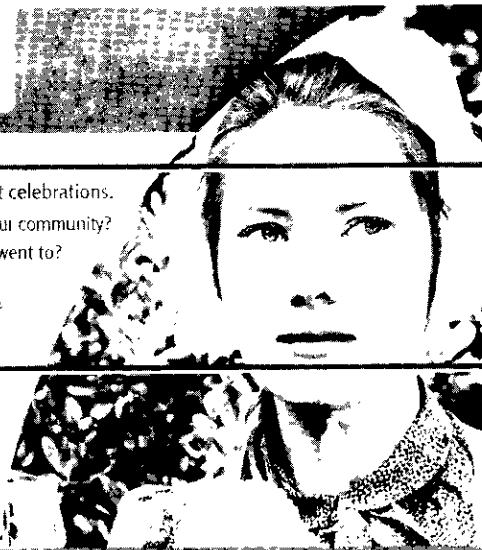
Final product: Public Service Announcement (PSA)

Page	Learning Outcomes	Product	Self-assessment	Evidence
114–115	Define ways to express yourself according to the audience		Analyze the features of PSAs	Discussion
116–117	Sympathize with others and give advice	Make a list of common teenage problems.	Identify features and audience of PSAs	List of teenage problems
118–119	Sympathize with others and give advice Contrast effects created by prosodic resources	Choose a problem and create a research table.	Use the language of suggestions and support	Research table for chosen problem
120–121	Define ways to express yourself according to the audience	Keep record of your advice for your chosen problem.		Notes on advice for problem Discussion
122	Define ways to express yourself according to the audience	Write and evaluate a script for a PSA for the problem you chose.	Create a PSA	Script for PSA
123	Sympathize with others and give advice Define ways to express yourself according to the audience	Perform your PSA.	Peer evaluation questionnaire	Paragraph on personal improvement
Self-assessment				
124	Evaluate Your Attitude	Evaluate Your Progress	Evaluate Your Achievements	

Unit 1

Share What You Know

- Work in groups. Discuss the questions about celebrations.
 - a. How do people celebrate special events in your community?
 - b. What was the most recent celebration you went to?
 - c. What happened in that celebration?
 - d. What do you think the unit title "Coming of Age" means?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about your experiences?
 - b. Did you have any communication problems? Why?



People in Mexico typically celebrate special events with parties or with family meals. The answers to questions b and c will vary according to student experience, but you might want students to name as many celebrations as possible and to use simple past when describing a particular personal example. *Coming of age* refers to key moments in life when people are aware of reaching an important age.

Coming of Age

Final Product: Community Event program

Social Practice

- Talk about your own and others' experiences

Learning Outcomes

- Listen to and analyze conversations about personal experiences
- Understand the general sense of a conversation, the key ideas, and the detail.
- Share personal experiences by telling an anecdote

Product: Autobiographical Anecdote

1. Make a list of important events in a person's life and choose one event.
2. Write questions about your important event.
3. Make a diagram with key information of your anecdote.
4. Make a scrapbook for your anecdote.
5. Tell your anecdote and present your scrapbook to the group.



Students should use simple past to answer the questions. It is possible to use present perfect to list recent events, but details of events need to be provided in the simple past. You can monitor and record student examples for Pre-Evaluation.

To help students understand the final product, you can refer back to their examples of specific events from the *Share What You Know* section. The students' recollections of recent celebrations can be used to show them how to tell an anecdote and what could support their presentations. This will help them see what needs to be produced and how each step supports the anecdote.

About the Topic

This unit explores the theme *Coming of Age*. The expression refers to key moments in life when people are aware of reaching an important age. Typical examples include Sweet 16s, *Quince Años*, and others. A good website to learn about coming-of-age rituals around the world is Global Citizen: <https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/>.

Pre-Evaluation

The *Share What You Know* section discusses celebrations. The first two questions in which students name celebrations can be used to generate a list of celebrations for the first step of the *Product*. Question c allows you to monitor and record examples of the students' use of the simple past. Knowing how students use simple past helps you see common errors (use of past forms, recognizing regular and irregular verbs, use of *did* etc.) and how to individually support students.

Curricular Flexibility

The final product for this unit is an oral anecdote. The main supporting subproducts are a written anecdote and a scrapbook. The scrapbook supports students telling oral anecdotes. If presenting an anecdote is too challenging, a way to support students could include the use of written notes. It is good to prevent students from reading a complete written anecdote, as this is not genuine oral production. If telling a complete anecdote is too challenging, students can produce individual sentences about an event.

Unit 1

Listen to personal experiences

Common celebrations will depend on the community the students are from, but birthdays and national holidays, such as Independence Day, are typically celebrated throughout all of Mexico. These questions can be used to generate a list of common celebrations for the first step of the *Product* when the students create a list of events.

These questions focus on the emotions of the speakers both for comprehension and for students to understand how emotion is expressed. You can ask students to say how Dana and Mary feel, but also how they recognized the speakers' emotions through the language and tone used (e.g., Dana says she can't wait to hear the details and she sounds excited).

Possible answers: a. Because it is the short form of the word; b. Because it's an expression that expresses surprise; c. No, they wouldn't; d. with peers/friends

1 In groups, discuss the following questions about celebrations.

- Which events in a person's life are always celebrated?
- What are common celebrations in your community?

2 Listen to a phone conversation about an important event. Number the pictures 1–7 in the order the events occurred.



Self-Check

Analyze a conversation

- I recognized the theme of a conversation.
- I understood how the different speakers felt.
- I recognized the main events.

3 Work in pairs. Discuss the questions about the phone conversation. Then use the *Self-Check* to evaluate your participation in the discussion. Think of ways to improve.

- What event is being celebrated?
- How did Dana feel about missing the event?
- How did Mary feel when Sarah fell over?
- How did Mary feel when there were fireworks?

4 Work with your partner. Use the words in the box to tell each other what happened on Mary's sweet sixteen.

tiara limo photoshoot Sarah's dress cake fireworks

5 Listen again and analyze the language that Mary and Dana use.

- Why does Mary say *limo* and not *limousine*?
- Why does Dana say "Oh my God!"?
- Do you think Mary and Dana would use this type of language with everyone? Why?
- Who is it appropriate to use language like this with?

10 • Unit 1

Resources

The *Reader* can be used by students to research more about different coming-of-age events. The two events described in the *Reader* are *Rumspringa* and *Quinceañeras*. If possible, it would also be good to use the students' experience as a resource by encouraging them to talk about *Quinceañera* parties they have attended. The *Reader Answer Key* can be found on page 175.

Self-Assessment

The *Self-Check* looks at students' understanding of the themes, the emotions, and the events of conversations. You might help students to discuss how they recognized the emotions of the speakers, because students need to understand the contextual cues they use to recognize speakers' emotions. Contextual cues include the vocabulary used or the intonation. You could also replay the recording, and stop it at the moment that the speakers demonstrate their emotion.

- 6 Work in pairs. Read the role play cards and take turns role-playing a conversation between Mary and her grandmother.

Mary



You want to tell your grandmother about your party because she made you a lovely cake. There are two details that you do not want to mention to your grandmother.

- You played very loud music in the limousine
- Sarah's dress was a mess

Your grandmother is a serious person and you need to be careful how you speak to her.

Mary's grandmother



You want to find out all about Mary's party. You want to know if everyone liked the cake you made. Mary's mother mentioned two things that you think are strange and you want to check them with Mary:

- Mary rode in a limousine with very loud music
- One of her friends ruined her dress

You are a serious person and you appreciate people using the appropriate language.



Hi, Grandma. Thank you so much for my cake.



You're welcome, dear. How was your party?

- 7 Work with your partner. Analyze how the language Mary uses with Dana is different from the language you used in activity 6.
- 8 Work in pairs. Describe the last party you attended. Use appropriate language you would use with a friend.
- 9 Form a **Product** group. Make a list of the events that are very important in people's lives.
- 10 Choose an event from the list that you could tell an anecdote to your **Product** group about. Identify which moments might be memorable when telling this anecdote. Keep the list in your **Evidence Portfolio**.

When I saw my dad dance...

When my grandmother made a speech...

Unit 1 • 11

Before the activity, you may want to draw a chart on the board to categorize words and expressions by register (into formal and informal language), so that students notice the differences, for example: *Hi, Grandma!* (informal), *Good afternoon, Grandma!* (formal). Higher-level students can use the chart on the board to role-play in front of the class before the rest attempt the activity.

The list of events for the **Product** can be the same list created in the discussion questions on page 10, activity 1. The events that the students list should be events that they are familiar with, because the next step is for them to choose an event they have experienced. The second step is only possible if the list of events includes familiar events.

Language Knowledge

The simple past is used to express finished actions in the definite past. A common problem is the three pronunciations of the *-ed* ending of regular verbs, which are affected by the final sound of the verb: voiced = /d/, unvoiced = /t/, or after d/t = /ɪd/. Irregular verbs in the simple past do not follow a single rule but they do have spelling patterns, and you can help students to be aware of these patterns.

Learning to Learn

You might want to show students how to use the verb list in the *Grammar Reference* section to help them study. The verb list contains the most common irregular verbs. You can ask students to see which irregular verbs have the same spelling pattern in the past (e.g., caught and taught). If students create mindmaps of different spelling patterns, they will find it easier to learn the irregular verbs.

Ongoing Evaluation

As they progress through the unit, students will continue to build on their knowledge and their confident use of the simple past. It could be useful to record different examples of their use of the simple past to show students what they need to work on.

Possible answers: a. She went to New York to start a summer computer programming course. b. Over 500 students enrolled, and she was interviewed by a newspaper. c. He is excited about his friend's success. d. The online course she created was about the Amish way of life. e. I'd like to teach people about how to set up a community service program/the use of new technology/to learn sign language.

Resources

To read more about farming and community events, go to pages 11-13 in your Reader.

- 1 **Work in pairs.** Look at the newspaper story and identify where the girl is from and what she did.

Amish Girl Creates Hit Online Course

By Tom Richardson

Rebecca King, 16, from an Amish community in Pennsylvania, came to New York on Rumspringa and started a summer computer programming course at New York University. However, soon, the NYU students were learning from her as she



Listening Tip

Listening for detail
Listen for key words in the text without trying to understand every word.

- 2 **Listen** to Rebecca's anecdote about New York and answer the questions.
 - a. Why was Rebecca in New York?
 - b. What made the experience special?
 - c. How does Noah feel about Rebecca's experience?
 - d. What was Rebecca's online course about?
 - e. If you could make an online course, what would you want to teach people?
- 3 **Listen to Rebecca again and make notes about her time in New York. Compare answers in pairs.**

The summer course

- VERY FORMAL; IN A SYNAGOGUE
- STAYED SILENT DURING PRAYERS
- THREW CANDY

The TV interview

- DELICIOUS FOOD
- PARTY GAMES
- CARRIED FRIEND ON A CHAIR
- DANCED

Vocabulary Tip

Intonation
Pay attention to speakers of English and notice how their voice rises or falls when asking the question.

- 4 **Listen** to the questions and decide if the intonation goes up (↑) or down (↓) at the end of each question.
 - a. How have things been? ↑
 - b. Was it amazing? ↓
 - c. What did you do? ↓
 - d. Can you create courses? ↓
 - e. How many people registered? ↑
- 5 **Work in pairs.** Ask each other questions about an important event in your lives.



A way to help students notice intonation patterns is to look at the answer that is expected for the question. A question that requires a yes or no answer goes up at the end. A question answered with information goes down.

12 • Unit 1

About the Topic

The Amish is a community mainly settled in the United States and Canada. They originated from Swiss immigrants in the 18th century. What makes this community unique is their way of life. After settling in Pennsylvania, they decided to not assimilate with the culture around them. Since then, they have not used modern technology, such as farming tools, cars, or telephones. They also maintain the clothing style worn about 100 years ago.

Resources

There are many sites on the Internet that can be used to research coming-of-age celebrations. Globalcitizen.org provides a list of 13 different coming-of-age celebrations with illustrative photos. You could provide students with descriptions of these different celebrations and ask them what the similarities are. For example, the Inuits and the Maasai both have traditions where young boys learn warrior and hunter skills.

6 Work in pairs. Use the words in the box to retell the details of Rebecca's anecdote.

New York University online course 500 students
TV interview Mayor of New York

7 Work in pairs. Use the prompts in the box to write questions for the answers that Rebecca gave in her TV interview.

Who...? What...? When...? Where...? How...?

a. WHERE DO YOU COME FROM?

I come from Lancaster County in Pennsylvania.

b. WHEN DID YOU COME TO NEW YORK?

I came to New York a month ago.

c. WHO DO YOU LIVE WITH?

I live with my parents and my brother.

d. WHAT DO YOU LIKE MOST ABOUT YOUR COMMUNITY?

The thing I like most about our community is that people help each other.

e. HOW MANY PEOPLE REGISTERED ON YOUR COURSE?

Over 500 people registered for my course.

8 Use the table to make notes about the special event you chose from your list.

Special event

Type of event

Time

Place

People

Activities

Feelings

Self-Check

Yes = ✓

Exchange information

I made a list of questions.

I included appropriate details and information

I used correct intonation

Product

9 Work with a *Product* partner. Write questions about the special event you chose in Step 1. Use the ideas in your table and the prompts from above. Keep the questions in your *Evidence Portfolio*.

10 Work in pairs. Ask each other questions about the special events you both chose. Use the correct intonation. Use the *Self-Check* to evaluate your work.

If students find this activity difficult, you can help them focus on the key words in the sentences and the appropriate questions to find out that key information. For example, a sentence about age (a) requires the question "How old..?"

Similar to activity 7, you can help students notice how the information affects the questions produced. For example, a question for the topic of activities could be "What did you do?"

This *Product Step* requires students to ask each other questions. Part of the *Self-Check* focuses on intonation patterns. You can combine question practice and intonation practice by asking students to work in pairs with one forming questions and the other listening for the use of the correct intonation pattern.

Unit 1 • 13

Language knowledge

Activity 7 contains both subject questions and object questions. In a subject question, the question word is the subject of the sentence. It does not have an auxiliary verb, and the word order is not inverted. *Who was there?* This is different from object questions. *What did you wear?* Object questions have the object of the verb as the answer. (*What did you wear? I wore a suit.*)

Ongoing Evaluation

The students produce questions for the *Product* to help them focus on the different elements of their anecdotes. It is a good idea to record examples of their questions so that it is possible to see how they improve at formulating questions. You might consider two aspects of forming questions: the accuracy of the question and whether the questions focus on the key aspects of the anecdote.

Self-Assessment

The students assess themselves on making a list of questions, including appropriate details, and using the correct intonation. The appropriate details can include place, time, people, what happened, and why it happened. Assessing their own intonation may be difficult for students. One way to help them is to ask them to focus on the type of question (yes/no or information) and have their partner in activity 10 help them to notice.

The pictures can be used to tell alternative anecdotes. Clearly the stories will be around graduation and parties. It would also be good to include the emotions of the women and the reason for their feelings.

It is important to look at the relationship between the context of the anecdote and the memorable moment. The context is the graduation party and the memorable moment is both girls arriving to the party in the same dress, which meant there were not any pictures of the party. It is possible to recognize the memorable moment because of the expression "What a nightmare!"

The checklist could include: Context (place, time, people, weather etc.) and Event (what happened, why it happened, the consequence of what happened, how people reacted etc.).

1 Work in pairs. Look at the pictures and predict what the text is about.



Let me tell you a great story. On graduation day, after the school ceremony and all the pictures we took with our friends and family, we went to our houses to get ready for the party. My friends and I decided to wear black suits. All the girls promised not to wear the same color and definitely not the same dress. But guess what? Later on, Alette and Dons showed up wearing exactly the same black dress. What a nightmare! They were furious! We thought it was hilarious, but they wouldn't even talk to each other. After a while, they started dancing with us and laughing again. The problem was that they didn't want to be in any of the pictures we took at the party. Now that school is over, we don't have any pictures to remember that funny night by.

2 Read the graduation anecdote. Work in pairs and complete the checklist with details from the anecdote.



Yes =
Analyze the structure of an anecdote

- I understood the context of the anecdote.
- I recognized the memorable event.
- I learned how to frame the memorable event.

	✓	Details
Background	✓	
People involved	✓	Alette and Dons
Date		
Place		
Description of past event		
Memorable moment	✓	They showed up wearing the same dress.
Consequence		

3 With your partner, use the Self-Check to evaluate your work. Think of ways to improve.

4 Work with your partner. Look at the anecdote checklist in activity 2. Discuss the information included in it and say what other important details would be important to include.

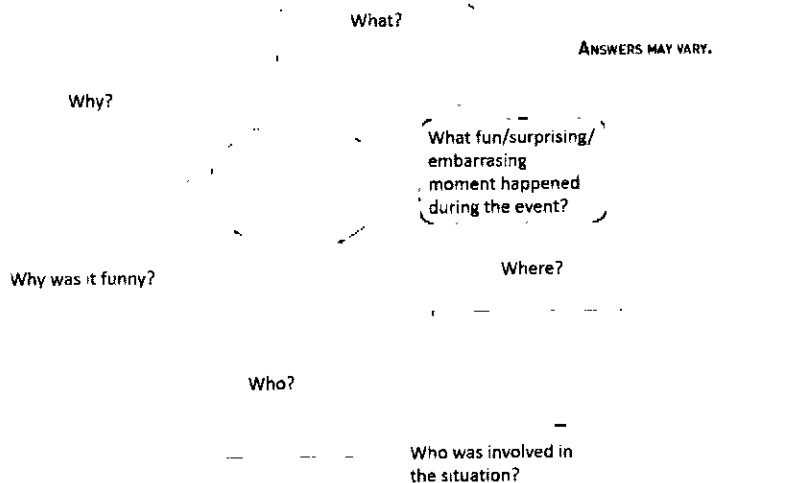
Self-Assessment

To analyze the structure of anecdotes, students need to understand that telling an anecdote effectively depends on the balance between the context of the anecdote and providing a detailed description of the memorable moment. You can refer the students to their answers for activity 2 and use the anecdote on this page and page 10 to explore this balance between context and a memorable moment.

Curricular Flexibility

The activities on this page lead towards the expansion of a checklist for the contents of an anecdote. Students will find this checklist very useful in knowing which elements are in their anecdotes. However, the checklist does not let students know which elements are more important and which are not as important. For example, the context of each anecdote will be different, and some may focus on the people whereas others focus on the place. The students can explore these differences by sharing their anecdotes.

3 Complete the diagram with questions about the graduation anecdote.



The diagram is not designed to list all of the elements of an anecdote. There should be more elements on the students' checklists than in the diagram. However, you might want to make students aware that for this particular anecdote, these are the important elements. Logically, each anecdote has different important elements.

- 6 Make a diagram of key information like the one in activity 5 for your anecdote. Use the questions you wrote in Step 2. Product
- 7 Work with your *Product* group. Make sure your diagram contains all of the elements necessary for an anecdote.
- 8 Work with a *Product* partner. Share your diagram with your partner. Practice telling your anecdote and have your partner check your diagram to make sure you have included everything. Keep your diagram in your *Evidence Portfolio*.
- 9 Discuss ways to improve your anecdote.



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Sharing their anecdote helps the students focus on the details of the story and it provides useful speaking practice. Ways to support students include: checking their use of the simple past and their use of the checklist to help them see if they have included all of the important elements.

Ongoing Evaluation

The students should produce at least two drafts for their written anecdote. The first they edit with their *Product* partners, and the second is the version they add to their *Evidence Portfolio*. In order to evaluate the students' development, it could be interesting to keep the first draft as well as a copy of the final draft, or to compare the first draft with their oral presentation of the anecdote.

Curricular Flexibility

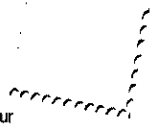
Some students will naturally be better storytellers than others, and therefore there will be students who find this task easier than others. By making students aware of the structure of anecdotes, you can help the students who are not confident at telling anecdotes. You can represent structure in different ways: mindmaps (as on this page), different colors for different elements, or lists of elements. Whichever you choose, it is important to look at the balance of the context and the memorable event.

Typically sharing photos, videos, or telling stories are common ways to remember key events. You will probably want to bring out ideas of the importance of visual support when they tell anecdotes in the *Final Product*.

- 1 **Work in pairs. Discuss the questions about remembering events.**
 - a. How do you remember the key events in your life?
 - b. How do you share those events with other people?



SO SO SO TIG



Before social media, before cell phones, before computers, there was an amazing way to share your memories with friends and families. In many ways it was better than what we have now. Don't believe me?

Just imagine sharing photos and also everything else that reminds you of a special day: objects, flowers, even pictures and poems. All in one book. How is this possible? Let me introduce you to the world of scrapbooks

Invented in the 1800s, scrapbooks were how people could fill a book with newspaper clippings and other paper cutouts. As photographs became cheaper people started to add photos to their scrapbooks and the world of scrapbooking was born. To start a scrapbook, choose an event that is special to you, and start collecting the objects that will help you remember it. Choose a book you like the look of, some attractive paper for sticking, writing, and drawing, and then start having fun. All you need are the following supplies.

Photos

To share your memories of your special days with others

Patterned and colored paper

To use as a background for your photos

Scissors

To crop your photos and cut paper to size

Adhesives

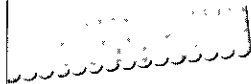
Liquid glue, glue dots, or sticky tape

Real-life objects

To make your scrapbook more personal

Felt-tipped pens, colored pencils, or watercolors

To draw and illustrate your scrapbook



Some students may think it is fun to make a scrapbook, but they need to understand that creating a scrapbook will help the telling of their anecdotes because they make the story more dynamic. The key elements in a scrapbook are: visual representation of events, a variety of designs, a range of colors and textures, and inclusion of physical, real objects.

- 2 **Read the article and discuss the questions with your partner.**
 - a. Why would it be fun to make a scrapbook?
 - b. How could a scrapbook help you tell your anecdote?
 - c. What key elements are important to include in a scrapbook?

Product

- 3 **Work in your *Product* group. Make a list of what you could include in a scrapbook of your special event. Keep your list in your *Evidence Portfolio*.**
- 4 **Make a scrapbook that you can present with your anecdote.**

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Resources

If you want to get more ideas for possible designs for scrapbooks, there are many Internet sites with a wealth of resources. Pinterest has many examples of scrapbooks that people have produced (<https://www.pinterest.com.mx/scrapbookcom/favorite-scrapbooking-layouts/>). You can print out examples of scrapbooks, display them in the classroom, or create a scrapbook to inspire your students.

About the topic

Scrapbooks are a great way to visually represent stories. They not only show pictures but also any form of souvenir from a memorable event. The modern equivalent of a scrapbook (a webpage or a blog) still cannot include some of the elements of a scrapbook such as physical, real objects. Also, because scrapbooks look personally produced, they are much more personal. You can see aspects of the person's personality in the design decisions.

Ongoing Evaluation

For students to know what to include on their scrapbook lists, they need to know what happens in their anecdotes. The scrapbooks in the final *Product* provide visual support for the telling of their anecdote. However, scrapbooks can be used as projects in their own right. Scrapbooks with examples of writing can be an excellent way to monitor the progress of students throughout the unit in both written and spoken English.

- 1 Display your scrapbook and tell your group your anecdote, using the diagram from Step 3 as reference.
- 2 Discuss your experiences and find out if anyone in the group had a similar experience.
- 3 Use the *Self-Check* to evaluate your performance and those of your classmates.
- 4 Fill out the *Product Assessment Checklist* to evaluate your work on the *Product*.

Yes –
Anecdote
I described a past event.
My scrapbook represented my anecdote accurately.
I included a memorable moment in the telling of my anecdote.

Product Assessment Checklist

Mark (✓) the items you feel you successfully completed with your presentation.

Teamwork

- I discussed my ideas with my partner.
- I was supportive and respectful of my partner's ideas.
- We shared ideas and workload.

Content

- I told a memorable story.
- I gave valuable information in my anecdote.
- I used a variety of words and expressions.
- I took turns to speak.

Time management

- I began work promptly.
- I had all of the material I needed at hand.
- I completed the work on time.

Complete the following statements:

- My strengths on this project were _____.
- My challenges on this project were _____.
- Changes I will make for the next project I will do are _____.

- 5 Use the information in the *Product Assessment Checklist* to give each other feedback. Write a list of tips for the other group to use for future products and exchange them.

Depending on the size of the class, it may be possible for students to present to the entire class. If the class is too big for individual presentations, then students can present simultaneously to their groups. However, it is necessary to evaluate each student using the *Observation Guide* so make sure that not too many students are presenting at one time. While students listen to the presentations, they can have a task to do such as completing something similar to the *Content* section of the *Product Assessment Checklist*, or creating mindmaps for the anecdotes they hear, as on page 15.

Each step of the *Product* involves them working with a partner or a group. You may want to remind students of this when they think about teamwork so they are able to assess themselves.

Discussing good examples of describing a past event, representing an anecdote with a scrapbook, and presenting will help students assess themselves (See *Self-Assessment*).

Self-Assessment

You can help students to evaluate the key elements of the telling of their anecdote. The first element asks students to consider if they are able to accurately and fluently use simple past. Then the students have to evaluate if their scrapbook supported the telling of the anecdote. This is not an evaluation of the quality of the scrapbook itself. Finally, the students need to evaluate whether or not their anecdote contained an appropriate context and a memorable event.

Final Evaluation Instrument: Observation Guide

You can use the observation guide or a similar one to evaluate the students' anecdotes.

Name	Topic			Observations
Aspect to evaluate	Excellent	Good	Poor	
Fluently and accurately use simple past				
Use a scrapbook to support the telling of the anecdote				
Include an appropriate context and a memorable event				
Present clearly				

Unit 1

If you remind students of their collaborative work, you can help them provide an honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include: asking and answering questions about their chosen events, deciding on the content of their anecdotes checklists, and editing their partner's written anecdotes.

To be able to achieve this unit's *Learning Outcomes*, the students need to understand how to analyze personal anecdotes so you can help them reflect on their use of a mindmap and a checklist. They also need to understand the general sense, main ideas, and details of a conversation. Suggest thinking about their analysis of the stories told in the listening on pages 10 and 12, and the written anecdote on page 14. Finally, students need to evaluate how well they can share personal experiences (i.e., the presentation of their anecdote). The final grades in this section can be for student use only or can contribute to your grades as a teacher.

Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

Yes Sometimes No

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Look at the attitudes that you marked as Yes. How did you achieve them?

Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _____ out of _____ activities for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____.
- c. I can see I improved at _____ in the evidence activities _____ and _____.
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
- e. For the next unit, I'm going to _____.

Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

I can...	Grade	Reflection
<ul style="list-style-type: none"> ■ I listen and revise conversations about personal experiences. ■ I understand general sense, main ideas, and details. ■ I share personal experiences in a conversation. 		

Self-Assessment

To help students with the *Self Assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: the list of events, the questions about the event they chose, the anecdote checklist, the final written draft of their anecdote, and the list of what to include in their scrapbook.

Final Evaluation

Students should reflect on their ability to listen to and analyze personal experiences. You can remind them of the examples from the unit (pages 10, 11, 12, and 14). They can also reflect on their telling of the anecdotes. If they find this difficult, you can ask students guiding questions such as *How did the different steps help you to tell your anecdote?* The grades they produce can be compared with your grade for the *Product*.

Assessment

Photocopy *Assessment 1* on pages 153–154. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 173.

Unit 2

Share What You Know

- In groups, discuss the following questions.
 - a. Have you been to another country, state, or community? Which one?
 - b. How is this place different from where you live?
 - c. How is this place similar to where you live?
 - d. How often do you visit another country, state, or community?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to compare cultural aspects?
 - b. Did you have any communication problems?

This is an opportunity to diagnose the students' use of language to compare and contrast places, and to talk about frequency. To introduce comparative charts, you can create a two-column chart on the board with one column for similarities and one for differences. Students' answers to the questions will vary depending on their experiences, but you should encourage students to use connectors of contrast and comparison.

Cultural Differences

Social Practice

- Contrast cultural aspects in short essays

Learning Outcomes

- Examine short essays
- Understand the general meaning, main ideas, and details of essays
- Describe and compare cultural aspects

Product: A Comparative Chart of Cultural Aspects

- List important cultural aspects of Mexico and create a comparative chart.
- Add a list of cultural traditions to your chart.
- Add examples of Mexican food to the chart.
- Add examples of Mexican stereotypes to the chart.
- Find information about traditions, food, stereotypes, and other cultural aspects of other countries from the essays.
- Present your comparative chart.

Students should note the descriptions they used and the connectors. They might express difficulty with comparisons, frequency, or other misunderstandings. If you want students to discuss their language use and communication problems in new groups, then you can split the previous groups in half and recombine them.

By using the two-column chart from the *Share What You Know* section, students can recognize the advantages of charts (clear representation of information) and their disadvantages (not detailed or persuasive).

Curricular Flexibility

The final product is a comparative chart. The supporting subproducts are a list of cultural aspects, a mindmap of one cultural aspect, and an essay about that aspect. If presenting information is difficult for some students, the presentation can be broken into smaller sections with each member presenting a small part. Equally, students should discuss what their strengths are (e.g., some students will be better at writing essays and others at presentations).

Pre-Evaluation

It's a good idea to keep a record of which connectors of contrast and comparison students use when answering questions b and c and which frequency adverbs they use in question d. This record can either be written or recorded using a cell phone or recorder. If recording students, you should check school policy and make sure they are comfortable with this. This information will help you see which connectors and frequency adverbs to focus on.

You can help students discuss the pictures by asking them to think of more than one interpretation for each. You can also point out the food in the pictures to talk about cultural customs and whether the food is traditional (e.g., Christmas) or food eaten every day. Possible similarities and differences between the pictures could be related to physical appearance. The pictures generally focus on relationships, and can be interpreted as family or friends.

Before students read the text, you can do some pre-reading to enhance their understanding. One idea is to have them look at the title of the article, the format (a blog), and the organization (paragraphs) along with the pictures they already discussed, and then ask them to guess the topic of the article. Additionally, the first sentence of each paragraph will help students predict the topic.

Work in pairs. Look at the pictures and discuss the questions.

- What can you see in the pictures?
- How are the people in the pictures different from and similar to each other?
- When do people do the activities in the pictures?
- What type of relationship do you think they may have?

www.bloggersoftheworld.com



My Trip to Mexico
by @JustAnotherBlogger

page 133 142

- I have just gotten back from a trip to Mexico. My grandmother (on my mom's side) is Mexican, and we all went to visit her: my aunts, uncles, and cousins. I had never left the United States before, and it was great to meet my extended family. It was a real eye-opening experience for me, because I realized that even though we are neighboring countries, many of the cultural aspects of our two countries are very different.
- First, I noticed how family life in the US is different from family life in Mexico. In many Mexican homes, the extended family lives together—for example, in my aunt's house, there are three generations. Meanwhile, in the US only the immediate family members live together in a house. I only see my American grandparents once or twice a year, while my cousins usually see their grandparents at least once a month. I also noticed that both Mexican and American families respect the opinion of older people.
- Another thing that I noticed is that people greet other people in a very different way. In the US, we usually just say, "Hi! How are you doing?" or acknowledge another person by nodding our heads, and that's it. In Mexico, people are very open and there is much more physical contact. Women greet each other as well as men with a kiss on the cheek, while men hug and slap each other on the back. Similar to Mexicans, in the US, we sometimes hug our close friends, but only very briefly.
- I also found Mexican eating habits very different from the US. At home, I normally eat my breakfast before I go to school, just like my cousins from Mexico. Then I eat my lunch—usually a sandwich. Then we have dinner in the evening, when my parents get home from work—around 7 or 8. In contrast, for Mexicans, the biggest meal is between 2 and 4 p.m. Dinner, before going to sleep, is usually lighter. It was very difficult to adapt to their schedule. But, even though our eating habits are very different, we have one thing in common: we all love pizza!



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About the Topic

The blog on this page is an essay about some differences between Mexican and American cultures. It's important to remind students that the essay may reflect some common differences, but that there are always exceptions to cultural norms. Not every Mexican family lives in a multi-generational home, and there are some Americans who do. However, cultural norms can give us useful ideas of the expectations of a society. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Curricular Flexibility

As mentioned in the *Share What You Know* section on page 19, students may have varying levels of exposure to other cultures. You can ask students to say what surprised them and then ask them to share other interesting differences they know about to cover both bases. You might want to pair students with less travel experience with those who have more. This way the less-experienced students can ask follow-up questions of the students with more, and you will encourage both groups to participate.

- 2 Read the essay. Then discuss the questions with your partner.
- What is the purpose of the essay: to explain a topic, to express a problem and a solution, or to contrast and compare?
 - What type of information is presented in the essay?
 - How is the essay organized?
- 3 Match the numbers of the paragraphs to the parts of the essay.
Introduction: 1 Conclusion: 5 Body: 2-4
- 4 With your partner, choose one of the paragraphs from the body of the essay. Underline the information about the US and circle the information about Mexico. Then discuss the questions and give examples.
- How is the paragraph organized?
 - What similarities does the paragraph mention?
 - What differences does it mention?



Possible answers:

- To contrast and compare
- Comparisons of personal experiences of the blogger
- The essay is divided into paragraphs, each with a topic sentence that summarizes one point of comparison between the United States and Mexico.

Self-Check

- Yes =
Revise short literary essays
 I identified patterns.
 I analyzed textual organization.

- 5 Look at the **Self-Check** box and evaluate your performance in the previous activity. Think of ways to improve.
- 6 Work in groups. Compare the cultural aspects the author observed and complete the comparative chart. Refer back to the essay as needed.

Cultural aspects		
Family life	LIVE IN MULTI-GENERATION HOMES, SEE GRANDPARENTS OFTEN	ONLY 2 GENERATIONS PER HOME, SEE GRANDPARENTS A FEW TIMES A YEAR
Meeting people	MORE TOUCHING, KISSES, HUGS AND SLAPS	USUALLY NO TOUCHING, SOMETIMES HUG VERY CLOSE FRIENDS
Eating habits	BREAKFAST BEFORE SCHOOL, BIGGEST MEAL 2-4, LIGHT DINNER	BREAKFAST BEFORE SCHOOL, SANDWICH AROUND NOON, BIGGEST MEAL AT 7 OR 8

It's a good idea to assign paragraphs to the groups so that you can cover the whole blog.

Possible answers:

- Each paragraph has a topic sentence, examples of similarities and differences, and a concluding sentence.
- b and c. Check essay for answers.

Product

- 7 Form a **Product** group. Make a list of cultural aspects that are important in Mexico. Use the chart and your own knowledge of Mexico to help you. Start a comparative chart of cultural aspects like the one in activity 6 with a column for Mexico and columns for other countries.
- 8 Add some of the aspects to the chart and leave room for others. Keep your chart in your **Evidence Portfolio**.

These cultural aspects predict how people live and interact every day. However, students may also have other answers for why cultural aspects may be important to a country (e.g., a source of pride). If you ask students for more than one possibility, you can encourage different answers and students can recognize all answers are valid.

5 After my trip to Mexico, I realized there are many differences between my life in the US and the lives of my family in Mexico. However, I also noticed many similarities. Now my cousin and I are always chatting with each other online. It's great to know that we can be friends despite being from different cultures. I think that it is possible for us to integrate without losing our identities.



Self-Assessment

This *Self-Check* looks at how students recognize language, patterns, and organization of a comparative essay. This is important because they will be writing their own comparative essays later. If students had trouble identifying with this, you can rewrite a paragraph from the text in more formal language so students can identify the differences. Students might discuss the differences in pairs or groups, or even create a comparative chart.

Ongoing Evaluation

You might want to check students' lists of cultural aspects at this point before they get further into the project. A good list should have a variety of 5-10 different cultural aspects. Note the language they are using in their discussions too. You can record students any time they discuss or present in order to check their fluidity and use of connectors. Check that they can use connectors, even if "but" is the only one they use.

Possible answers:

- a. A fireworks party or a large fire
- b. They are all at night and feature explosives.

Students may not recognize the Palace of Westminster, where the Members of Parliament meet in the United Kingdom. You can point this out by asking whether students have ever seen the building or the clock tower (commonly called Big Ben) in a movie and having them guess that the city is London.

Possible answers:

- a. To explain a topic
- b. Where, When, Why, Activities, Food, Clothes/Weather
- c. Somebody who wants to find out about Bonfire Night or British culture
- d. To give background information, and context to the traditions
- e. Answers will vary.



1 Look at the pictures and answer the questions.

- a. What tradition is happening in the pictures?
- b. How do you think the pictures are related?

2 Listen to the radio documentary *Culture and Traditions* and answer the questions.

- a. What is the other name for Bonfire Night?

GUY FAWKES NIGHT

- b. What did Guy Fawkes try to do?

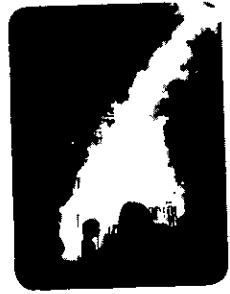
BLOW UP THE HOUSES OF PARLIAMENT

- c. When was Guy Fawkes arrested?

THE MORNING OF NOVEMBER 5TH

- d. What do people do on Bonfire Night?

HAVE A BONFIRE PARTY



3 Work in pairs and discuss the questions about the documentary.

- a. What is the purpose of the documentary: to express a problem and a solution, to explain a topic, or to contrast and compare?
- b. What type of information is presented about the topic?
- c. Who might find the information useful?
- d. Why is the history of the event explained?
- e. Do you think this is a cultural tradition you might enjoy?

4 Listen again and make notes on this British cultural tradition.

Name of cultural tradition: **Bonfire Night**

Where: **THE UNITED KINGDOM**

When: **NOVEMBER 5**

Why: **CELEBRATES THE DISCOVERY OF THE GUNPOWDER PLOT**

Activities: **MAKING "GUILDS," COLLECTING MONEY,**

BONFIRES, PROCESSIONS, FIREWORKS, FOOD

Food: **POTATOES, SOUP, MEAT, PARKIN CAKE**

Clothes: **WARM CLOTHES, UMBRELLAS**



- Yes =
- Understand general details
- I answered all the questions
- I included clear ideas and relevant details where appropriate
- I compared and contrasted ideas

5 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Resources
 To read more about the Bonfire Night tradition, go to your Reader pages 15–24.



About the Topic

Guy Fawkes was an English Catholic. He spent time in continental Europe looking for support for a Catholic rebellion in England. At the time, there were many wars between Catholics and protestants around Europe. The members of the Gunpowder Plot hoped to replace King James I with a Catholic ruler. Because Fawkes was the first member to be caught, he represented the plot and the celebration is named after him.

Resources

The *Reader* can be used to research more about Bonfire Night and the members of the Gunpowder Plot. It might be useful to divide the *Reader* into sections. Pages 17–22 explain the background of the plotters and the conspiracy. Pages 23–26 deal with the discovery of the plot and what happened to the plotters. Finally, page 27 talks about the celebration of Bonfire Night. The *Reader Answer Key* can be found on page 175.

- 7 Work in groups. Choose a cultural tradition and discuss how it is celebrated in your region. Make notes following the example from activity 4.

Name of cultural tradition:

Where:

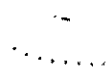
When:

Why:

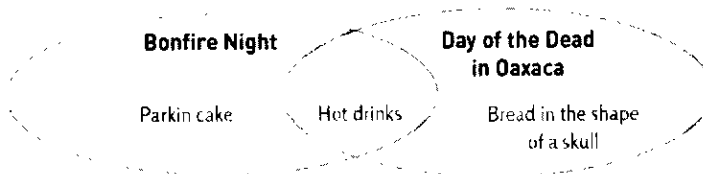
Activities:

Food:

Clothes:



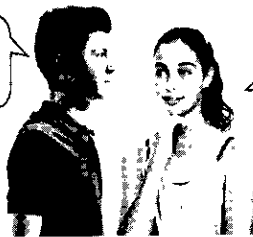
- 7 Work with the same group. Compare the food eaten at Bonfire Night with the food eaten at the cultural tradition you chose.
- 8 Make a Venn diagram with information about the two traditions. Write the foods they have in common in the center section of the diagram. Follow the example.



Product

- 9 Work with a partner from your group. Compare another aspect of the cultural tradition you chose with the same aspect from Bonfire Night (e.g., clothes, activities, etc.).

On Bonfire Night, people wear warm clothes because the weather is not good.



On the Day of the Dead, people dress up in traditional Mexican clothing or wear costumes.

- 10 Work in your Product group. Brainstorm and write a list of different cultural traditions in Mexico. Add some of these cultural traditions to your comparative chart from Step 1. Keep your comparative chart in your Evidence Portfolio.

Unit 2 • 23

Students can use any example of a celebrated national event for this. Events like Independence Day or Christmas would be obvious choices. Students can list any big events when they have the day off school, or when families around the country get together. Answers will vary depending on the event, but they should discuss and write about all the aspects listed in the chart.

You may want students to copy the Venn diagram into their notebooks. If students have difficulty with activity 9, you can ask them to complete another Venn diagram for the aspect they choose to talk about.

Ongoing Evaluation

This step of the product builds on what students did during step 1. By focusing on cultural traditions that may take place during celebrations, students will build on the more common, everyday cultural aspects they worked on during step 1. More advanced students may wish to add extra aspects to those which they have looked at in the previous two pages.

Curricular Flexibility

If you have students who are not from Mexico, you can allow them to use a country they are more familiar with, such as their home nation, for their product steps. If these students are confident and comfortable, you could ask them to share their cultural traditions with their classmates. Some students may appreciate this opportunity, but be sensitive to less outgoing students' needs.

Possible answers:

1. Answers will vary.
2. From top to bottom: Witchetty grub - Aboriginal Australian; Barbequed sausages - Britain; Kebab - Turkey

Possible answers:

- a. On a website
- b. To explain a topic (Australian food), and compare this type of food with other types round the world
- c. They add visual references and clarify some of the less common terms (witchetty grub, kebab).
- d. Information about how food in Australia changed over time

1 Look at the pictures of the food in the essay and discuss which food you would like to try and why.

www.VisitAustraliaToday.com

Australian Food

Unlike countries such as France, Mexico, or India, Australia does not have an international reputation for food. However, Australia has a fascinating culture and its history explains a lot about their cuisine.

The first people of Australia were the Aboriginals and, naturally, they ate the food from the land around them. This included animals such as kangaroos and crocodiles, as well as insects like the witchetty grub. Now this type of food is known as "bush tucker," a name given by the British immigrants arriving in Australia.



The British colonization started in 1778, and due to the large numbers of British people arriving, the food of Australia changed dramatically. Soon, it was much the same as the food of Britain. For this reason, fish and chips and barbecued sausages (or "snags") are now part of the national identity of Australia.

The British were not the only immigrants to come to Australia. People from Italy, Turkey, Greece, and all over Asia have completely changed Australian food. Similarly to the British, they brought their tastes in food with them. In contrast to the British, however, the flavors and styles of food were much more varied, and Australians are now as likely to eat a Turkish kebab as they are to eat a meat pie.



Entirely because of its rich history, the food of Australia is now among the most varied and interesting in the world. What Australian food would you most like to try?

- 2 Read the essay and identify which culture provided the food in each image.
- 3 Work in pairs. Analyze the features of the essay and answer the questions.
 - a. Where might you read this essay?
 - b. What is the purpose of the essay?
 - c. Why are the pictures important to the essay?
 - d. What type of information do you find in each paragraph?
- 4 Work in pairs. Discuss the effect that immigration had on the food of Australia.

About the topic

Students have already begun to describe the cultural aspect of food, but this essay goes into more detail. Australian food is very multicultural, so be sure to clarify any new or unfamiliar terms for students. The Australian slang featured throughout the essay is explained within the same sentence.

Curricular Flexibility

Some students in your classroom may be immigrants to Mexico. You could offer them the opportunity to share their perspective on Mexican food. Alternatively, if they have a solid knowledge of the topic and wish to speak, they could talk about the cuisine in their country of origin.

- 5 Find the sentences in the essay containing the expressions in the box. Then, work in pairs and discuss the questions.

Unlike Due to Same as Therefore Similarly to In contrast to

- Which expressions explain the reason something happened?
- Which expressions compare similar cultural aspects?
- Which expressions show differences in cultural aspects?

- 6 Work in a group and complete the table of Mexican food affected by immigrants from other countries.

Food	Country of origin
bacalao	Spain/Portugal
tacos al pastor	Lebanon
hamburgers	
pizza	

Yes =
Compare and analyze cultural aspects

- I analyzed and described cultural aspects.
- I used appropriate words to express similarities, reasons, and differences.
- I participated confidently.

Product

- Work with someone from your group. Use the information from your table to discuss how food from other countries has affected Mexican food, and how Mexico is similar to or different from other countries.
- Give each other feedback using the *Self-Check* box.
- Work with a *Product* partner. Make notes on the food of Mexico and add these examples to your comparative chart. Keep your comparative chart in your *Evidence Portfolio*.

We eat hamburgers in Mexico the same as lots of other countries due to American hamburger restaurants opening internationally.

True, but unlike a lot of other countries, Mexico is the only country that cooks mole.



Possible answers:

- Due to, Therefore
- Similarly to, Same as
- Unlike, In contrast to

Possible answers:

Hamburgers originate from Germany and were made popular in the United States. Pizza is from Italy. Students' answers in the remaining spaces will vary.

This is an opportunity for students to not only contrast and compare different foods, but also to compare and contrast how cultural aspects develop within different countries.

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Language knowledge

The connectors used here usually function as introductions to a phrase or transitions between two phrases. They tell the reader *why* the information is being presented. Explain that some are used directly before nouns (*unlike*), some before a noun or verb clause (*in contrast to*), and some are used for either (*similarly to*).

Self-Assessment

This *Self-Check* looks at how students have used connectors of contrast and comparison as well as their descriptions of cultural aspects. Students who had trouble analyzing and describing cultural aspects should either look for examples that are more detailed or concentrate on other cultural aspects. Students who found the use of connectors difficult can practice with flashcards or activities which offer less choice of connectors.

While the first two questions encourage students to make guesses about people based on their appearance, the last question asks why that might not be a good a thing. Students can talk about the clothes the people are wearing, the countries they live in, and the foods they might eat.

Possible answers:

- Readers interested in intercultural communication
- To express a problem and provide some solutions
- Judging people by preconceived ideas, differences in the way people express themselves
- Change your ideas and opinions as you learn more about the culture, listen and observe, don't judge people or their behavior based on your own cultural background

Possible answers:

- Being flexible with your ideas
- Germans and British people going against stereotypes
- Change your ideas

Possible answers:

- Because we are all similar
- Follow the advice in the essay
- Answers will vary

1 Work in pairs. Look at the pictures and discuss the questions.

- How do you think these people are different culturally?
- What makes you think that?

2 Read the essay and write a suitable title.

Title: ANSWERS WILL VARY

We all have ideas about different countries and the people from those countries. However, how well do we actually know what those people are like? Luckily, we live in an age in which we have much greater access to information than ever before, but it is still important to avoid getting stuck in the trap of stereotypes. So, how can we do this? How can we develop realistic ideas of what people are like in countries we have never been to?

The first thing to do is to be flexible with your ideas. Often, people reduce their ideas about a country to a single word or a single idea—Germans have the reputation of being well organized and the British are famous for not cooking good food. However, the truth is there are organized and disorganized Germans just like there are good and bad British restaurants. The key is to change your ideas and opinions as you learn more about different cultures.

3 Work in pairs. Analyze the essay and discuss the questions.

- Who is the intended audience of the essay?
- What is the purpose of the essay?
- What problems are identified in the essay?
- What solutions are offered to these problems?

Learning Tip
The topic sentence of a paragraph shows what the paragraph is about.

4 Work with your partner. Analyze the second paragraph in the essay and discuss the questions.

- What is the topic of the first sentence?
- What examples of flexibility are given?
- What is the conclusion of the paragraph?

5 Work with your partner. Discuss stereotypes and how to avoid them.

- Why is it important to avoid stereotypes?
- How can you avoid stereotypes?
- What stereotypes about other countries have you heard?

About the topic

There is a difference between cultural aspects that result in misunderstanding and negative cultural stereotypes. When discussing this topic in general, it is best to steer students toward examples of the first type and away from the second. Negative stereotypes are not helpful to anyone, whereas cultural misunderstandings make fun topics of discussion.

Learning to Learn

After students complete the activity, you can have them go back to the text again and underline any connectors they see. These can include connecting phrases. This will help students see how different connectors can be used in different types of essays and expand on what they have already learned about comparing and contrasting connectors.

You can ask students about exceptions to common stereotypes in a class discussion. If you do this before activity 6, students could incorporate their exceptions into their brainstorm.



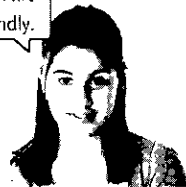
Another important thing is to listen and observe. Be sensitive to differences in the way people express themselves. Some people are very eloquent, others are quiet and modest, and others are direct and practical. These differences can sometimes cause problems. For example, some Japanese people can find Westerners too direct and offensive, while some Westerners can find Japanese people too secretive. To avoid misunderstandings, it is helpful not to judge people or their behavior based on your own cultural background.

If you have the opportunity to visit another culture, make sure you are curious and ask questions. People are normally proud of their culture and want to show it to others. Most people want foreigners to feel welcome, so they will be understanding and patient. Just make an effort to remember that the differences between cultures add richness, humor, and variety to the world. After you understand a few basic rules, you will soon discover just how similar we all are.

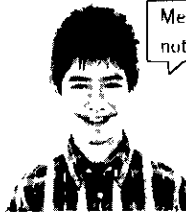
Product

➤ **Work in your Product group. Brainstorm different stereotypes that people have about Mexicans.**

Mexicans are very friendly.



Mexicans are not punctual.



Checklist

- Yes =
- Describe cultural aspects
- I described culture aspects
- I included a topic sentence, examples, and a concluding sentence

- 7 Write a paragraph about Mexican stereotypes. Include a topic sentence, examples, and a concluding sentence.
- 8 Work with a Product partner. Exchange your paragraphs and use the Self-Check box to evaluate and correct your work. Choose some of the stereotypes from your paragraphs to add to your comparative charts. Keep your paragraph and your chart in your Evidence Portfolio.

Unit 2 • 27

As students work on and correct the paragraphs, they should make sure each one contains a topic sentence, examples, and a concluding sentence. They can also check the paragraphs for clarity by seeing if their partner is able to identify the main idea of their paragraph. Partners might also make suggestions for adding connectors if there are none. Finally, they should check for punctuation, spelling, and grammar errors.

Learning to Learn

To help students understand the importance of the topic sentence, you can ask them to cover up the topic sentences of the paragraphs in the text and try reading it again. If they compare what they understand with the topic sentence and what they understand without it, they will see the importance of the topic sentence. Topic sentences help you understand why the information is important. Students can apply this strategy to any text.

Self-Assessment

This Self-Check looks at how students have been able to apply knowledge of paragraph construction in essays. If students have had trouble with this topic, they can learn to check their own paragraphs using the following questions. *Is there a topic sentence that explains why this information is important? Do I provide examples to support the topic sentence? Does the conclusion summarize what we learned or make a suggestion?*

Ongoing Evaluation

This step of the product checks how students are able to take what they have learned and researched and write about it. As such, in addition to the inclusion of a topic sentence, examples, and concluding sentence, they should demonstrate clarity of thought and connectors. Mark students down for lack of connectors, confusing descriptions, or points that do not support the topic sentence. Praise them for providing connectors, logical examples, and using clear language.

Unit 2

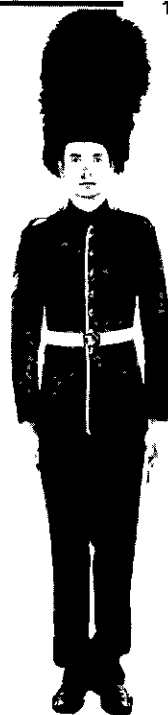
Compare cultural aspects

You might want to revisit the stereotypes and exceptions that were studied on the previous page before students begin to work in pairs.

Students should use comparing and contrasting connectors to talk about the similarities and differences.

Students will work as a group on this step. It's important to make sure they all spend time interacting with the group and describing the similarities and differences between all of the countries they chose instead of simply filling in the chart.

You should encourage students to find the most surprising or interesting details to focus on in their presentations. You can help them by asking students to write what they found most surprising and compare notes.



British Manners

Many people visit Britain every year. Tourists are attracted to its amazing views, castles, history, and, of course, its people. British people are known to be very polite and respectful, so if you are planning to visit England, there are some things that you should know.

People say the British are very reserved. For example, when they first meet, it is normal to shake hands. In formal situations, they often say "How do you do?" In contrast to other countries, when British people greet someone they know, they do not hug or kiss each other. They usually just say "Hi" or "Hello."

Another important thing is that British people are very patient and orderly. For example, they always stand in a line, or a "queue" as they call it in Britain, when waiting for the bus. Anybody who tries to cut into the line is considered very rude. So, if you want to visit England, you must learn to be patient.

Punctuality is also very important. People expect you to arrive on time and to not overstay your visit. It is not considered impolite to set a meeting and ending time when people invite you to their homes.

This may make it sound like it's difficult to travel to Britain. However, if you observe how people behave and remember your manners, you won't have any problems. British people are also very friendly, and visitors enjoy the country immensely.

- 2 **Work in pairs and discuss the questions.**
 - a. How is the behavior of the British described in the essay similar to behavior in Mexico?
 - b. What are the important differences?
- 3 **Work with your *Product* group. Take out your comparative chart. Complete the chart with information about traditions, food, stereotypes, behavior, and other cultural aspects of other countries. Use the information from the essays in this unit, your *Reader*, and other sources to research other countries.**
- 4 **Work in your group. Compare the different cultural aspects in your comparative chart.**
- 5 **Agree on how you are going to present the information in your charts. Practice your presentations.**
- 6 **Use the *Self-Check* to evaluate your chart.**

Product

Yes =
 Compare cultural aspects
 I contrasted cultural aspects using descriptions in an essay
 I considered a variety of different cultural aspects.

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Ongoing Evaluation

This is the last step before they present their chart, so it can be useful to have two stages of evaluation. The first stage could be to see if students have included everything they need in their essays. With feedback from that, students will be able to create a better chart. Before they present their chart, it could be good to evaluate students on their chart and provide them with feedback.

Self-Assessment

This *Self-Check* looks at how students are able to transition information from an essay to a chart to an oral presentation. To improve their skills, students should focus on only the most important information at each step. The chart simplifies this for them. They can refer to their essay and remove any nonessential information. If students had trouble with the essay or the cultural aspects, you can refer them to earlier *Self-Assessments*.

- 1 Present your *Comparative Chart* to the class. Remember to use expressions of contrast and comparison.
- 2 Fill out the *Product Evaluation Questionnaire* to evaluate your work and the work of another group on the *Product*.

Product Evaluation Questionnaire

1. Did all the group members present their comparative chart?
My group: _____
Another group: _____
2. Was the chart presentation understandable and interesting?
My group: _____
Another group: _____
3. Was information from the essays or from research included in the comparative chart?
My group: _____
Another group: _____
4. Was the chart divided clearly into cultural aspects, traditions, food, and stereotypes?
My group: _____
Another group: _____
5. How would you grade the overall performance of the group?
My group: _____
Another group: _____

- 3 Work with the group you checked. Use the information in the *Product Evaluation Questionnaire* to give each other feedback. Write a list of tips for the other group to use for future products and exchange them.

Groups should be able to present to the entire class. If you have a small enough class and there is time, you can leave time for questions and answers after each presentation. This will give the listeners something to focus on during the presentation. You can have them write a question they want to ask. Make sure to use the *Questionnaire* to evaluate students.

You should remind students here that constructive criticism (and reflection) focuses on ways to improve, rather than complains about things that were not good. Students can think about ways to improve their mindmaps with greater variety and development of topics, ways to improve their essays with better transitions and topic sentences, ways to improve their presentations with prepared points and transitions, and how those improvements might apply to their future projects. It might be good to discuss the tips as a class.

Self-Assessment

Students will use the *Product Assessment Questionnaire* to compare themselves to another group and look specifically at the chart and the essay. You should ask students to reflect on their performance and provide a grade. You might want to work with students and discuss the grades they are giving themselves. You can have them describe what they did well in the chart and the essay and what they would improve.

Final Evaluation

You can use the *Product Assessment Questionnaire* or a similar one to help your students self-evaluate.

Suggested questions for the *Evaluation Questionnaire*:

1. How did your partners respond to your ideas?
2. How did you respond to your partners' ideas?
3. How did you divide the speaking parts for the presentation?
4. How did you prepare and practice for the presentation?
5. How did you include the chart and the ideas from the essay in your presentation?
6. How did you feel about the presentation and your part in it?
7. Overall, how would you rate your group?

Unit 2

Students' evidence portfolios should include the list of cultural aspects, the mindmap, the essay, and the comparison chart. Students could have also added work from any other step of the process, perhaps even a video recording of the final presentation. However, all video recording will require official permission.

The learning outcomes are a good summary of students' progress through the Product, but they do not necessarily reflect Product performance. Here they can reflect on how well they revised essays and understood the meaning and details of essays. You might suggest students look at their work on essays on pages 24–28. They will also have to review how they compared cultural aspects.

Self-Assessment

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent	Grade	Needs improvement
I...		How can I get a better grade next time?
turned in my work on time.		
did my best with my work.		
paid attention during lessons.		
participated actively.		
worked well with other students.		

2 Look at the Self-Check boxes and your Evidence Portfolio. Add any other work you want to include in it and answer the questions.

- How many activities did you collect from the Evidence Portfolio?
- What other activities did you add as evidence?
- Which activities were easy to complete?
- Why?
- What do you need to work on?

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the Reflection column.

3 = Very good 2 = OK 1 = With difficulty

I can...	Grade	Reflection
<ul style="list-style-type: none"> revise short essays. understand the general meaning, main ideas, and details of essays. describe and compare cultural aspects. 		

Self-Assessment

In order to help students evaluate themselves, one idea is to video record their final presentations and have them add those to their Evidence Portfolios. If students watch themselves presenting, it will make them aware of their body language, tone of voice, and use of English, and they can provide feedback. This can go alongside the list of cultural aspects, the mindmap, the essay, and the chart already in their Evidence Portfolios. However, all video recording will require official permission.

Final Evaluation

Students should reflect on how well they were able to transition information from brainstorming to research to essay to chart to presentation. To help them with this, they can compare the parts of their Evidence Portfolios separated by steps. For instance, they can compare their first mindmaps with the final presentation they gave. Students can be evaluated on their ability to link the different stages of the product together.

Assessment

Photocopy Assessment 2 on pages 155–156. Have students complete the assessment individually. Correct and go through the answers with the class. The Answer Key can be found on page 173.

Unit 3

Share What You Know

- Work in groups. Discuss the questions about natural disasters.
 - a. What natural disasters (apart from the one illustrated in the picture) can you think of?
 - b. How can you prepare for a natural disaster?
 - c. What should you do if you are in a natural disaster?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about natural disasters?
 - b. Did you have any communication problems?



Natural disasters in Mexico include hurricanes, earthquakes, and volcanic eruptions. Typically, all Mexican students know about earthquakes, but may not be aware of other natural disasters. Students should know disaster procedures, but you should review them.

Students should list the actions they need to do before and during a natural disaster using imperatives. Students can also use conditional sentences for possible situations (*If you are outside, you should stay away from cables*) and adjectives (*It is essential to...*) to prioritize actions in order of importance. You can monitor and record student examples for Pre-Evaluation.

Natural Disasters

Social Practice

- Create instructions to help people be prepared for a natural disaster

Learning Outcomes

- Select key information and review instructions
- Read and understand instructions
- Write instructions
- Edit instructions sheets

Product: Instructional Poster

- Step 1. Create a list of possible natural disasters.
- Step 2. Choose a natural disaster and make notes on what to do if it occurs.
- Step 3. Make a list with the contents of an emergency kit.
- Step 4. Write instructions for your chosen natural disaster.
- Step 5. Assemble an instructional poster for the natural disaster you chose.
- Step 6. Display and evaluate your instructional poster.

The final product is an instructional poster, so the various discussions of their actions in a disaster will help them build the elements for the poster. The discussion on this page relates to two of the *Product* steps: creating a list of natural disasters and thinking of instructions. It is good to make them aware of how each step supports the poster.

About the Topic

This unit explores the theme *Natural Disasters*. This unit features typhoons, tsunamis, flooding, fires, volcanoes, and hurricanes. The information should come from official sources, such as <https://www.ready.gov/> and <https://www.epa.gov/natural-disasters/general-information-disaster-preparedness-and-response>. However, please make sure the advice follows the school's procedure for natural disasters. Students need to know what to do in an emergency. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

The *Share What You Know* section asks students to name natural disasters. This list can be used for the first step of the *Product*. Questions b and c allow you to monitor and record examples of the students' use of imperatives and conditional sentences for possible situations. A common error for imperatives is using subjects or changing the form of the verb. A common error for conditional sentences is confusing the condition with the effect.

Curricular Flexibility

The instructional poster, which is the final product for this unit, is an effective way to combine the talents of the *Product* group members. Fluent students can explain the elements on the poster. Strong writers can be in charge of producing the final written instructions. Students good at design can decide the final design of the poster. It is helpful for students to learn which ways to support their *Product* group.

The disasters listed here are the three most common disasters in Japan. It might be interesting to explore the difference between common disasters in Japan and Mexico. For example, tsunamis are not common in Mexico, although they are possible (e.g., in Cuyutlán in 1932). Typhoons are identical to hurricanes, but the expression *typhoon* is used in the Northwest Pacific and the word *hurricane* is used in the Northeast Pacific. Another difference is that many of Japan's disasters are related to problems in the sea and on the coast because Japan is an island.

The information provided in this section is different from that which is provided in Mexico. Please make sure that students know that in Japan, students use tables as a safety zone. In Mexico, this is not recommended, and instead we stand in Safety Zones or Evacuation Zones. The school's emergency procedure must be clear to students.

Natural Disasters in Japan

Staying in Japan is a fantastic experience. There is a lot to do in this country. There are the busy streets of Tokyo and the famous temples of Kyoto. More adventurous people can even climb Mount Fuji. But Japan can sometimes be dangerous. Natural disasters occur frequently because of its location. These include typhoons, earthquakes, and tsunamis.

Possible Natural Disasters

Typhoons

Typhoons are tropical storms that occur between May and October. They bring strong winds and can cause floods and landslides. One of the biggest typhoons was the Isewan Typhoon in 1959. It caused record amounts of damage to coastal areas. However, typhoons move quite slowly, so the Japanese government has time to give the public reliable information. Nowadays, the number of human casualties is lower than in the past.

Earthquakes

Japan is located in a major earthquake zone. Some earthquakes, called tremors, are small. More serious earthquakes can cause considerable damage. There has been a lot of earthquake activity in Japan's history. The Great Kanto Earthquake of 1923 caused 100,000 deaths. There was another large earthquake in 1995, which damaged the city of Kobe.

Tsunamis and other effects of earthquakes

The effects of earthquakes can be dramatic. They can damage buildings and the transportation network. They can also cause fires, and they can stop the energy supply. Sometimes, earthquakes take place under the sea. This can lead to tsunamis. Tsunamis are large tidal waves that flood areas along the coast.

Emergency Procedures

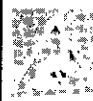
Before a natural disaster

Natural disasters are not always predictable, but people in Japan are well-prepared. You should be, too!

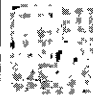


First, prepare a survival kit. You should include a flashlight, spare clothes, a first-aid kit, and basic food supplies. Take it with you, and keep it in a safe place. Second, if you plan to be in Japan for an extended period, identify the nearest evacuation zone. An evacuation zone is a place next to a community where large numbers of people can go after a disaster. Make sure you know the quickest route.

During a natural disaster



If you are indoors during an earthquake, find a safety zone—under a table, a doorway, or any other solid object. Do not run outside—stay in the building. In a typhoon, go to the strongest part of the building. If there is a tsunami, stay on higher ground.



If an earthquake happens while you are outside, protect yourself from falling objects. Find an open space away from buildings, such as a park. In a typhoon, go inside the nearest strong building.

Resources

If you want students to know more about what to be careful about in Japan, there is official advice on this website: <https://www.gov.uk/foreign-travel-advice/japan/natural-disasters>.

You can also explore information about Japan. Often, guidebooks provide good cultural advice about different countries as well as the best places to visit and see. This website (<https://www.lonelyplanet.com/japan/travel-tips-and-articles>) provides an insight into Japanese culture.

Curricular Flexibility

Some students may find it hard to read a text as long as "Natural Disasters in Japan." Something to consider is dividing the text with different students in charge of presenting the different information in each section. For example, the section on possible natural disasters presents three types of disasters. The class can be divided into three groups, and members of each group can explain what they learned about their respective disaster.

Most importantly, don't panic. Try to stay calm. Stay in a safe place and wait for further instruction.

After a natural disaster

Wait until the initial disaster has stopped. It is important to turn off any appliances in the house that use gas, such as ovens. If you can, close the main gas valve. Open all doors if you are in a building. It is important to evacuate by foot and avoid elevators. There is always an evacuation zone in every community.

Try to be calm if there are aftershocks after a large earthquake. There could be several aftershocks with a short time between them.

Enjoy your visit and stay safe!

Hopefully, you won't experience any natural disasters during your visit to Japan. However, it is important to remember the information in this leaflet.

1 Read the leaflet about natural disasters

in Japan and answer the questions.

a. Who are the instructions written for?

FOR PEOPLE VISITING JAPAN.

b. Which section tells you what you need to know about natural disasters?

POSSIBLE NATURAL DISASTERS.

c. Which section tells you what you need to do in a natural disaster?

EMERGENCY PROCEDURES.

d. How is the language different in the two sections?

THE FIRST SECTION USES A LOT OF SIMPLE PRESENT, WHILE THE SECOND SECTION USES A LOT OF IMPERATIVES

e. Why does the leaflet use illustrations?

ILLUSTRATIONS HELP EASILY IDENTIFY THE SECTIONS AND RELATE TO REAL SIGNS IN THE WORLD

2 Use the *Self-Check* to evaluate your work.

3 In pairs, write a list of places where you have seen information similar to this before.

4 In groups, discuss what you need to know and what you need to do in the situations below.

a. You are in a fire in a public place.

b. You are at school and the ground starts shaking.

c. You are in an elevator that stops between floors.

d. You are at the beach and the ocean starts receding rapidly.

e. You are lost in a new town or city.

5 Form your *Product* group. Think about the common natural disasters in Japan.

Discuss what natural disasters are common in your community or country and make a list. Keep the list in your *Evidence Portfolio*.

Self-Check

- Yes =
- Analyze an example of instructions
 - I examined the use of graphics and texts
 - I evaluated the use of textual organization.
 - I analyzed the language used in the leaflet

Product

Unit 3 • 33

This type of information is typically seen in official leaflets that give advice to tourists or to citizens of a country. These leaflets can be found in tourist information centers or on websites such as www.visitmexico.com/en/useful-information. It might be interesting to bring in physical tourist guides, such as the ones here: <https://www.visitmexico.com/en/tourist-guides>.

Possible answers: a. Leave the building calmly and quickly; b. Go to the nearest safety zone; c. Use the phone or intercom or your cell phone to call for help; d. Move to higher ground; e. Ask an official for help (e.g., a policeman). The students should use imperatives in their answers.

This step of the *Product* can use some of the same ideas from the *Share What You Know* discussion of natural disasters. However, the disasters should only be examples of what is common in your community.

Self-Assessment

The *Self-Check* helps students understand the importance of graphics in the text. Students can discuss how these symbols not only tell people what to do, but also help them understand where to find information. When students are analyzing language, you can help them see the difference between imperatives, which in this leaflet typically begin sentences, and other verbs. Finally, students need to be aware that the leaflet has different sections for different topics.

Curricular Flexibility

The *Product* groups will be formed for the first time in this step. Working on this instructional poster can combine the talents of the *Product* group members, and therefore it might be good to work with students so that they are able to combine different talents in their group. Typically, students want to work with their friends, which can make for a productive atmosphere, but it may be better to use the opportunity to combine abilities.

Ongoing Evaluation

The first step of the *Product* is a list of natural disasters which will provide little language to evaluate. However, one way to extend this activity and have examples of the students' use of imperatives is to record or note their discussion of what is important to do in each of the natural disasters. This is a natural extension of this *Product* step and also will help students with the following steps of the *Product*.

Possible answers: a. The safety zones are the supporting/external walls of the building. b. The evacuation zone will be in a communal area. c. A flashlight could be found in a drawer/closet/toolbox. d. 2 minutes (Students need to recognize that however long they take, they will probably take too long. This underlines the importance of having an emergency kit).

You may want to write some instructions on the board and elicit from students the characteristics, for example: the use of sequencing words, imperatives, and conditionals.

Possible answers: a. Prepare a first aid kit; b. Extinguish any fires; c. Alert the emergency services; d. Leave via the emergency exit; e. Seek medical assistance

- 1 **Work in pairs. Answer the questions about things you need to know to stay safe during a natural disaster.**
 - a. Where are the safety zones in your home?
 - b. Where is the evacuation zone outside your house or building?
 - c. Where could you find a flashlight in your house?
 - d. In a disaster, how quickly can you pack clothes and supplies and leave the house?

See pages 123-124

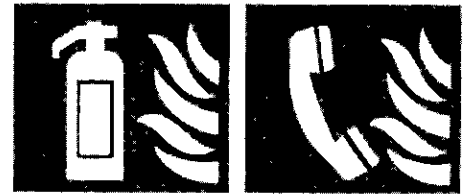
- 2 **Mark the vocabulary *ND* (natural disasters) or *EI* (emergency instructions). Then discuss their meanings based on the context.**

a. aftershocks	ND	e. safety zone	EI
b. evacuation zone	EI	f. spare clothes	EI
c. flashlight	EI	g. supplies	EI
d. landslides	ND	h. tremors	ND

- 3 **Work with your partner. Analyze the instructions in the leaflet on pages 32-33. Discuss and agree on the characteristics that instructions for a natural disaster need to have to be helpful and why.**

See pages 126-127

- 4 **Draw these symbols in your notebook and write an instruction for each.**



- 5 **Compare your answers with your partner. Discuss if the instructions are useful or not and what you can do to improve them.**

Product

- 6 **Work in your *Product* group. Choose a natural disaster from your list from Step 1. Discuss and make notes on what you think you need to do if the natural disaster occurs. Keep your notes in your *Evidence Portfolio* for Step 3 of the product.**

Unit 3

Language Knowledge

Imperatives are used to give instructions; they don't have subjects and they don't change form. Imperatives can be used in conditional sentences to tell people what to do in possible situations. Conditional sentences have two halves. The half beginning with *if* is the condition, and the other half is the effect. The examples on this page have present simple in the condition half and the imperative in the effect half.

Learning to Learn

The vocabulary exercise can be used to help students see how they can classify vocabulary into lexical fields. In this exercise, there are two lexical fields—*Natural Disasters* and *Emergency Instructions*. Students will find it easier to learn all the words associated with natural disasters together, and then all the words associated with emergency instructions. They can also learn to record vocabulary in the same way.

- 1 Work in pairs. Look at the three road signs and answer the questions.



- Have you ever seen these road signs?
 - What do you think the road signs mean?
 - When do you think it is important to follow these road signs?
- 2 Read the instructional poster about flooding. Discuss with your partner how each road sign represents a section of the poster.

Flooding occurs when there is more water than it is possible to control. Flooding can happen because of heavy rain, storms, or blocked waterways. Every year, there are more reported cases of floods. This poster tells you what to do in case of a flood.

Higher ground—In a flood, move to higher ground, such as hills or mountains. However, consider the following when planning your escape route:

Ⓐ **Rivers**—Rivers can easily change their course. The water level can rise and quickly flood roads and paths.

Bridges—Floodwater moves fast and can damage the foundations of a bridge, making the bridge unstable.

Ⓑ **Slippery ground**—Always move slowly and carefully in floodwater because you cannot see the condition of the ground. Drivers can lose control of the car and have an accident.

Ⓒ **Turn around, don't drown**—Change your route and avoid walking or driving through flood waters even if the alternate route is longer.

- 3 Work in groups. Demonstrate your understanding of the "Higher ground" and "Bridges" sections by drawing road signs.

- 4 Work in groups. Discuss the following questions.

- Which areas of your community or country often experience floods?
- What do you think are the biggest dangers in a flood?
- Besides the things mentioned in the poster, what might people do in a flood to stay safe?

- 5 Work in pairs. Read the poster again and write instructions to prepare for a flood.

These road signs might be seen near bridges and rivers. **Answers:**
a. Road can get flooded; b. Slippery road when wet; c. Turn around

The parts of Mexico that often get flooded are Chiapas, Guerrero, Michoacán, Oaxaca, Tabasco, and Veracruz. The answers to question b will depend on the town or city. The road signs would need to represent a hill or a mountain for higher ground and a bridge with a cross to represent that crossing bridges should be avoided.

Possible answers: a. The ones that experience floods are around main streets or close to water bodies. b. The biggest dangers are getting carried away by moving waters. c. Stay on higher ground.

You may want to give the students poster paper to write, design, and decorate their posters. The students should use imperatives for the instructions and appropriate signs.

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About the Topic

Floods are one of the most common natural disasters and one of the most dangerous. Floods can occur any place it rains. However, the most dangerous are flash floods, which is when it rains a lot in a very short period of time. The best advice in times of floods is to move to higher ground. This might mean moving to a hill or mountain but also could be the top of a building.

Ongoing Evaluation

The students produce questions for the *Product* to help them focus on the different elements of their anecdotes. It is a good idea to record examples of their questions so that it is possible to see how they improve at formulating questions. You might consider two aspects of forming questions: the accuracy of the question and whether the questions focus on the key aspects of the anecdote.

Language Knowledge

The students need to write instructions using conditional sentences. Common errors might include confusing the conditional half for the effect half. Using an example from above, this could be: *You are careful if you are driving near a river.* Here, the student is using present simple in the effect half of the conditional sentence. The effect half should be in the imperative. Equally, students might write an imperative in the conditional half.

The images in the picture that are not referred to are the gasoline, the matches, and the candles.

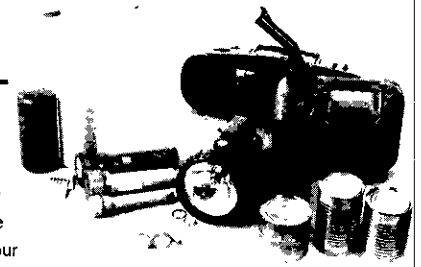
The instructions are probably written for parents or older family members. The web page refers to "you and your family," but the language is too complicated for children. The web page tells you directly to include food in cans or packets, to whistle to signal for help, and to cover your mouth and nose, among other actions. The reasons given for those actions are that it is not possible to store fresh food, that whistles can help people locate you, and that covering your mouth filters contaminated air. The students will consider different items to be important.

Students may be tempted to create a list of exactly what is listed on the page. However, there are other elements that are not listed which would be useful. For example, spare clothes, matches, maps, medical supplies, etc.

Emergency Kits

Natural disasters such as hurricanes and earthquakes are often difficult to predict and it is important that you and your family are prepared in case of an emergency.

You need to react quickly since every extra second can increase the danger. An emergency kit can significantly reduce the time you take to leave the house. The instructions below tell what to include in your emergency kit and why it is important.



Food and water

- Water: You can survive for three weeks without food but only three days without water. Therefore, your kit needs one gallon of water per person per day for at least three days.
- Food: It is not possible to store fresh food. Only include food in cans or packets.
- Manual can opener

Documents

- Key documents for you and your family (passport, national identity card, recent photographs, etc.): After an emergency, it may not be possible to return to your house, so you need your documents with you.

Electrical equipment

- Battery-powered radio: Listen for any updates to emergency information.
- Extra batteries
- Flashlight: It is essential that you can see the dangers around you.
- Cell phone with chargers and a backup battery

Other essential equipment

- Whistle to signal for help: In a natural disaster, you may become trapped, and it is crucial to have a way for emergency services to locate you.
- Dust mask: Cover your mouth and nose to help filter contaminated air.
- Moist towelettes



1 Look at the photograph and identify the items that are not mentioned on the brochure.

2 Work in pairs. Discuss the questions about the brochure.

- Who are the instructions written for?
- What does the brochure tell you to do directly?
- How does the brochure explain the reasons for doing these actions?
- What are the most important items mentioned on the brochure?

3 Use the *Self-Check* to evaluate your participation in the discussion.

4 Work in pairs. Discuss why it is important to include these items in your emergency kit.

- manual can opener
- moist towelettes
- cell phone with chargers and a backup battery

5 Work in your *Product* group. Read your notes with instructions. Make a list with the contents of an emergency kit. Keep the list in your *Evidence Portfolio*.

Yes =

Analyze instructions and explanations

made connections between the text and my previous knowledge.

analyzed language for instructions.

analyzed language for explanations.

Product

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Self-Assessment

The most difficult part of the *Self-Check* is the students' understanding of the relationships between the text and the previous knowledge. You can help students to reflect on what they previously thought was important in an emergency and what they now think is important. The students now understand how to use imperative for instructions, but the language for explanations is new. Students should reexamine question c in activity 2.

Ongoing Evaluation

Students are working towards the creation of an instructional poster, and the emergency kit is an important part of this poster. It would be good to discuss with students how they intend to illustrate the emergency kit on the instructional poster. When evaluating their illustrations, you should consider the relevance of the image to the poster. It is also possible to evaluate the research they do for the image.

Grammar

See page 127

- 1 Look at the examples taken from the brochure. Classify the expressions in bold in the chart.

It is **important** that you and your family are prepared in the case of an emergency. You need to react quickly **since** every extra second can increase the danger. **Therefore**, your kit needs one gallon of water per person per day for at least three days. It may not be possible to return to your house, **so** you need your documents with you. It is **essential** that you can see the dangers around you. In a natural disaster, you may become trapped, and it is **crucial** to have a way for emergency services to locate you.

Highlighting key ideas

Expressions used to provide reasons

IT IS IMPORTANT, IT IS ESSENTIAL, IT IS CRUCIAL

SINCE, THEREFORE, SO

- 2 Work in pairs. Discuss the key actions in a natural disaster and the reasons why it is important to follow these actions.



It is essential that you know where the safety zones in your house are, so you can avoid danger.



It is crucial to talk with your family about what to do in a natural disaster, since being prepared will help you move faster.

- 3 With your partner, agree on the most important actions and write them down. Make sure you highlight your key ideas and provide reasons.

Actions: ANSWERS MAY VARY.

- 4 Work with another pair. Exchange instructions and give each other constructive feedback. Decide if the instructions highlight the key ideas and if they provide reasons.

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Students will vary in their opinions of what the key actions are in a natural disaster. However, the important part of this activity is the use of adjectives to highlight key ideas and the expressions to indicate reasons in their discussions. You can monitor student discussions and gently remind them to use the appropriate language. Equally, positive and negative examples can be recorded for later analysis.

Students can reflect on the examples they wrote in their notebook to analyze their language use. Students can also think back to the examples they used in the discussion.

Self-Assessment

The students can discuss the ideas in the *Check What You Know* box in groups and think of examples using each of the options. This will help them to understand which option does not complete the rule. Also, working in groups will make it easier to think of a range of sentences. If they find it hard to see the difference between the options, you can help them by providing them with examples.

Language Knowledge

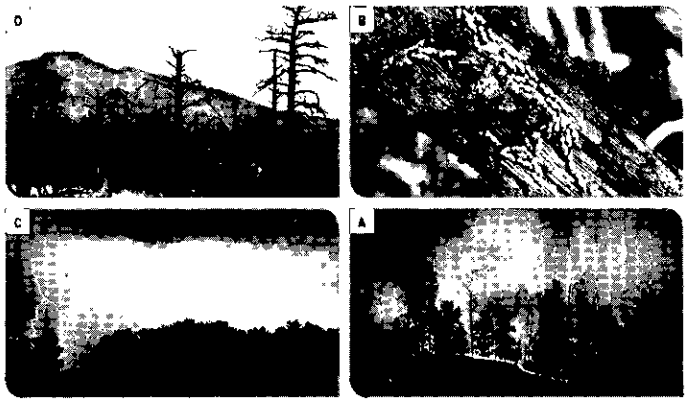
The phrase *it is* used with an adjective is a way to make someone pay attention to the adjective being used. Any adjective can be used this way such as in the sentence *it is weird that she decided...*. You should check that the students include the complete phrase. The expressions used to provide reasons are used in different places in the sentence so it is good to elicit examples during the *Check What You Know* activity.

All of the images are related to fire and are mentioned in the talk. Dry forests are more likely to burn. Insects eat trees and make them dry up. Lightning is a common cause of forest fire.

The intended audience of the talk are children. There are sounds of children moving around before the fire chief talks and he mentions the principal. The two sections of the talk are things to do every day and things to do when we're in a forest. He makes a comparison between using energy in the house sensibly (turning off things that use energy like lights) and using energy in a forest sensibly by putting out fires when they aren't necessary.

The instructions should include ideas from the listening. Students can mention being careful with paper and glass, putting out fires, only using designated areas, and being careful with fireworks.

- 1 Work in pairs. Look at the images and discuss how they might be related.



- 2 Listen to a California fire chief giving a talk, and match the captions with the pictures. Compare your answers with a partner and explain how you knew the answer.

- It is important to protect the forest from fires.
- Insects eat trees and make them dry up.
- More storms mean higher chance of trees getting hit by lightning.
- When forests are dry, there are more forest fires.

- 3 Work in pairs. Discuss and answer the questions about the fire chief's talk. Make notes in your notebook.

- Who is the intended audience of the talk?
- What are the two sections of the talk?
- What comparison does the fire chief make between using energy in the house and using energy in the forest?

Resources

If you want to read more about global warming and how it affects forest fires, go to your *Reader*, pages 25–34.

- 4 Listen again and complete with your own words the instructions the fire chief mentioned. Compare your answers with your partner.

First, **THROW YOUR TRASH IN THE TRASH CAN.**

Next, **DON'T USE ENERGY IF YOU DON'T HAVE TO.**

Then, **REMEMBER THAT FIREWORKS ARE GREAT FUN BUT THEY CAN ALSO CREATE FIRES.**

Finally, **IF YOU SEE SOMETHING THAT MIGHT CAUSE A FIRE, TELL SOMEONE.**

- 5 Work with another pair. Discuss what you learned about forest fires and write different instructions for your families on how to avoid them. Keep your instructions in your *Evidence Portfolio* to check your progress.

Resources

The *Reader* contains more information about global warming and the effect it has on forest fires. It explains that warmer weather means that tree-eating insects have not died in the cold. This means that there are more dry trees. Another source for looking at the relationship between forest fires and global warming is NASA (<https://climate.nasa.gov/news/2602/lightning-sparking-more-boreal-forest-fires/>). The *Reader Answer Key* can be found on page 175.

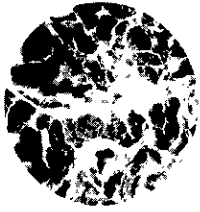
Curricular Flexibility

Listening activities can be very difficult for students. To help students understand the fire chief's talk, you can divide the talk into two sections. Students could create a mindmap or a graphic organizer which represents the ideas of the first part of the talk, and then they can complete the graphic organizer with the ideas of the second part of the talk.

- Read the text and identify who it is aimed at.

Stay safe from volcanos!

Do you know what to do if a volcano erupts in your area?
Follow our easy-to-understand instructions and stay safe!



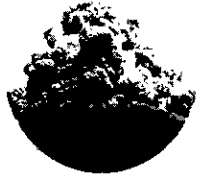
VOLCANIC LAVA

People think that volcanos are dangerous because of the hot lava, but normally, people do not live close enough for the lava to affect them. **Tell your schoolmates, friends, and family that lava is not something to worry about.**

VOLCANIC ASH

The biggest danger from volcanos is the hot ash. **If you are outdoors, it is essential to get indoors. If you are indoors, close the doors and windows.**

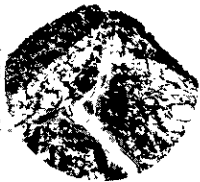
Cover your mouth and nose with a mask. It is important to avoid breathing ash.



MUDFLOWS

If you live near the volcano, the next biggest danger is from mudflows. This is what to do: **Move away from the mudflow. It is important to stay as far away as possible.**

Do not try to run faster than a mudflow, because mudflows move very fast.



GENERAL TIPS

First, talk to your family and practice what to do in the event of a volcanic eruption. Then, prepare an emergency kit. Finally, learn the phone numbers of the emergency services.

Stay calm. Stay smart. Stay safe!

- Complete the poster sections with appropriate headings. Compare your answers with a partner and explain why you chose each heading.
- Work in pairs. Decide which of the following elements are included in the poster.

■ an introduction	■ a definition of the disaster
■ instructions for specific situations	■ general instructions or tips
- Work in your *Product* group. Use and develop your notes from Step 2 to write instructions for your chosen natural disaster. Use the poster as a model. Make sure you use the correct language and include the necessary aspects. Keep the instructions in your *Evidence Portfolio*.

Product

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The text is aimed at schoolchildren. It makes reference to schoolmates, and the language is clear and simple.

The elements that are included are an introduction (under the title), general tips, and instructions for specific situations. There is no definition of what a volcanic eruption is.

This is a key step in creating the product, because students need to write instructions for their chosen natural disaster. You can help them by highlighting the language demonstrated in the poster. There are examples of imperatives and conditional sentences (paragraph b), examples of adjectives for highlighting key ideas and expressions for reasons (paragraph c), and examples of sequencing words (paragraph d).

Ongoing Evaluation

This is the step before students create their instructional posters, so this is an important moment to evaluate the students' use of imperatives and conditional sentences, adjectives for highlighting key ideas, expressions for reasons, and sequencing words and provide them with feedback before they create their final product. It is useful to record examples of their instructions before they work on their posters.

Curricular Flexibility

Students may find it difficult to write instructions with so many elements to consider. There are two possible approaches to helping them. One is providing a resource for them to independently evaluate their use of all of the elements, for example, using a checklist. The other is them using examples from the poster on this page but changing the words for their own natural disaster. Stronger students will find it easier to work independently.

Unit 3

Write and edit instructions

It might be good to work with students collectively to check the examples they find in the poster. These examples will be used to help them to create their instructional poster, so it is important that they understand what is required of them.

The instructions are very long and complicated. Instructions should be short and clear. The picture is not related to hurricanes and is therefore confusing.

Students sometimes find peer correction difficult and uncomfortable. However, for the students to learn how to write instructions correctly, it is important that they can evaluate different examples. The most important element of this editing rubric is the examples because they will help the students focus on what to repeat. This is more useful than an overall comment of *good, ok, or needs work*.

1 **Work in groups. Complete the editing checklist for the final product (an instructional poster) with examples from the volcano poster on page 39.**

	✓	Example
Appropriate pictures	✓	
Different sections	✓	<i>Volcanic Lava, Volcanic Ash, Mudflows, General Tips</i>
Clear, concise language	✓	
Clear instructions	✓	
Different situations	✓	<i>If you are indoors, close the doors and windows.</i>
Sequencing words	✓	
Highlighting key ideas	✓	<i>It is important to stay as far away as possible.</i>
Expressions to provide reasons	✓	

2 **Work in groups. Look at the example from an instructional poster for what to do in a hurricane. Use the editing checklist to discuss what the problems are.**

Example 1



If a hurricane is close to arriving and you are not in an area that is recommended for evacuation, it could be very dangerous to leave your house and walk around outside. Friends and family might worry about you if you do not get in touch with them and tell them you are safe.

Product

3 **Work in your *Product* group. Evaluate your partners' instructions from their *Evidence Portfolio* using the editing checklist from activity 1.**

4 **Work in your *Product* group. Design an instructional poster for your chosen natural disaster. Use your emergency kit and instructions from previous steps and add images and illustrations.**

5 **Use the editing checklist from activity 1 to edit your work. Make final corrections. Store your poster for the final product step.**

6 **Use the *Self-Check* to evaluate your performance in the activities on this page.**

Self-Check

Yes = ✓

Write and edit instructions

I used a rubric to evaluate instructions.

I recognized positive examples of instructions.

I improved my instructions.

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Self-Assessment

The *Self-Check* focuses on the use of an editing rubric to edit and improve writing. The most important element of the *Self-Check* is the recognition of positive and negative examples. Often students focus on negative examples in their writing and are not able to see what they have done correctly. The benefit of the rubric is that it focuses on the positive examples, which provides the students with models to use in their poster.

Ongoing Evaluation

The rubric on this page can be used to evaluate not only the students' instructional poster (see following page) but also, as in activity 3, their instructions. Instead of three categories of *good, ok, and needs work*, you could use numbers. Another idea is to use examples of student work to describe what *good, ok, and needs work* actually represent. This would provide useful information for you, and valuable feedback for the students.

- 1 Work with your *Product* group. Display your instructional poster in the classroom.
- 2 Use the *Product Evaluation Rubric* to evaluate your work and participation on the product.

Product Evaluation Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score:	Instructional poster included clear instructions and appropriate pictures to support them.	Instructional poster included some instructions and pictures to support them.	Instructional poster didn't include enough instructions and pictures to support them.
Use of Language Score:	Was able to write instructions in sequence for different possible situations with no or few mistakes.	Wrote instructions in sequence for different possible situations with difficulty.	Needed a lot of help to write instructions in sequence for different possible situations.
Preparation Score:	Had all the materials needed. Completed his or her part correctly.	Had most of the material needed. Completed his or her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his or her part of the work.
Organization Score:	Began work promptly and finished tasks on time.	Didn't start to work on time, but could finish task on time.	Didn't start to work on time, and didn't finish task on time.
Total:	Comments:		

- 3 Work in groups. Use the information in the *Product Evaluation Rubric* to discuss your participation in the *Product*. Discuss with your group what aspects need improvement.

The instructional poster needs to be displayed while the class evaluates the different examples. It is not necessary to have the students explain their posters. However, if the classroom allows for students to move around, it could be good to have a representative of each group available to explain the elements of the poster. If this is not possible, students can write questions for their classmates.

The *Product Assessment Checklist* looks at how the *Product* group worked together, how they organized their time, and the poster itself. Examples of the group working together include deciding how the group could be divided according to their strengths for the creation of the poster, and their work on editing and providing peer evaluation of the instructions.

Self-Assessment

Creating the instructional poster required teamwork, content, and time management. The first section of the checklist asks students if the different elements described were present or not. The second section asks students to identify their strengths and weaknesses. If the students divided up the work on the poster by ability, then they can think about their teammates' strengths and what they could learn from them in order to develop.

Final Evaluation Instrument: Rubric

You can use the rubric or a similar one to evaluate each student's instructional poster. Photocopy the *Rubric* on page 177 to use it with your class.

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score:	Instructional poster included clear instructions and appropriate pictures to support them.	Instructional poster included some instructions and pictures to support them.	Instructional poster didn't include enough instructions and pictures to support them.
Use of Language Score:	Was able to write instructions in sequence for different possible situations with no or few mistakes.	Wrote instructions in sequence for different possible situations with difficulty.	Needed a lot of help to write instructions in sequence for different possible situations.
Preparation Score:	Had all the materials needed. Completed his or her part correctly.	Had most of the material needed. Completed his or her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his or her part of the work.
Organization Score:	Began work promptly and finished tasks on time.	Didn't start to work on time, but could finish task on time.	Didn't start to work on time, and didn't finish task on time.
Total:	Comments:		

Unit 3

If you remind students of their collaborative work, the students can evaluate their attitude to their work in this unit. Examples of collaborative work in this unit could include: deciding the roles for each team member, making notes about the necessary actions in a natural disaster, and evaluating and editing their partner's written instructions.

The *Learning Outcomes* for this unit center on the creation of instructions to prepare people for a natural disaster. To do this, they have to read and understand instructions from which they review and select key information. They saw multiple examples of instructions throughout the unit. They also have to analyze the language of instructions and use it to write and edit instructions. You can suggest they look at page 40 in which they analyzed examples and edited their work. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

4. SELF-ASSESSMENT

Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

Yes More or less No

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Look at the attitudes that you marked in the Yes column. How exactly did you show these attitudes?

Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _____ out of _____ pieces of evidence for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____.
- c. In the evidence activities _____ and _____, I can see I improved at _____.
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
- e. For the next unit, I'm going to _____.

Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can... Grade Reflection

- select key information and review instructions.
- read and understand instructions.
- analyze the language of instructions.
- write and edit instructions.

Self-Assessment

To complete the *Self-Assessment*, students should consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: the list of natural disasters, the list of the contents of an emergency kit, a sequence of instructions for forest fires, and the instructions for their chosen natural disaster.

Final Evaluation

Students should reflect on their ability to create instructions to prepare people for a natural disaster. Examples of this include their work on instructions for a forest fire, and the writing and editing of instructions for a natural disaster. They can also reflect on their classmates' comments on their final product and the *Self-Check* box on page 41. The grades from the final evaluation can be compared with your grade for the *Product*.

Assessment

Photocopy *Assessment 3* on pages 157–158. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 173.

Unit 4

Share What You Know

- Work in groups. Discuss the questions about news stories.
 - a. Where do people get their news from?
 - b. What is the most recent news story you have read?
 - c. What happened in that news story?
 - d. What were the people involved in the story doing?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about a recent news story?
 - b. Did you have any communication problems?

This unit is about newspapers and comparing different newspaper stories. Potentially, the students or their families may not read newspapers, given that people get their news from multiple sources (TV, social media, phone notifications, etc.). However, students can refer to any news source when describing what happened in a recent news story. You should help students remember what the people in the stories were doing.

In the News

Empathy and Community Education

Social Practice

- Compare news stories in different publications

Learning Outcomes

- Analyze news stories
- Read news stories
- Contrast news stories from different newspapers

Product: Comparative Chart

1. Make a list of recent news stories.
2. Make notes on the news stories.
 - a. Identify the key aspects of your news story.
 - b. Ask and answer questions about your news story.
3. Use the answers to write a news story.
 - a. Make a comparative chart of the different news stories.
 - b. Display and present your comparative chart.

Students should discuss recent news events.

Possible answers:

- a. TV, social media, phone notifications
- b., c., d., *Answers may vary.*

Students should reflect on the language they used and any difficulties they had.

Possible answers:

- a. Students should have used the past simple and past progressive.
- b. *Answers will vary.*

About the Topic

This unit looks at the different types of news stories, and also the elements of a newspaper story. Therefore, it could be good to collect examples of newspapers. Ideally, the examples will be from English language newspapers. This website contains many examples (<http://www.thebigproject.co.uk/news/index>), but it could also be interesting to compare the elements of local newspapers with the examples in the unit. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

The *Share What You Know* section asks students to remember the events of recent news stories. Typically, students will use past simple to describe what happened in each news story, and past continuous to describe what the people in each story were doing. However, both questions can be answered using either the past simple or the past continuous, which allows you to record students' use of the two tenses.

Curricular Flexibility

Students work towards the creation and presentation of a comparative chart. The students will compare the stories they write in different styles. The *Social Practice* the students need to achieve is the comparison of news stories in different publications, so if you have access to a number of English-language newspapers, a way to achieve this social practice would be for students to compare the same story from different newspapers.

Possible answers:

- a. Answers may vary, but could include any of the words from the box: science, entertainment, international news, local news, sports, weather
- b. TV, social media, phone notifications, radio, news websites

1 Work in pairs. Look at the pictures and headlines on the newspaper front page and answer the questions. Use the words in the box to help you.

Science Entertainment International news Local news Sports Weather

- a. What types of news stories can you find in a newspaper?
- b. Where else can you find similar types of news stories?

Mexico Times

The Best in Mexican Journalism

November 1st, 2017

vol xxi no. 4321

a |

Dust Storms in India Kill 100 People

A massive dust storm displaced trees and demolished homes across northern India last night, killing at least 100 people.

By Alexander Smith

INDIA. After a week of continuous rain, the habitants in northern india states suffered terrible damage to their houses and services. Agra, the home of the Taj Mahal, was the worst affected city in the northern state of Uttar Pradesh, India. Thousands of people were left without a place to live, and eight shelters have been created and are ready to receive over 2,000 people.

Homes, trees, and electrical lines were destroyed and thousands of people ran to the safety of malls and large buildings. Tourists visiting the Taj Mahal were able to hide inside its giant walls.

"My sister was playing on the street with some friends when they started screaming and running around. The house was covered with dust and it hurt my eyes so I couldn't see anything. My sister held my hand and took me out of the house just before it fell. I've never felt so scared before."

Continued on page A2



44 • Unit 4



b |

Superhero Movie Breaks Records

By Christopher Cruz

LOS ANGELES. The latest addition to the superhero genre has had the biggest opening weekend of all time. The movie, which premiered last weekend, broke all box office records and made an incredible \$258.2 million in the US. Combined with sales from around the world, the movie made \$630 million in just three days.

The world premiere was in Los Angeles, California, and all the stars from the movie were there. Some fans waited for hours to see their favorite stars and take their picture.

In an interview with the cast of the movie, one of the main actors said, "I'm very proud to be part of the team. This movie is exciting and dynamic. And it's one of the funniest and most entertaining movies I've been in. I was amazed by the movie's ideas of power and teamwork."

So far, the reviews of the movie have been extremely positive with critics praising the director, even before its premiere. If sales continue, this could be the biggest selling movie of all time.

Continued on page A8



The examples of news stories here all come from actual events in 2017, although the date given is not exact. If students are interested in the stories, these are the sites for the dust storm story (<http://zeenews.india.com/india/massive-dust-storm-hits-agra-tourists-at-taj-mahal-dash-to-take-cover-2106562.html>), the movie story (<https://www.independent.co.uk/arts-entertainment/films/news/avengers-infinity-war-box-office-record-opening-weekend-us-world-a8329266.html>), and the Ronaldo story (<https://www.telegraph.co.uk/football/2017/12/07/ballon-dor-2017-will-cristiano-ronaldo-lionel-messi-triumph/>).

Resources

Mexico Times is an invented newspaper (although the stories on this page are based on real events—see above). However, you can find English-language news in Mexico, such as Mexico News Daily (<http://mexiconewsdaily.com/>). Local English language newspapers include www.theyucatanimes.com, www.theguadalajarareporter.com, and www.gringogazette.com (from Baja California).

Curricular Flexibility

The class can read all three texts, but the texts could be divided equally among 3 different groups in the class, and then a representative of each group could discuss and compare the contents of their story. This would reduce the amount that the class has to read (in case they are not strong readers), and it also allows for more discussion. In a large class, the students can talk to the students around them rather than move around the class.

C

Cristiano Ronaldo Receives Ballon d'Or for Fifth Time

By Rachel McDonald

PARIS. Cristiano Ronaldo was given the Ballon d'Or for the fifth time at a ceremony at the top of the Eiffel Tower. The Portuguese superstar was voted the best player in the world and now has won the Ballon d'Or the same number of times as Lionel Messi, who this year took second place. Ronaldo has had a spectacular 2017. He has scored a total of 53 goals in

all competitions for club and country, and has won four individual awards including the Ballon d'Or and five trophies for his team.

Cristiano reacted to winning the Ballon d'Or on social media and thanked his family, friends, teammates, and coaches

Continued on page A4



Students will learn more about the key information for a news story on page 51.

2 Work in pairs. Analyze the news stories and answer the questions.

- Which story do you think is the most important? Why?
 - What is the main purpose of a headline?
 - Do you think pictures are important in these news stories? Why?
 - What information is included in news stories?
 - Which story interested you most? Why?
- Use the *Self-Check* box to evaluate your analysis of the news stories.

The news stories are examples of international news, entertainment, and sports. The students will find different types of stories interesting, but they should provide reasons why one type is more important and not merely discuss their likes or dislikes.

Self-Check

Yes = ✓

Recognize types of news stories

- Analyzed headlines
- Looked at pictures for context clues
- Compared the type of information included in news stories

3 With your partner, discuss which types of news stories are more important and which are more interesting. Use the examples on the newspaper front page or other stories you have read.



I think sports stories like the Ronaldo one are more interesting, because most people like sports.



True, but I think science stories are more important because...

Product

- Form your *Product* group. Discuss and agree on a list of important or interesting recent news stories.
- Brainstorm all of the different sources in which you might see these news stories (internet, newspaper, TV, etc.). Keep the list of news stories and sources in your *Evidence Portfolio*.

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You can refer students back to their discussion of recent news stories from the *Share What You Know* section on page 43 and ask them where they got their news stories from. It is good to encourage students to find the same story in multiple sources, because this will help them to make comparisons between different styles of newspapers.

Self-Assessment

In order to recognize the different types of news stories, the students can read the headlines, look at the pictures, and use key information from the stories. You can help students to recognize that using these reference points is a reading strategy that they can employ for any newspaper story. Students may not be aware of this strategy, so it is helpful that they reflect on how they analyze news stories by using the *Self-Check* box.

Ongoing Evaluation

The first step of the *Product* asks students to create a list of news sources and a list of stories. The students should discuss how different sources can represent the same story in different ways, or focus on different elements of the same story. You can evaluate the students' understanding of how different sources treat the same story in different ways by creating a list of features similar to those on page 52.

Possible answers:

- A local news story
- The facts (who, what, when, where, why)
- To inspire them

Possible answers:

- So readers can scan for the most important information
- To give more information about the story
- To make it more relateable
- To help readers understand the story better
- Factual. It contains who, what, when, where, and why.

There are a range of possible answers as to what comes next in the story, but here it ends without mentioning how Jack becomes a hero. In the original story (which can be found in the *Reader*), Jack speaks to reporters and becomes famous. If students work in groups, they can explore different endings.

1 Work in pairs. Look at the newspaper article and answer the questions.

Then read the story and check your answers.

- What type of story is it?
- What information will the story include?
- Why do people like to read this type of story?

Mexico Times

December 1, 2010

Local Hero Saves Sisters

Young man saves his younger sisters from a drowning car

By Gwen Firth c. Byline
QUFFNSLAND, AUSTRALIA d. Place

Jack Osbourne, 12 years old, and his family were driving back home after visiting friends. What they did not know was they were moments away from disaster.

As the family was looking out of the window, they could see that a powerful thunderstorm was getting closer and closer. Raindrops and hailstones were crashing violently against the car.

Jack's father, George Osbourne, said that the conditions got very bad, very quickly. "Water was rising fast. The fields around us looked like lakes. That was when I heard the crash."

The family was driving along a road when suddenly an enormous section collapsed, and the car started to sink below the water. Jack's sisters, Erin and Libby, were

screaming in fear but he stayed calm. Immediately, he released their seatbelts and passed his younger sister, Erin, to his mother. Then, he helped his other sister, Libby, to the front of the car before jumping out of a window. "Jack's actions were amazing," said Jack's mother. Elsie. "He saved his sisters' lives."



The Osbourne family car while the authorities were trying to pull it out of the water

Resources
Discover more about this story in the *Reader* page 35-44

2 Analyze the parts of the news story and write the letter of each tag next to its definition.

- | | |
|---|---|
| B A sentence summarizing the details of a news story | C The person who wrote the story |
| E The text of the story | A The title of a news story |
| F Information about the image | D Where the story happened |

3 With your partner, discuss the questions about news stories.

- Why do news stories have headlines?
- Why is it necessary to have a headline and an extended headline?
- Why do readers want to know where the event happened?
- Why do news stories have images?
- Is the language of the story dramatic or factual? How do you know?

4 Work in groups. Discuss how you think the news story finishes.

5 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.

Yes -
Exchange opinions
I took turns to participate
I listened to others' opinions
I responded respectfully

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Resources

The *Reader* provides the full story of Jack's rescue. The *Reader Answer Key* can be found on page 175. The language used is very dramatic, and it provides a lot of detail. If this were a newspaper story, it would be a feature story explaining the background and details of a story after the story had stopped appearing in the general news cycle. Typically, newspapers provide brief stories when the news is still relevant that day, and then more detailed features later in the week.

Self-Assessment

The *Self-Check* refers to activity 4 and the students' discussion of the next part of the story. As students discuss their story ideas, you can monitor students and encourage them to listen to each other's ideas, ask questions about their opinions, or make constructive comments. If one student's story ideas dominate or one student is not contributing, it is good to ask the opinion of the quieter students so that everyone contributes.

Identify the events in a news story

- Work in pairs. Look at the events from the news story on page 46 and decide which of these events happened at the same time.
 - A powerful thunderstorm was getting closer.
 - Jack's sisters were screaming in fear.
 - The car started to sink below the water.
 - He stayed calm.
 - The family was looking out of the window.
- Work with your partner. Create a timeline with the events of the story.

This is quite a difficult task, as students will need to remember the story. However, by concentrating on the details of the story, students will not focus on the tense they are using. This means that the examples they produce will be a useful diagnostic tool as to where students need support.

Possible answers:
 a. Because he saved his sisters' lives
 b. Students may mention medals or other commendations for bravery.
 c. *Answers will vary.*

- Work in groups. Retell the news story. Use the prompts in the box to help you.

friends thunderstorm crash collapsed sink seatbelts front window
- In your group, discuss the questions and give reasons to support your opinions.
 - Why is Jack considered a hero?
 - What reward should Jack receive for his actions?
 - Could you do something like Jack in a similar situation?



Product

- Work with your *Product* group. Take out your list of news stories and sources from your *Evidence Portfolio*. Discuss briefly what happens in each story and who the important people are.
- Choose a *Product* partner and together select the news story that you find most interesting to research.

As students discuss stories from their list of recent news stories, you can encourage them to describe longer actions (which are typically in past continuous) and the key, short actions (which are typically in past simple).

Language Knowledge

Past simple and past continuous are used together to compare the duration of actions. Past simple uses the past form of the verb or the infinitive with the auxiliary *did*. Past continuous uses the auxiliary *was* or *were* and the verb with *-ing*. Typical student problems include using past forms incorrectly or describing short actions with past continuous. An incorrect example could be *I was breaking a window*, which is normally a short action.

Ongoing Evaluation

The students produce notes on the details of their stories for Step 2. You could use these notes (or a copy of these notes) to evaluate their understanding of the form and use of past simple and past continuous. Equally, as students describe what happens in their stories, you can record any positive or negative examples of tense use and look for common errors that would be useful to study with the class.

The two aspects not mentioned in the story are the date of discovery and the characteristics of the fossil. However, there is no reason why these couldn't be mentioned in the story. Given that the main focus of the story is the dinosaur fossil, that is what the reader is expecting and what makes the story interesting. Therefore, it would be unusual for the story to provide lots of information about the research team or the museum.

The students previously made notes on what happens in all of the stories on their list. In this step, they make notes on the important aspects for one story from their list. This means that the notes will be much more detailed. They may need support in remembering the details of the story. You should encourage them to select details in an appropriate style for the story.

1 Look at the newspaper headline and say what the story is about.

No. 37

Ancient Dinosaur Discovered in Coahuila

Paleontologists from the Museum of the Desert (MUDE) discovered a fossilized 85 million-year-old dinosaur. This is the oldest dinosaur and the first specimen of an armored dinosaur to be discovered in Mexico. In prehistoric times, this species used to inhabit the northwest coast of North America.

The finding was the result of over eight years of research, and it provides clear evidence that Mexico was a country of dinosaurs. José Rubén Guzmán, head of the research team, commented that "People tend to think of regions like South Africa or the deserts of Argentina when they think of dinosaurs. But here [in Mexico] we have important paleontological resources. And it is important that we all (adults, kids, and teenagers) know this, because it belongs to all Mexicans."



The name of the new species is *Acantholipan gonzalezi*. The first word comes from combining the Greek word *acanthos*, meaning "spine," with *Lipan*, in honor of the Apache tribe that used to inhabit the region. The second word, *gonzalezi*, was given in recognition of Arturo Gonzalez, director of the MUDE and an important promoter of the research into Mexico's paleontology.

The analysis reveals that the dinosaur was young, measuring 3.5 meters in length and weighing more than half a ton.

By Emma Santiago

Resources

To read more about the dinosaur fossil discovered, you can go to

2 Work in pairs. Read the news story and answer the questions.

- a. How long did it take to discover the fossil? **OVER EIGHT YEARS**
- b. What type of dinosaur was discovered? **ARMORED—ACANTHOLIPAN GONZALEZI**
- c. Why is the fossil found so special? **IT'S THE OLDEST DINOSAUR TO BE DISCOVERED IN MEXICO AND THE FIRST EXAMPLE OF AN ARMORED DINOSAUR.**

3 Work in groups. Mark (✓) the important aspects mentioned in the story.

- | | |
|---|--|
| <input type="checkbox"/> date of discovery | <input checked="" type="checkbox"/> location of the discovery |
| <input type="checkbox"/> characteristics of the fossil | <input checked="" type="checkbox"/> name of the research head that discovered it |
| <input checked="" type="checkbox"/> importance of the discovery | <input checked="" type="checkbox"/> the name of discovery |

4 Work with classmates. Discuss and answer the questions.

- a. What else would you expect to be mentioned in this type of news story?
- b. Why are these aspects important for the story?

Product

5 Work with your *Product* partner. Analyze and make notes on the important aspects of the news story you chose and researched in Step 2. Use the aspects in activity 3 as a reference. Keep your notes in your *Evidence Portfolio*.

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About the Topic

Newsweek also reported the story (<http://www.newsweek.com/new-heavily-armored-dinosaur-species-weighs-half-ton-found-mexico-978852>), as did El Universal (<http://www.eluniversal.com.mx/english/ancient-dinosaur-fossil-found-in-coahuila>). Students might find it interesting to compare the different versions. The Mexican version mentions the museum and the research team much more than the American version.

Ongoing Evaluation

The important thing to evaluate in this *Product* step is that students have understood the important focus in their stories and the relevant aspects. For example, if the story focuses on a person, then the important aspects will all be related to the person. To evaluate the relevance of aspects to the focus of the story, you could count the number of relevant aspects in their notes and award a grade.

1 Look at the pictures and newspaper headlines and decide what the stories are about.

DAILY NEWS
Hurricane Ruins Vacation



DAILY NEWS
Fire at Beach Hotel



DAILY NEWS
Huge Wave Hits Beach



The stories are about different forms of natural disasters, because the listening is about a natural disaster (tsunami).

2 Listen **Q1** to an interview and mark (✓) the picture of the story you hear about.

3 Listen again and answer the questions.

- a. Where was the girl? **ON A BEACH IN THAILAND.**
- b. How did she know what was going to happen? **BECAUSE SHE HAD COMPLETED A PROJECT ON TSUNAMIS.**
- c. Who did she tell? **HER PARENTS.**
- d. What reaction did she get? **AT FIRST, THEY DIDN'T BELIEVE HER.**

Students should identify that Tina's teacher is important because he told her how and why tsunamis happen, which helped her save her parents and the people on the beach.

4 Work in pairs. Discuss your answers to activity 3 and predict how you think the story will end.

5 Listen **Q2** to the end of the story and note the main events.

6 With your partner, compare your notes and discuss why Tina's teacher is so important to the story.

Listening Tip
Question Intonation
Recognize how the intonation of question types (yes/no or wh) rises or falls.

7 Listen to the questions **Q3** and decide if the question intonation goes up (↑) or down (↓).

- a. What did you do next? ↓
- b. What did your parents do? ↓
- c. Did you save everybody? ↑

Questions that begin with a question word (how, where, what, which, when, why, whose) typically have intonation that falls. Questions that can be answered *yes* or *no* typically have intonation that rises. This is because *yes* or *no* questions are used to check information, and English speakers show uncertainty by using a rising intonation.

Self-Check
Yes = .
Interviewing
I took turns
I asked for details.
I provided details.

8 Work in pairs. Role-play the end of Tina's interview.

- Student A: You are the interviewer. Ask questions about what happened.
- Student B: You are Tina. Answer the questions and give details about your story.

9 Use the **Self-Check** box to evaluate your performance in the role play.

Self-Assessment

The **Self-Check** box looks at the skills involved in interviewing. Students should take turns asking and answering questions, and providing each other with details. To help students assess their ability to ask and answer questions, they can keep a record of the questions. This will help them to see how relevant they are to the interview. An added benefit of recording questions is that they can check the structure of the questions is correct.

Learning to Learn

The **Listening Tip** helps students become aware of intonation patterns. It does not tell them directly which question type (*wh-* or *yes/no*) rises or falls, so some students may not be able to hear the difference. To help students become aware of intonation, you can ask them to focus on *yes/no* questions, because the rising intonation is typically easier to hear. Then they should be able to hear the difference independently.

Unit 4

Ask for information

The use of *wh-* questions is important not only to continue conversation and find out information but also to focus on the elements of the story.

Language Tip
Wh- questions
We use *wh-* questions to ask for information. *How* is also a *wh-* question word.

- 1 Think about Tina's story from page 49 and write the questions another reporter asks Tina. Use the words in the box and the answers provided to help you.

Where Who How Why What

REPORTER: *What did you do, Tina?*

TINA: I warned people about the tsunami.

REPORTER: 1) **WHERE WERE YOU?**

TINA: I was at the beach in Thailand.

REPORTER: 2) **HOW DID YOU KNOW WHAT WAS HAPPENING?**

TINA: I learned about tsunamis in my geography class.

REPORTER: 3) **WHO DID YOU TELL?**

TINA: I told my parents.

REPORTER: 4) **WHY DID PEOPLE HAVE TO EVACUATE?**

TINA: Everyone had to evacuate the beach because the waves were coming.



- 2 Work with your partner. Think of some other questions that you could ask about Tina's story.

- 3 Work with another product pair and ask each other your questions.

Possible questions could include:

Who was Tina with? When did the wave come? When did the story happen? Why didn't her parents believe her? How did people react? Who does Tina want to give credit to? How did Tina explain tsunamis to her parents?

Who was Tina with?

She was with her parents. What happened to Tina?



Product

- 4 Work in your *Product* group. Write questions about the news story you chose and researched. *What happened to...? What was he/she doing?*

- 5 Work with a *Product* partner. Ask and answer questions about your stories. Keep your questions and answers in your *Evidence Portfolio*.

On the following page, the students use the questions they write here to help them write their news stories, so it is important to work with the students and make sure that their questions are accurate as well as in the creation of a news story.

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Learning to Learn

One way to understand the importance of using *wh-* questions to focus on the elements of the story is for them to highlight important aspects in different colors according to the question that could be asked (e.g., red for *who*, blue for *when*, etc.). This way students can see how by providing answers to these different questions, they are building up the necessary elements of their news stories.

Ongoing Evaluation

There are different elements that you can evaluate in the students' use of questions. You can evaluate how accurately students use intonation by keeping a chart with examples of rising and falling intonations. You could also keep a copy of the questions they use with their *Product* partners and evaluate the structure and the relevance of their questions. For the *Product*, the most important aspect to evaluate is the relevance of the questions.

- 1 Read the newspaper article. Work in pairs and discuss the questions.
 - a. Where have you read this story before?
 - b. What new information did you find?

The Queensland Gazette

Young Boy Saves His Family

Twelve-year-old Jack Osbourne saved his family from drowning yesterday.

By John Crane.

Twelve-year-old Jack Osbourne saved his family from drowning yesterday. The family were traveling in their car near Roma, in Queensland. They had an accident as they took a curve. However, heavy rain caused the road to collapse, and the car started sinking into a river. Jack stayed calm. He helped his sisters

out of the vehicle before escaping with his mother. Police recovered the car this morning from under three meters of water. "We think Jack is incredible," said his parents. "He didn't panic at all." Roma has a new hero.

- 2 Use the information from the article to complete the graphic organizer.

Who?
JACK OSBOURNE AND HIS FAMILY

Details of the story
JACK IS 12. THERE WAS A LOT OF RAIN.

What?
JACK HELPED SAVE HIS FAMILY

Where?
ROMA, QUEENSLAND, AUSTRALIA

When?
YESTERDAY

Why?
THEIR CAR WENT INTO A RIVER.

Specific details
THE RAIN CAUSED THE ROAD TO COLLAPSE. THE CAR WENT OFF THE ROAD AROUND A CURVE. JACK HELPED HIS SISTERS ESCAPE FIRST. JACK STAYED CALM.



This story is the same as the story on page 46. The stories are used for the comparative chart on the following page. The new information is the name of the town, Roma. This makes sense because this story comes from a local newspaper, the Queensland Gazette. It also mentions the actions of the police, which is left out on page 46. The story on page 46 focuses more on description, and the story here focuses more on facts.

The information from the article is the following: Who = Jack Osbourne and family, What = Jack saving the family from drowning, Where = Roma, When = yesterday (no specific date), Why = They were in a car accident.

Product

- 3 Work in your *Product* group. Use the questions about your story from your *Evidence Portfolio* to make a graphic organizer like the one on the page.
- 4 Write a news story. Make sure each person in the group writes the story in their own way. Read the tips as a guide.
 - Use appropriate tenses for describing events in the past.
 - Go to page 46 to check the elements that can be included in a news story.
 - You can choose to be very descriptive or be concise and just state facts.
- 5 Work with a *Product* partner. Exchange and correct your work.
- 6 Write the final draft of your news story. Keep it in your *Evidence Portfolio* to evaluate your progress.

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In the graphic organizer they create, students should distinguish between the background details of the story and the specific details which are the focus of the story. For example, the inclusion of the police is not necessarily relevant to the story and would be a background detail.

Ongoing Evaluation

You can evaluate the students' writing of news stories based on the tips listed. The students need to use past tenses appropriately. They should include all of the relevant elements of a news story (headline, extended headline, byline, placeline, photo caption, and body). They need to write either descriptively or factually. It is better to check which style the student was aiming for (descriptive or factual) before evaluating their story.

Curricular Flexibility

There may be differing levels of ability in terms of student writing, and some students may need more support. Students who need support might benefit from having a template to copy which they only have to complete with details. The template could have all of the names of the elements of a news story and a list of questions. That way, students can move the answers to the questions into their story.

Unit 4

The similar information in both stories is the age and name of the boy and the fact he rescued his sisters. The differences are in the use of the name of the town and the inclusion of the police. The reason for not having a placeline is that the newspaper is only for Queensland, so it does not need to mention that the story is from Queensland. The style in the story on page 46 is descriptive, whereas the story on page 51 is factual. The newspapers may use different styles because the local newspaper was first to report it, but the international newspaper is writing as a feature.

Compare different styles of journalism

1 Work in pairs. Read the news stories from pages 46 and 51 and complete the information in the comparative chart.

	News story page 46	News story page 51
Source	The Mexico Times	THE QUEENSLAND GAZETTE
Headline	LOCAL HERO SAVES SISTERS	Young Boy Saves His Family
Extended headline	YOUNG MAN SAVES HIS YOUNGER SISTERS FROM A DROWNING CAR	Twelve-year-old Jack Osbourne saved his family from drowning yesterday.
Journalist	GWEN FIRTH	John Graves
Placeline	QUEENSLAND, AUSTRALIA	—
Specific information	<ul style="list-style-type: none"> Jack Osbourne, 12 years old, and his family were driving back home after visiting friends. THERE WAS A THUNDERSTORM AND HAIL. CONDITIONS WERE BAD. A SECTION OF THE ROAD COLLAPSED. JACK STAYED CALM. JACK RELEASED THEIR SEATBELTS AND HELPED HIS SISTERS OUT OF THE CAR. 	<ul style="list-style-type: none"> They had an accident as they took a curve. NEAR ROMA THE ROAD COLLAPSED AND THE CAR STARTED SINKING INTO A RIVER. JACK STAYED CALM. JACK HELPED HIS SISTERS ESCAPE FIRST AND THEN ESCAPED WITH HIS MOM.

2 Work in groups. Look at the examples in the comparative chart and discuss the questions.

- What information is similar in both news stories?
- What differences are there between the two stories?
- Why is there no placeline in the story on page 51?
- What style of language is used in the two stories?
- Why do the different stories use different language styles?

4 Use the *Self-Check* box to evaluate your participation in the activity. Think of ways to improve.

5 Work with a *Product* partner. Make a comparative chart like the one in activity 1 or a similar one and compare the different news stories you and your *Product* partner wrote.

6 Work with another *Product* pair and exchange comparative charts. Give each other feedback using the model and the *Self-Check* box as references.

7 Write a final draft of your comparative chart. Include your news story. Keep your chart for the next step of the *Product*.

Yes =

Comparing news stories

- I analyzed information from different sources.
- I recognized similarities and differences.
- I could tell differences in how information is presented.

Product

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The students create a comparative chart using the stories they wrote. They can compare the facts of the story or the styles. If they want to compare styles, you should help students choose a partner who wrote their story in a different style.

Self-Assessment

Students use the *Self-Check* to evaluate their comparative charts. They need to consider the source of the information and make reference to the publication, the byline, and the placeline. They also need to look at the similarities and differences in the information contained in the stories and the styles. They can refer back to the comparative chart they completed activity 1 and compare their work to that.

Ongoing Evaluation

In the *Final Product*, the students display their comparative charts and their news stories, so this is a good opportunity for last-minute corrections. It is good to help students peer correct their evaluation, and you can keep the version with their comments on it for evaluation. Comparing their final draft with the corrected draft will show you and the students the progress they have made.

- 1 Display your comparative chart and news stories in the classroom. Walk around and read each other's charts and news stories. Ask and answer questions.
- 2 Use the *Peer Evaluation Questionnaire* to make notes assessing the information in your comparative chart and that of another group on the *Product*.

Peer Evaluation Questionnaire

1. Did all the group members present their comparative chart?
My group: _____
Another group: _____
2. Was all the information from the news articles included in the comparative chart?
My group: _____
Another group: _____
3. Did all the group members include the news article to compare the information presented in the chart?
My group: _____
Another group: _____
4. How were your comparative charts different from one another?
My group: _____
Another group: _____
5. What elements from the newspaper report were the most popular in the charts?
My group: _____
Another group: _____

- 3 Work in groups. Use the information in the *Peer Evaluation Questionnaire* to discuss your participation in the *Product*. Come up with a list of suggestions for future products.

The comparative chart needs to be displayed with the news stories. It is useful for the students to know how the news stories led to the creation of the comparative chart. If the students feel confident to explain their ideas and there is time in the lesson, it could be interesting for the groups to explain why they chose the elements they focused on.

The *Peer Evaluation Questionnaire* looks at a number of different items including the chart, the news stories, the difference between charts and which element was most often included in the charts. This adds another level of comparison—the comparison of comparative charts. The final level of comparison is the students comparing themselves with another group.

Self-Assessment

For the students to compare themselves with the work of another group, it would be interesting if their comparative charts had significant differences. For example, one chart might focus on style, while the other focuses on information. Students can use the questions in the *Questionnaire*, and the *Self-Check* from page 52 to be sure that they are correctly assessing their work and that of another group.

Final Evaluation Instrument: Questionnaire

You can use the *Questionnaire*, or one similar to evaluate the students' comparative charts. Photocopy *Questionnaire* on page 177 to use it with your class.

1. Did the student include all of the relevant elements in their story?
2. Did the student use the different elements to make sensible comparisons?
3. Did the student compare the information presented in the stories?
4. Did the student compare the different styles of the stories?
5. Did the student describe how stories in different publications contain different information and styles?
6. Was the student able to reflect on their work and learn from it?

Unit 4

For students to evaluate their attitude toward the work they did in this unit, they can consider the collaborative work they did. Examples include discussing different sources and details of news stories, asking and answering questions about news stories, and evaluating and editing the comparative charts.

For students to understand their progress, they look back at the contents of their *Evidence Portfolio* and how they answered the *Self-Check* boxes on pages 45, 46, 49, and 52. Their *Evidence Portfolios* should include the list of recent news stories and sources, the notes on the news story, their questions and answers about their news stories, and the different written drafts of their news stories. The comparative chart itself is not included in the *Evidence Portfolio* due to its size, but photographs could be. You might want to help the students with the final reflection questions as they consider what they need to work on.

Self-Assessment

Evaluate Your Attitude

- 1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent →

← Needs improvement

I...

Grade

How can I achieve a better grade next time?

- prepared for class.
- turned in my work on time.
- paid attention during lessons.
- participated actively.
- worked well with other students.
- asked for help when needed.

Evaluate Your Progress

- 2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include in it and answer the questions.

- a. How many activities did you collect from the *Evidence Portfolio*?
- b. What other activities did you add as evidence?
- c. Which activities were easy to complete?
- d. Why?
- e. What do you need to work on?

Evaluate Your Achievements

- 3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
<ul style="list-style-type: none"> ■ analyze news stories. ■ read news stories. ■ contrast news stories from different newspapers. 		

Self-Assessment

To evaluate their progress, students need to not only list the work they did during the unit but also understand what their strengths and weaknesses are. To help students be aware of their strengths, you can ask them what they found easy to produce, or they can compare what they were able to do easily in comparison to their colleagues. To reflect on their weaknesses, they should think about which elements they found more challenging.

Final Evaluation

Students should reflect on their ability to compare news stories in different publications. Examples of this include their reading of news stories, their analysis of the elements of news stories, their creation of news stories, and their comparative chart. They can also reflect on their classmates' comments on their final product and the *Self-Check* box on page 52. The grades from the final evaluation can be compared with your grade for the *Product*.

Assessment

Photocopy *Assessment 4* on pages 159–160. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 173.

Unit 5

Share What You Know

- Work in groups. Discuss questions.
 - a. What is a play?
 - b. What are the different types or genres of plays?
 - c. How does an actor show the emotions of the characters in plays?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about different types of plays?
 - b. Did you have any communication problems?

If students have little experience with plays, they can compare TV shows to different types of plays. In both plays and TV shows, there are genres and actors show emotion through tone of voice, body language, and physical actions. Students can make a list of all the genres they can name and describe the emotions of actors.

Theater and Drama

Social Practice

- Read and analyze plays

Learning Outcomes

- Read short plays for their general sense, main ideas, and details
- Select and analyze short plays
- Participate in the dramatized reading of a short scene from a play

Product: A Dramatized Reading

- Step 1: List different genres of plays and examples of each.
- Step 2: Choose a play and describe its characters.
- Step 3: Make a scene map for the play you chose.
- Step 4: Analyze the stage directions of the scene you chose and create new ones.
- Step 5: Make notes on the use of nonverbal language in your script.
- Step 6: Perform a dramatized reading of your script.

You can ask students to make a list of the genres they mentioned and the tools an actor uses from the previous activity. This way, they will have concrete examples of what they talked about, and you can look at the lists to get a sense of how much they know about the topic.

Students might not know what dramatic readings are yet. You can have a discussion about how actors know what emotion to portray in a play or a TV show. You might ask *How does an actor decide which emotions or intonation to use in a scene?*

Curricular Flexibility

As students work on their scripts and practice delivering them for the product, some students will be naturally more comfortable performing than others. You might support students by suggesting different techniques, for example, practicing in front of a mirror, practicing with friends, shouting or whispering lines to feel more comfortable with their voice. Students will feel more comfortable the more practice they get.

Pre-Evaluation

One of the key elements that students look at in this unit is the different genres of plays. Students may not know the different names of genres, but they will probably understand the difference between genres. You can evaluate their understanding of the differences by asking them to name movies, TV shows, or plays which are examples of those genres. This is also a useful exercise for Step 1 of the *Product*.

When describing the picture, students should mention the stage, the scripts, and the woman giving instructions. These show these people are practicing for a play. You can take this opportunity to talk about the actors studying the play and learning the dialogue, and them discussing the characters and actions in the play. The text is a playscript, which you can tell by the way the dialogue is formatted.

Reading Tip
Skimming
 When you skim a text, you don't read every word of it. You use as many clues as possible to get background information. You can look at the pictures or images, title, key words in the text, etc.

- 1 **Work in pairs. Look at the text and the picture and answer the questions.**
 - a. How are the text and the picture related?
 - b. What type of text is this?
 - c. What are the people doing in the picture?
- 2 **Work with your partner. Skim the text and discuss what happens in the story.**



You Can't Take It with You
 by Moss Hart and George S. Kaufman

- 1 **Cast of characters**
- 2 **Act and scene**
- 4 **Character description**

Cast: PENELOPE SYCAMORE, ESSIE, PAUL SYCAMORE, MR. DE PINNA (Essie's teacher), ED (Essie's husband), MARTIN VANDERHOF (Grandpa), ALICE, TONY KIRBY, etc.

Act I

Scene 1: The Home of MARTIN VANDERHOF [...] 3 Setting

(The sound of the outer door closing, and ALICE SYCAMORE enters the room. A lovely, fresh young girl of about twenty-two. She is plainly GRANDPA's granddaughter, but there is something that sets her apart from the rest of the family. For one thing, she is in daily contact with the world; in addition, she seems to have escaped the tinge of mild insanity that pervades the rest of them. But she is a Sycamore for all that, and her devotion and love for them are plainly apparent. At the moment, she is in a small, nervous flutter, but she is doing her best to conceal it.)

ALICE. *(As she makes the rounds, kissing her mother, her father, her grandfather.)* And so the beautiful princess came into the palace, and kissed her mother, and her father, and her grandfather...

GRANDPA. Hello, darling!

ALICE. Hi, Grandpa—and what do you think? They turned into the Sycamore family. Surprised? *(Removing her hat.) (Ed gets another set of hammers.)*

ESSIE. *(Enters U.R. Examining ALICE's dress.)* Oh, Alice, I like it.

5 **Stage directions**
 UR = Upstage Right

ALICE. Do you?

ESSIE. It's new, isn't it?

PENNY. Looks nice and summery.

ESSIE. Where'd you get it?

ALICE. Oh, I took a walk during lunch hour.

GRANDPA. You've been taking a lot of walks lately. That's the second new dress this week.

ALICE. *(Takes off gloves.)* I just like to brighten up the office once in a while. I'm known as the Kay Francis of Kirby & Co. ... Well, what's new around here? In the way of plays, snakes, ballet dancing or fireworks. Dad, I'll bet you've been down in that cellar all day. *(Ed sees if hammers are straight.)*

PAUL. Huh?

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To help students skim the text, you can set a short time limit (30–60 seconds), because this means that students do not have time to read in detail. Students might notice the title refers to a common saying about death, which means that when we die we cannot take material possessions and that relationships are more important. The story is about how Alice learns to love her eccentric family.

About the Topic

This play won the 1937 *Pulitzer Prize* for Drama. It is about an eccentric New York family. Their one “normal” daughter wants to marry a man she works with, but she is afraid their families won't get along. She is right, but in the end, they all learn that it's better to do what you want to do instead of worrying about the expectations of others. There is a 1938 movie version.

Learning to Learn

Skimming is a useful skill that students can use when selecting which texts interest them, and when they need to do research. If students want to practice skimming independently, they can give themselves a 30–60-second time limit when first looking at an article and then check what they understood. They can practice this in English and in their native language.

PENNY. I'm going back to the war play, Alice. (ESSIE does dance step exercise.)
 ALICE. Really, Mother? (She takes her hat to the hat rack.) (Ed strikes a note on a xylophone.)
 ESSIE. Ed, play Alice the Beethoven thing you wrote. (Ed at xylophone. He plays. ESSIE is up on her toes.)
 GRANDPA. You know, you can mail a letter all the way from Nicaragua now for two pesetos.
 PAUL. Really?
 [...]
 ALICE. Listen, people... Listen. (The music dies out. She gets a scattered sort of attention.) I'm not home to dinner. A young gentleman is calling for me. (Ed fixes a xylophone hammer.)
 ESSIE. Really, who is it?
 PENNY. Well, isn't that nice?
 ALICE. I did everything possible to keep him from coming here but he's calling for me.
 PENNY. Why don't you both stay to dinner?
 ALICE. No, I want him to take you in easy doses...

6 Dialogue

Adapted from "You Can't Take It with You" (1937)
 by Moss Hart and George S. Kaufman

http://www.rodrana.com/uploads/1/3/7/7/13777823/you_cant_take_it_with_you.pdf

- 3 Work in groups and answer the questions.
- How do you know what type of text this is?
 - How is this type of text different from other types of text?
 - Do you think this is the whole text or just an excerpt? How do you know?
 - Who are the main characters in the text?
 - What happens in the text and where does it happen?
- 4 Write the number of each tag in the script next to its definition.
- | | |
|--|---|
| 5 Instructions telling the actors what to do and where to move | 2 The different sections of the play |
| 1 List of the characters in the play | 4 Information for the actor about the character |
| 6 Conversation between characters | 3 Details of where the scene happens |

- 5 Work in groups. Discuss the questions.
- Why do you think each part of the script is important?
 - How does each part of the script help the actor?
- 6 Look at the Self-Check box and evaluate your performance. Think of ways to improve.

Possible answers: a. This is a play, and we can know that because the characters are listed in the beginning. There is a very clear difference in format for the scene description, the dialogue, and the actions. b. Other texts use dialogue, but it is incorporated into the description. c. You can tell this is an excerpt because of the note at the end of the text. d. The main characters are Alice, Grandpa, Essie, Penny, and Paul. e. In this excerpt, Alice comes home, we meet her family, and Alice tells them a boy from her office is coming to the house to take her out on a date.

It might help students to break down each section of the script mentioned in activity 4 and say why that section is important. All sections of the script ultimately lead to a better understanding of the play, and the better an actor understands the play, the better he or she can portray the character.

Yes =

Review short theater plays

I understood the differences between plays and other texts

I analyzed the function of each part of the script

I understood stage directions

Self-Assessment

For students to understand the difference between plays and other texts, they will need to understand the different elements of a script. Students can check and improve their understanding by finding short excerpts from other plays and labeling the parts, as in the script in this lesson. Stage directions are instructions for the actors. To check their understanding, students can follow the instructions.

Language Knowledge

There are several examples of complex language in this play that you might want to explain to the students:

tinge – a little bit; Kay Francis – a Hollywood actress from the 1930s; call for someone – old-fashioned way of saying take someone out on a date; in easy doses – just a little bit at a time

Students will be familiar with these genres, not least because the word in Spanish is extremely similar to the word in English. You can check the students' pronunciation as they identify the different images of genres. It is also worth discussing the image for *Horror* because this represents the play *Dr. Jekyll and Mr. Hyde*. This is the reason for the use of dark and light imagery.

Students can prepare themselves for this activity by thinking of examples they know from each of these four categories of fiction. They can think of examples of plays and also movies and TV shows. As the students read the excerpts, they may want to discuss what happens in each excerpt and underline the parts or words that suggest the genre. Students can use these different parts to support their answers when checking their answers and answering the questions on page 59.

1 Work in pairs. Label the photos with the names of the genres of plays they represent.

- a. Horror b. Comedy c. Musical d. Romance



2 Work with your partner. Read the excerpts from plays and mark them C (comedy), H (horror), M (musical), or R (romance).

R

ROMEO. But, soft, what light through yonder window breaks?
It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief..

Taken from *Romeo and Juliet* (1597)
by William Shakespeare

C

JACK. [Picking up the muffin-dish.] Oh, that is nonsense; you are always talking nonsense.
ALGERNON. Jack, you are at the muffins again! I wish you wouldn't. There are only two left. [Takes them.] I told you I was particularly fond of muffins.
JACK. But I hate tea-cake.
ALGERNON. Why on earth then do you allow tea-cake to be served up for your guests? What ideas you have of hospitality!
JACK. Algernon! I have already told you to go. I don't want you here. Why don't you go?
ALGERNON. I haven't quite finished my tea yet, and there is still one muffin left. [JACK groans, and sinks into a chair. ALGERNON still continues eating.]

Taken from *The Importance of Being Earnest* (1895)
by Oscar Wilde

H

LANYON. Well, it was this way. He was coming home from some place at the end of the world about three in the morning, with nothing to be seen but laups. Everybody asleep – street after street lighted like a procession and empty as a church. All at once he saw two figures, one a little man, shuffling along at a good walk and the other a girl – a mere child, running down a cross street. Naturally enough at the corner the two ran into one another – (Striking hands together.) Like that. And then came the horror of the thing. For the man went on like some damned Juggernaut – trampled on the child's body, left her screaming. Nothing when you tell it, he said – but hellish to see!

SIR DANVERS. Horrible! What did Enfield do?

LANYON. He ran after my gentleman. Collared him and brought him back, perfectly calm and offering no resistance. A crowd had collected and the women were wild as Harpies. The man stood in the middle with a kind of black, sneering coolness, frightened, but carrying it off like Satan. He called it an accident. "I'll pay for it," he said. "Name your figure."

Taken from the play adaptation of
Dr. Jekyll and Mr. Hyde (1887)
by Thomas Russel Sullivan

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About the Topic

These are classic examples of their genres. The excerpt from *Romeo and Juliet* is from the famous balcony scene. In *The Importance of Being Earnest*, this is a scene between the two main characters. The excerpt from *Dr. Jekyll and Mr. Hyde* describes a horrible act by Mr. Hyde, the monstrous alter ego of Dr. Jekyll. *West Side Story* is a 1950s musical based on *Romeo and Juliet*, about gangs in New York. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Learning to Learn

Students may have difficulty with some of the language in these play excerpts. You can focus their attention on the main ideas instead of understanding each word. For example, if you ask students *Why is Romeo comparing Juliet to the sun?* students can explore the ideas that she is beautiful like the sun and also because it is the end of the night and Romeo is outside as Juliet wakes up.

- 3 Choose a play excerpt from activity 2. Answer the questions in your notebook.
- Who are the characters in this excerpt?
 - What are the characters in this excerpt like?
 - What happens in this excerpt?
 - What examples from this excerpt demonstrate its genre?

4 Work with people who chose different excerpts and share your answers.

5 Write *C* (comedy), *H* (horror), *M* (musical), or *R* (romance) next to the defining characteristic of each genre.

- | | |
|--|--|
| H There are monsters or ghosts in the play. | M The story of the play is explained through songs. |
| R The relationship is the main focus of the play. | R Two people (or more) fall in love. |
| C The characters do silly things. | M The actors dance on stage and the story is told in songs. |
| H A lot of the play happens at night. | C It makes you laugh. |

Product

6 Form your *Product* group. List examples of plays (or movies or stories that can be adapted to plays) that you know.

7 Consider the characteristics of the different examples you discussed using the questions from activity 3 and classify the examples by genre. Keep the list of examples and characteristics in your *Evidence Portfolio*.

M

ACTION. Tony ain't been with us for over a month.

SNOWBOY. What about the day we clobbered the Emeralds?

A-RAB. Which we couldn't have done without Tony.

BABY JOHN. He saved my ever-loving neck.

RIFF. Right. He's always come through for us and he will now.

[Riff sings:]

When you're a Jet

You're a Jet all the way

From your first cigarette

To your last dying day

Taken from *West Side Story* (1958) by Arthur Laurents, Leonard Bernstein, Stephen Sondheim, and Jerome Robbins

Romeo and Juliet—Romeo is a young romantic. He is outside as Juliet wakes up. He discusses ideas of beauty, which is common in a romance.

The Importance of Being Earnest—Jack and Algernon are rich gentlemen. They are complaining about their manners. This is a big argument about very unimportant ideas, which makes it funny.

Dr. Jekyll and Mr. Hyde—Lanyon is a scientist. Sir Danvers is a politician. Lanyon describes seeing a horrible act by Mr. Hyde. The use of words like hellish, horrible, and Satan suggest it is a horror.

West Side Story—Action, Snowboy, A-rab, Baby John, and Riff are members of the Jets, a street gang.

The gang is discussing the loyalty of another gang member, Tony. Then they sing a song.

You can use the examples you discussed in the *Share What You Know* section and help the students create lists of plays, movies, and stories, and their respective genres.

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Ongoing Evaluation

Groups should be able to create a long list of plays (and/or movies, books, stories). To check this, you should request that the groups have a list of at least ten examples from the four different genres listed here. Also, you can listen as students discuss to see that they use the names of the genres correctly and discuss the characteristics of the genres.

Resources

If you need to find examples of genres of movies, then Film Site is a great website (<http://www.filmsite.org/filmgenres.html>). The site has a number of examples and explains the characteristics of each genre. To find examples of plays and find playscripts, you can use Playscripts.com (<https://www.playscripts.com/middle-school>). To create an account, students need an email. This site allows you to find appropriate plays for the age of your students.

Unit 5

Establish relationship between characters



Students can describe the physical differences between the characters and the differences in ages. By looking at their clothes and how confident they look, it is possible to tell that the youngest girl is not from the same position in society as the others.

The accents of the characters in this play are extremely important and that of Liza (cockney) might be hard to understand. You might want to repeat difficult sections.

Groups should choose a play that has enough character parts for everyone in their group and that they will all enjoy participating in. If they do not know where to find a playscript, you can refer them to the website in *Resources*.

It might help students when thinking about the character relationships in the play to make a web. They can make each point on the web a character, and on the lines that connect one point to another, they can describe the relationship between the characters.

- 1 **Work in pairs. Look at the picture and answer the questions.**
 - a. What differences are there between the characters?
 - b. How do you think they are related to each other?
- 2 **Listen to an excerpt from *Pygmalion* and underline the correct options.**
 - a. The people of the house are towards Eliza. **2**
 - 1) respectful
 - 2) disrespectful
 - b. Liza's reaction to the people is **2**.
 - 1) polite
 - 2) aggressive
 - c. Liza wants **1** to give her lessons.
 - 1) Higgins
 - 2) Pickering
 - d. Liza wants to sell flowers. **2**.
 - 1) on the street
 - 2) in a shop
 - e. **2** treats Liza with respect.
 - 1) Higgins
 - 2) Pickering
- 3 **Work in pairs. Listen again and match the adjectives in the box to the characters from the excerpt.**

thoughtful impatient independent brave courteous
practical confident bullying sensible respectful

 - a. Henry Higgins: IMPATIENT, PRACTICAL, CONFIDENT, BULLYING
 - b. Liza: INDEPENDENT, BRAVE, PRACTICAL, CONFIDENT
 - c. Colonel Pickering: THOUGHTFUL, COURTEOUS, SENSIBLE, RESPECTFUL
 - d. Mrs. Pearce: THOUGHTFUL, COURTEOUS, SENSIBLE, RESPECTFUL

See pages 133-140

Resources
You can continue reading the play or your Reader pages 45-58.

- 4 **Work in groups. Discuss the characters in the play and complete the chart.**

	Character's description	Character role in the play
Higgins	AN ARROGANT PROFESSOR OF PHONETICS	HE AGREES TO TEACH LIZA TO CHANGE HER ACCENT.
Liza	A WOMAN WHO SELLS FLOWERS ON THE STREET	SHE WANTS TO CHANGE HER ACCENT SO SHE CAN WORK IN A SHOP.
Pickering	HIGGINS'S FRIEND	HE IS POLITE TO LIZA AND ENCOURAGES THE LESSONS.
Mrs. Pearce	HIGGINS'S HOUSEKEEPER	SHE HELPS BOTH HIGGINS AND LIZA.

Product

- a **Work in your *Product* group. Take out your list from Step 1 and agree on a play you want to present. List the characters of the play and write the name of a *Product* group member next to each character. Bring the script of the play you chose for the next class.**
- b **Make an analysis of the characters on your character list. Think about their attitudes, characteristics, and relationship with the rest of the characters in the play. Use the table in activity 4 as a model. Keep your analysis in your *Evidence Portfolio* for further use.**

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Learning to Learn

Students can listen to a dialogue and describe the emotions of the people speaking by listening to their intonation and the exclamations they make. By listening first for the emotions and attitudes of the characters, it then becomes easier to understand the information in the listening. Students can practice this by listening to dialogues on TV or in movies and recognizing the emotion.

Resources

The scene in the *Reader* is from Act II, in which Eliza first goes to talk to Mr. Higgins about taking pronunciation lessons. The scene demonstrates that Higgins, Pickering, and Mrs. Pearce are from the upper class, and Eliza is from the working class. You can also see that Higgins is impatient and he bullies Eliza, but that Eliza, an independent and brave woman, defends herself and gets what she wants. The *Reader Answer Key* can be found on page 175.

Ongoing Evaluation

Check that students were able to find the script for their play, find the characters, and assign them to students in their group. You could meet with groups individually if they are having trouble with any of these steps. Ask questions to figure out why. *Are you having trouble agreeing? Are there enough characters in your play? Is your script easy to read?* etc.

1 Listen again to the excerpt from *Pygmalion* and match the examples of statements from the play with the examples of exclamations.

- a. "A young woman asks to see you, sir."
- b. "Did you tell him I come in a taxi?"
- c. "What do you think a gentleman like Mr Higgins cares what you came in?"
- d. "Good enough for ye-oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em too: make no mistake."
- e. "How much?"
 - Ⓐ "Well!!! What do you expect me to say to you?"
 - Ⓑ "Nonsense, girl!"
 - Ⓒ "Oh, we are proud!"
 - Ⓓ "A young woman!"
 - Ⓔ "Now you're talking! Thought you'd come off it when you saw a chance of getting back a bit when you chucked at me last night."

2 Write the exclamations above next to the appropriate function.

Agreeing	<i>Now you're talking!</i>
Expressing surprise	A YOUNG WOMAN! WELL!!!
Joking/mocking	OH, WE ARE PROUD!
Telling someone off	NONSENSE!

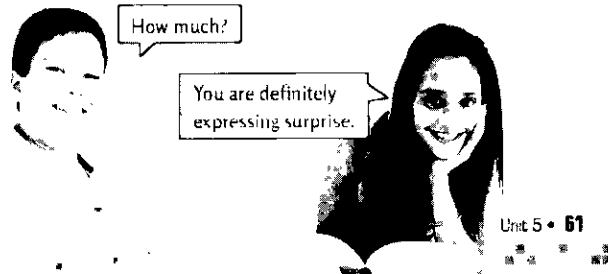
3 In pairs, practice saying the exclamations in activity 2. Try to change your voice to express each function. Have your partner identify the function you used.

4 Look at the *Self-Check* box and evaluate your performance during this lesson. Think of ways to improve.



Yes =
Analyze ways to
express attitudes

- ✓ I understand the influence of emotions in the interpretation of a play
- ✓ I use punctuation marks to add expression.
- ✓ I practiced different intonations.



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If, when you are checking answers, you find that students had trouble categorizing any of these comments by function, you can play the audio again. Pause after the comment in question and see if students can better identify it based on context.

You should recommend that students change the order of the phrases and functions (so that they aren't just following what they laid out in the table in the previous activity). Students can also say the same phrase for a number of different functions. For example, *Now, you're talking!* could be said with surprise if someone isn't expected to talk. Students should pay attention not just to what is said, but how it is said. Students should focus on their tone of voice, volume, and body language as they try to deliver the appropriate function.

Self-Assessment

If students are having trouble reading the emotions in a play, they can read the parts aloud or look for a recorded performance. They can expand their use of punctuation by incorporating exclamation marks, ellipses (to show someone stopping in the middle of a thought), and dashes (to show people interrupting someone). Finally, students who have trouble expressing different intonations should try shouting and whispering the lines to experiment playing with their voice.

Curricular Flexibility

Students who finish the activities quickly or want a greater challenge can write a list of their favorite lines from movies, TV, books, or lines from the play excerpts in this unit. As soon as they have the lines, the students can use the list of adjectives in activity 3 on page 60 to work in pairs delivering the lines with a random emotion, while their partners guess the emotion.

Unit 5

Analyze a scene of a play

1 Work in pairs. Discuss what you need to know to be able to write a play.

Novels, stories, plays, or films are a series of events put together like beads on a wire in scenes that build up the story. Each scene is an action or event that is necessary for the next action or event.

A scene must happen for a reason. It can tell the reader the consequences of previous actions or give clues of what is going to happen next. It can also give the reader details about the characters and how they are connected in the story. Scenes make a story more understandable and easier to follow.

Writers must think and answer the following questions when writing scenes:

- d. Where does the scene take place?
- c. Who is in the scene and why?
- a. How do the previous scene, this scene, and the next scene link?
- b. Why do the characters do what they do in this scene?

The effectiveness and success of a story depends on how every single scene is a strong and independent block of the plot. Therefore, a scene must have a clear beginning, a middle, and an end to be a unit of its own.

2 Read the article and complete it with the missing words.

- a. connection b. characters c. purpose d. location

3 Read the article. Work in pairs and discuss the questions.

- a. What is a scene?
- b. What are some of the reasons for a scene?
- c. What aspects are important to consider in a scene?

Product

4 Work in your *Product* group. Take out the script of the play you chose in Step 2. Discuss the questions from the article in relation to the scene that you chose and complete the scene map with the information from your scene.

Location:

Purpose:

Connection:

Characters:

End

Yes =

Analyze actions in a play

I analyzed a scene of a script.

I understood the general sense and the details of the scene.

I recognized the key elements of the scene.

5 Look at the *Self-Check* box and evaluate your work. Think of ways to improve.

6 Keep a copy of your scene map in your *Evidence Portfolio*.

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You can support students by asking them to think about the elements of the play they saw on page 57 and how a play is organized (into scenes). They should think about genres, purposes, setting, and how they want the play to end.

A scene is everything that happens in a particular place and time in a play. A scene can explain the story, show the consequences of an action, suggest what will happen next, show how relationships are developing, or something else. The students should consider where and when the scene happens, who is in it and why, how it connects to the previous and next scenes, what happens in it, and its mood (funny, serious, scary, etc.).

You should ask your students to consider the number of speaking parts in the scene (for all members of the group), the length, and the action in the scene to choose the best one.

Ongoing Evaluation

Groups should refer back to the article as they are completing their scene maps. You can help them by choosing a scene from *Pygmalion* and doing a scene map as a class. As students complete their scene maps, you can evaluate their use of terms from the article. You should also evaluate the level of detail in their scene maps and see if you can understand their scene maps without reading their scene.

Self-Assessment

This *Self-Check* focuses on students' ability to examine a play at the scene level. Students can work on improving this by asking themselves questions: *What did I miss or not understand? What techniques can I use to find these things on my own while reading (underlining, looking at adjectives, saying the dialogue, etc.)? Can I compare this play to a similar one I know? Can I guess what might happen next?*

()

JUAN. () This cannot be happening!

BENJAMIN. (*Crying*.) What are we going to do?

CARLA. We have to get out of here.

BENJAMIN. But where are we going to go?!

JUAN. () I don't know. But they are getting closer and we're going to be trapped if we don't get out of here.

BENJAMIN. We need a plan first.

JUAN. There is no time for a plan. We need to go!

CARLA. Calm down! My car's right here. Get in and let's plan what to do.
(*They get in the car.*)

BENJAMIN. Well, first we need to get back to the base.

CARLA. No, we need to drive somewhere else. They mustn't find the base!

BENJAMIN. Did you hear that?

JUAN. They're here. Carla, quick! Start the car!

()

This seems like a horror story because the characters want to escape from something. Some characters are calm, and others just want to run. The characters express their emotions by crying and exclaiming. In the beginning of the scene, they don't know what to do so they get in the car to plan, and at the end, the enemies arrive and they try to escape.

The first stage direction should describe the scene. Then Juan should sound desperate in both of his lines of dialogue. Finally, Carla should start the car.

- 1 **Work in pairs. Read the dialogue and answer the questions.**
 - a. What is the genre of the story?
 - b. How are the characters different from each other?
 - c. How do they express their emotions?
 - d. What is the beginning, middle, and end of this little scene?
- 2 **Think of stage directions for the story and write them in the parentheses.**
- 3 **Work in groups of three. Read the scene out loud and practice using different tones of voice to express different emotions.**
- 4 **Work in your *Product* group. Take out the analysis of the characters in your play from Step 2 and answer the questions. Make notes.**
 - a. How are the characters different from each other?
 - b. How do the characters express their emotions?
- 5 **Take out your scene script from Step 3. Analyze the dialogues between the characters and underline the stage directions.**
- 6 **Analyze the stage directions you underlined in your script; edit them if necessary. Add stage directions to your script where appropriate.**
- 7 **Swap your script with another pair. Check their work and give feedback.**
- 8 **Make the final changes to your script. Look at the models in the unit or in your *Reader*, pages 45–58. Keep the script in your *Evidence Portfolio*.**

Students can make a chart with character names in one column, keywords about differences between characters in another column, and how they express themselves in a third column.

A helpful exercise here is for students to close their eyes and visualize the story as another group member reads the scene aloud. This will help students understand if the stage directions are clear.

Ongoing Evaluation

Students will end up with an annotated script after this stage of the *Product*. As you monitor, you can encourage students to incorporate adjectives describing emotion, descriptions of actions, and notes on voice. It might be helpful for students to read the lines aloud. You can later check their annotated scripts for their descriptions. You can count how many good descriptions they write and give them a score.

Language Knowledge

Stage directions are normally written in simple present tense. You can make students aware of this by asking them to look through their own plays and the sample excerpts from this unit. You might want to elicit this information from them to reinforce the idea. Some students might want to use present continuous, because of the present participles used to describe character states (*crying*), but this isn't correct.

From left to right, top to bottom: confused, depressed, ecstatic, frustrated, entertained, desperate. Students will be tempted to give a simple description such as "happy." You can help students to increase their vocabulary by asking them to provide more detailed alternatives.

You might want students to move around for this activity, so separate groups physically if you can. If possible, head to a bigger common area or even outside. This will encourage students to use the space as they act out their scene and follow the tips from the lesson. If the classroom doesn't allow for movement, then you can have the "performers" take turns to stand up at the front of the class, while the rest of the class watch. However, this means there is more pressure for the group performing, especially as they are still practicing their scripts.

- 1 Work in pairs. Look at the pictures and describe the emotions of the people in the pictures.



Resources
To learn more about non-verbal communication visit

- 2 Listen to a theater expert giving acting tips. Mark (✓) the pictures that the speaker uses in her presentation.

- 3 Listen again and answer the questions.
 - a. What is the name of the expert? **JULIA HUGHES**
 - b. What is her job? **SHE IS A THEATER TEACHER.**
 - c. What is the expert talking about? **NON-VERBAL COMMUNICATION**

- 4 Complete the list of tips with information from the presentation. Then work in pairs and discuss how to follow those tips.



Product
Yes =
Dramatized readings
 I use proper body language
 I used the correct tone of voice to support the dialogue
 I monitored my intonation and volume to improve the dialogue

Tips

1. Use **FACE** . All of it.
2. Be aware of **YOUR BODY** . It tells the audience how you're dealing with the emotion.
3. Think about **THE SPACE** around you and maintain **EYE CONTACT** .

- 5 Work in your **Product** group. Take out your script from your Step 4 and practice reading it with your group. Use the tips from the theater expert. Make notes on your use of nonverbal language and keep the notes in your **Evidence Portfolio**.

- 6 Use the **Self-Check** box to evaluate your participation in the dramatized reading. Think of ways to improve.

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Resources

The theater expert gives concrete tips on things actors should consider, including hands, body language, spacing, etc. You can use it if students have concerns about their performances or if they are just curious. Alternatively, you can look up some acting games ahead of time and play them with the class to loosen them up. Some websites where you can find acting games include <https://dramaresource.com/drama-games/> and <https://actinginlondon.co.uk/exercises-improve-acting-skills/>.

Self-Assessment

This **Self-Check** is all about how students feel about their performances—delivery, tone, emotion, etc. Students who feel they could express themselves more fully might be self-conscious. You might suggest they do some physical activity to get physically ready and try the whispering and shouting exercise. Students should provide constructive criticism on ways to improve the performances in their groups, focusing on concrete things like movement and tone.

Ongoing Evaluation

Here students will continue developing their annotated scripts and follow the tips in the listening. In this step, you are not evaluating their annotations but their use of the tips. Encourage students to use their face to express emotions, to use appropriate posture, and to maintain eye contact with other students. Students should get good marks on this process as long as they follow those tips. It is not a question of how well they follow the tips.

- 1 With your *Product* group, perform the dramatized reading of your script to the rest of the class.
- 2 Use the *Group Product Evaluation* to evaluate your work on the presentation of the *Product*.

Group Product Evaluation Score: /40

Write the number that best describes your group's performance during this *Product*.

4 = Excellent 2 & 3 = OK 1 = Needs improvement

- a. Our group rehearsed before the performance.
- b. Everyone in our group knew when to speak.
- c. Our group spoke loudly and clearly.
- d. Our group kept the audience engaged and interested.
- e. Group members correctly used nonverbal language.
- f. Group members used proper prosodic resources.
- g. Group members used proper body language during the reading.
- h. Everyone participated in the dramatized reading.
- i. Everyone in the group presented their dialogues fluently.
- j. Our group worked hard and to a high standard.

Additional Comments:

- 3 Work in groups. Use the *Group Product Evaluation* to discuss your participation in the *Product*. Write a checklist of aspects to consider for future products.
- 4 Work as a class. Discuss your experiences and answer the questions. Keep notes of your discussion in your *Evidence Portfolio*.
 - a. What do you think about plays now?
 - b. What did you learn in this unit that you can use in your daily life?

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If the school has a stage or a large performance area, then this is the natural place for the performance. If not, you can move the furniture in your classroom to make one. Groups should take turns presenting to the entire class. You can make a simple rubric for students to mark while they watch the performances. The rubric should consist of just two categories: prosodic resources and non-verbal language.

After students finish, you can have them share their checklists with the class. You can check that they included specific things about performance, voice, and expression that they learned about in this unit.

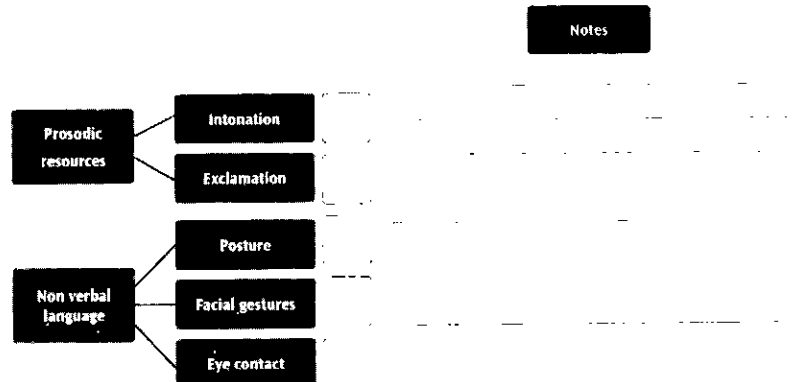
You might ask students to rate how much their opinion of plays has changed over the course of the unit. The lessons from storytelling and acting can be used in any form of public performance or presentation, for example.

Self-Assessment

It might be helpful to have a class discussion after all the presentations (or after each one). This would be an opportunity for students to use the *Group Product Evaluation* to talk about the performances. You should encourage them to concentrate on constructive criticism. Students can use the evaluation form when reflecting on their own performances or on the performances of other groups.

Final Evaluation Instrument: Graphic Organizer

You can use this graphic organizer or a similar one to evaluate each group. Photocopy *Graphic Organizer* on page 178 to use it with your class.



Unit 5

4 Self-Assessment

It's important that students reflect on the way they approached the acting in this unit, because that can be socially uncomfortable for some people. Have them pay special attention to their participation in the discussion on page 55, their openness to talking about character emotions and moods on page 60, and their group work with stage directions on page 63. You can ask them to write a concrete example of their good or bad attitudes during these activities in order to get them more engaged.

Students' *Evidence Portfolios* should include a list of plays or stories, a character analysis sheet from a play, a scene map, an annotated script of a scene, and if possible, a recording of their group performance.

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent

Needs improvement

I...

Grade

How can I achieve a better grade next time?

prepared for class.

turned in my work on time.

paid attention during lessons.

participated actively.

worked well with other students.

2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include in it and answer the questions.

a. How many activities did you collect from the *Evidence Portfolio*? _____

b. What other activities did you add as evidence? _____

c. Which activities were easy to complete? _____

d. Why? _____

e. What do you need to work on? _____

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...

Grade

Reflection

▪ read short plays for their general sense, main ideas, and details.

▪ select and analyze short plays.

▪ participate in the dramatized reading of a short scene from a play.

Unit 5

Self-Assessment

One fun activity could be to let students evaluate their own performances at the end of the project. You can record the presentations of course. You should wait a few days to give students a bit of distance from the excitement of the event, then you can let them watch their own performances in their groups and fill out a rubric or graphic organizer evaluating their own acting.

Final Evaluation

Students should reflect on how well they were able to understand the elements of short plays and analyze short plays for their features. To help them with this, they can look at their character analysis and their annotated scripts. Finally, the students should reflect on their performances. You can use their grades in combination with the grades from this section for an overall grade.

Assessment

Photocopy *Assessment 5* on pages 161–162. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 173.

Unit 6

Share What You Know

- Work in groups. Discuss the questions about machines.
 - a. What do we need machines for?
 - b. What machines can you see in the pictures?
 - c. How do they work?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about how the machines work?
 - b. Did you have any communication problems?



The theme of this unit is how machines work and what their different uses are. The machines in the pictures include tablets, microwaves, cell phones, drones, and MP3 players. You could ask which machines the students are most familiar with, because they will find it easier to describe the uses of those machines and how they work.

Students should discuss what the machines are and what they are used for. An example could be *An MP3 player is used for listening to music.* Students may not produce this structure naturally but it is useful to discuss the uses of machines and present a model.

The *Final Product* in this unit is an infographic for the operation of a machine. To be able to produce this, the students create an invention, describe how it works, and name the different parts of the machine and the process the machine uses. Finally, the *Product* groups present their infographic to the class.

Inventions That Changed the World

Social practice

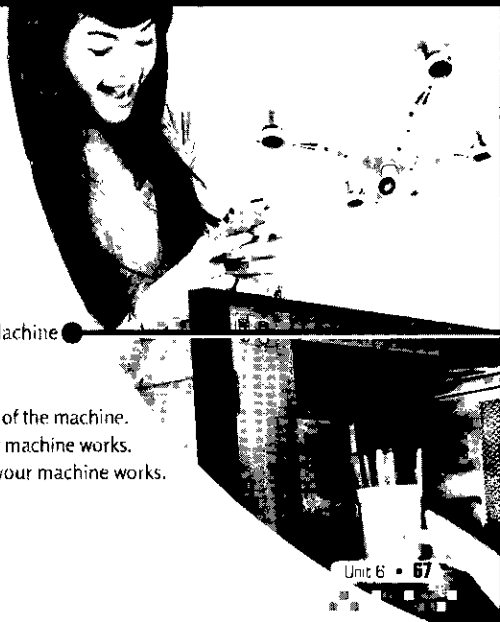
- Paraphrase information to explain how a machine works

Learning Outcomes

- Select and analyze materials
- Read and understand information
- Write information
- Edit texts

Product: Infographic for the Operation of a Machine

- Step 1: Make a list of machines.
- Step 2: Create a mindmap of your invention.
- Step 3: Draw your invention and label the parts of the machine.
- Step 4: Create a flow chart describing how your machine works.
- Step 5: Design an infographic describing how your machine works.
- Step 6: Present your infographic to the class.



About the Topic

There are explanations of different machines in this unit: 3D printers, lightbulbs, satellites, and microwaves. If students want to know about how other machines work, then Kiddle, a search engine for children (www.kiddle.co), has an encyclopedia section which explains how a number of different machines work. Another way to explain how machines work is by using instruction manuals, as these often have pictures of the different parts of a machine. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

The *Share What You Know* section asks students to describe what machines are used for. When describing the uses of machines, we can use the passive voice (*the image is sent to the printer*) or the expressions *it is used to* and *it is used for*. After the preposition *for*, we use the gerund (e.g., *making*). By exploring the different uses of machines, you can evaluate the various ways students express their ideas.

Curricular Flexibility

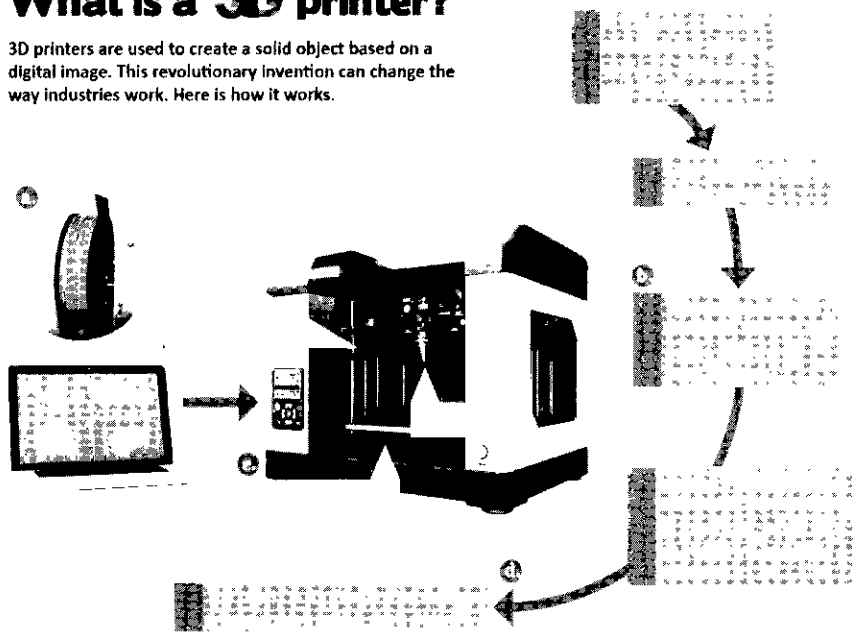
The infographic contains a number of different elements: written explanations of a machine, the visual design of the infographic, and an oral presentation of the infographic. It is likely that different students will have different strengths for these three elements. The social practice is the paraphrasing of information, so the students will need to be aware of their audience and explain their ideas in a way that best suits their audience.

Unit 6

Read and analyze materials to understand how a machine works

What is a 3D printer?

3D printers are used to create a solid object based on a digital image. This revolutionary invention can change the way industries work. Here is how it works.



The text on this page and the following is an infographic which explains how a 3D printer works and what the different uses are. The main features of an infographic are text providing information and images representing different ideas. More information can be found on page 76. This type of text is common in instruction books, magazines, and presentations of new machines.

See pages 135-140

1 Look at the poster and answer the questions.

- a. What type of text is this?
- b. Where can you find this type of text?
- c. What do you think the text is about?

2 Work in pairs. Read poster and use the words from the box to explain in your own words how the 3D printer works.

software filament nozzle layers platform

3 With your partner, reflect and discuss how each of the elements below helps you understand the infographic. Then write what each element does.

- a. image: illustrates the text graphically
- b. text: DESCRIBES THE MACHINE PROCESS
- c. label: GIVES THE NAME OF A MACHINE PART
- d. arrow: INDICATES HOW THE PROCESS FLOWS

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The meanings of the words are as follows: Filament = a thin wire, software = program for a computer, tray = a flat container, layers = different levels of materials, spool = the cylinder that wire is wrapped around, axes = (plural of axis) the line along which a machine moves, nozzle = the narrow end of a tube that directs liquid or air. You should encourage students to use the *Glossary* in their *Activity Books*.

About the Topic

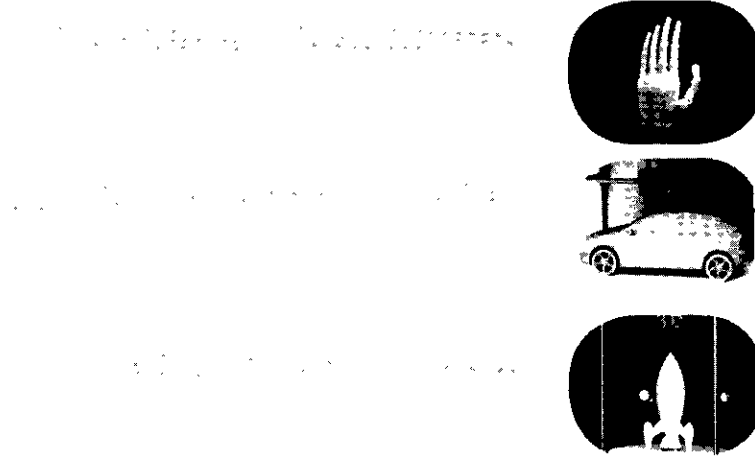
The technology for 3D printers has existed since the early 1980s when the idea of additive manufacturing (a way of creating physical objects by adding elements of material together) started to be explored. 3D printers can use a range of materials including acrylonitrile butadiene styrene or ABS (the most common material for home 3D printers and the one described on this page), resin, aluminum, steel, and even gold.

Learning to Learn

Students should learn to understand words from context, and the images in the infographic support this. For example, the *filament spool* shows a round object with wire wrapped around it. Students can deduce that one word is the round object and the other is the wire. They can also use previous knowledge. For example, *layer* is used in cooking, beauty products, art, and geology and students may know one of those subjects.

Why do we have 3D printers?

Physical models of designs are crucial to the visualization and the testing of machines. In the past, producing a physical model of something took a long time and was physically challenging. With 3D printers, what used to take weeks can now take minutes. 3D printing is used by many different industries. These are a few examples:



- 4 Work in groups. Discuss what the world was like before and after 3D printing.
- 5 In your group, discuss the questions and complete the table with your ideas.

	3D printer
Need (Why was it created?)	MAKING MODELS IN THE PAST TOOK A LOT OF TIME.
Purpose (What is it for?)	IT CAN MAKE MODELS AND PARTS IN JUST MINUTES.
Benefits (How would it help society?)	IT CAN PRODUCE BETTER PROSTHETICS AND TRANSPLANTS IN MEDICINE, FASTER PROTOTYPES IN AUTOMOBILE DESIGN, AND MORE EFFICIENT SPACESHIP PARTS.

Product 6 Form your *Product* group. As a final product, you are going to create an infographic like the one in activity 1 to illustrate how a machine works. Brainstorm a list of machines that have changed the world and discuss with your group what the world was like before and after their invention. Keep your list in your *Evidence Portfolio*.

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The ideas mentioned here are discussed in the introduction. The world before 3D printing used physical models that took a long time and a lot of resources to create. Now, physical models can be created in minutes and for a significantly reduced cost.

The groups should use the ideas in the article to help them complete the table. However, it is important that they do not copy information from the article into the table. The social practice for this unit is the paraphrasing of information, and this exercise is a good opportunity for them to select information and then express those ideas in their own words.

Learning to Learn

As students complete the table, you can help them to express the ideas in the article with their own words. One way is by asking questions. You can use the suggested questions in the table or your own. For example, you can ask students *Why were 3D printers created?* or *Why do we need 3D printers?* Also, by asking students the same question in different ways, they can begin to understand how to paraphrase.

Curricular Flexibility

The first step of the *Product* is based on the first question in the table, *Why was it created?* The students should identify a need for an invention that does not yet exist. Some students may find this hard, but you can support them by brainstorming everyday problems that could be solved by a possible invention. Another approach is to combine current inventions in new ways (e.g., a 3D printer that can print cooked food).

Ongoing Evaluation

The students create a table with information about their invention. The students will complete this table with varying degrees of detail but it is good to encourage answers in complete sentences so that you are able to evaluate their use of language. The first question can test their use of passive voice, and the second question could potentially test their use of the structure *it is used for* with gerund.

The invention in the picture is the electric lightbulb. Students will be very familiar with the invention. However, they may not know how it works. They will probably know that it uses electricity and that it is made out of glass and metal. However, they may not know about the inner parts of a light bulb. They may think that a light bulb is quite an ordinary thing, but the first two paragraphs of the text explain how difficult the world was without the light bulb.

It would be good to explore the diagram with students and make sure that they understand how the different parts work. The key elements are the bulb, the tungsten filament, the inert gas, and the electrical contact. Also, these are the elements which are described in detail in activity 4 on page 71, so it would be good for students to be familiar with how the bulb works.

1 Work in groups. Look at the picture and discuss the questions.

- What invention can you see in the picture?
- What do you know about this invention?
- Do you think this invention is an incredible invention? Why or why not?

An Incredible Invention

In the past, lighting your house at night was a difficult and dirty job. Many people used candles, but the light was not very strong. Others used gas lamps, but they were very dirty. Gas lamps were also dangerous, and could cause explosions.

It was not any better in the streets. People could not see anything because it was so dark. Can you imagine life before the lightbulb?

Scientists began thinking about how to light the world. Englishman Humphry Davy was the first person to conduct experiments with electricity. He invented the electrical battery in 1811. He connected a battery to a piece of carbon with wires. He found that the current made the carbon glow. He called his invention the Electrical Arc.

The Electrical Arc had two problems: it did not last very long, and it was too bright to use inside. English physicist Sir Joseph Wilson Swan searched for something more practical. In 1878, he gave demonstrations of an electric lamp he was creating. A year later, he produced a carbon filament lightbulb. It gave light for forty hours. So, the first electric bulb in the world was invented by Swan. However, in the US, another scientist was already improving on Swan's work.

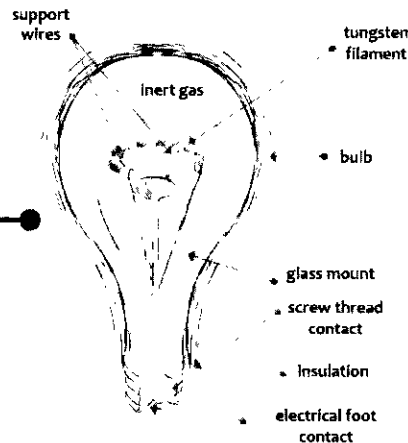
In 1878, after reading about Swan's experiments, Thomas Alva Edison—who is considered the most important American inventor—turned his attention to the electric bulb. He wanted to find the perfect filament for producing light. He was very hard-working, and he performed thousands of experiments. Eventually, Edison and his team discovered a carbon thread that produced light for long periods of time. This soon led to the first commercial electric light system. It was installed on Pearl Street in the financial district of Lower Manhattan in 1882.

Lightbulb Structure

Edison's first commercial bulb was very simple. It was made of only a few parts, but it produced bright light for hours. The modern lightbulb hasn't changed much from this version. There are two metal contacts at the

base. The contacts are attached to two wires. These are attached to a metal filament in the middle of the bulb. The glass bulb is filled with inert gas, such as argon.

How does a lightbulb work?



When the bulb is connected to a power supply, electric current flows from one contact to the other. The electric current is a mass movement of free electrons. They constantly bump into atoms as they travel through the filament made of tungsten metal. The atoms vibrate and heat up. As a result, the bound electrons in the vibrating atoms are given a higher energy level. When they return to their normal level, photons are released and this emits visible light.

The invention of the lightbulb and the electric light system were acts of genius. Some people think Thomas Edison, Humphry Davy, and Sir Joseph Swan were responsible for creating the modern world. Think about that the next time you turn on a light.

Resources

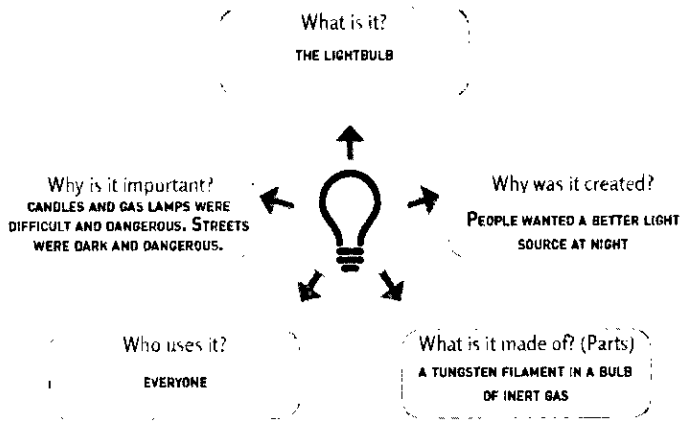
For further explanation of how a lightbulb works, you can go to mocomi.com, which is a resource designed for 9- to 13-year-olds. The site can be found here <http://mocomi.com/how-does-a-light-bulb-work>. For more information on the history of the lightbulb, you can go to <https://www.livescience.com/43424-who-invented-the-light-bulb.html>, which explains the history from the first lightbulbs to the ones used currently.

Curricular Flexibility

You might decide to divide this text if students find it difficult to read long texts. One way would be for one group of students to read the history and another to read how the bulb works. Another way you can make this more dynamic is to ask the students questions and have races to find the relevant information. You could use the questions from the mindmap on page 71.

Vocabulary Tip
Technical vocabulary
 Technical vocabulary is used to describe things that are difficult to describe in everyday language. It is often used in science, engineering, and other fields. You can find technical vocabulary in dictionaries, encyclopedias, and technical manuals.

2. Complete the mindmap with key information about the invention.



The mindmap should be completed using the information from the text. Students should paraphrase the information rather than copying it from the text. The question *Why is it important?* is the hardest to answer because there is no specific answer given in the text. However, the text talks about the world without lightbulbs being difficult and dirty, dangerous and, of course, dark.

3. Work in groups. Mark the words from the text as *T* (technical) if you think they are technical vocabulary. Use your glossary to check their meanings.

- | | |
|---------------|-------------------|
| T photons | T contacts |
| metal | T free electrons |
| T tungsten | wires |
| T inert gas | T bound electrons |
| electric bulb | T carbon thread |

See pages 132-140

You can refer students to the definition in the *Vocabulary Tip* of *technical vocabulary* being words specifically used for that subject and not commonly known. Electric bulb, wires, and metal are examples of words that are commonly known. Free electrons and bound electrons are examples of technical vocabulary.

Understand Information
 Yes = .
 I activated and used previous knowledge.
 I understood and explained technical terms.
 I related the text to the images.

4. Use your own words to summarize the information in the text of how a lightbulb works. Follow the example.

The bulb is connected to a power supply.

Product

- 5. Work in your *Product* group. Take out the list from Step 1 and select a machine for your infographic. Make a mindmap with key information like the one in activity 2. To complete any information you do not know, research in the library or on the internet. You can also ask someone who might know the answer. Keep your mindmap in your *Evidence Portfolio*.
- 6. Analyze your performance in this lesson. Use the *Self-Check* box to evaluate yourself.

The students can ask each other the questions from the mindmap to help them complete their own mindmaps for their inventions. They will need to be imaginative with their answers and pretend it is a real invention.

Language Knowledge

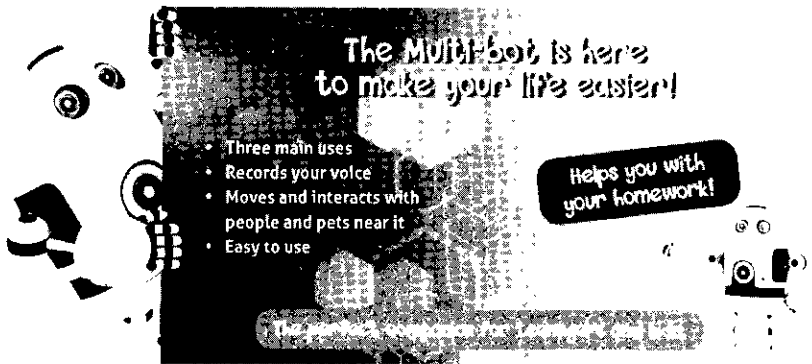
Passive voice is used in the model of the process description and the mindmap, but it is not directly covered in this unit. Students can use the passive voice in their answers for the mindmap by following the question structure. The passive voice is formed with the object of the verb followed by the auxiliary *be* and the past participle of the verb. An example is: *The bulb is connected to a power supply.*

Ongoing Evaluation

Students can work together and discuss their answers to the questions in the mindmap. Many of the questions can be answered using passive voice. You can evaluate their use of the passive voice structure. However, students do not need to use the passive voice. Instead, your main focus of evaluation should be on the students' ability to explain the components and-uses of their machine.

The ad shows the robot, the Multi-bot, and its three main uses. There are also slogans advertising its ability to do homework and that it is perfect for teens and children. It might be found in electronic shops or maybe bought online.

- 1 In pairs, look at the ad and answer the questions.
 - a. What product is the ad promoting?
 - b. Who would buy it?
 - c. Where can you find this type of product?



- 2 Work with your partner and read the ad. Infer and discuss what the Multi-bot might be used for. Make notes in your notebook.



I think the Multi-bot is used to do your chores, like washing the dishes.



Maybe, but I think it can also be used for searching information online.

- 3 Listen to James describing his new Multi-bot and compare it to your notes in activity 2 to check your answers.
- 4 Listen again and answer the questions. Check your answers in pairs.

- a. Where was it invented?
JAPAN.
- b. What is it for?
IT HAS THREE MAIN USES: HOMEWORK, ENTERTAINMENT, AND DOG TRAINING.
- c. What did James train the robot to say?
SPARKY, GET DOWN!
- d. What can it store in its memory?
A DICTIONARY, MOVIES.

Self-Check

Yes -

Understand and write information

- I related the text to the images
- I linked ideas and explanations in a diagram
- I paraphrased information from a listening text

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You may want to have above level students do a demonstration in front of the class prior to attempting the activity. You could also write prompts on the board to support students, for example: *I believe the... True, but I think...*

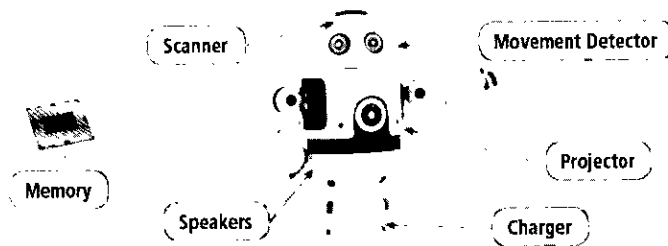
Self-Assessment

The *Self-Check* box focuses on students' need to understand the relationship between text, images, and explanations in an infographic. Students can ask each other about their labeled pictures to demonstrate how clear that relationship is.

Curricular Flexibility

Students who feel less confident with listening might spend extra time on activity 2 in order to generate the predicted vocabulary.

- 5 Work with another pair. Read and analyze the diagram of the parts of the Multi-bot and discuss what James said about it. Then answer the questions.
- Did James mention every part of the diagram?
 - Do you think there are some parts missing?
 - Why are only those elements mentioned?



- 6 Complete the table with the missing parts and what they are used for. One part is used twice.

Function	Part	Function
Dog training	Speakers	1) MULTI-BOT TELLS THE DOG TO GET OFF THE BED
	2) DETECTOR	The eyes can detect movement.
Homework	Scanner	3) READS A HOMEWORK PAGE
	Memory	4) USES A DICTIONARY TO CHECK SPELLING
Entertainment	5) PROJECTOR	It is used to project movies.
	6) MEMORY	It can be used for storing hundreds of movies.

- 7 With your group, discuss other possible uses of each of the parts of the Multi-bot.
- 8 Look at the *Self-Check* box and evaluate your participation. Think of ways to improve.
- 9 Work in your *Product* group. Draw a picture of the invention you chose. Then take out your mindmap from Step 2 and use the *What is it made of?* section to identify the parts of the machine.
- 10 Discuss what each part is used for and select the ones that are essential to explain how a machine works. Then label its parts. Keep your labeled picture in your *Evidence Portfolio*.

From the labels, it appears that the Multi-bot can scan documents, detect movement, project movies, store files, and play music or movies.

Other possible uses of the Multi-bot could include using the robot as a burglar alarm to detect people coming into the house, displaying photographs on the projector, checking for mistakes in e-mails or reports, and playing music. The memory presumably could be used to store files, songs, or photographs.

The *Product* step involves the students drawing and then labelling a picture of their invention. It is not necessary for them to personally draw the picture if they are not confident at drawing; however, they need an image for their infographic. The image could be made on a computer or by finding relevant images in a magazine and sticking different parts together.

Self-Check

- Yes = .
Write Information
- I wrote sentences describing main ideas.
 - I used gerunds and infinitives to describe purposes.
 - I checked spelling and punctuation.

Product

Self-Assessment

The *Self-Check* box focuses on the language the students use to describe the purpose of their machines. Specifically, students should consider their use of gerunds and infinitives to describe purposes. If students need help to understand the difference in usage of gerunds and infinitives, then they can use the *Check What You Know* box for the rules or look back at the examples in the sentences on the page.

Ongoing Evaluation

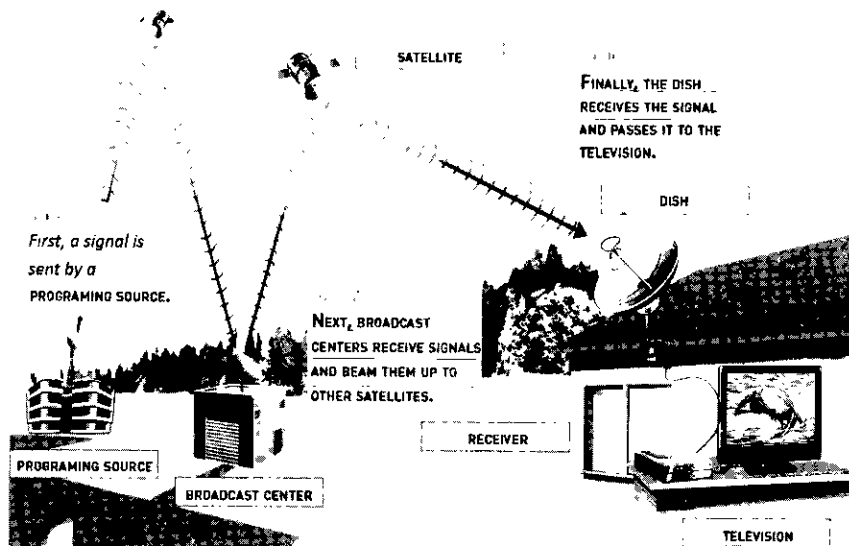
The students will produce a labeled picture for this *Product* step. The aspect to evaluate is the relationship between the text in the labels and the picture. The labels should point out the most relevant parts of the machine and should clearly explain the function of each part. You can evaluate students for their clarity and for the relevance of their text.

The listening and the image explain the process behind satellite television. A signal is sent by a programming source to a satellite, which then sends it to a broadcaster. The broadcaster can receive programs from multiple programming sources and compile them all into one broadcast. The broadcaster sends it to a different satellite, which then sends it to the satellite dish on the house.

The meanings of the words are the following: satellite = equipment for receiving and sending signals through space, receiver = equipment for receiving signals, broadcast center = the place that sends programs via signals, dish = the equipment for receiving signals, programming source = where programs are created, television = equipment used for watching programs. You should encourage students to use the *Glossary* in their *Activity Books*.

- 1 Work in pairs. Discuss how you think satellite television works. Refer to the images in the infographic.

Satellite television is a service that allows TV viewers to receive signals that are then decoded into television programs.



- 2 Work in pairs. Discuss the meaning of the technical vocabulary in the box.

satellite receiver broadcast center
dish programming source television

See pages 133-140.

Self-Check
Yes...
Write information
 I used technical terms correctly.
 I completed a diagram with the main ideas.
 I paraphrased relevant information.

- 3 Listen and label the items in the infographic using the technical vocabulary.
- 4 Work in pairs. Discuss how satellite television works and complete steps 1-3 of the infographic in your own words.
- 5 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Learning to Learn

Students should learn to understand words from context, and the images in the infographic support this. For example, images of the programming source and the broadcast center are different and suggest different types of buildings with different functions. The term *programming source* contains the word *program*, which students will be familiar with and associate with television. It is good for students to use the elements of the words they already understand.

Self-Assessment

Students should reflect on their ability to understand technical language and use that language to complete a diagram. They also need to express the ideas from the listening by paraphrasing the information. If students reflect on how they were first asked to explain something that they might not have known and that finally, they could use technical vocabulary to label a diagram and describe a complex process, they will be aware of the progress they made.

Write and edit information to describe a process

Resources
To read more about other important inventions, go to your Reader, pages 59–77.

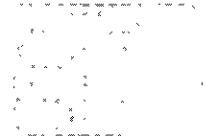
- 1 **Work in pairs. Look at the pictures and answer the questions.**
 - a. What do you know about microwave ovens?
 - b. How do you think it works?
- 2 **Read the flow chart about the process of using a microwave oven and discuss with your partner how the pictures help you to understand the process.**



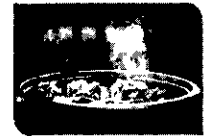
When you cook, electricity is turned into microwaves by the magnetron, a generator inside the machine.



These microwaves bounce back and forth off the metal walls until they enter the food.



The microwaves enter the food and the molecules of water inside the food start to vibrate quickly.



The vibrations cause heat. As the molecules move faster, the food gets hotter. Finally, your food is ready.

- 3 **Answer the questions about the process with your partner. Work with another pair to check and compare your answers.**
 - a. What information is included in the description?
JUST THE MAIN DETAILS OF THE PROCESS.
 - b. How is the information arranged?
IN THE ORDER THAT THE STEPS HAPPEN IN THE PROCESS.
 - c. Why do you think it is important to know this type of information?
BECAUSE IT GIVES YOU A CLEAR IDEA OF HOW A MACHINE WORKS.

Product

- Yes =
- Describe process
- organized my ideas
- used language for describing purpose.
- used language for describing processes.

- 4 **Work in your Product group. Take out the labeled picture from Step 3. Brainstorm and discuss ideas about the process of your invention.**
- 5 **Make a flow chart describing how your invention works, using the labeled picture. Remember to keep it short and clear because it will be part of your infographic. Use the Self-Check box to check your work.**
- 6 **Work with another group and exchange your flow charts. Explain your ideas to the other group and justify the inclusion of certain information. Check your classmates' work and give each other constructive feedback.**
- 7 **Make corrections and save the final draft of your flow chart in your Evidence Portfolio.**

A microwave oven works by creating microwaves that bounce off the walls of the oven, enter food, and cause the water molecules of the food to vibrate. The vibrations make the food hotter. The more water the food has, the quicker it will get hot.

The flow chart for the students' inventions describes how the students' inventions work. They can use the notes they made in Step 2 and convert them into a flow chart. The important feature of the flow chart is that the process has to be described in order, and the descriptions have to be clear and succinct.

As students edit each other's work, you can help them by encouraging them to comment on which information is important to include and which is less important. Also, they should make sure that the order of the information is correct.

Ongoing Evaluation

To describe the process of their invention, students need to describe how their invention works clearly and in a way that their classmates can understand. To produce a flow chart, they also need to consider how to organize their ideas and the appropriateness of the order of each step. You could create a rubric with clarity of expression, relevance of information, and order of ideas as the three main criteria.

Self-Assessment

Students need to be aware that their ideas are organized and that they have described both purposes and processes. They can ask each other questions such as: *Do you think the steps of the flow chart are in the right order? What is the machine used for? How does my machine work?* The students will be able to see from their classmates' ability to answer their questions if they have been clear or not.

Resources

The Reader looks at a range of different inventions. They are all important inventions that have had a significant impact on society. The inventions that are covered in the Reader are the GPS; personal stereos; robots; computers; game consoles; the concept of and the technology behind social networking; text messages; sneakers; drones; and eco-friendly inventions. Students can discuss which invention is the most useful or create their own alternative list of important inventions. The Reader Answer Key can be found on page 175.

The purpose of an infographic is to represent key information visually with the use of charts, diagrams, and flow charts. Students should be aware of the graphics they have seen throughout the unit, and also the ones they have created. They should also be aware of the use texts and flow charts.

The students have all of the elements they need for the creation of an infographic. You can help them to decide which elements they should focus on and how they should organize their ideas, both in terms of visual representation and textual explanation.

The students can compare their infographics to the other infographics throughout the unit (pages 68, 69, 70, 74, 75 and 76). They can also compare their own infographics and see how they have made different decisions and perhaps add different information or make changes based on how their classmates have organized their infographics.

- 1 Work in groups. Think about the infographics you have seen throughout the unit and discuss what you think the purpose of an infographic is.

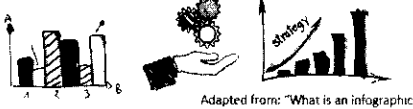
Infographic

Have you heard the phrase "a picture is worth a thousand words"? Throughout history, people have expressed themselves with pictures because images grab our attention much quicker than words. The human brain is capable of analyzing pictures in a very short amount of time.

Think about it: When you opened this page, what was honestly the first thing you saw: the images or the words? For this reason, infographics are very popular.

The term *infographic* comes from the words "information" and "graphic." An infographic is a visual representation of information with the purpose of making the data understandable. It uses little text, and instead shows the information through charts, diagrams, flow charts, statistics, and symbols.

There are several types of infographics, but despite their differences, they all have key elements in common.



Adapted from: "What is an infographic"

Key Elements of an Infographic

- **Heading:** The title helps someone to choose to read the infographic. Choose a title that fits the content and make it visually appealing. You can also add a small introduction.
- **Colors:** The correct choice of colors for your infographic is what can link your ideas together. Colors can also highlight important information.
- **Font:** Consider your audience carefully when choosing the font. Do you need to be formal or can you be more relaxed and informal?
- **Images:** Infographics are visual. Therefore, images are the most important element of an infographic. Images need a purpose and a meaning, and must integrate with the other elements.
- **Text:** As mentioned previously, there should be little text. Only add key information that cannot be replaced by pictures.

- 2 Read the article and mark (✓) the elements included in an infographic.

- | | |
|--------------------------|-------------------------------------|
| a. a conclusion | d. a title and short introduction ✓ |
| b. light colors | e. key written information ✓ |
| c. diagrams and charts ✓ | f. tons of images |

- 3 Work in **Product** groups. Take out your mindmap from Step 2 and use its information to create a title and a short introduction for your infographic.

- 4 Make a draft of your infographic by considering the advice and elements mentioned in the article. Include the labeled image and the flow chart from previous steps.

- 5 Work with another group and exchange infographics. Use the **Self-Check** box to give each other constructive feedback. Make a final draft of your infographic and keep it in your **Evidence Portfolio** for your presentation.

Product

Self-Check

- Yes =
- Edit information:
- ✓ I added or changed information.
 - ☐ I developed a final version.

Self-Assessment

The elements of the *Self-Check* focus on the editorial process: adding different information to and changing the information in their infographics in order to develop a final version of their work. The students can use the different models available to them and decide which elements they want to adopt and how they want to adapt their own infographics. It is important to support students in their decisions.

Ongoing Evaluation

The creation of the students' infographics should be an organic process involving discussion between students and comparison of the different infographics they have created and that are available to them. However, as students change their infographic, you can use the different drafts to record how students have progressed. You can take photographs or make notes on the visual elements and take copies of the students' written work.

- 1 With your *Product* group, use your infographic to help you explain to the class how your machine works.
- 2 Exhibit your infographic in the classroom or another part of the school so other students can see your work.
- 3 Use the following *Product Assessment Checklist* format to evaluate your work on the product.

Product Assessment Checklist

Please mark (✓) the following items you feel you successfully completed with your presentation.

Teamwork:

- I collaborated with my partner.
- I was supportive and respectful to my partner.
- We shared the work equally.

Content:

- I presented illustrative diagrams and charts.
- I provided short and clear explanations.
- I explained the visual organization of the infographic.
- I defined the purpose and process of the machine.

Time Management:

- I began work promptly.
- I had all the previous material needed at hand.
- I completed the work on time.

Complete the following statements:

My strengths on this project were _____
 My challenges on this project were _____
 Changes I will make for the next project I do are _____

- 4 Work in *Product* groups. Use the information in the *Product Assessment Checklist* to discuss your participation in the product. Write a list of suggestions for future products.

The infographic needs to be presented to the class. Therefore, it should be displayed in the classroom, and students must be prepared to present or explain their ideas to the class. It is important that the explanation of the students goes beyond reading aloud the texts of their infographics. Students need to add extra explanation to the information they already have. You could ask students to explain both the content of their infographics and the decisions behind the creation of their infographics.

The *Product Assessment Checklist* asks students to reflect on the presentation of their infographics and their time management. They should also look at how they worked with their *Product* partners in identifying an invention, thinking of different uses for the invention, and adding and changing the content of their infographics. Students can reflect on their work independently or discuss the ideas in groups.

Self-Assessment

You can help students to evaluate their work on the infographic by asking them to change the statements on the *Product Assessment Checklist* into questions which they discuss. For example, students could ask: *Were the explanations you provided short and clear?* This discussion will help students to explore the idea of what a short and clear explanation is. With this criteria, the students will be better able to evaluate their work.

Final Evaluation Instrument: Anecdotal Record

You can use the *Questionnaire* or one similar to evaluate the students' comparative charts. Photocopy *Anecdotal Record* on page 178 to use it with your class.

Description: Example: John presented an infographic of a time machine. He explained that	Theme of infographic:

Unit 6

Students can reflect on their attitude to the work they did in this unit by considering the collaborative work they did. Examples include identifying an invention, thinking of different uses for the invention, and adding and changing the content of their infographics.

For students to understand their progress, they can look back at the contents of their *Evidence Portfolio* and how they answered the *Self-Check* boxes on pages 71, 72, 73, 74, 75, and 76. Their *Evidence Portfolio* should include the table for identifying the need for an invention, their mindmap, the description of their machine, the flow chart, and the different written drafts of their infographics. The infographic itself is not included in the *Evidence Portfolio* due to its size but photographs could be. You might want to help the students with the final reflection questions as they consider what they need to work on.

Self-Assessment

- 1 Think about the attitudes you showed in this unit. Choose the option that best describes you. Then answer the question.

During this unit, I...

Always Frequently Rarely Never

- completed all of the subproducts.
- delivered the tasks on time.
- delivered complete assignments.
- participated actively.
- was respectful to my classmates and teacher.
- worked hard to achieve the best results.

Think of an example when you were/weren't respectful to your classmates or/and teacher. How did it make you and others feel? Why?

- 2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Grade your progress on the scale.

Very good

Very poor

- Quality of evidence
- Extra evidence added
- Self-Check* grades
- Improvement from previous unit

- 3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
<ul style="list-style-type: none"> read and understand the information in an infographic. select and evaluate the materials for an infographic. explain the purpose and process of a machine. edit texts according to criteria. 		

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Self-Assessment

To evaluate their progress, students need to not only list the work they did during the unit but also understand what their strengths and weaknesses are. To help students be aware of their strengths, you can ask them which elements of their infographics they found easy to produce and what they were able to do easily in comparison to their colleagues. To reflect on their weaknesses, students should reflect on the most challenging elements of the infographic.

Final Evaluation

Students should reflect on their ability to paraphrase information to explain how a machine works. Examples of this include the listening on page 72, their explanation of satellite television on page 74, and how they adapted their explanation of their infographics for their audience. The grades from the final evaluation can be compared with your grade for the *Product*.

Assessment

Photocopy *Assessment 6* on pages 163–164. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 174.

Unit 7

Share What You Know

- In groups, discuss the following questions about complaints.
 - a. Why do you sometimes complain about the things you buy?
 - b. Who do you complain to?
 - c. What do you normally say?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about making complaints?
 - b. Did you have any communication problems?



Most students have been in situations where they have bought something they are not happy with. They may have complained, or their parents may have complained. People normally complain to the sales assistant or the manager. They use the language of complaints (e.g., *I'm sorry to have to say this but...*).

Complaints

Final Product: Complaint, Role-play

Social Practice

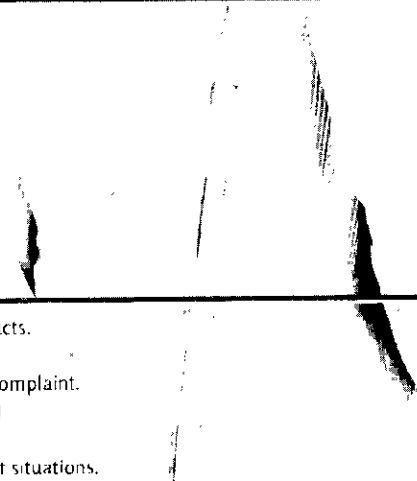
- Complain about a product

Learning Outcomes

- Listen to and analyze complaints about products
- Interpret general sense, main ideas and details of complaints
- Make oral complaints

Product: Oral Complaints about a Product

- Make a list of possible problems with products.
- Make a process chart for complaining.
- Create a chart with expressions to make a complaint.
- Create a chart with expressions to express and clarify misunderstanding.
- Write role-play cards for different complaint situations.
- Role-play your complaint.



Students should note the language they use for complaining. You can evaluate the language students use for complaining and decide if it is appropriate for the situation they are describing.

To help students understand the final product, you can refer back to their ideas from the *Share What You Know* section. You might like to write phrases on the board as a starting point, and then ask students to add more phrases and expressions for different situations throughout the unit. The list of products they describe in the *Share What You Know* section can be used in Step 1 of the *Product*.

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About the Topic

This unit explores the theme of making complaints. It is often necessary to make a complaint, and to be able to do it appropriately in different situations is a very difficult skill. It is important to take into account the seriousness of the complaint, who you are complaining to, how they offer solutions and if you accept or refuse the solution. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

It is a good idea to monitor and record the phrases used in the third question of *Share What You Know* to evaluate students' previous knowledge of making complaints. This list of phrases can be compared with the chart of expressions students produce as part of the product. You will also be able to see how students use and expand on these expressions in role play situations.

Curricular Flexibility

The final product for this unit is a role play of a complaint. Subproducts include charts with expressions for making complaints and expressing and clarifying misunderstandings. Role play cards support students in conducting their role play. If the role play is too challenging, students could add notes to these cards. However, it is recommended that you prevent students from simply reading what is on the cards, as this is not genuine oral production.

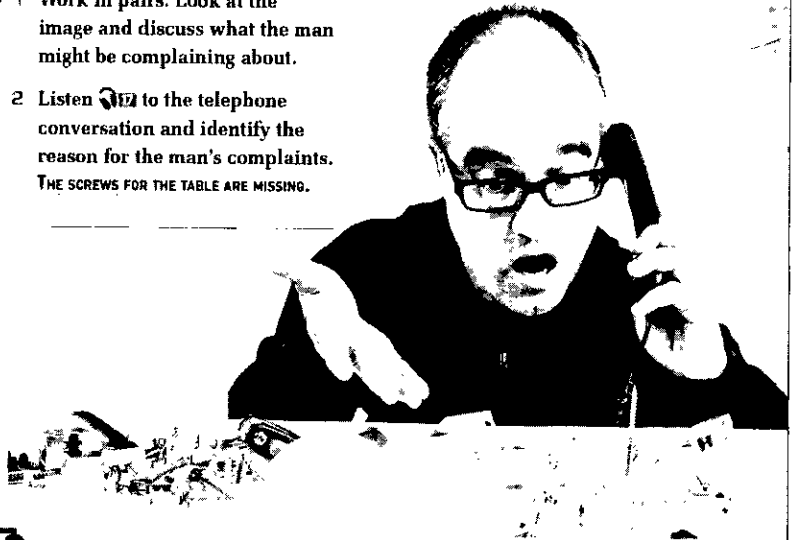
Students may need help with vocabulary as they discuss the picture, such as the things on the table (screws, nails, brackets). Then you might like to elicit more information about how the man is feeling and what we can use the items on the table for.

You can help students here by pausing the recording from time to time. This will give students time to write down the answers before continuing to listen. It is also a good idea at this stage to ask questions about the man's tone as he complains (angry, happy, sad, etc.).

You could write these stages on the board in a more visual way. For example, you could draw simple stick figures as "speakers" and write the relevant stages in order under each.

Students can refer to the products they discussed in the *Share What You Know* section and use the examples of the product they experienced problems with.

- 1 Work in pairs. Look at the image and discuss what the man might be complaining about.
- 2 Listen to the telephone conversation and identify the reason for the man's complaints.
THE SCREWS FOR THE TABLE ARE MISSING.



Self-Check

Yes = ✓
Analyze complaints about products

- I analyzed the reason for a complaint.
- I analyzed a problem and the solutions offered.
- I analyzed the different stages of a complaint.

- 3 Work in pairs. Listen again and answer the questions.
 - a. Who is the man talking to? **JUSTIN, A CUSTOMER SERVICE AGENT**
 - b. What does the man have a problem with? **A TABLE HE BOUGHT**
 - c. What is the problem? **THE SCREWS ARE MISSING**
 - d. What solutions is the man offered? **HE CAN BUY MORE SCREWS.**
HE CAN COME TO THE STORE TO GET MORE SCREWS.
 - e. Which solution does he accept? **HE WILL COME TO THE STORE AND GET SCREWS.**
- 4 Number the different stages of the conversation in the order you heard them.

7	Accept a solution.	2	Ask for details.
4	Offer a solution.	6	Offer an alternative solution.
3	Provide details.	8	Say thank you and goodbye.
1	State the problem.	5	Refuse a solution.

Product

Product

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- 5 Form your *Product* groups. Create a list of products that you normally buy and what the possible problems could be with those products.
- 6 Work in pairs. Follow the stages from above and practice making a complaint about a product from your list. Keep the list in your *Evidence Portfolio*.

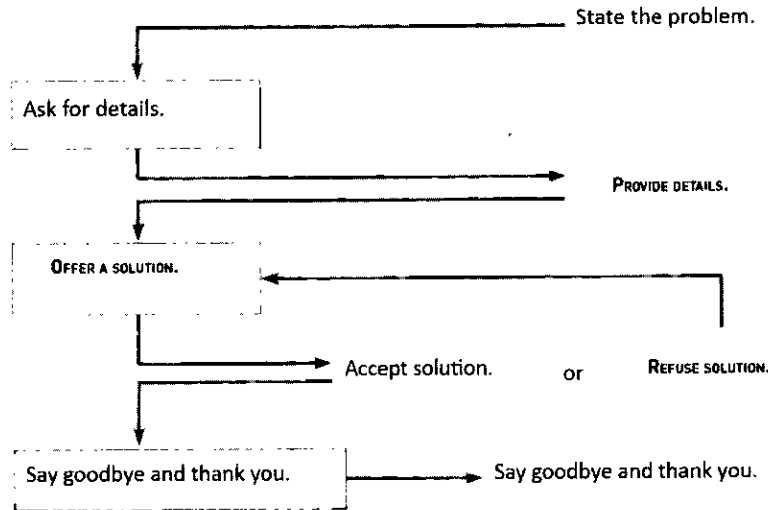
Ongoing Evaluation

Students need to create a list of products and the associated problems. They can use the list from the *Share What You Know* section. You can evaluate the relevance of the problem to the products they mention. An example might be buying a color of T-shirt they don't like, because this is not a problem with the product. You should make sure that all their examples are of products and not services like restaurants.

Self-Assessment

The *Self-Check* looks at how students analyze the different stages of a complaint, including the reason for complaining and possible solutions. This is important because students will role-play the different stages of a complaint procedure later in the unit. Students can look out for contextual cues such as who the speaker is and the functional language used (e.g., *Can I help you? I've got a problem...* etc.).

7 Work in pairs. Look at the complaint process diagram and identify whether the green stages are for the person complaining or the customer service agent.



8 Work with your partner. Read the stages of the process and discuss where they go in the diagram.

- Offering a solution. ▪ Explaining the details of a problem. ▪ Refusing a solution.

9 Work in pairs. Discuss at what stage of the process a customer or customer service agent uses these expressions.

- a. The small screws are missing. PROVIDE DETAILS.
- b. Thank you for contacting Furniture Deluxe. Have a good day. Goodbye. SAY GOODBYE AND THANK YOU.
- c. The problem is that this table is impossible to make. STATE THE PROBLEM.
- d. I have to go to the store again? OK. Fine. ACCEPT SOLUTION.
- e. No, I don't want to buy them. REFUSE SOLUTION.
- f. Would you like me to tell you the size of the screws so you can buy them? OFFER A SOLUTION.
- g. No, that's it. Thanks. Goodbye. SAY GOODBYE AND THANK YOU.
- h. Why is that sir? ASK FOR DETAILS.

Product

10 Work in your *Product* group. Choose a product and a problem from your list from Step 1. Make a complaint process chart for the product and problem. Keep the chart in your *Evidence Portfolio*.

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After students have completed the process diagram, they can create another diagram that uses simple phrases to create a dialogue that follows the process. They could follow the same pattern as the diagram or use their own ideas (speech bubbles, etc.).

Students should be familiar with some words and phrases, such as asking for information (*Why...?*), making offers (*Would you like...?*), and accepting and refusing (*OK. Fine. No, I don't want to buy them.*). You can support students by drawing attention to these simple phrases.

Since students already have their lists of products and problems, it might be worthwhile having groups spend more time thinking of solutions before creating their charts. The benefit of students thinking of solutions is that this will support them when they are doing their role plays, because the students role play the customer and the customer service agent.

Curricular Flexibility

Students can create different process diagrams for the phrases in the complaint. It is important that you allow students to be creative when developing their diagrams. Some students may prefer to illustrate their diagrams with pictures of the speakers, others will want to use speech bubbles, others maybe only use a list. It is important to recognize the learning styles of the students.

Ongoing Evaluation

This step of the *Product* asks students to analyze the steps involved in making a complaint, and who says what. Students need to understand the difference between what a customer and a customer service agent might say. You should evaluate the suitability of each comment based on who the student thinks is saying it. You might want to draw attention to any information that is missing from the complaint process chart.

You can help students make predictions by asking them why they believe that people might prefer chat over making phone calls (see *About the Topic*) and to give reasons for their answers. You might want to write the best reasons on the board.

You can suggest to students that they make a comparative chart. You could write topics or categories on the board such as speakers, reason for conversation, suggested solutions, etc. Then you could ask questions like: *What are the similarities and differences between the complaints? Which do you think is better? Why?*

As students act out the conversation, you can monitor and support their pronunciation. The main areas to pay attention to are the *-th* sound in *Bluetooth*, the use of a rising intonation for *yes/no* questions (*Did you switch on Bluetooth on your phone?*), and the use of falling intonation for *Wh-* questions (*How can you help me fix this?*). You can encourage stronger students to act out their dialogues for the class.

1 Work in pairs. Look at the complaint. Predict the reason the person has decided to make the complaint via chat instead of telephone.



Alice

[3:05] Martin says: Welcome! You're now connected to Amazona Live Chat. My name is Martin. How can I help you today?

[3:06] Alice says: Hi. I wonder if you can help me with my Amazona speaker.

[3:06] Martin says: Of course. Can you please explain the problem?

[3:07] Alice says: The Bluetooth doesn't connect to my phone.

[3:08] Martin says: Let me help you with that. Get the speaker and the phone. Switch on Bluetooth on your phone. Hold the middle speaker button down for five seconds.

[3:21] Alice says: OK. I held it down and nothing happens.

[3:22] Martin says: Does it make a long beeping sound?

[3:22] Alice says: No, nothing happens. I know how to use Bluetooth. I'm sorry to have to say this, but I think the speaker doesn't work.

[3:25] Martin says: OK ma'am. Did you switch on Bluetooth on your phone?

[3:26] Alice says: Yes, I did. I switched Bluetooth on. I held the middle button down for five seconds but nothing happens. How can you help me fix this?

[3:35] Martin says: OK, ma'am. I spoke to my supervisor. If you take your speaker and the receipt to the Amazona store, we will happily give you a replacement.

[3:38] Alice says: Oh, great. Thanks very much.

[3:39] Martin says: Thanks for contacting Amazona customer service.

2 Work with your partner. Answer the questions about the information in the chat complaint.

- What are the benefits of using chat to make a complaint?
- How do the stages of this chat complaint compare to the stages of the telephone complaint?
- What problem did Alice have?
- What is the solution to Alice's problem?
- What type of language does Alice use to make her complaint?

3 Work in groups. Compare the telephone and chat complaints.

4 Work in pairs. Act out the conversation between Alice and Martin as if it were a telephone complaint. If needed, make changes to the conversation.

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About the Topic

Customer satisfaction is very important to companies, and technology has made customer support a more collaborative effort. Online community tools, such as chats, allow customers to talk directly to technicians and supervisors. Chats are sometimes better than phone calls, because you can leave the chat for a few minutes to follow the technicians' instructions to fix a problem. When you come back, you can continue your chat with the same person.

Resources

This might be a good time to remind students of digital citizenship. You can explain that just as there are correct ways of complaining face to face or by phone, there is also a code of conduct for online communication. There is a great infographic at iste.org called "Citizenship in the digital age." You could ask students to study this and identify which points could be applied to online complaints.

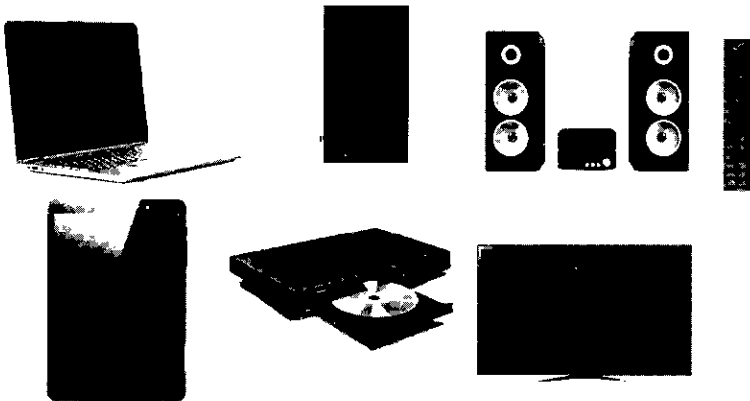
5 Look at the expressions from the chat complaint and answer the questions.

"I wonder if you can help me with my Amazona speaker."
 "I'm sorry to have to say this, but..."
 "How can you help me fix this?"
 "We will happily give you a replacement."

- Which two expressions are used to ask for assistance?
- How is the problem introduced?
- How is a solution offered?

6 Work in pairs. Identify which of the expressions are the most polite.

7 Work with your partner. Look at the products and discuss what possible problems you could experience with them.



You can help students identify the function of each statement by asking them to identify them in the chat.

Answers: a. I wonder if you can help me... How can you help me fix this? b. I'm sorry to have to say this, but... c. We will happily give you a replacement.

If students find this exercise difficult, you can brainstorm suggestions for what type of problems each of the products might have. Students should choose one of those products' problems and give suggestions.

Another way for students to assess their understanding is to answer questions like: *What was the motive for the complaint? How are the complaint expressions different from each other? What expressions can you use to propose solutions?*

Students can create a visual representation of their choice (such as a mind map or table) for complaint expressions instead of a chart with expressions.

See pages 133-140

Write dialogues

- I compared expressions used to complain.
- I used polite expressions to make complaints.
- I used polite expressions to propose solutions.

8 Work with your partner. Choose one of the products above. Write a chat complaint between a customer and a customer service agent. Use the expressions in activity 5.

9 Look at the *Self-Check* box and evaluate your production. Think of ways to improve.

10 Work with a different partner. Select a different product and act out a spoken complaint between a customer and a customer service agent. Use the expressions above.

11 Work in your *Product* group. Create a chart with expressions that can be used in a complaint. Use the expressions you've seen, and add some more. Keep the chart in your *Evidence Portfolio*.

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Language Knowledge

This *Check What You Know* section gives students the opportunity to focus on the specific uses and meaning of some of the complaint phrases, and which expressions are polite. In English, polite language is longer, uses a greater number of words, and there are set expressions such as *I wonder if*. Students should understand when to be more direct and when to be more polite.

Ongoing Evaluation

The students produce charts for the *Product* to help them focus on the different expressions we can use to make complaints. You can evaluate their charts and make sure they understand the meaning and use of different phrases. You might consider evaluating the students' use of different types, such as offers, requests, and complaints. You can grade them on appropriateness of the expression for the situation.

Self-Assessment

The students assess themselves on their understanding of the general meaning of a complaint as well as their analysis of specific expressions. They might want to copy the chart they made with their product groups and continue adding different expressions to it as they move through the rest of the unit. This will help them to build a large base of expressions for them to use in the role play.




Students can look at the picture individually before doing it in groups. You can monitor the activity to check that students are participating and taking turns. **Possible answers:** a. a kitchen store; b. a stove; c. The product might not work.

Students can hear the anger in the man's voice at the start of the conversation and how he calms down when the salesperson offers him water and a seat. The benefits of face to face complaints are that people can see how you feel and react accordingly.

Advantages and disadvantages could include: Face to face—The sales assistant can show you what they mean instead of explaining. Disadvantage—You need to be confident to talk to the sales assistant; Telephone—The sales assistant cannot see your reactions. Disadvantage—It can be expensive; Chat—You can try the solution and return. Disadvantage—Not all businesses have this option.

- 1 **Work in groups. Look at the picture and discuss the questions.**
 - a. What kind of store is this?
 - b. What is the woman shopping for?
 - c. What kind of problems can people have with that product?

- 2 **Listen  to the conversation and decide why the people are complaining.**
THE KITCHEN THEY BOUGHT IS TOO SMALL.

- 3 **Listen again to the complaint and answer the questions.**
 - a. How are the man and woman complaining—by phone, via chat, or face to face?
FACE TO FACE
 - b. What problem do the man and the woman have?
THEIR NEW KITCHEN IS TOO SMALL FOR THE SPACE.
 - c. What solution does the salesperson finally offer them?
THEY WILL COME BACK TO THE HOUSE TO FIX IT.

- 4 **Work in pairs. Discuss the questions about the conversation.**
 - a. How does the man feel at the beginning of the conversation? Why?
 - b. How does the salesperson change how the man feels?
 - c. What are the benefits of making a complaint face to face?

- 5 **Work in pairs. Discuss the advantages and disadvantages of different forms of complaints.**
 - Chat
 - Face to face
 - Telephone

- 6 **Work with your partner. Discuss which form of complaint you would prefer to make and why.**

- 7 **Create a comparison chart for your *Evidence Portfolio* with the different advantages and disadvantages you listed.**

- 8 **Use the *Self-Check* box to evaluate your work. Think of ways to improve.**

Listening Tip
 Listening for main ideas
 Listen for the main points about a theme without trying to understand every word.

Self-Check
 Yes = -
 Examine the different forms and situations of complaints
 I analyzed a problem and the solutions offered.
 I recognized the emotions in a complaint situation.
 I recognized the advantages and disadvantages of different forms of complaints.

Resources

This *Self-Check* box allows students to reflect on their analysis of the three different forms of complaints. You can explain that the first point refers to the content of the complaint, the second to the way the complaint was made, and the last to drawing conclusions about the complaint's effectiveness. Then they can review their information as they check each box.

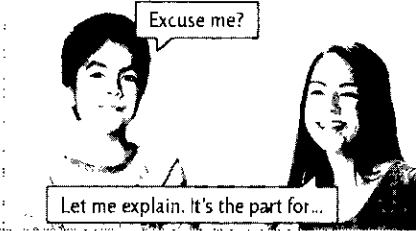
Learning to Learn

One way for students to learn to listen for ideas rather than details is for them to listen for emotions. The questions about how the man feels in activity 4 could be used before the main listening task. Then the students could ask each other about how the other characters feel. Often it is easier to understand how people feel than to understand the details of their conversation.

1 Work in pairs. Choose a scene from the ones below. Write a complaint dialogue and then act it out.

A customer bought a laptop. The mouse touch pad doesn't work. Explain the problem.

A customer bought headphones. The volume button doesn't work. Explain the problem.



2 Work with your partner. Discuss how you explained the problems and how you made sure your partner understood you.

3 Read the expressions taken from the complaint about a kitchen. Classify the expressions using the chart. Add other expressions you know to the chart.

- a) Excuse me?
- b) I'm not sure I follow you.
- c) What I mean is that...
- d) Sorry. Let me explain.
- e) I'm not sure what you mean.

Expressing misunderstanding

Clarifying misunderstanding

EXCUSE ME?

WHAT I MEAN IS THAT..

I'M NOT SURE I FOLLOW YOU..

SORRY. LET ME EXPLAIN.

I'M NOT SURE WHAT YOU MEAN.

4 Work with your partner. Analyze your complaint dialogue and check the use of expressions to express and clarify misunderstanding.

Product

5 Work in your *Product* group. Create a chart with expressions that can be used to express and clarify misunderstanding. Use the expressions you've seen, and add some more. Keep the chart in your *Evidence Portfolio*.

Both of these situations are similar to each other; it is only the device that is different. It might be useful to brainstorm vocabulary associated with each device and write words on the board (*switch on, connect, receive, sound, etc.*). You can refer students to their process charts and encourage them to use expressions for offers, requests, and complaining.

It is important for students to understand that there are many different ways to express misunderstandings and that the phrases are interchangeable. The same is true for phrases clarifying misunderstandings. You might like to elicit other expressions that can be used for these situations. (Express misunderstanding: *Pardon? Can you repeat that, please? Sorry, I don't understand.* Clarify misunderstanding: *Let me show you. In other words...*)

You can refer students to the expressions on the page and any additional expressions elicited during the class, including those used in the dialogues.

Curricular Flexibility

Some students will be more confident acting out dialogues than others. By monitoring the activity and providing positive feedback on intonation and pronunciation, you can help the less confident students. You can also ensure they are using the example expressions for misunderstandings on the page. Students with stronger language skills can use a wider variety of expressions, such as those you elicited in activity 3.

Language Knowledge

The expressions on this page are very common and can be used in a variety of situations where it is necessary to express or clarify misunderstandings. Also, we can change the expressions without changing meaning. For example, we can say *let me explain* or *I'll explain* and *I'm not sure what you mean* or *I don't know what you mean*. It is a good idea to make students aware of this flexibility.

Ongoing Evaluation

Students should now have a variety of expressions to use in the final *Product*. These will include expressions for making complaints and expressions for expressing and clarifying misunderstandings. You should evaluate the students' understanding of the expressions and if they recognize how the different expressions are used. You might consider having them create a "master chart" or mindmap of expressions separated into different categories.

You might want to hold a mini-discussion with students about each situation. You could ask them if they have ever had similar experiences and how they felt. Many stores have return policies. You can ask students what these are and how they can vary from store to store. You can also discuss the reasons that the people might have bought the item. For example, Alicia bought the backpack because of the photo of the singer. Students could discuss if that is a good reason to buy a product.

If they wish, students can use their *Product* notes to help them with expressions. As they conduct their role plays, you can evaluate how the students use the different expressions they have studied, and also how they express the emotion in the situation. You might encourage students to show these emotions through intonation and gestures as well as the language they use.

Resources
To read about how stores influence your shopping behavior, go to your *Reader*, pages 73–84.

1 Read the role-play cards and answer the questions about the customers.

- Which customers are the most upset? **FERNANDO AND ALICIA**
- Who needs to explain the problem in detail? **MARTIN AND ALICIA**
- Who needs to have something fixed or repaired? **ALICIA**

Customer name: Fernando Gonzalez

Age: 43

Description of problem: You bought a watch. It looked amazing in the store but it looks really ugly now.

Emotion: Angry. The watch was very expensive.

Expected solution: A replacement for the watch.



Customer name: Martin Delgado

Age: 15

Description of problem: You bought a pencil case for your little sister. The design is badly printed.

Emotion: Not concerned. Your sister didn't really like it.

Expected solution: Money back or store credit.



Customer name: Alicia Cruz

Age: 13

Description of problem: You bought an incredible backpack for school yesterday with your favorite singer's photo on it. But the zipper doesn't work.

Emotion: Worried. It is Sunday and you have school tomorrow.

Expected solution: Help with the zipper.



Yes = .
Make oral complaints

- 1 Analyzed a situation, a problem, and the solutions offered.
- 2 Used complaint expressions
- 3 Used expressions for expressing and clarifying misunderstandings.

Product

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- 2 **Work in groups. Act out role-plays between customer service agents and the customers above. Use the chart of complaint expressions and the chart of expressions for expressing and clarifying misunderstandings from your Evidence Portfolio.**
- 3 **Use the Self-Check box to evaluate your participation in the role-play.**
- 4 **Work in your Product group. Copy the role-play card format and make role-play cards for two people in your group. Use the comparison chart from your Evidence Portfolio to help you think of different complaint situations. Keep the role-play cards in your Evidence Portfolio.**

Resources

In two of the role play situations, the customers bought something because it looked good in the store (Fernando and Alicia). This is a good opportunity to look at the *Reader* and read about how stores influence shoppers. You could hold a discussion about the different topics in the *Reader*: the music that stores play, placement of products, “dwell zones,” etc. You can also invite students to share their own experiences. The *Reader Answer Key* can be found on page 175.

Self-Assessment

This *Self-Check* box looks at how students have combined all that they have learned so far in this unit. Students can reflect on whether or not they followed the order on their process charts and used appropriate expressions for complaints and misunderstandings that they have in their other charts. Students can peer check their analysis in groups and give each other feedback.

Ongoing Evaluation

The role play cards are a great opportunity for students to set up a meaningful situation. They will provide context and support for the final *Product* activity. You should evaluate the students' examples of situations and decide if they provide enough details to role-play a complaint. Each card should have a problem, an emotion, and an expected solution. They can also have a motivation for buying the product.

- 1 Work in your *Product* group. Take out your role-play cards from your *Evidence Portfolio* and exchange them. Act out with a partner the role-play you got. Use the *Self-Check* box to evaluate your performance and those of your classmates.
- 2 Use the *Product Evaluation Speaking Rubric* to evaluate your work and participation on the product and that of your partner.

Product Evaluation Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Grammar and Vocabulary	Correct use of language.	Good use of language. Some mistakes.	Limited use of language.
My Score:	Almost no mistakes.	Ideas easy to understand most of the time.	Frequent mistakes.
My Partner's Score:	Ideas easy to understand.	Ideas are difficult to understand.	
Use of language	Expresses complaints clearly. Uses phrases to clarify or express misunderstanding easily.	Expresses complaints, but not always correctly. Uses some phrases to clarify or express misunderstanding.	Difficulty expressing complaints. Difficulty using phrases to clarify or express misunderstanding.
My Score:			
My Partner's Score:			
Pronunciation	Speech is easy to understand.	Speech is sometimes difficult to understand.	Speech is difficult to understand most of the time.
My Score:			
My Partner's Score:			
Interaction	Understands everything and responds appropriately.	Understands almost everything. Some pauses before answering.	Difficulty understanding. A lot of pauses when answering.
My Score:			
My Partner's Score:			
Total:	Comments:		

Depending on the size of the class, it may be possible for students to act out their role plays first to their *Product* group and then to the class. Students will need enough time for the groups to conduct their interviews to evaluate their role plays. While students listen to the role plays, they can make notes about the strong points or things that need work, and give each other feedback later.

It's a good idea to remind students of all the subproduct steps and important areas to consider before grading themselves. They can think about the content of their role plays, the language they used, and the emotion they showed while interacting.

You should remind students that constructive feedback involves suggesting ways to improve. You could teach them the feedback sandwich: when students provide positive feedback, then negative, then positive again. If there is an area for many students to work on, you could focus on it together as a class.

- 3 Work in pairs. Compare your score in each of the categories. Give each other feedback and write a list of suggestions for future products.

Self-Assessment

Students can use the *Product Evaluation Rubric* to reflect on their performances with their group. They need to focus on the difference between categories. You could give them questions to reflect on, for example: *What is the difference between expressing complaints clearly and expressing complaints but not always correctly?* Students can also write comments about each other or describe what new things they learned.

Final Evaluation Instrument: Interview

You can use the *Product Interview Questions* or similar ones to evaluate your students. Photocopy the *Interview* on page 179 to use it with your class.

1. How did you feel when making or responding to a complaint?
2. What useful things did you learn about making and responding to complaints?
3. What new language did you learn?
4. How well did you interact with your partner?
5. Which aspects of making complaints do you need more practice with?

Unit 7

If you remind students of their collaborative work, you can help them provide an honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include: making complaints about a product, making a process chart, acting out a telephone complaint, creating charts with expressions for complaints, and creating charts for expressing and clarifying misunderstandings.

To be able to achieve this unit's *Learning Outcomes*, the students need to understand how to analyze different forms of complaints in order to make oral complaints themselves. You can suggest returning to the *Self-Check* boxes throughout the unit to reflect on their performance at each stage. Finally, students need to evaluate how well they made or responded to a complaint in the final role play. The final grades in this section can be for student use only, or can contribute to your grades as a teacher.

Self-Assessment

Evaluate Your Attitude

- 1 Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

Yes Sometimes No

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I worked hard on the work for my *Evidence Portfolio*.

Look at the attitudes that you marked as *No*. What could you do to improve?

Evaluate Your Progress

- 2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.
- a. During the unit, I collected ___ out of ___ pieces of evidence for my *Evidence Portfolio*.
 - b. I also added ___ as evidence, because _____.
 - c. In the evidence activities _____ and _____ I can see I improved.
 - d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
 - e. For next unit, I'm going to _____.

Evaluate Your Achievements

- 3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
listen to and analyze complaints about products.		
examine the different forms and situations of complaints.		
make oral complaints.		

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Self-Assessment

To help students with the *Self-Assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: A complaint process chart, a chart with expressions for complaints, a chart with expressions for expressing and clarifying misunderstandings, and role play cards.

Final Evaluation

Students should reflect on their ability to listen to and analyze complaints about specific products. You can remind them of the examples from the unit (pages 80, 82, and 84). They can use these examples to reflect on the different forms and situations for complaining. They can also reflect on their oral complaints in the role play. If they find this difficult, you can ask students guiding questions such as: *How did the different steps (subproducts) help you do your role play?* The grades they produce can be compared with your grade for the *Product*.

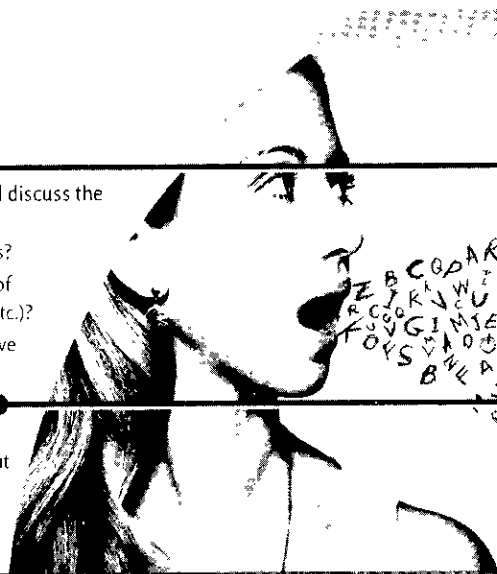
Assessment

Photocopy *Assessment 7* on pages 165–166. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 174.

Unit 8

Share What You Know

- Work in groups. Look at the pictures and discuss the questions about monologues.
 - a. Where can you see or hear monologues?
 - b. What is the purpose of different types of monologues (in drama, conversation, etc.)?
 - c. In what situations might you need to give a monologue?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to talk about monologues?
 - b. Did you have any communication problems?



To introduce the topic, you can write the words *Monologue* and *Dialogue* on the board and ask students what the difference is (A dialogue is a conversation between two or more people, a monologue is when only one person speaks). You can ask students how famous examples of monologues in plays or movies were used. You could ask students for their personal experiences of giving monologues, such as speeches and presentations.

Keep Talking!

Social Practice

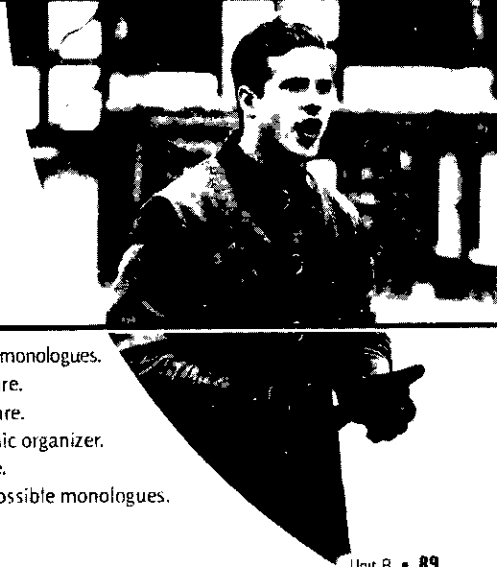
- Improve a short monologue on a topic of interest

Learning Outcomes

- Analyze monologue genres
- Plan a monologue
- Present a monologue
- Provide and respond to feedback

Product: An Improvised Monologue

- Step 1: Create a list of situations where you hear monologues.
- Step 2: Choose a situation and a suitable genre.
- Step 3: Make a graphic organizer for your genre.
- Step 4: Create a monologue using your graphic organizer.
- Step 5: Add details like fillers to your monologue.
- Step 6: Create audience cards for different possible monologues.
- Step 7: Improvise a monologue.



Students can share with the class their thoughts regarding the discussion they had about monologues. They can reflect on the communication mistakes or problems they had and receive or offer peer correction to make sure they improve their skills.

You could ask students how they feel about this *Product*, and what they will need to do to achieve it. At this point, some students may not feel comfortable with speaking for an extended period of time.

Unit 8 • 89

About the Topic

This unit explores the theme of monologues. A monologue is a long speech by one person. When one person dominates a conversation, or delivers a speech to an audience, it is a form of monologue. However, monologues are more common in drama. Shakespeare's plays are famous for their monologues, and monologues are often used as a dramatic device in movies to move the plot forward or describe a character's inner thoughts. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

It is a good idea to monitor and record what students know about monologues when they are discussing the *Share What You Know* questions. If students decide to create a KWL chart, you will have a written record of students' pre-existing knowledge and what they want to learn. You can then tailor activities to meet these expectations and have concrete evidence of students' learning.

Curricular Flexibility

The final product for this unit is an improvised monologue. Subproducts include lists of situations for monologues and graphic organizers of genres that help students to write a monologue. Analysis of different types of audiences and the writing of audience cards will support students when they improvise their monologue. If the monologue is too challenging, students can annotate their written monologues according to the audience on their card.

The people could be in a classroom and in a recording studio. The people may be talking for any number of reasons but the girls appear to be friends and the man is working. The main difference is that the man is talking to an audience he can't see.

You could have students call out key phrases that help identify the purpose. (*You have to watch it. It was only then I discovered Jake's terrible secret.*)

You could ask for examples of each feature and pause the audio at various stages as you listen to the monologues again. You can aid this process by asking questions to check understanding: *Who is the audience? Does the girl like the movie? How do we know?* etc.

Students can share their ideas in groups. **Possible answers:** One addresses the audience directly, while the other doesn't and expresses personal feelings.

- 1 **Work in pairs. Look at the pictures and discuss the questions.**
 - a. Where are the people and what are they doing?
 - b. What differences are there between the situations?



- 2 **Listen to two monologues. Match the pictures from activity 1 to the pictures below according to the type and content of each monologue.**



Resources
Do you want to know more about monologues? Go to your *Reader* pages 85–96 to learn more about how to write different types of monologues

- 3 **Select the correct purpose for each monologue.**

Monologue 1

- ✓ Someone is describing a scene from a movie to persuade a friend to watch it.
- ✓ Someone is telling a story about something they saw happen on the street.

Monologue 2

- ✓ Someone is describing the people who live in his neighborhood.
- ✓ Someone is setting the scene for a dramatic story.

- 4 **Listen again and mark (✓) the features of each monologue.**

Self-Check

Yes =
Analyze a monologue
 I recognized the situation, the audience, and the purpose of a monologue
 I identified specific features of different monologues

Features of each monologue	1	2
1. It uses the first-person singular.	✓	✓
2. It uses colloquial or conversational language.	✓	
3. It addresses the audience directly.	✓	
4. The speaker expresses personal feelings.	✓	✓
5. There is a critical turning point that moves the plot forward.		✓

- 5 **Work in groups. Discuss the similarities and differences between the features of the two monologues.**

- 6 **Use the *Self-Check* box to evaluate your work. Think of ways to improve.**

Resources

The *Reader* can be used by students to learn more about monologues. You could look at the way dramatic monologues are used and go through the step-by-step process of creating a monologue. You could ask students to find examples of famous monologues from movies or bring in the script of a monologue they like. You could suggest they try writing short monologues using the ideas in the *Reader*. The *Reader Answer Key* can be found on page 175.

Self-Assessment

The *Self-Check* looks at how students analyze a monologue, including recognizing general features like the situation, audience, and purpose, as well as specific features such as the type of language used. This is important because students will create their own monologues later in the unit and select their own situations and purposes. Students should be encouraged to look at as many different types of monologues as possible.

- 7 Complete the table with the US and UK vocabulary from the two monologues. Compare your answers with a partner. Discuss which version is more common and why.

movie apartment restroom sidewalk pants sneakers
store holidays garden biscuits sweets football

	US	UK	US	UK
vacation		1) HOLIDAYS	7) SNEAKERS	trainers
soccer		2) FOOTBALL	8) SIDEWALK	pavement
3) MOVIE	film		9) RESTROOM	toilet
cookies		4) BISCUITS	10) APARTMENT	flat
candy		5) SWEET	yard	11) GARDEN
6) PANTS	trousers		12) STORE	shop

Students may know some of these words, but they might not be aware of which ones are used in the US or in the UK. It is important to make clear that native speakers will usually only use one or the other. It is also necessary to make clear that checking with a partner is helpful to get a different point of view regarding their use.

- 8 Work with your partner and choose one monologue from activity 3. Decide who will use UK English and who will use US English to make a summary of the monologue you chose. Use the vocabulary tables in activity 6.

SUGGESTED ANSWER: I'LL NEVER FORGET THE DAY JAKE MOVED IN TO THE HOUSE NEXT DOOR. DURING THE SUMMER VACATION, JAKE MOVED INTO THE HOUSE NEXT DOOR. WE WERE SITTING IN THE YARD AND EATING HOMEMADE COOKIES WHEN THERE WAS A SHOUT. JAKE WAS STANDING ON THE TERRACE IN HIS YARD. HE SMILED AND WAVED SO I WENT TO TALK TO HIM. HE OFFERED ME A CANDY AND WE FOUND OUT THAT WE BOTH LIKED SOCCER. IT WAS ONLY LATER THAT I DISCOVERED JAKE'S TERRIBLE SECRET.

This activity will give students the chance to see how a text changes depending on the type of English they use, but the meaning doesn't. It does not matter which form students choose. You could hold a follow-up conversation about Spanish and ask if they know of any differences in Spanish around the world.

- 9 Work with another pair. Compare your summaries and analyze the examples of US and UK English vocabulary. Discuss how these differences affect the monologue and if the main idea is kept in all versions. Give reasons for your answers.

Product

- 10 Form your *Product* group. Create a list of situations in which you might hear a monologue. Identify what the purpose and the audience for your monologue would be. Keep your list in your *Evidence Portfolio*.

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The first step of the *Product* is an opportunity for students to brainstorm as many situations for monologues as possible. This will give them more to choose from in later steps.

Language Knowledge

The UK/US differences seen here are some of the more common instances. However, it will be useful to point out that there are many more words that are different in each country. You could advise students to make a note of these when they appear and keep a UK/US vocabulary notebook. You should explain that it is important to recognize both forms but only to use one form when writing and speaking.

Ongoing Evaluation

The first step of the product is an important one because as well as laying the foundation for later stages; it also checks that students understand the variety of situations and purposes that monologues are used for. Therefore, it might be useful to evaluate students' lists and see if students have correctly identified a number of situations for monologues and their respective purpose and audience.

You can help students make predictions by asking them who the people are and what they are doing. Ask: *How does the boy feel? Have you heard this monologue before? Which movie is this? What are the stories?*

Students could point to specific examples in each monologue that help match the monologues to the definitions. For example: *Dad, will you stop that please?* (Conversational) *That's Katie.* (Expositional) The *Hamlet* quote is difficult, but you can elicit more information by asking students who Hamlet is talking to (the audience). You could explain that these are his private thoughts about life and death.

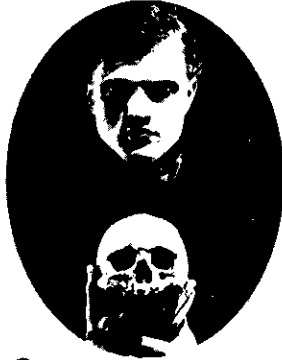
This chart gives students the opportunity to analyze the monologues more closely. You can make sure students understand that their answers refer specifically to these monologues. You can point out that in other circumstances, conversational monologues can be to any audience, soliloquies can be funny, etc.

- 1 Work in pairs. Look at the pictures and discuss what the monologues might be about.



A

Dad, will you stop that please? I mean... it's great that you're enjoying it but really, you know... don't dance like that. I, I... my friends can see you. Stop. Please! It's my party and you're... well, frankly, you're embarrassing me. There is a right way to dance to hip hop and there is a wrong way to dance to hip hop. That's the wrong way. Really, it is. I mean that—that!—what's that move? I swear you're going to break your neck if you spin around like that. Did anyone tell you that you're not a teenager anymore? Dad!!



C

To be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them...?

— Hamlet (1609) William Shakespeare

Reading Tip
Scanning
Look for specific fact, or pieces of information that help you match the texts to the definitions. Do not read everything.

- 2 Read and match the definitions to the monologues.

- a. Conversational: A one-sided monologue that gives the speaker's point of view on a topic.
- b. Expositional: Sets the scene, provides necessary background information, and/or moves the plot forward.
- c. Soliloquy: A type of monologue from a play where the speaker reveals his or her inner thoughts to the audience (but not other characters).

- 3 Complete the table with information about the three monologues.

	Conversational	Expositional	Soliloquy
Who is the person talking to?	HIS DAD	THE AUDIENCE	HIMSELF
Why is the person talking?	DAD STOP DANCING	TELL ABOUT HIS LIFE	SHOW HIS THOUGHTS
Is the topic funny or serious?	FUNNY	FUNNY	SERIOUS

- 4 Work in groups. Compare the differences between the monologues.

92 • Unit 8

About the Topic

Monologues can take many different forms. Shakespeare's soliloquies could be tragic or comic depending on the play, but they all involve the speaker sharing his or her thoughts with the audience and without other characters hearing the speaker. Similarly, monologues can be used in this way in movies, where techniques such as voiceovers can show a character's thoughts, set the scene, or move the storyline forward.

Resources

There are many websites dedicated to Shakespeare and his works. All of his plays are available for free online, so you may wish to find more examples to focus on. One of the best resources for secondary students is at <http://www.sparknotes.com/shakespeare/>. This site contains a scene-by-scene summary and analysis of all of Shakespeare's plays and is useful for researching the main ideas and themes of each play.

Learning to Learn

You can draw attention to the *Reading Tip* about scanning, or looking for specific information. Students can practice this technique by looking for words, phrases, or punctuation that give clues as to what type of monologue it is (see activity 2). You can emphasize that to be able to match the definitions it is not necessary to read, or know, every word in the texts.



My name's Katie and I live in New York. This is my dog, Max. He's lived with me all his life. Max and I, well, we have the perfect relationship. We met a few years ago and, boy! let me tell you we got along right away. You know, it was one of those relationships where... where you just know. A-And get this - he was looking for a permanent home and I always wanted a dog of my own. So I adopted him that same day. It was perfect and we've been together ever since. I would do anything for Max and he is my loyal protector.

If you have access to the Internet, you might be able to find this clip from the beginning of the movie so students can listen to intonation and see how voiceover works. There are also lots of performances of *Hamlet* available online.

Like in activity 3, page 92, this activity draws attention to the fact that different types of monologues can be used in different ways. It is important students understand this so they do not restrict themselves to thinking a soliloquy is serious, a conversation is humorous, and so on. Tone and style can vary depending on the situation.

Now that they understand the difference between types of monologues, students can apply different types of monologues to the situations they chose. You might like to monitor pairs as they do this activity and offer alternative suggestions for their situations or discuss how they can change the type of monologue if necessary.

Universal Pictures/Photo 12

Self-Check

Yes = No =
Recognize types of monologues

- I recognized the audience or audiences.
- I identified the audience's purpose and topic.
- I understand the similarities between monologue genres.

5 Read the examples again and mark which other categories they could belong to.

Categories	Conversational	Expositional	Soliloquy
Dramatic (discusses serious ideas)			
Comic (discusses funny ideas)	<input checked="" type="checkbox"/>		
Interior (ideas "inside someone's head")			

Product

- 6 Work with a **Product** partner. Take out your list of monologue situations from your **Evidence Portfolio**. Choose a situation and discuss which genre is the most suitable for that situation. Make notes on the audience, purpose, and topic. Keep the notes in your **Evidence Portfolio**.
- 7 Use the **Self-Check** box to evaluate your work. Think of ways to improve.

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Ongoing Evaluation

The students choose a situation from their list from Step 1. Then they should discuss what genre is most suitable for the situation. Then they produce notes. You may want to have students exchange their notes and evaluate if their classmate identified the genre, audience, purpose, and topic correctly.

Self-Assessment

The students assess themselves on their recognition of monologue genres, identification of audiences, purposes, and topics, and their understanding of the similarities and differences between monologue genres. Students need to know that these are fundamental concerns before planning what to say. Students could make a chart or mindmap showing all of the categories and subcategories to help them remember.

You can help students make predictions by asking questions about the pictures before listening to the audio: *How do the people feel? What are they talking about? Who is their audience?*

Resources

Watch *Dead Poet's Society* for more examples of great monologues in movies. Analyze how the monologues are used to move the plot forward.

- 1 Listen to a monologue from a movie. Mark (✓) who is giving the monologue and where.



A teacher in a class

A father to his daughter at home

- 2 Listen again and follow along. Then work with a partner. Talk about and agree on what the teacher is trying to communicate to his students.



We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion.



And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.



To quote from Whitman, "O me! O life!... of the questions of these recurring; of the endless trains of the faithless... of cities filled with the foolish; what good amid these, O me, O life?"



Answer: That you are here—that life exists, and identity; that the powerful play goes on and you may contribute a verse. That the powerful play goes on and you may contribute a verse. What will your verse be?

- 3 Match the parts of the monologue to their function.

- a. Asks the listeners a question about what they will do next. **D**
- b. Gives a reason for reading and writing poetry. **A**
- c. Contrasts the study of poetry to other subjects. **B**
- d. Supports the message with someone else's quote. **C**

- 4 Mark (✓) the best summary of the monologue.

- a. Some things are necessary in order to live. Poetry is necessary in order to be alive. ✓
- b. Studying poetry is more useful than studying medicine.

You might want to ask students to work with a partner. Some pairs might even like to read out and discuss each section. It could be useful to ask comprehension questions to check understanding: *Why do we read and write poetry, according to the teacher? How is poetry different from medicine, law, etc.? What do you think the quote means? What does the teacher mean when he says "What will your verse be?"*

You could ask students if they agree with this monologue. There is an opportunity to extend the idea and have groups discuss what else is necessary to really live. You could write their ideas on the board or have groups make inspirational posters.



About the Topic

Monologues are a common feature in movies and are used to move the plot forward or to convince someone to do something, as in this example. Here the teacher is convincing the students to explore the true meaning of life as he talks to his students. This scene is a famous powerful scene, and many of the monologues used in movies appear in inspirational scenes, or scenes in which the characters dramatically change.

Resources

The monologue from this class is taken from the movie *Dead Poet's Society* (1989) starring Robin Williams. It is one of many inspiring monologues throughout the movie. You can encourage your students to watch the movie. It will be an opportunity to see how the purpose and audience changes for different monologues. Other monologues can be found at <http://www.filmsite.org/bestspeeches.html>.

- 5 **Work in pairs and discuss the questions.**
 - a. What do you think happens after this monologue in the movie?
 - b. How does the monologue help the plot to move forward?
 - c. What is "the powerful play" the speaker refers to?
 - d. What is "a verse" in the powerful play?
- 6 **Work in pairs. Discuss your answer to the speaker's question *What will your verse be?***
- 7 **Think about the monologue from page 94. Complete the notes in the graphic organizer with the answers to the questions.**

BEGINNING	MIDDLE	END
Why do people write poetry? BECAUSE WE HAVE PASSION.	How is poetry different from medicine, etc.? POETRY REFLECTS OUR REASONS FOR LIVING.	What is the poet's question? WHAT IS LIFE FOR?
		What is the speaker's answer? WE CAN MAKE A SMALL CONTRIBUTION TO THE GREAT STORY OF LIFE.

- 8 **In groups, make notes in the graphic organizer for a monologue on the importance of learning English. Choose a genre for your monologue (dramatic, comic, interior, etc.).**

BEGINNING	MIDDLE	END

- Product** 8 **Work in your *Product* group. Help each other complete similar graphic organizers for your monologue genre and situation. Keep your graphic organizer in your *Evidence Portfolio*.**

It is important to note that the monologue moves the plot forward by providing a point after which everything will be different. **Possible answers:** a. The students feel inspired. b. It provides points the audience can relate to. c. The speaker is referring to life itself. d. "A verse" might be one person's actions or behavior that affects what happens in the future.

Students need to look for specific information in the monologue and divide it into sections. After they have finished, it may help to summarize the monologue and show how it describes an opinion (the beginning), gives examples (the middle), and then asks a question about the future (the end).

To use the model to discuss learning English, students could identify important benefits of learning in the beginning. The middle might link the benefits to different things to learn. The end might suggest one important thing to remember.

Unit 8 • 95

Curricular Flexibility

When completing the graphic organizer, some students will have more ideas than others. By monitoring the activity and providing positive feedback, you can help less confident students. You can also ensure that the ideas that they link together will form a coherent whole. Students with stronger language skills may have time to write a short monologue on the topic of learning English and share it with their group.

Learning to Learn

The use of graphic organizers is a good way to separate and visualize information. Students can copy these into their notebooks and adapt them in ways they find useful. By using graphic organizers, students can understand how to join information together. The important thing is that students learn to organize their ideas, so it is fine for different students to use different formats and styles of graphic organizers.

Ongoing Evaluation

Students should now have had a variety of practice in analyzing and organizing information and will be able to apply the same skills to their own monologues. You may want to evaluate students' work at this stage for the level of organization in their ideas. Their notes should be complete and logically sequenced. Students could compare graphic organizers and give feedback on each other's ideas.

You could listen to *Track 21* again at this point, so students can identify the conversational tone. **Possible answers:** a. The fillers mark an intervention of a different person. b. To pick up the conversation where she left off.

It's a good idea to draw attention to the flexibility of the language. There are a number of different ways for speakers to change the subject, ask themselves questions, and so on. You could elicit some ideas or write other expressions on the board. *Wait a minute. Hang on. It wasn't like that. Let me think,* etc. Students need to know that they don't have to use one particular phrase.

Students should understand the monologue is easy to assimilate despite the fillers. The key is fluency. **Possible answers:** a. Yes/no; b. They mark how a discourse changes intention; c. It facilitates the interaction between speaker and audience.

- 1 **Work in pairs. Read the script of Monologue 1 from page 90 and answer the questions.**
 - a. How do we know this is a conversational monologue?
 - b. Why do you think the speaker uses the highlighted expressions (fillers)?



Do you want to watch that movie on the weekend? I want to see it again. Seriously, it's the coolest movie I've ever seen! There is one part where this guy escapes from an apartment. He jumps from the restroom window...it was on the fourth floor, I think... anyway, he jumps onto the sidewalk to escape. He rips his pants and loses one of his sneakers when he falls. And, err... then what happens? Oh yes...he runs off down the street and goes into a store... then it gets really exciting. I was on the edge of my seat. I'm not going to tell you any more. You have to watch it!

- 2 **Match the fillers from the monologue to the reasons for using them.**

a. anyway	E He or she remembers what to say.
b. I think	A The speaker changes the subject.
c. then what happens?	C The speaker asks him or herself a question.
d. err	D The speaker pauses to think.
e. Oh yes	B The speaker considers something.

- 3 **Listen to Monologue 1 and discuss the questions in groups.**
 - a. Is the monologue easy to understand?
 - b. How do the fillers help the speaker to be fluent?
 - c. How do the fillers make the monologue sound more natural?

- 4 **With your group, analyze the examples of fillers and their use in the monologue. Agree on and write a definition for fillers.**

WORDS OR PHRASES USED TO INDICATE A CHANGE IN INTENTION, EMOTION, OR PACE.

Product

- 5 **Work in your Product group. Take out your graphic organizer for your monologue from your Evidence Portfolio. Create a monologue that includes fillers.**
- 6 **Write your monologue based on the graphic organizer. Keep your monologue in your Evidence Portfolio.**

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Language Knowledge

The use of fillers is common in any language. You could have students think of what types of fillers they use in Spanish and look for English equivalents. However, it is easier to recognize what a filler is than to use one. Students should practice using fillers in all oral activities in order to make their speech sound more natural. You could remind students to use fillers whenever they pause during speaking.

Ongoing Evaluation

Students can annotate their graphic organizers with different types of fillers and attempt to use them. You could monitor and evaluate students' work by ensuring students are using the right kind of fillers according to their use. It is also important to ensure that students don't use too many fillers. There is a balance between sounding fluent and breaking up your speech so much that a topic is difficult to follow.



7 Listen to the sentences taken from Monologue 1 and mark *P* (pause), *S* (stressed word), or *T* (change in tone).

- a. It's the coolest movie I've ever seen! *S*
- b. He jumps from the restroom window... it was on the fourth floor, I think... *P*
- c. Anyway, he jumps onto the sidewalk to escape. *T*
- d. Oh yes, he runs off down the street and goes into a store... *P*
- e. I was on the edge of my seat. I'm not going to tell you anymore. *T*
- f. You have to watch it! *S*

Students can now analyze the use of pauses, stress, and intonation in more detail. You can draw attention to the fact that fluency is achieved by how people say things as well as what they say. You could pause the audio after each sentence to analyze in more detail which words are stressed or which tone the speaker uses (angry, happy, sad, etc.).

- 8 Work in pairs. Practice the sentences from activity 6. Use pauses, stress, and changes in tone.
- 9 Work in groups. Rank the fluency tips in order of importance. Justify your decisions.
 - a. Use fillers to indicate pauses or change the subject. 5
 - b. Don't be afraid to make mistakes. 2
 - c. Keep talking! Practice makes perfect. 4
 - d. Don't focus too much on grammar but more on communicating your message. 1
 - e. Use pauses, stress, and changes in tone to convey messages. 3
- 10 Analyze the fluency examples on pages 96 and 97. Discuss with your group their function and why it is important to include them in a monologue.
- 11 Work with a *Product* partner. Take out your monologue from your *Evidence Portfolio* and discuss where you could add fillers, pauses, stress, and changes in tone. Listen to each other's monologues and give feedback.

Students should be aware that all of these fluency tips are important. However, they could reflect on which points they find most useful in their own speech. For example, if someone is worried about grammar, you could encourage them to keep talking and focus on mistakes later. It's a good idea for students to make their own "action plan" of fluency techniques.

Students can now apply these tips and techniques to their own monologues. You should allow plenty of practice and peer evaluation time.

Unit 8 • 97

Curricular Flexibility

When practicing their monologues, students can make adjustments wherever and whenever they think it is necessary. Some students will be more fluent than others, so they will need varying degrees of support. You can suggest students make their monologues shorter and encourage them to change their scripts and read from them. Stronger students can make more improvisations or changes to content.

Language Knowledge

You can expand on this point by holding a short discussion on fluency versus accuracy. It's good to remind students that both are important, but that the first priority is effective communication. To communicate effectively, speakers need to show some level of fluency. Students should understand that all of the techniques seen in this class can help achieve that goal.

Ongoing Evaluation

It's a good idea to monitor students as they are practicing their monologues. It makes sense to evaluate the students' use of fillers, pause, stress, and changes in tone, but if not all techniques are used or some are used more than others, it doesn't matter. You should focus on whether the students achieve fluency. You can also give students feedback on how their oral confidence develops as they practice their monologues.

You could ask students to work in pairs. They can use the audience cards to review when and why people give monologues. **Possible answers:** a. a coach/a young person; b. younger kids/kids in the same age range; c. They adapt to the point the speaker wants to convey and the tone he or she wants to use.

Before students create their own audience cards, you could brainstorm ideas for different audiences, situations, and reasons for listening with the class. You might want to draw a table on the board with three columns of students' ideas. Students can then choose from these ideas for their audience cards.

It's a good idea to go through this rubric with students before listening to the monologue again. You might want to play the audio a number of times so students can focus on each area. Alternatively, you could divide the class into groups to focus on and discuss each area and then share ideas.

- 1 **Work in pairs. Look at each picture and audience card. Then discuss the questions.**
 - a. Who in the picture is giving a monologue and why?
 - b. Who is the audience?
 - c. What do you think each monologue will be about?



Age: Younger than speaker (children)
Situation: In a gym or arena
Reason for listening: To get advice or motivation from the speaker



Age: Same age (13–15)
Situation: At school or at home (relaxed)
Reason for listening: Interested in the speaker's feelings

- 2 **Listen to the monologues and discuss with your partner how they are similar and different. Make notes in your notebook.**

- 3 **With your partner, answer the question.**

- a. How does the monologue change according to the audience?

THE TYPE OF AUDIENCE COULD DETERMINE WHETHER IT TAKES ON A SERIOUS OR RELAXED TONE.

Product

- 4 **Create your own audience cards for different possible monologues. Keep the audience cards in your Evidence Portfolio.**

- 5 **Listen again and grade each monologue using the rubric.**

Monologue Rubric	Needs work	Good	Excellent
Theme and organization	Unclear organization of topic and lack of purpose.	Clear beginning, middle, and end. Main points of topic addressed.	Topic addressed in detail with very clear beginning, middle, and end.
Language	Inappropriate or incoherent language; little vocabulary range.	Good range of vocabulary and effective communication.	Wide range of vocabulary and clear communication with appropriate fillers.
Stress and tone	No change in tone, and little stress or emphasis.	Some use of stress and tone.	Wide range of stress and tone.
Audience	Inappropriate for target audience.	Appropriate for some members of the audience.	Completely appropriate for the target audience.

98 • Unit 8

Language Knowledge

While the majority of this unit has focused on organization and fluency, this could be a good time to review the importance of language in their monologues. You can draw attention to the language section in the rubric and talk about aspects of the language that are important for their topics. *Do you have a good range of vocabulary? Is your monologue about the past, present, or future? What tenses are you using?* etc.

Ongoing Evaluation

The audience cards are a key component for the final stage of the product. You could evaluate their cards to ensure their audiences, situations, and reasons for listening make sense, and that giving a short monologue in this type of situation is achievable. You can encourage students to make adjustments to their cards, allowing them to lead the way in updating their ideas.

- 1 Work in your *Product* group. Take out your audience cards from your *Evidence Portfolio*, shuffle them, and put them face down in a pile.
- 2 Take out your monologue from your *Evidence Portfolio* and take an audience card.
- 3 Improvise ways to adapt your monologue for the audience on the card.
- 4 Use the *Self-Check* box and the *Product Assessment Checklist* to evaluate your work on the *Product*.

Product Assessment Checklist

Please mark (✓) the following items you feel you successfully completed with your monologue.

Teamwork:

- I collaborated with my *Product* group.
- I was supportive and respectful and listened to ideas.
- We shared ideas and helped each other prepare.

Content:

- I told a memorable monologue.
- I gave my monologue without help.
- I used a variety of words and expressions.
- I organized content into a clear beginning, middle, and end.
- I used fluency techniques, such as fillers etc.
- I took into account the intended audience to give my monologue.

Time management:

- I started work promptly.
- I had all of the material I needed at hand.
- I completed the work on time.

Complete the following statements:

- My strengths on this project were _____
- My challenges on this project were _____
- Changes to make for the next project could include _____

- 5 Work in groups. Write an anecdote of your experience during this product. Share it with the rest of the class.

Self-Check

- Yes = ✓
- Improvised Monologue
- I gave an appropriate monologue for the audience.
 - I spoke fluently and confidently.
 - I used fillers, pauses, stress, and changed my tone of voice.

Depending on the size of the class, it may be possible for students to give their monologues first to their *Product* group and then to the class. Whichever way they do it, you should leave yourself enough time to evaluate the monologues using the rubric. While students listen to each other's monologues, they can make notes about the strong points or things that need work and later use their notes for the *Product* assessment.

It's a good idea to remind students of all the subproduct steps and important areas to consider before marking the checklist. They can think about the content of their monologues, the organization, and the fluency techniques they used.

You should remind students of how they felt at the beginning of the unit when faced with the idea of speaking for a long time. You can also ask how their feelings have changed and what positive or challenging experiences they have had.

Self-Assessment

Students can use the *Rubric* on page 98 to reflect on their performances with their group and give themselves a grade. They have already assessed their participation and monitored what they included in their monologues in the checklist, so here they should focus more on the overall effectiveness of the monologue. You can monitor to make sure that groups agree on the grades they give each other.

Final Evaluation Instrument: Rubric

You can use the *Product Rubric* to evaluate students by assessing each monologue according to the categories. You might want to give an overall grade or grade according to each category. Photocopy the *Rubric* on page 179 to use it with your class.

The *Rubric* is the same as that on page 98.

Monologue Rubric	Excellent (9-10)	Good (7-8)	Needs Work (5-6)
Topic and Purpose	Topic and purpose are clearly defined and stated in a specific, relevant, and concise manner.	Topic and purpose are clearly defined and stated in a specific manner.	Topic and purpose are not clearly defined and stated in a specific manner.
Organization	Content is organized in a logical and coherent manner that is well supported by details.	Content is organized in a logical manner that is supported by details.	Content is not organized in a logical and coherent manner that is supported by details.
Style and Tone	Style and tone are appropriate and consistent with the subject matter.	Style and tone are appropriate and consistent with the subject matter.	Style and tone are not appropriate and consistent with the subject matter.
Delivery	Delivery is appropriate for the subject matter.	Delivery is appropriate for the subject matter.	Delivery is not appropriate for the subject matter.
Total:	Comments:		

Unit 8

If you remind students of their collaborative work, you can help them provide honest and accurate assessments of their attitude in the unit. Examples of collaborative work in this unit include: creating a list of situations and purposes for a monologue, making notes about topics, creating graphic organizers, practicing monologues, making and checking audience cards, and improvising monologues.

To be able to achieve this unit's *Learning Outcomes*, the students need to analyze different monologues in order to plan different types of monologues themselves. You can suggest returning to the *Self-Check* boxes throughout the unit to reflect on their performance at each stage. Finally, students need to evaluate how well they presented and graded a monologue in the final *Product*. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

Self-Assessment

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent	Grade	Needs improvement
I...		How can I get a better grade next time?
turned in my work on time.		_____
produced my best work.		_____
paid attention during lessons.		_____
participated actively.		_____
worked well with other students.		_____

2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include and answer the questions.

- How many activities did you collect for your *Evidence Portfolio*?
- What other activities did you add as evidence?
- Which activities were easy to complete?
- Why?
- What do you need to work on?

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
■ revise monologue genres.		
■ plan a monologue.		
■ present a monologue.		
■ promote feedback.		

Language Knowledge

To help students with the *Self-Assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: lists of purposes, situations and topics, graphic organizers, a monologue script with annotations about fillers and stress, and audience cards.

Final Evaluation

Students should reflect on their ability to revise, plan, and present monologues. You can remind them of the examples from the unit (pages 90, 92, 93, 96, and 98) as well as their own versions. They can also use these examples to reflect on the different forms of monologues and their purpose. They can also reflect on the feedback they gave and received in the final product. The grades they produce can be compared with your grade for the *Product*.

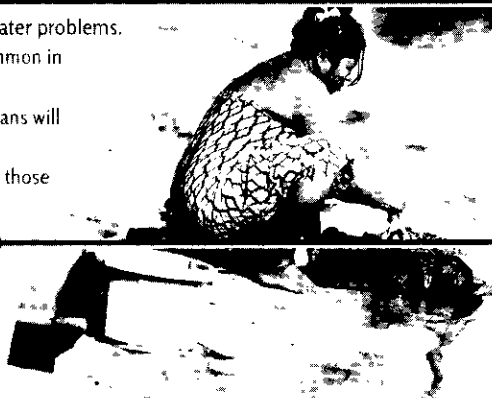
Assessment

Photocopy *Assessment 8* on pages 167–168. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 174.

Unit 9

Share What You Know

- In groups, discuss the questions about water problems.
 - a. What problems related to water are common in your community?
 - b. What water problems do you think humans will face in the future?
 - c. What do you think can we do to prevent those problems?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to express your point of view?
 - b. Did you have any communication problems?



Students may have experienced many different problems associated with water (not having water, flooding and water damage). They may know future problems, or you can elicit how the problems will be more extreme. Students should think about what they can do personally to prevent these problems. You could draw a problems-and-solutions chart on the board and make notes in each column.

Water, Water, Everywhere

Social Practice

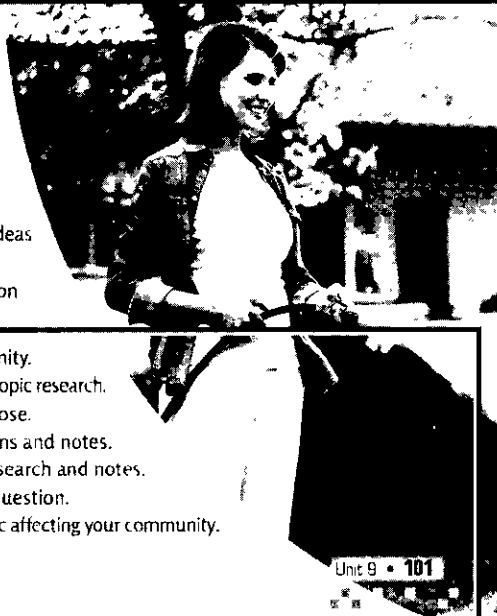
- Discuss viewpoints in a roundtable discussion

Learning Outcomes

- Analyze texts related to civics and ethics formation and select information
- Understand the general sense and the main ideas of texts related to civics and ethics formation
- Discuss viewpoints in a roundtable discussion

Product: Roundtable Discussion

- Step 1. Choose a topic affecting your community.
- Step 2. Write questions and notes to guide your topic research.
- Step 3. Give your opinion on the topic you chose.
- Step 4. Research the topic using your questions and notes.
- Step 5. Write a discursive essay using your research and notes.
- Step 6. Create a roundtable guide with your question.
- Step 7. Hold a roundtable discussion on the topic affecting your community.



While students reflect on the language they use, you could make a note of useful phrases and write them on the board. *The biggest problem is...*, *We should...*, *We must...* etc. Communication problems may occur because of a lack of specific vocabulary on the topic, so you can also write useful words on the board that students may need: *flood, storm, pollution, cut off, lack of*, etc.

It might be good to explore what a roundtable discussion is and how it is meant to advance a topic by discussing key points.

About the Topic

This unit explores the theme of water and the environment. These are issues that can promote a lot of discussion. Water covers 70 percent of our planet, but freshwater is limited. In fact, only 3 percent of the world's water is freshwater. As a result, 1.1 billion people lack access to water and poor sanitation affects 2.4 billion people. Unfortunately, the rate at which we consume water means that these problems could get worse.

Pre-Evaluation

It is a good idea to monitor and record what students know about water when they are discussing the *Share What You Know* questions. If you choose to have students create a problems and solutions chart, you will have a written record of students pre-existing knowledge. It is a good idea to relate these problems and solutions to personal experiences and return to them throughout the unit.

Curricular Flexibility

The final product for this unit is a roundtable discussion. Subproducts include writing questions and notes, giving opinions, research notes, a discursive essay, and a guide. These subproducts will support students when they hold their discussion. Students can add to their notes or edit their essays, but you should ensure they only use them as prompts during the discussion and don't simply read them out loud.

Unit 9

Listen to a group discussion to understand general sense and main ideas

You can help students by asking: *What do people do in debates and discussions?* You could write their ideas on the board: *agree, disagree, give opinions, compromise, persuade, etc.* When students discuss differences, you could ask on what sorts of occasions people hold debates. **Possible answers:** a. They are having a discussion. b. The debate is more formal than the roundtable.

You may need to pause the audio at various stages to allow students time to answer the questions. You can ask for key information at specific points. *Who says "Shall we start"?* (Sophie) *So who is the moderator?* (Sophie) You should do this for the other questions. *How many names do you hear? Who records the information? etc.*

You could ask what the audio was (a roundtable discussion) and have students label the sentences using the information from the audio. This will help them identify the features of a roundtable discussion and a debate.

- 1 Look at the pictures and answer the questions.
 - a. What do you think the students in the pictures are doing?
 - b. What are the differences in the way the students are talking to each other?



Listening Tip
Scan and predict
Read the questions first and try to predict the type of information you need to hear.

- 2 Listen to a group of students discussing an important topic. Make notes next to each heading.
 - a. Topic of the discussion: **WATER.**
 - b. Importance of topic: **IT IS THE MOST IMPORTANT NATURAL RESOURCE.**
 - c. Problem: **THERE IS NOT ENOUGH WATER FOR EVERYONE.**
 - d. Solutions: **USE LESS WATER IN THE SHOWER, TURN OFF THE TAP, ETC.**
- 3 Listen again and answer the questions.
 - a. How many students are talking? **SIX.**
 - b. Who is the moderator in the discussion? **SOPHIE IS THE MODERATOR.**
 - c. Who is the secretary in the discussion? **ERIC IS THE SECRETARY.**
 - d. Do all the students agree with each other? **YES, THEY DO.**
- 4 Work in pairs. Label the sentences with **R** (roundtable) or **D** (debate) or **RD** (both).
 - a. The people taking part want to explore a topic. **RD**
 - b. The people taking part want to win by presenting the best argument. **D**
 - c. Participants are given a limited time to participate. **D**
 - d. Each participant prepares their argument and cannot change their argument. **D**
 - e. Participants research the topic, but are free to change their minds. **R**
 - f. There is a judge who decides who wins. **D**
 - g. There is a moderator who introduces the topic and helps to keep the participants focused. **R**
 - h. There is a secretary to take notes of the ideas. **R**

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Learning to Learn

To help students prepare for the listening, it is useful for them to read and follow the *Listening Tip* before activity 2. They can mark the key words or information in the sentences, which will help them identify the answers. These are the words and phrases that answer *what, who, how, why, and how much* questions. You can go through the sentences one by one and write ideas on the board.

Resources

The social practice of this unit is discussing viewpoints in a roundtable discussion. The students analyze the features of a roundtable discussion, but if you want to know more about how to organize a roundtable discussion in the classroom, or how to avoid the common problems, then busyteacher.org has a good explanation of the four main issues, <https://busyteacher.org/24153-roundtable-discussion-esl.html>.

5 Work in groups. Discuss the questions. Take notes of your answers for future reference.

- How is a roundtable discussion different from a debate?
- How is a moderator different from a judge?
- How do the moderator's questions guide the discussion?
- Why is it necessary to have a secretary?
- What do you think the purpose of a roundtable discussion is?
- What topics would be good to discuss in a roundtable discussion?

6 Listen again to the discussion and complete the diagram with ideas from it.

Facts about water

- 70% of our planet is covered by water.

3% IS FRESH WATER

TWO-THIRDS OF FRESH WATER IS FROZEN IN GLACIERS

Saving water

- Use less water when we wash clothes.

USE LESS WATER IN THE SHOWER.

TURN OFF THE FAUCET WHEN WE AREN'T USING IT.

Recycling and reducing

- Take your own bags to the store.

USE YOUR OWN CUP WHEN BUYING COFFEE.

TAKE PLASTIC BOTTLES TO A COLLECTION CENTER.

Students can use the information from the previous activity to help, but you can point out that the questions e and f are more open and ask for the students' own ideas.

Possible answers: a. Participants can change arguments in a roundtable; b. The judge decides who wins; c. Helps to keep the participants focused; d. To take notes; e. To explore a topic; f. A problem of the community.

To help students with this activity, you can pause the audio again while they write down ideas. To make it more fun, you could ask students to call out when they hear relevant information and ask you to pause the recording.

This works as a preliminary step to the *Product* and gives students an immediate opportunity to hold a guided roundtable discussion. Students can add their own ideas, but at this stage the point is to get familiar with the concept and procedure of a roundtable discussion.

7 Form your *Product* groups. Have a discussion to compare your notes from the discussion on water problems. Use the following tips:

- Use the notes from the diagram as well as your own ideas.
- Include a moderator to introduce the topic and ask guiding questions that move the discussion along.
- Explore the ideas of the topic. The idea of a roundtable discussion is not to try to win.

8 Use the *Self-Check* box to evaluate your participation in the roundtable discussion. Think of ways to improve.

9 Form a *Product* group. Brainstorm and make a mind map of problems that affect the community where you live. Choose a topic that interests your group. Keep the mind map with the topic you chose in your *Evidence Portfolio*.

Self-Check

Yes =

Exchange information

I took turns to speak.

I participated confidently.

I included relevant details.

Product

Self-Assessment

The students assess themselves on their ability to exchange relevant information and participate confidently. Students can think of how many questions they asked or answered and how they contributed to the discussion. They might want to write an idea for improving their participation in the next discussion: *Listen more to my Product partners. Ask if I don't understand. Wait until I have an opportunity to speak, etc.*

Ongoing Evaluation

The first step of the *Product* is an important one because it generates ideas for the later stages and final discussion. Therefore, it might be useful to check students' mind maps at this point. Before choosing their final topic, groups could add to their mind maps with two or three ideas related to each topic, such as problems, solutions, and what may happen in the future.

You can ask students to look at the URL of the website (.org). These URLs are normally used for nonprofit organizations.

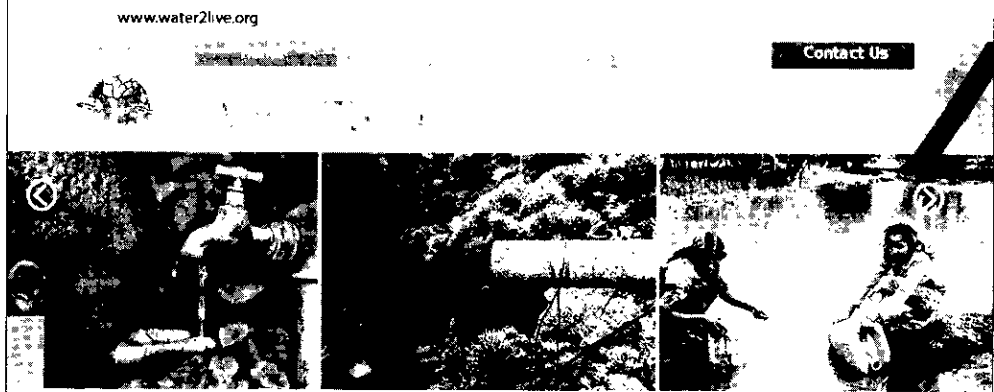
Possible answers: a. Water2live looks like an organization designed to inform people about good water habits. b. Similar organizations include healthychildren.org (children's physical health) or care.org (actions against poverty).

You could allow the students to continue to work in pairs to read the text. They can take it turns reading paragraphs. You might pair weak readers with strong readers.

After matching the topic questions to the paragraphs, pairs could write another question about the information in each paragraph. They could use these questions to test another pair. You could follow up by doing a class survey about which students do the recommended activities for saving water. *Who closes the faucet when brushing their teeth? etc.*

1 Work in pairs. Look at the pictures and answer the questions.

- What type of organization do you think this web page is for?
- Do you know of any similar organizations? If so, what do they do?



c Have you ever thought that one day you may not have enough water to live? Well, this is a reality for one-third of the in the world's population. One out of every eight people have to search for clean water every day.

A According to the World Health Organization, only 0.007% of the water on our planet is safe for consumption. There are more than seven billion people on the planet and, following current trends, this number is going to increase by about a billion every ten years. It is estimated that by 2025, half of the world's population might face fatal water-related problems.

B There are two reasons for not having enough fresh water. One is *physical water scarcity*, which affects India and countries in northern Africa. This happens when there is not enough water available to meet people's needs.

The other reason is *economic water scarcity*, which affects countries in Central and South America. This is when access to water is limited for political or financial reasons, even though there is enough water available.

D Politicians can help by providing economic rewards in poorer countries to use water-safe practices that conserve fresh water resources. However, governments will not make changes without pressure from the citizens. We need to change the way we use water as soon as possible. Here are some simple changes:

- Buy products that use less water.
- Stop buying water bottles and fill up reusable bottles.
- Spend less time in the shower.
- Close the faucet when you brush your teeth.

Resources

Do you want to learn more about water conservation? Go to your *Reader* pages 97–108.

2 With your partner, discuss the topic questions and match them with each section of the webpage.

- How much water is there in the world?
- Why isn't there enough fresh water?
- Do you have enough water?
- What can be done to make sure there is enough water?

About the Topic

You might like to talk about why there is physical and economic water scarcity. The World Wildlife Fund highlights three main causes. The first is pollution that makes water unfit to drink. The second is agriculture, which uses 70 percent of the world's accessible freshwater. The third is population growth. This has put pressure on freshwater supplies through the production of extra commodities and energy. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Resources

Students can look at their *Reader* to learn more about why we need to conserve water. You might like to list the main problems described in the *Reader* on the board. You could have students work in groups to think of solutions to each problem. Another great resource is <https://water.org/our-impact/water-crisis/>, which provides an overview of global water problems and the people that they most affect.

3 With your partner, answer the following questions about water shortages. Give reasons for your answers.

a. Do you think this problem is a priority, or are there other more important problems to solve?

b. What do you know about water in your country? Is there enough?

c. Is there a problem of water shortage in your community?

d. Do you or other people in your community not have easy access to fresh water?

4 Work with another pair. Compare your answers and the information in the web page. Discuss what could be done in your community to help solve this problem.



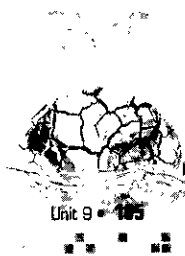
5 In your group, read the predictions from the web page. Discuss which predictions you think are more likely to happen and why.

- a. This number is going to increase by about a billion every ten years.
- b. Have you ever thought that one day you may not have enough water to live?
- c. By 2025, half of the world's population might face fatal water-related problems.
- d. In 2019, more than one billion people will not have enough fresh water.

Product

6 Work in your Product group. Analyze and discuss the causes and effects of the community problem your group chose and any possible solutions.

7 With your Product group, write topic questions like the ones in activity 2 about your community problem. Keep them in your Evidence Portfolio to guide your research and the roundtable discussion.



Students may need help identifying problems in their community. You could draw a mind map on the board to brainstorm common water problems. It is a good idea to have all students share their knowledge and experiences. After brainstorming together, they can continue working in pairs answering the questions. *Answer may vary*, but students should know that there is not enough water in Mexico, and that there are many places where people do not have access to it.

Students might use the information from the previous activity. You can encourage groups to suggest other related predictions. You can help them with vocabulary and write their ideas on the board. Students should be able to share different predictions. You can monitor the activity to check that all students participate and take turns.

Learning to Learn

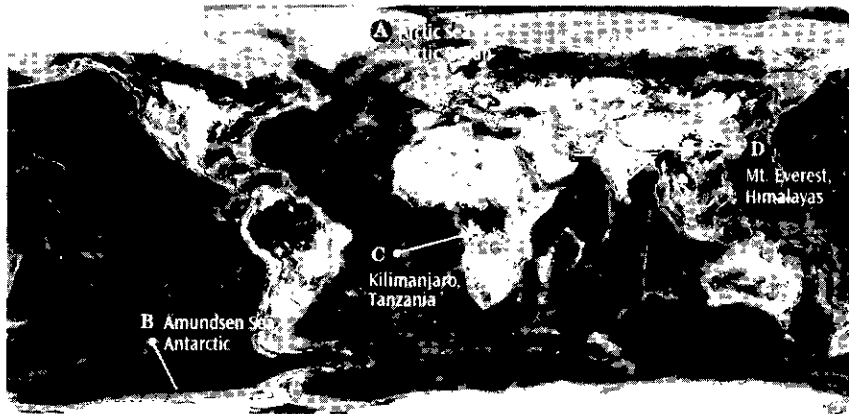
To help students support their answers, it is useful for them to take notes on the subject. It is a good idea to have them read the webpage on page 104 again. You can allow students to take notes from each paragraph. Students can use their notes to give reasons for their answers, and have a discussion. You might want to allow students time to share their answers and compare them with another pair.

Ongoing Evaluation

The students write questions for the Product based on what they want to know about the topic they chose. You can refer them back to the questions in the article on page 104 for examples of the types of questions they can ask. As these questions will be the guiding questions for this discussion, you might consider checking them for language and topic appropriateness. Students can review and change their questions at this point.

Students should look at the places on the map and say what types of places they are (mountainous or polar). You can help students make predictions by pointing to the title *Ice Melt* and asking what it refers to.

Possible answers: The disappearance of ice from the poles and mountains.



1 Work in pairs. Discuss what the map represents.

2 Listen to the radio interview and answer the questions.

- What problem are the speakers discussing? **GLOBAL WARMING**
- According to the guest, what can people do now to help solve the problem?
STOP EMITTING CARBON DIOXIDE GAS

3 Listen again and match each prediction to the region on the map.

- It is predicted there will be no ice in the summer by the end of the century. **A**
- Sea levels are rising every year because of melting glaciers. **B**
- Glaciers have reduced by five kilometers in the past fifty years. **D**
- Some scientists predict there will be no ice cap by 2022. **C**

4 Work in your groups. Compare the global problem from the interview with the water shortage problem you analyzed before. Discuss the similarities, differences, and possible causes.

5 With your group, discuss the questions about other problems the world is facing.

- What are the biggest global problems we face?
- What things do you find unbelievable about those problems?
- Which people in the world are the most vulnerable?
- How can we stop emitting carbon dioxide gas?
- How can politicians convince people not to drive?

6 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.

Self-Check

Yes =

Express opinion

I expressed my opinion.

I used information from the interview.

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You could draw a problem-solution mind map on the board to make the link more visual. Students could then suggest other problems and solutions associated with global warming and ice melt. *Too much pollution from cars. Walk to school. Chopping down trees. Protect forests.* etc.

Students should be using the information they heard in the audio to give informed opinions. Some of the information is not given in the audio, so students should be creative in coming up with suggestions. *Politicians can convince people not to drive by closing roads in town centers,* etc.

About the Topic

Melting ice caps are a major problem for the world in the twenty-first century. If we keep burning fossil fuels, global warming will eventually melt all of the ice at the poles and on mountains. This could raise the sea level by 216 feet, which would dramatically change world's coastlines. Cities like London and New York would disappear. Although the process may take a few thousand years, our future will be an ice-free planet.

Self-Assessment

This *Self-Check* box allows students to reflect on their use of *b* and *v* sounds, as well as their understanding of the information in the interview and how they used it to form opinions. Students should make lists of useful words and phrases that they used in giving opinions and write ideas on the board: *In my opinion, I think, I believe,* etc. Students should make a note of these phrases in their vocabulary notebooks.

- 1 **Work in pairs.** Read some sentences from the radio interview. Look at the underlined expressions and discuss with your partner what their function is.
- "It is said that there will be no ice at all in the Arctic."
 "Some scientists say that we only have fifty years to solve the problem."
 "In my opinion, the situation is worse."
 "I believe there will be no ice cap on Kilimanjaro by 2015."
 "I feel sure that things are going to get worse."
 "I think we should recycle more."

- 2 **Work in groups.** Give your opinion about the following situations. Use expressions from activity 1 to help you.
- People in developed countries waste a lot of water.
 - The polar ice caps are melting.
 - The world's population is increasing.
 - Carbon dioxide is a cause of global warming.
 - Many cities are in danger from rising sea levels.

3 **Answer the questions.**

- a. What verbs can we use to express an opinion?

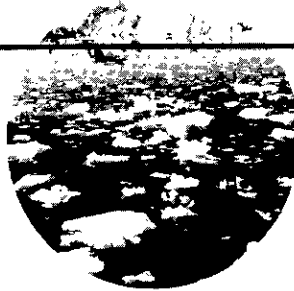
THINK, BELIEVE, FEEL, SHOULD

- b. What words or phrases can we use to show we are certain about our opinion?

I FEEL SURE, IT IS SAID

- c. What phrases can we use to express opposing opinions?

ON THE ONE HAND, ON THE OTHER HAND



After discussing the function of the phrases, students can add them to the lists they started in the last class. You could draw attention to how these phrases differ from one another: *Which phrases give personal opinions? Which phrases report others' opinions?*

Students can use the expressions from the previous activity or any other expressions from their lists. You can encourage groups to respond to each other's opinions with short phrases. *Really? I know. Are you sure?* etc.

Students can now analyze the language in more detail. They should be familiar with the opinion verbs (*think, believe, feel*) and be able to identify certainty (*sure*). The contrasting phrases *on the one hand* and *on the other hand* may be new to them, so you may want to provide more practice with these. You could have students work in pairs to give opposing opinions about various topics.

Learning Tip

Giving a point of view

After expressing an opinion about an uncertain future, we use *will* to believe there will be no ice cap by 2015. After the expression *definitely feel* and *I'm sure*... we often use *are going to* to feel sure that things are going to get worse.

Product

- 4 **Work with your Product group.** Take out your notes and questions from Step 2. Use your prediction notes to give your opinion on the topic that you chose with your team. Use activity 2 as model.
- 5 **Make notes that could be useful to support your questions from Step 2.** Keep them in your *Evidence Portfolio* for further use.



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Learning to Learn

It is a good idea to remind students of the different grades of certainty and possibility when expressing opinions. First, you can make clear that phrases like *I'm sure*, *I believe*, and *I feel* express personal opinions, and that in the case of *I'm sure* and *I definitely feel*, it is more common to use *going to*, although *will* can still be used. It is very rare to use *may* or *might* with these phrases.

Ongoing Evaluation

Students should now have a list of expressions they can use for giving opinions. You can evaluate their use of expressions as students talk about their *Product* topics. Students should be able to clearly express the difference between an uncertain future and a certain future. You can monitor students and make sure they are using phrases appropriately, and with varying degrees of certainty.

The photos are all of the UN, which students can recognize from the flags. The UN was created to maintain international peace and security.

Students should consider why research, negotiation, diplomacy, and leadership skills are important. It would be good for them to consider the team work they show in the product steps and discuss how they research topics, negotiate the approach they will take diplomatically, and show leadership in the decisions they make. The students at the MUN do their research by writing discursive essays, which help them to understand key ideas and organize their arguments. Good negotiation requires speaking, and by speaking in English, students improve their fluency.

Students should keep a record of the websites or books they used. You could use this as an opportunity to remind students of the importance of using legitimate sources and acknowledging them in their work.

1 Work in pairs. Look at the pictures next to the text and answer the questions.

- What is the place in the photos?
- What is the importance of that place in the world?

Model United Nations

Be the voice of a nation

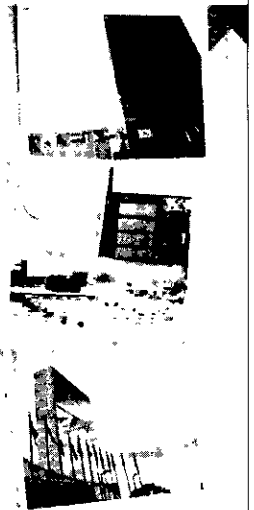
The Model United Nations (MUN) holds roundtable discussion simulations of the United Nations (UN) sessions. The simulations help students around the world to improve skills such as research, communication, leadership, teamwork, diplomacy, and problem solving. Participants are required to act like real UN delegates representing different countries, and to negotiate the best possible result for the country they represent.

Unsurprisingly, the secret to successful international negotiations is preparation. Students have to research their topic thoroughly so they can explain their ideas and present their position. When the MUN first started, they asked students to simply research topics and keep notes. But they noticed that when the student delegates had to negotiate, their ideas were often disorganized. Then they found the perfect solution: discursive essays. To be able to write a good discursive essay, you need to understand all the issues of the topic, and then select the main ones. Now all students prepare by writing discursive essays.

However, knowing the main issues is just one part of being prepared. Students also need to work on their speaking skills to be able to negotiate effectively during the roundtable sessions. This means, they must know how to confidently present their ideas and express their opinions. Finally, while there are translators available, delegates at the MUN are definitely at an advantage if they can present their ideas in English.

Would you like to be a student delegate at the MUN? This is what you could learn:

- Research skills
- Negotiation skills
- Diplomacy
- Leadership skills



Resources

If you are interested in joining the MUN go to:

Self-Check

Yes = ✓
 Research a topic
 I looked at a variety of sources.
 I answered my questions.
 I identified the key issues.

Product

2 Work in pairs. Read the text and discuss the questions.

- Why are the skills in the text important for students to develop?
- How do the students at the MUN do their research?
- What are the benefits of this research technique?
- What do the delegates need to know to be able to negotiate effectively?
- What are the benefits of the student delegates presenting their ideas in English?

3 Work in *Product* groups. Use your questions from Step 2 to research your topic in books, on the internet, or by asking people.

4 Record the information and keep your notes in your *Evidence Portfolio*.

5 Use the *Self-Check* box to evaluate the research you carried out. Think of ways to improve.

Resources

To increase interest in this topic, encourage students to explore the site in the *Resources* box. You too can explore the *Resources for Teachers* section and get ideas for classroom activities and how to run discussions and simulate events. The site provides a good overview of what the Model UN is, as well as detailed instructions in the *Resources for Students* section that will help them plan conferences and roundtable discussions.

Self-Assessment

This *Self-Check* box gives students the opportunity to reflect on their own research skills and what they found on the website. Students can consider if the research leads them to any other websites and interesting information. They can also check whether they were able to answer all the questions in relation to their comprehension of the text. They could draw a mind map of the key issues in the text and in their research.

Ongoing Evaluation

Students should conduct their research independently and then share their findings with their groups. Although they have already formed opinions about their topic, they can now research in more depth to find information that backs up or rejects their ideas. You could monitor and evaluate students' discussions to check they are displaying learner autonomy in their research skills and showing a good example of teamwork by sharing information.

- 1 **Work in pairs.** Read the title of the following text and look at the image. Predict what the text will talk about.

A Clean Society

An important problem that affects our community is litter. People drop trash everywhere, and this will create many problems in the future. There are empty cups, bottles, and bags all over the street, and people don't clean up after their dogs. Litter can cause multiple problems. Sometimes it blocks the drains causing floods when it rains. More importantly, it attracts vermin, such as rats and cockroaches. Furthermore, in hot weather, litter can produce a very strong smell. Governments have to spend huge amounts of money and time cleaning up after people. In contrast, the proper use of trash cans is extremely time efficient. For all of the reasons mentioned, I think keeping our community clean is a responsibility for every one of us. We need to make simple changes to our daily habits: disposing of our litter in the right trash can, not throwing litter in the street, and making people aware of the problems with litter.



- 2 **Work in pairs.** Study the way the article is organized. Pay attention to...
 - the use of linking words to connect ideas.
 - the way the writer uses the language to evoke a reaction from the reader.

Product

- 3 **Work with a Product partner.** Take out the information you gathered in your research about the topic you chose. Make notes in the table.

What is affected?	Who is affected?	How does it affect people?	What can people do?
-------------------	------------------	----------------------------	---------------------

Self-Check

Yes = ✓

Write an article

- I stated the main problem in the first paragraph.
- Each paragraph had a clear topic.
- I linked my ideas with connectors.

- 4 **Use the information in the previous table and your notes from previous steps to create a discursive essay.** Use the article in activity 1 as a model. Use the **Self-Check** box to check your work.
 - Include an introductory paragraph outlining the problem.
 - Write topic-based paragraphs developing your point.
 - Finish with a conclusion and recommendations for the future.
- 5 **Work in pairs.** Exchange and correct your work. Write a final draft of your discursive essay. Keep it in your *Evidence Portfolio* to evaluate your progress.

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Students can analyze how the text is put together. They have already seen different linking words, but this text contains some new ones. You could write these on the board: *more importantly, furthermore, in comparison, for all the reasons mentioned.* You can ask students: *What is the overall purpose of the text?* (To discuss and give an opinion about a problem). You can explain that this is known as a discursive essay.

Students should organize their information into the relevant columns of the chart. However, you can help them create other categories if the information suits another format. For example, they could have columns for *Positive Effects* and *Negative Effects*, or they may want to focus on *Who* or *What causes the problem.* They will all need to include a column for *Solutions* or *What can people do?* as this will help them express their final opinion.

About the Topic

Litter on the streets is common all over the world, and it can cause a number of problems. These include contaminating water supplies and harming plant and animal life. It also costs billions of dollars for governments to clean up our trash. The simple answer to this problem is for people to not litter, but you might want to ask students for their own ideas.

Self-Assessment

After students have completed the *Self-Check* box, they should peer check each other's work. They can grade each other on whether they stated the main problem, had a clear topic in each paragraph, and linked their ideas with connectors. After that, they can make corrections to their essays and look at the checklist one last time to see if they have included everything.

Ongoing Evaluation

It's a good idea to monitor students as they complete their charts. You can evaluate students and provide on-the-spot feedback regarding the organization of their notes. Students can use the feedback to create new categories. You can also evaluate students' written work and use of connectors in their final essays. You might like to grade them on organization, language, and clarity of opinions.

You can help students by reminding them of the audio in the first class and the roles of the different speakers. You can play the track again if necessary.

You should give students sufficient time to review their notes, essays, and questions. They can organize the order in which they will speak and who will answer which questions. This order should involve everybody in the group, and you can make sure this happens by making suggestions. For example, the format could be question, answer from one person, group response, and summary by the moderator.

The chart will help students be ready for any format they have decided and will enable all group members to participate effectively. Individuals can complete their notes autonomously. Groups can then decide on a time limit for each question, and you can check this limit isn't too long or too short. The time limit should include initial response and group feedback.

- 1 Work in pairs. Look at the pictures and discuss the role of the participants, the secretary, and the moderator in a roundtable discussion.



Participants

Moderator

Secretary

Product

- 2 Work in your *Product* group. Choose a moderator and a secretary for your roundtable. Agree on the order of the participants during the roundtable.
- 3 Take out your list of questions from your *Evidence Portfolio*. Look at your list of questions from Step 2 and the information from your discursive essay from Step 5.

- 4 Work in pairs. Decide on the most logical order for the questions to be included in the roundtable discussion.

- 5 Work in your *Product* group. Complete the chart with your questions in the proposed order. Use your research and discursive essay to complete the notes section. Decide on a time limit for each question to be discussed.

Question number	Time	Question	Notes

Question number	Time	Question	Notes

Question number	Time	Question	Notes

Self-Check

Yes =

Roundtable Discussion Guide

- I organized the questions logically
- I gave each question a time limit to be discussed
- I wrote notes related to each question

- 6 Check with your *Product* group that your chart guide is complete for the roundtable. Use the *Self-Check* box to check your work, and keep your guide in your *Evidence Portfolio*.

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Ongoing Evaluation

Step 6 of the *Product* provides you with an opportunity to evaluate students' participation and collaboration. You can grade students on their willingness to participate and how well they divide the roles. You should be aware that different students will be using different skills during the discussion and will therefore need to be evaluated differently. For example, the secretaries in each group may speak less, but will use written skills.

Self-Assessment

This *Self-Check* box looks at students' organizational skills. Students should focus on how they organized their questions, the time limit they gave to each question, and how they organized their notes. The students worked on their notes individually, but they collaborated to ensure everything was organized for the discussion. Students should revisit their charts and make adjustments based on group decisions.

- 1 With your *Product* group, take out your roundtable discussion guide from your *Evidence Portfolio*.
- 2 Hold your roundtable discussion.
- 3 Use the *Group Evaluation* form to evaluate your team's work on the product.

Group Product Evaluation

Score: /40

Write the number that best describes your group's performance during this product.

4 = excellent 2, 3 = OK 1 = needs improvement

- a. Our group agreed on all of the task assignments.
- b. Our group was organized and had all the necessary material ready beforehand.
- c. Our group could work independently from the teacher.
- d. Our group shared the work equally among the members.
- e. The moderator made sure the ideas of every group member were listened to.
- f. The secretary kept careful notes on what was discussed.
- g. Group members helped each other.
- h. Group members stayed on task and completed their assignments on time.
- i. Everyone in the group participated in the roundtable.
- j. Our questions and notes were easy to understand.

Answer the questions.

1. What do you think was the strength of your team on this project?

2. How could your team work together more effectively next time?

- 4 Work in groups. Use the information in the *Group Evaluation* to discuss your participation in the product. Compare each other's evaluations and discuss why your answers may vary.

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Depending on the size of the class, you might ask students to hold their roundtable discussions one at a time or simultaneously. Whatever you decide, you should leave yourself enough time to evaluate the discussions using the checklist. While students conduct their discussions, they can make notes about the strong points or things that need work. They can later use these notes for the *Product* assessment.

It is a good idea to remind students of all the subproduct steps and important areas to consider before marking the checklist. They can think about the topic of their discussion, its organization, and the participation and roles of group members.

You should remind students that constructive feedback involves suggesting ways for them to improve, and not criticizing each other. If there is an area that multiple groups feel needs work, you could focus on it together as a class.

Self-Assessment

Students can use the *Group Evaluation* to reflect on their performances with their group. This checklist focuses on the overall participation of group members and the organization of the discussions. Different group members will have had different roles, and it is important that students discuss each other's grades after grading themselves. You can monitor and help students to agree with each other about their grades.

Final Evaluation Instrument: Checklist

You can use the *Product Checklist* to evaluate students by assessing each discussion according to the points. You might want to give an overall grade for the group or individual grades.

Checklist	Grade
1. Did the group agree on all of the task assignments?	
2. Did the group have all the necessary material ready beforehand?	
3. Did the group work independently from the teacher?	
4. Did the group share the work equally among the members?	
5. Did the moderator make sure the ideas of every group member were listened to?	
6. Did the secretary keep careful notes on what was discussed?	
7. Did group members help each other?	
8. Did group members stay on task and complete their assignments on time?	

If you remind students of their collaborative work, you can help them provide an honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include: making mind maps of topics, writing topic questions, making notes to support opinions, researching topics, peer-correcting discursive essays, assigning roles, and conducting a roundtable discussion.

To be able to achieve this unit's *Learning Outcomes*, students need to analyze and understand the general sense and main ideas of text related to civics and ethics formation. You can suggest returning to the *Self-Check* boxes throughout the unit to reflect on their performance. Finally, they should have participated in a roundtable discussion to give their points of view on a topic. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

Self-Assessment

Evaluate Your Attitude

- 1 Choose the option that best describes the attitudes you showed in this unit.

During this unit, I...

Always Frequently Rarely Never

- completed all of the activities.
- completed tasks promptly.
- participated actively.
- was respectful to my classmates and teacher.
- worked hard to support my group and produce good work.

Think of an example when you were respectful to your classmates or/and teacher. How did it make you and others feel? Why?

Evaluate Your Progress

- 2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Grade your progress on the scale.

Very good

Very poor

Quality of evidence

Extra evidence added

Self-Check grades

Improvement from previous unit

Evaluate Your Achievements

- 3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
<ul style="list-style-type: none"> ▪ analyze texts related to civics and ethics formation and select information. ▪ understand the general sense and the main ideas of texts related to civics and ethics formation. ▪ discuss points of view by participating in a roundtable discussion. 		

Self-Assessment

To help students with the *Self-Assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: a mind map of topics, topic questions, opinions, research notes, a discursive essay, and a chart to organize questions and notes.

Final Evaluation

Students should reflect on their ability to analyze, understand, and discuss civics and ethics topics. You can remind them of the examples from the unit (pages 102, 104, 106, and 109) as well as their own essays and notes. They can use these examples to also reflect on different civics and ethics issues and their solutions. They can also reflect on the feedback they gave and received in the *Final Product*. The grades they produce can be compared with your grade for the *Product*.

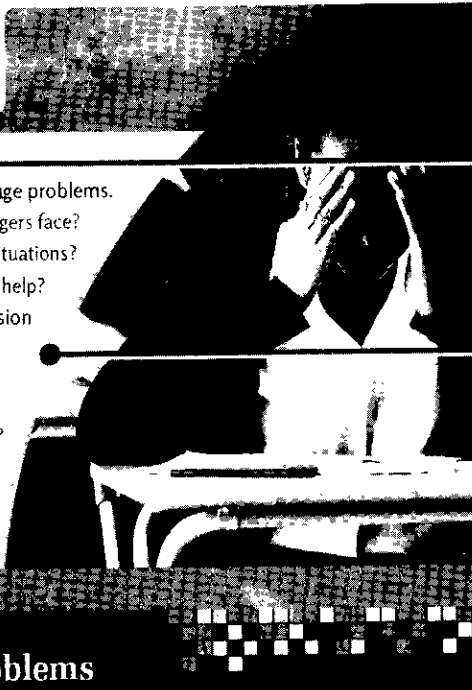
Assessment

Photocopy *Assessment 9* on pages 169–170. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 174.

Unit 1

Share What You Know

- In groups, discuss the questions about teenage problems.
 - a. What are the everyday problems that teenagers face?
 - b. What advice might teenagers get in those situations?
 - c. Where can teenagers get advice if they need help?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to discuss everyday problems?
 - b. Did you have any communication problems?



Students may have experienced many different problems inside and outside of school, and they should not be expected to share uncomfortable experiences. For this reason, the questions do not ask for any personal experience and refer to teenagers in general. You could list general problems with a piece of advice for each. *I have too much schoolwork and I am tired. Eat healthy food and go to sleep early, etc.* You can ask students: *Who do you get advice from?* (Family, friends, teachers, organizations, websites, etc.).

Teenage Problems

Familiar and Community Environment

Social Practice

- Express support and solidarity when facing an everyday problem

Learning Outcomes

- Express interest in a problem
- Contrast effects created by prosodic resources
- Define ways to express yourself according to the audience

Product: Public Service Announcement (PSA)

- Step 1: Make a list of common teenage problems.
- Step 2: Choose a problem and create a research table.
- Step 3: Keep a record of your advice for your chosen problem.
- Step 4: Write and evaluate a script for a PSA for the problem you chose.
- Step 5: Perform your PSA.



While students reflect on the language they use, you could make a note of useful vocabulary and phrases for giving advice on the board. *You should... Why don't you... It's a good idea to...* etc. You can also write useful words on the board that students may need: *bullying, stress, misunderstandings, etc.*

About the Topic

This unit explores the theme of everyday problems for teenagers in the context of public service announcements (PSA). A PSA is an advertisement that a television or radio station broadcasts for a cause or charity. They give advice on anything from having medical checkups to staying safe in emergencies. They are different from commercials because they are not paid advertising. To contextualize the discussion of this topic, you can use the images on the *Class CD*.

Pre-Evaluation

It is a good idea to monitor and record what language students use when talking about problems and giving advice. In this unit, students will use the gerund to identify problems and the language of advice to give people with problems some suggestions. You can evaluate how they can currently express these ideas, and this will help you understand what type of language you need to focus on.

Curricular Flexibility

The final product for this unit is the creation of a public service announcement (PSA). Subproducts include making a list of common teenage problems, creating a research table, recording advice, and writing and evaluating a script. When they perform their PSAs, students can read from their scripts, record their announcements, or act them out, and it would be good to discuss and determine the degree of support each student needs.

The problems in the pictures appear to be anxiety, depression and bullying, but students may have other ideas. You can help them by asking what the people are doing, how they are feeling, and why. There may be local or national organizations that help with different problems, but it is better to discuss ones they have seen or heard advertising for rather than ones they have personal experience with.

Possible answers: a. anxiety, depression, bullying; b. poverty, lack of healthcare, lack of safety; c. Red Cross, Teletón; d. through the Internet, radio, or TV.

There are a number of ways you can approach this text with students. You could have them work in groups of four to read a paragraph each and exchange information, you could read it together as a class, or you could ask students to read it silently. Whichever one you choose, you should ask comprehension questions about each section. *What information do PSAs provide? How long is a typical PSA? What are its features? What is the main purpose of a PSA?* etc.

1 Work in groups. Look at the picture and discuss the questions below about Public Service Announcements.

- What problems can you see in the pictures?
- What other problems do people face in your community?
- Which organizations in your community help people cope with these problems?
- How do they spread information about it?

Why are people inspired to help others? Do they only help the people they see around them? Charitable organizations dedicated to helping people in need can only receive support if the public knows what these organizations do and how to contact them. This is the importance of Public Service Announcements or PSAs. PSAs provide the information that charitable organizations need to communicate to the public and therefore serve as a bridge between the public, and the organizations, and the people they help.

PSAs can be heard on the radio and seen on TV. PSAs are one of the most important tools that charitable organizations have.

How to Create a PSA

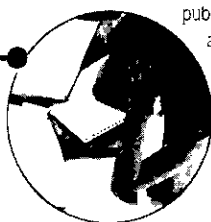
The Message

The first thing to consider is the message. What is it that you want the public to know? What does the public need to know to be able to help you?

The most important thing to communicate is the emotion behind the message. Obviously, it is important that the public understands where the money is going but it is more important for them to understand why giving money can make such a difference. The typical PSA only has between ten and sixty seconds to communicate the message to the radio or TV audience. By explaining the emotion behind the action, the message is communicated much faster and more effectively.

Don't say: "The money we collect provides psychological support for teenagers."

Say: "Just five dollars a month means a teenager finally has someone to talk to".



Learn to Learn

This is a lengthy text and it is important that students focus on the general idea and not every word the first time they read. They can use techniques such as working out meaning from context, and summarizing what they have read in order to improve comprehension. Also, ensure that you ask comprehension questions such as: *Where can you see and hear PSAs? What are the three key elements of a PSA?*

Resources

There are a number of PSAs available to view online that can give students a better idea of the topics PSAs cover. You should encourage students to view some PSAs in their own time. Alternatively, you should show some in class if possible. Examples can be found at <http://saloproductions.com/public-service-announcements/psa-samples>, or you can look for topic-specific examples in the search engine.

The Language

The next thing to consider is the language you choose to communicate the message. Are you talking to children or adults? Will the PSA include experts or people who have experienced the problem first hand? Are you explaining something scientific or something historical?

The language you choose needs to match your audience, but no matter who you are talking to, the message needs to be really clear. The language should be the kind of language that you use every day.

Don't say: "To obtain the participation details for our fund-raising campaign..."

Say: "To find out how your money provides trained counselors..."

PSAs are a very effective way to reach out to the public: think about how to best connect with them, use your language carefully, and make sure they know how to help you.

The Call to Action

The reason for a PSA is to inspire people to help. Therefore, the most important element of a PSA is the call to action or the part of the message that tells people what they need to do. It is important to explain what to do more than once in the message and also to be as clear as possible about what people need to do. The call to action is an order – it should not leave you with different choices of what to do.

✦ **Don't say:** "If you want to help teenagers in times of crisis, you can visit our center, or donate now by texting CRISIS to 1-800..."

Say: "Be there for teenagers who need help. Text CRISIS to 1-800..."

Students can read the text again in pairs. You could draw attention to these questions before they read so they understand what specific information they are looking for. **Possible answers:** a. They provide the information that charitable organizations need to communicate to the public. b. They serve as a bridge between the public and the organizations and the people they help. c. The message, the language, and the call to action.

Information in a PSA should be simple, direct, and clear. You can ask students for specific opinions about the say/don't say examples. *Which carries more emotion? Which is easier to understand? Which is clearer about what to do?*

Students could draw a four-column comparative chart to organize their answers to each question: 1) list of organizations; 2) what the PSAs asked people to do; 3) whether they were effective or not; 4) the most effective features. **Possible answers:** a. non-governmental organizations, b. donate money, c. announcements in social media because people use them a lot, d. the ones that show the results

- 2 **Work in pairs and discuss the questions about the leaflet.**
- What are Public Service Announcements (PSAs)?
 - Why are PSAs important?
 - What are the three things to consider when creating a PSA?
- 3 **Work in pairs. Describe the differences between the Don't say examples and the Say examples.**
- Message **THE SAY MESSAGE MAKES AN EMOTIONAL CONNECTION USING AN EXAMPLE.**
 - Language **THE SAY MESSAGE USES INFORMAL, CONVERSATIONAL LANGUAGE.**
 - Call to Action **THE SAY MESSAGE IS SHORTER AND CLEARER.**
- 4 **Work in groups. Think of PSAs you have seen or heard in Spanish or English, such as charity TV announcements or government programs, and answer the questions.**
- What organizations were the PSAs for?
 - What were the PSAs asking you to do?
 - Which PSAs were the most effective? Why?
 - What features of the PSAs do you think could be good to copy?
- 5 **Use the Self-Check box to evaluate your work. Think of ways to improve.**

See pages 133-141

Self-Check

Yes =
Analyze the features of PSAs

I understood the purpose of PSAs.
I examined the key features of PSAs.
I analyzed the language of PSAs.

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Resources

If students find it difficult to understand some of the words in the text, you could direct their attention to the *Glossary* at the back of their books. It might be useful for them to record the difficult words and their definitions in their own vocabulary notebooks. They could also write example sentences using the words. Example sentences give the word or phrase a necessary context.

Self-Assessment

The students assess themselves on their analysis of the features of PSAs. This includes understanding the purpose, examining key features, and analyzing the language. They could write a short summary of what a PSA is, with a description of the three things to consider, and the importance of each of those three things. They can keep their descriptions in their *Evidence Portfolio*.

Unit 10

Express yourself according to the audience

Although each picture portrays the same problem (bullying), students can use the pictures to identify slight differences between each situation. Three pictures focus on the situation (cyberbullying, name calling, physical attacks), and one on a conversation between a parent and her child. You can ask questions to assist with this: *How old are the children? Who is talking to the girl? Why is the girl upset with what is on her phone? Where is the boy? etc.*

Students can now make notes based on the information provided in the PSAs. **Possible answers:** a. problems at school, bullying, counsellors to help; b. cyberbullying, information or support for parents.

Students should spend a few moments looking at the different features and identifying how each column is different. For example, all of the PSAs talk to the person directly, and they all explain the situation. It is the other features which will enable students to differentiate.

1 Work in pairs. Look at the images and discuss what problem is represented.



2 Listen to different examples of PSAs and number the image corresponding to each PSA. Compare your answers with your partner and give reasons for your answers.

3 Listen again. With your partner, analyze the similarities and differences between the PSAs and make notes.

a. Similarities:

b. Differences:

4 Listen again and write the numbers of the PSAs in the first row of the table and analyze their different features.

	4	2	3	1
Very simple language	✓			
Statistics		✓		
Talking to the person directly	✓	✓	✓	✓
Explaining the situation	✓	✓	✓	✓
Technical words		✓	✓	✓
Contact details				✓

Work in groups. Discuss the reasons PSAs use these different features.

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Learning to Learn

Activity 5 is a good opportunity for students to reflect on certain questions and think critically about how each PSA employs different features and why. You could write questions for them to explore on the board as they work in groups.
How can statistics help a PSA? (They provide evidence for their cause.)
Why are contact details important? (People might need to contact the organization urgently.)

Self-assessment

The students assess themselves on their identification of the audiences for different PSAs. They will also check that they identified different features and the reasons for using them. As an extension, students could analyze the features of a PSA they find online and write a list, or make a comparative chart of different PSAs similar to the one on the page. They can keep their charts in their *Evidence Portfolio*.

Self-Check

- Yes = ✓
- Identify the features and audience of PSAs
- I understand the different audiences of PSAs.
 - I recognize the different features of PSAs.
 - I understand why PSAs use these different features.

- 6 Use the *Self-Check* box to evaluate your work. Think of ways to improve.
- 7 Work in pairs. Match the two halves of the examples taken from the PSAs.
- | | |
|---------------|---|
| a. Discussing | <u>c</u> who to talk to and trust can be difficult. |
| b. Bullying | <u>d</u> friends can be hard. |
| c. Knowing | <u>b</u> is something that many teenagers experience. |
| d. Making | <u>a</u> the problem might be embarrassing for them. |
- 8 Work in pairs. Mark (✓) the problems which are examples of bullying.
- | | |
|--|---|
| <input type="checkbox"/> Losing friends | <input checked="" type="checkbox"/> Teachers treating you badly |
| <input type="checkbox"/> Failing subjects | <input type="checkbox"/> Not studying |
| <input checked="" type="checkbox"/> People laughing at you | <input checked="" type="checkbox"/> People talking about you |
- 9 Work in pairs. Discuss the different ways that bullying makes people feel and write down some examples.



People laughing at you makes you feel really embarrassed and uncomfortable.



I agree. It makes you feel less confident.

- 10 Work in groups and discuss the questions.
- What other similar problems are there in your community?
 - How do people cope with these types of problems?
 - How do organizations in your community help people deal with them?
 - Where can you get information about these problems?
- 11 Form your *Product* group. Think about the problems you mentioned in activity 10 and make a list of the different problems that teenagers can face.
- 12 With your group, evaluate the problems on your list and decide which are the worst and why. Make notes. Keep your list and notes in your *Evidence Portfolio*.

Students may have other ideas about what constitutes bullying. Now might be a good time to discuss what bullying is and what can be done to stop it. It would be better to avoid talking about personal experiences of bullying, unless students individually and collectively want to talk about it.

You may want to brainstorm similar problems with the whole group first. **Possible answers:** a. vandalism, lack of safety; b. organize neighborhood watch groups, rely on the police force; c. patrolling the neighborhood; d. in the Internet or the library

Students can list everyday problems or more serious problems, but they should be problems that they are comfortable discussing. You can tell them that they do not have to be associated with bullying and can choose any of the problems they identified in activity 8.

Language Knowledge

Activity 7 focuses on the use of gerunds as the subject of a sentence. Activity 8 has several examples of gerunds being used as a subject, and you can direct students' attention to the two examples here. Students might want to circle the verb in the example sentence in the speech bubble (*makes*). Students can then reflect on the example sentences.

Ongoing Evaluation

The first step of the *Product* is a list of problems with notes. It is a good idea to evaluate the reasons that the students provide for why they think a problem is particularly bad. You should make sure students understand they are discussing problems in general and not particular problems they have faced. You can also check their use of language, such as gerunds as subjects.

Unit 10

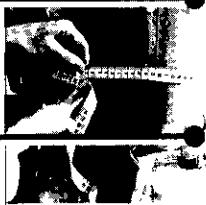
After identifying the problem in the picture (obesity), students can use the other pictures across the top of the page to identify one way of staying healthy (doing exercise). They can then suggest other ways: diet, sleeping well, drinking water, etc.

It would be good to refer to students' previous knowledge on exercise. This means that they could match the columns first, then listen and check. You might want to pause the audio at various stages to check answers.

Once again, you could pause the audio at appropriate points to give students a chance to write their answers.

Students have been introduced to these concepts in other units, so you might want to review why speakers use these techniques (to emphasize important information, to think about what to say next, to make sure they are heard, etc.).

Give advice about everyday problems



- 1 Work in pairs. Look at the picture and discuss the questions.
 - a. What problem can you see in the picture?
 - b. How does it affect people's lives?
 - c. What can people do to have a healthy lifestyle?
- 2 Listen to the talk about the importance of exercise and match the elements of physical fitness to the examples given.

a. cardiorespiratory	d. hold a position or repeat a movement
b. endurance	e. general movement
c. flexibility	f. over a length of time
d. muscular	g. swimming
- 3 Listen again and answer the questions.
 - a. Who is Justine Strong? **AN EXPERT IN PHYSICAL EXERCISE FOR TEENAGERS**
 - b. Where is she speaking? **AT A SCHOOL**
 - c. What question does the student ask? **HOW OFTEN SHOULD WE EXERCISE?**
 - d. Why does the student think that exercise is expensive? **HE THINKS THE GYM IS EXPENSIVE.**
 - e. How does exercise help obesity? **EXERCISE HELPS YOU LOSE WEIGHT.**
- 4 Listen to an extract of Dr. Strong's talk and identify which of the prosodic features you can hear.

<input checked="" type="checkbox"/> stress	<input checked="" type="checkbox"/> pauses	<input type="checkbox"/> changes in volume
--	--	--
- 5 Work in pairs. Mark (✓) the stressed words and circle where the pauses are.

First, there is cardiorespiratory endurance. This is the ability to perform physical activities like swimming over a length of time. Second, there is muscular endurance. This is the ability to hold a position or repeat a movement. Finally, there is flexibility. This refers to general movement.
- 5 Work in groups and complete the table on teenage obesity with your ideas. Use your own ideas or the Reader, pages 109–120.

Prosodic Features

Stress: help, concentrate, to be successful. Marking the words correctly, making pauses where necessary and making changes in volume while speaking are important features to consider.

Resources

Do you want to know more about obesity in adolescents? You can check your Reader pages 109–120.

Teenage obesity

- Gender differences
- Effects
- Causes
- Solutions

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About the Topic

Obesity in childhood and adolescence is associated with a wide range of serious health complications. The World Health Organization estimates the number of overweight children around the world will increase to 70 million by 2025. The majority of these are in developing countries. The WHO Global Strategy on Diet, Physical Activity and Health calls for action at global, regional, and local levels.

Learning to Learn

Students can remember the importance of stress, pauses, and changes in volume, by focusing on the tip about prosodic features. After they have marked the stressed words and pauses in the text in activity 5, they can work in pairs and read the excerpt to each other. They should emphasize the stressed words and pause where necessary. You could have stronger pairs read the text aloud to the group.

Resources

Like all of the issues in this unit, the idea is to focus on how to help each other to overcome problems. The Reader can be used by students to find out more facts about the causes and effects of obesity, which is a worldwide problem. The second half of the Reader provides positive solutions. Students can also check the World Health Organization website for the latest statistics.

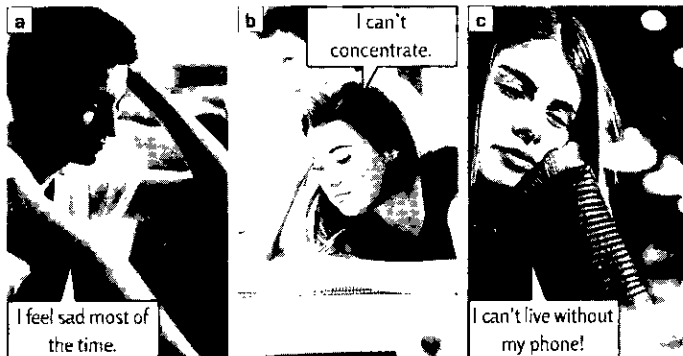
Grammar

See page 129



- 7 **Work with your group.** Read the sentences from Dr. Strong's talk. Discuss what the purpose of the underlined expressions is.
- You should incorporate all of these elements into your fitness program.
 - If I were you, I would exercise as often as possible.
 - I think people should exercise more often because it'll make them happier.
 - Why don't you try exercising regularly and see how your grades improve?

- 8 **Work in pairs.** Look at the pictures and think about the problems they represent. Then answer the questions.



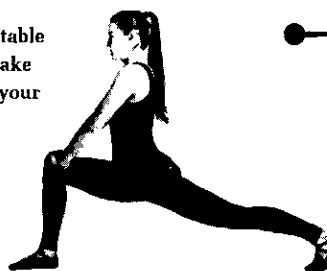
- Have you ever had any of these problems?
- Did you talk about it with someone else? What suggestion did that person give?
- What did you do to work on the problem?

- 9 **Work with another pair.** Look at the pictures again and make suggestions for each situation. Use the expressions from activity 7 and prosodic features.

Product

- 10 **Work in your Product group.** Select a problem from Step 1. Create and complete a research table for your problem. Use the table in activity 6 as model.

- 11 **Work in pairs.** Check each other's research table and make suggestions for improvements. Make notes. Keep the research table and notes in your Evidence Portfolio.



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After identifying the phrases in the previous activity, students can now apply them to everyday situations. You could discuss each picture with the class. *Do you ever feel sad? What do you do to feel better? How do you concentrate? How often do you use your phone? What would you do without it?* You can write ideas on the board and have students use them to make suggestions. It is important to ensure that students display sympathy when giving advice about the problems.

You may encourage students to talk about someone they know if they don't feel comfortable sharing their personal experiences. **Possible answers:**
 a. My friend felt sad most of the time. b. He or she talked to a counselor, and the counselor encouraged him or her to enroll in a sports club. c. My friend enrolled in a sports club and made new friends.

Students can peer evaluate their research tables and give each other feedback.

Self-Assessment

Activity 9 has students reflect on their ability to make suggestions and their use of prosodic features, such as stress and pauses when they make suggestions. Students could copy the model sentences you may have on the board and mark the stressed words. You can ask them what type of words are usually stressed (content words) and what is the most important information in each sentence.

Language Knowledge

Students will be familiar with the use of *should* for giving advice and making suggestions, and the fact that they are followed by infinitive verbs without *to*. However, this unit models different ways of making suggestions. Native speakers use a variety of different structures. Students can refer to the sentences that they produced to understand the verb patterns.

Ongoing Evaluation

Students should now each have a research table about a problem. As they make notes about possible solutions, you may want to check students' language to make sure they are using different language for making suggestions. You should keep a record of common problems as you evaluate the students' work and then discuss the common errors at the end of the activity so students can correct their work.

After using the picture to make predictions, students could work in groups to write lists of healthy and unhealthy activities. You could have them draw a two-column chart in their notebooks. You could add a competitive element and see who thinks of the most ideas in a limited amount of time.

As with other reading activities, there are a number of ways to approach this text. Students can read individually or in groups. If they read in groups, they could read a number of tips each and then exchange information. It would be good to discuss which tips the students believe to be useful and which are not.

Students should use the language of suggestions they learned previously. You can monitor the activity to make sure they are using appropriate stress and pauses. You could write ideas on the board, and once again draw attention to the language structures.

1 Work in pairs. Look at the picture and predict what the text will talk about.

2 Read the magazine tips and answer the questions.

- Which activities do you do already?
- Which activities would be easy for you to incorporate into your daily life?
- Which activities would you rather not do? Why not?



10 ways to exercise easily

- Ditch the TV remote control. Getting up and changing the channel manually ten times per day with the TV two meters from the sofa will burn calories. That's enough to burn one pound of body fat per year.
- Go through regular doors, not automatic ones. Pushing the door uses the triceps, shoulders, and chest muscles.
- Take the stairs. Avoid the elevator and take the stairs whenever you can. Even if just for a floor a two, your heart rate will increase.
- Towel dry your hair. This provides a gentle workout for the biceps and shoulder muscles, and also a great stretch for the neck.
- When sitting, occasionally lift your feet from the floor, then hold. This works the abdominal muscles and the hip flexors.
- Don't wait for the bus, walk to the next bus stop. Six calories are burned for every minute walked. Plus, there is a gentle workout for the core stability muscles when you twist around to see where the bus is.



- Carry objects at arm's length. Keeping the arms fully extended requires powerful static contraction of the shoulders and chest muscles.
- Relax. Not relaxing causes release of the hormone cortisol, which takes precious, hard-earned muscle and burns it as fuel, leaving fat cells in its place.
- Fidget. People who don't exercise can maintain a low bodyweight simply by constant, non-intensive moving around.
- Wear lace-up shoes, not slip-ons. Tying laces works the thumb and finger flexor muscles. And when they need retying, the leg muscles are recruited.

3 Work in pairs. Analyze the advice provided and give each other useful advice on different ways to exercise. Use suggestions and pay attention to the use of prosodic features.

4 Work in your *Product* group. Take out your research table from Step 2 and give each other suggestions for the problem you chose. Make notes. Keep a record of the suggestions in your *Evidence Portfolio*.

Product

120 • Unit 10

About the Topic

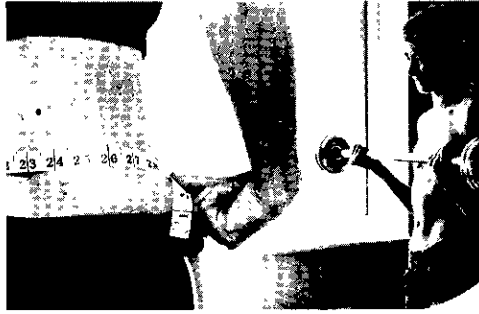
This is an extension of the previous topic about ways to stay healthy but focuses more on everyday activities than exercise routines. Walking, opening doors, carrying things, fidgeting, and tying shoelaces are all activities that use certain muscles in the body. You could ask students which muscles are involved and extend this topic by asking students to think of a list of everyday activities that involve physical exercise.

Ongoing Evaluation

Students should now have a variety of expressions to use in the final *Product*. These will include expressions to describe causes and effects, and expressions for giving advice. It is a good idea to evaluate the students' work at this stage to make sure their notes are complete and well organized. You should check that students have applied the language they have learned to their *Product* notes.

Analyze a script for a PSA

- 1 Work in pairs. Look at the pictures and discuss the questions.
- What is the person in each photograph worried about?
 - Why do people often want to change their bodies?
- 2 Read a radio script for a Public Service Announcement and identify who it is directed to.

**[Serious music]**

How do you feel about your body? Do you like what you see when you look in the mirror?

Unfortunately, far too many teenagers do not like what they see. Approximately 80% of 17-year-old girls are unhappy with their body image and the number of adolescent males unhappy with their bodies has tripled over the last 25 years. Negative body image can lead to depression, social anxiety, and eating disorders.

[Happy music]

Here at HealthyTeen.org, we want to help. We believe you should accept who you are. Accepting who you are is the only way to be happy and healthy. And it's not just us. It's also our Body

Image Ambassadors:

[Voice of Tanya, Body Image Ambassador:]

I started an extreme diet when I was too young. I had a big problem with my body image. I used to look at myself and not like what I saw. But then I spoke to HealthyTeen.org. They helped me to understand that the only important thing is my health and my happiness. Now, I look at myself and I can see how much I have changed.

Lead the change to a happier you. Become a Body Image Ambassador. Try talking to family and friends and helping them to look at what they actually see and not what they want to see.

For more information and advice on how to be happy with what you see in the mirror, go to www.healthyteen.org/bodyimage. Email bodyimage@healthyteen.org or call 1-800-YOUR-BODY.

Both images are of teenagers who are concerned about their body image but in different ways. Body image is a common problem for both teenage boys and girls, and it is important that students reflect on the text's promotion of a positive attitude toward health and happiness.

Students could work with a chart for the PSA. In the first column, they can write different categories: *Topic*, *Who is it for*, *Purpose*, and *Specific language* and then complete the second column with information from the PSA.

- 3 Answer the questions about the PSA.
- What are the effects of a negative body image?
 - What are the examples given to demonstrate that teenagers have a negative body image?
 - According to the PSA, what is the only way to be happy and healthy?
 - What advice does the PSA give to teenagers?
 - What are the calls to action in the PSA?
- 4 Work in pairs. Discuss the advice that you would give to people with the problems you see in the pictures. Think of how you would sympathize with them as you give them advice.

Students should discuss the effects of a negative body image in order to emphasize the importance of having a positive attitude to health and happiness. The advice is for teenagers to accept who they are and to talk to family and friends about these issues. The calls to action are becoming an ambassador, going to the website, or calling the number.

Unit 10 • 121

Curricular Flexibility

Some students will be more confident giving advice than others. By monitoring the activity and providing positive feedback on intonation and pronunciation, you can help the less confident students. You can also ensure they are using the example structures for advice from page 119 and thinking of ways to sympathize with someone's problems. Students with stronger language skills can use a wider variety of expressions.

Ongoing Evaluation

It's a good idea to monitor students as they give advice. They have now completed several activities of this type, so you can evaluate students' progress. You might like to focus on the variety of language structures they use, their stress and intonation, and the appropriacy of their advice. You can identify areas where students have improved over the classes, and areas that still need work.

Unit 10

Analyze and write a script for a PSA

Students can look for concrete examples of the elements in the script on page 121. You can ask questions to elicit ideas. *What is the message of the script? (To accept who you are.) Is it appropriate? (Yes.) What is the call to action? (Become an ambassador.) What expressions of advice can you see? (You should accept... Try talking to family and friends...)*

You should give students sufficient time to review all their notes, write their scripts, and give each other feedback. You can encourage them to use language structures learned in the unit, and draw attention to the examples in the model script on page 121.

Students can use the *Rubric* from activity 5 to evaluate their scripts. You should remind students that feedback needs to be constructive and practical.

- 1 Work in pairs. Read the script for a PSA on page 121 again and mark (✓) in column 1 of the table below the features that are included in the PSA. Work in pairs to check your answers.

PSA (pg. 121)	1	2	3
Simple language	✓		
Statistics	✓		
Talking to the person directly	✓		
Explaining the situation	✓		
Technical words	✓		
Contact details	✓		

- 2 Work in your *Product* group. Take out the research table and suggestions from previous steps. Write a script for a PSA. Use the PSA script in the previous page as model.

Product

Self-Check

Yes = .

Create a PSA

- I wrote a message appropriate to my audience.
- I included examples of my ideas.
- I gave advice using suitable language.
- I provided a call to action.

- 3 Use the *Self-Check* box and column 2 of the features table above to evaluate your PSA script. Make sure it includes all the elements.

- 4 Exchange your PSA script with another *Product* group. Evaluate your classmates' PSA using column 3 of the features table. Make sure it includes all the features and give constructive feedback. Make the final changes to your PSA.

- 5 With your *Product* group, rehearse your performance of your PSA script. Evaluate your PSA presentation using the rubric.

	Inadequate	Adequate	Excellent
Presentation	Presents the minimum and does not express ideas clearly. No use of prosodic features.	Presents ideas with some hesitation. Use of prosodic features with some mistakes.	Presents ideas fluently and clearly. Good use of prosodic features.

- 6 Give each other feedback on the rehearsal of your PSA performance using the descriptors in activity 5.

122 • Unit 10

Self-Assessment

This *Self-Check* box allows students to reflect on how they organized their message and analyze specific features such as examples of ideas, suitable language, and a call to action. Students should revisit their messages and make adjustments based on group feedback. They could make a chart about their own PSA similar to the one suggested in activity 1, to check it has all the necessary features.

Ongoing Evaluation

Step 4 of the *Product* provides you with a good opportunity to evaluate students' participation and collaboration. You can evaluate students on their participation and how they give feedback to and receive feedback from their classmates. You should not evaluate the performance of the PSA at this stage but rather the way students work together.

- 1 Work in your *Product* group. Perform your PSA. Use the *Self-Check* box to evaluate your performance and those of your classmates.
- 2 After each presentation, have a round of comments. Share your own experiences related to each problem and make suggestions on how to deal with it.
- 3 Use the *Peer Evaluation Questionnaire* to make notes assessing the information in your comparative chart and that of another group on the *Product*.

Self-Check
Yes = ✓

Perform a PSA

- I presented a Public Service Announcement.
- I used language for recommendation.
- I used prosodic features appropriately.

Peer Evaluation Questionnaire

1. Did all the group members present their PSA?
My group: _____
Another group: _____
2. Were all the PSA elements included in their presentation?
My group: _____
Another group: _____
3. Did all the group members use prosodic features in their presentation?
My group: _____
Another group: _____
4. Did all the group members include relevant information?
My group: _____
Another group: _____
5. How were your PSAs different from one another?
My group: _____
Another group: _____

Depending on the size of the class, it may be possible for students to perform their PSAs to their groups simultaneously, or they can perform them to the whole class. You should evaluate all the performances using the descriptive scale below. While students perform their PSAs, groups can make notes about the strong points or things that need work. You can remind them to evaluate language, content, and prosodic features. They can later use these notes for the *Product Assessment*.

It's a good idea to remind students of all the subproduct steps and important areas to consider before completing the *Questionnaire*. They can think about how each step contributed to the final presentation.

- 4 Go back to the assessments of your previous *Products*. Reflect and write a paragraph on your improvement throughout the book.

Students should look back over all of the products they have completed this year. You can ask them to look for improvements in the work in their *Evidence Portfolios*. They might like to discuss which products they enjoyed and why.

Self-Assessment

Students can use the *Questionnaire* on page 123 to reflect on their performances with their group. This questionnaire focuses on both the content and the overall participation of group members. Different group members will have different strengths. You can monitor to make sure that students agree that the relevant information was included and that they identify differences in content and presentation.

Final Evaluation Instrument: Descriptive Scale

You can use the *Product Descriptive Scale* to evaluate students by assessing each performance according to the points. You might want to give an overall grade for the group or individual grades.

	1 Inadequate	2 Adequate	3 Good	4 Very Good	5 Excellent
Overall Presentation	←	←	←	←	←
Content and Message	←	←	←	←	←
Prosodic Skills	←	←	←	←	←
Language	←	←	←	←	←

Unit 10

If you remind students of their collaborative work, you can help them provide an honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include: making a list of problems, creating a research table, keeping notes of advice, and writing and giving feedback on a script.

To be able to achieve this unit's *Learning Outcomes*, students need to sympathize with others and give advice, contrast effects created by prosodic resources, and define ways to express themselves. You can suggest returning to the *Self-Check* boxes throughout the unit to reflect on their performance. Finally, they should have performed their PSA to their group. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

* Self-Assessment

Evaluate Your Attitude

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent ← 1 2 → Needs improvement

I...	Grade	How can I achieve a better grade next time?
prepared for class.		
turned in my work on time.		
paid attention during class.		
participated actively.		
worked well with other students.		
asked for help when needed.		

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- During the unit, I collected _____ out of _____ pieces of evidence for my *Evidence Portfolio*.
- I also added _____ as evidence, because _____.
- In the evidence activities _____ and _____, I can see I improved at _____.
- Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
- For next year, I'm going to _____.

Evaluate Your Achievements

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
▪ sympathize with others and give advice.		
▪ contrast effects created by prosodic resources.		
▪ define ways to express myself according to the audience.		

124 • Unit 10

Self-Assessment

To help students with the *Self-Assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Portfolio*. The work in the *Evidence Portfolio* should include the following: a list of problems, a research table, advice notes, and a PSA script.

Final Evaluation

Students should reflect on their ability to sympathize with others and give advice, contrast effects of prosodic resources, and define ways to express themselves. You can remind them of the examples from the unit (pages 114, 115, 116, and 121) and their PSAs. They can also reflect on the feedback they gave and received in the final product. The grades they produce can be compared with your grade for the *Product*.

Assessment

Photocopy *Assessment 10* on pages 171–172. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 174.

Unit 1

Simple Past to be

Use

- We use the verb **to be** in the simple past to give information about people or things and describe situations that started and finished at a certain moment in the past.

Affirmative and Negative

I	was	thirteen when I had my bar mitzvah.
He/She/It	was not (wasn't)	
We	were	
You	were not (weren't)	
They		

Questions

Who **was** there?

How **was** it?

Where **was** the service?

What **were** you doing?

Short Answers

Was he invited to the party?	Yes, he was. No, he was not (wasn't).
Were there any incidents at the party?	Yes, there were. No, there were not (weren't).

Past Simple

Use

- We use the past simple tense to indicate:
 - An action that is now finished.
*I **missed** your sweet sixteen.*
 - A sequence of events in the past.
*I **ate** lunch with my friends at home and a limousine **drove** us to our photo shoot.*

Form

- The form of the past simple is the same for all subjects.
 - The normal rule is to add *-ed* to the base form of the verb.
miss-missed
 - We add *-d* to the base form of verbs ending in *e*.
explode-exploded
 - We remove *y* and add *-ied* to the base form of verbs ending in a consonant + *y*.
cry-cried
 - We double the consonant and add *-ed* to verbs ending in a single vowel + consonant.
stop-stopped
 - There are many common irregular verbs (see table on page 142).

Affirmative

I	ate lunch with my friends at home.
He/She/It	
We	
You	
They	

Negative

- We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

I	did not (didn't) want to miss your party.
He/She/It	
We	
You	
They	

Grammar Reference

Questions

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

What did	I you he/she/it we they	do with the candy?
----------	-------------------------------------	-----------------------

Short Answers

Did you dance at the party?	No, I did not (I didn't). Yes, I did.
-----------------------------	--

Unit 2

Connectors of Contrast

Use

- We use connectors of contrast to talk about differences between people, places or things.

*I noticed how family life in the US is **different from** family life in Mexico.*

***In contrast**, for Mexicans, the biggest meal is between 2–4 p.m.*

Connectors to Compare

Use

- We use connectors to compare to express similarities between people, places or things.

***Similar to** Mexicans, in the States, we do hug our close friends, but only very briefly.*

*I normally eat my breakfast before I go to school, **just like** my cousins from Mexico.*

Adverbs of Frequency

Use

- We use adverbs of frequency to say how often we do things, or how often things happen.

never	0% of the time
rarely	5–10% of the time
sometimes	30–50% of the time
usually, often	60–90% of the time
always	100% of the time

- The position of adverbs of frequency in sentences is different for regular verbs and the verb **to be**.

1. They go before regular verbs.

*But the plan **never** succeeded.*

2. They go after the verb **to be**.

*The weather is **rarely** very nice in Britain in November.*

*But there is **always** lots of traditional food to eat.*

Unit 3

Imperatives

Use

- We use the imperative for
 1. rules.
 2. warnings.
 3. instructions.
 4. recipes.

Form

Affirmative

Move to higher ground.

Negative

Do not use unnecessary energy.

- We can also use imperative with conditional sentences.
- Normally, a conditional sentence has two parts or clauses. One part, which starts with **if** gives a condition, the other part states the effect.

If I'm in an earthquake, I will follow the instructions on the poster.

- We use the imperatives in the effect clause of the conditional.

If you see something that might cause a fire, tell someone.

Note

We separate the two clauses by a comma if we begin with the **if** clause. We don't use a comma when we begin with the effect clause.

Open all doors if you are in a building.

Fronting

Use

- When we want to focus on something important, we bring it to the front of the sentence. This is called **fronting**.
- The expression **It is + adj** emphasizes information highlighting key ideas with adjectives.

It is essential that we know where the products we buy come from.

Form

- We use this form by writing **It is + adj + that + another clause**.

It	is	important	that	you know where the safety zones are.
----	----	-----------	------	--------------------------------------

- We can also use infinitive verbs after the adjective.

It	is	crucial	to evacuate now.
----	----	---------	------------------

Connectors of Reason

Use

- We use connectors of reason, like **therefore, because, so, since** to link ideas and provide reasons.

You need to react quickly since every extra second can increase the danger.

It may not be possible to return to your house, so you need to take your documents with you.

Unit 4

Past Continuous

Use

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have duration.

Water was rising fast.

Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

Affirmative and Negative

I He She It	was was not (wasn't)	driving home.
We You They	were were not (weren't)	

Questions

What	was	I he she it	doing?
	were	we you they	

Short answers

Were you driving?	Yes, I was. No, I was not (wasn't).
Were they shaking?	Yes, they were. No, they were not (weren't).

Past Simple vs Past Continuous

Use

- We can use the past simple to indicate a shorter action or event that happened at the same time as a longer action.

*My sister **was playing** on the street with some friends **when they started** screaming and running around.*

Note

When is usually used with simple tenses, and **while** with progressive tenses.

...**when** they started screaming and running around.

...**while** the authorities were trying to pull it out of the water.

Unit 6

Passive Voice

Use

- We use the passive voice when the event or action is more important than the person or object that performs the action.

*Electrons **are bumped** into atoms as they travel through the filament.*

*The bulb **is connected** to a power supply.*

Form

- To form the passive voice, the object of the active sentence moves to the front of the sentence.

*The bound electrons in the vibrating atoms **are given** a higher energy level.*

- To form the present perfect passive, we use **have been** + past participle.

*Glasses **have been used** to help people see better for centuries.*

Used to / Used for

Use

- We use **used to** and **used for** to express the purpose or use of something.

*It **is used to** project movies.*

*It can be **used for** storing hundreds for movies.*

Unit 7

Making Complaints

- We use specific phrases to make complaints politely. Explaining the reason for the complaint when stating the problem is essential for the listener to understand the situation better.
- Expressions to soften the language are important.

I wonder if you can help me with my Amazona speaker.

I'm sorry to have to say this, but I think the speaker doesn't work.

How can you help me fix this?

Unit 3

Will and Be Going To

Use

- We use **going to** for predictions based on evidence.
The situation is going to get worse if we do not protect this precious resource.
- We use **will** for predictions based on opinion.
More than one billion people will not have enough fresh water.

Note: We can use both **will** and **be going to** for predictions. There is often no difference.

Form

Affirmative and Negative

I	am (I'm) am not	going to have fresh water next year.
He She It	is (He's/She's/ It's) is not (isn't)	
You We They	are (We're/You're/They're) are not (aren't)	

Questions

What	am	I	going to learn?
	is	he, she, it	
	are	we, you, they	

May and Might

Use

- We use **may** and **might** to say that something is possible to happen.
- Use **might** to express hypothetical or remotely possible situations.
Half of the population might not have enough water to live.
- Use **may** to express something is possible or factual.
Have you ever thought that one day you may not have enough water to live?

Unit 10

Modal Verbs: Would, Should to Make Suggestions

Use

We use modal verbs such as **would**, and **should** to make suggestions and give advice.

- **Would** is used in hypothetical situations.
If I were you, I would exercise as often as possible.
- **Should** is used to give advice and to make recommendations.
You should incorporate all of these elements into your fitness program.

Try to Make Suggestions

Use

- We use **try + -ing** to encourage someone to experiment or do something new without knowing what the outcome will be.

Why don't you try exercising regularly and see how your grades improve?

Gerunds as Subjects

Use

- We use gerunds as the subject of a sentence when we want to describe an action as a thing.

Bullying has always been a problem at school.

Additional Grammar Reference

Present Simple Verb *to be*

Use

- We use the verb **to be** in the present simple tense to give information about people or things.

Affirmative and Negative

I	am (I'm) am not (I'm not)	a volunteer.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

Questions

- *What's your name? How old are you?*
- *Where are you from? When are you available?*

Short Answers

Are you a volunteer?	Yes, I am. No, I am (I'm) not.
Is she involved in the project?	Yes, she is. No, she is not (isn't).
Are they available tomorrow?	Yes, they are. No, they are not (aren't).

Present Simple

Use

- We use the present simple tense to indicate:
 1. Something that happens over a long period of time or is a regular, habitual activity.
I play lots of sports.
 2. A permanent situation.
I live in Mexico.
 3. A time-tabled event.
My tennis class starts at seven o'clock.

Form

- The form only changes in the third-person singular.

Affirmative and Negative

I We You They	play tennis. don't play tennis.
He She It	plays tennis. doesn't play tennis.

Questions

Where	do	I we you they	play?
	does	he she it	

- Questions can begin with question words: **what, where, which, how, who, when, why, whose.**
Why do you think that?
What do you like doing in your free time?
When do you feel stressed?
How many hours do you study?

Short Answers

Do you play tennis?	Yes, I do. No, I do not (don't).
Does Daniel play tennis?	Yes, he does. No, he does not (doesn't).

Present Continuous

Use

- We use the present continuous to give information about people or things involved in a present ongoing action.

The ship is cruising through space toward the moon.

- We also use the present continuous to show that a situation is temporary and is not a regular or habitual activity.

This week, the astronomers club is holding an art exhibit with their discoveries.

(The art exhibit does not happen every month. It is not part of a routine or permanent situation.)

Form

- We form the present continuous tense with the auxiliary **am/is/are** + the present participle.

Affirmative and Negative

I	am (I'm) am not (I'm not)	watching a movie.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

Questions

What	am is	I he she it	doing this week?
	are	we you they	

Irregular Verbs

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known

Base form	Past simple	Past participle
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Consonant sounds

/p/	as in	pet /pet/
/b/	as in	bat /bæt/
/t/	as in	tip /tɪp/
/d/	as in	dig /dɪg/
/k/	as in	cat /kæt/
/g/	as in	good /gʊd/
/f/	as in	fit /fɪt/
/v/	as in	van /væn/
/s/	as in	sip /sɪp/
/z/	as in	zip /zɪp/
/l/	as in	lid /lɪd/
/m/	as in	mat /mæt/
/n/	as in	nine /naɪn/
/h/	as in	hat /hæt/
/r/	as in	rat /ræt/
/j/	as in	yes /jes/
/w/	as in	win /wɪn/
/θ/	as in	thin /θɪn/
/ð/	as in	the /ðə/
/ʃ/	as in	ship /ʃɪp/
/ʒ/	as in	vision /'vɪʒən/
/tʃ/	as in	chin /tʃɪn/
/dʒ/	as in	Japan /dʒə'pæn/
/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowel sounds

/i/	as in	very /veri/
/i:/	as in	see /si:/
/ɪ/	as in	bit /bɪt/
/ɛ/	as in	ten /ten/
/æ/	as in	stamp /stæmp/
/ɑ/	as in	father /'fɑðər/
/o/	as in	sore /sor/
/ʊ/	as in	book /bʊk/
/u:/	as in	you /ju:/
/ʌ/	as in	sun /sʌn/
/ə/	as in	about /ə'baʊt/
/ɑ:/	as in	dog /dɔ:g/
/eɪ/	as in	fate /feɪt/
/aɪ/	as in	fine /faɪn/
/ɔɪ/	as in	boy /bɔɪ/
/aʊ/	as in	now /naʊ/
/oʊ/	as in	go /goʊ/
/ɪə/	as in	near /nɪə(r)/
/eə/	as in	hair /heə(r)/

A

- abroad** /ə'brɑ:d/ *adv* in or to a foreign country
- achieve** /ə'tʃi:v/ *v* to get or reach (something) by working hard
- acknowledge** /ɪk'nɑ:lɪdʒ/ *v* to say that you accept or do not deny the truth or existence of something
- activity** /æk'tɪvəti/ *n* something that is done as work or for a particular purpose
- adventurous** /əd'ventʃərəs/ *adj* not afraid to do new and dangerous or exciting things
- aftershock** /'æftəʃɑ:k/ *n* a smaller earthquake that occurs after a larger one
- alive** /ə'laɪv/ *adj* having life
- amazing** /ə'meɪzɪŋ/ *adj* causing great surprise or wonder
- anecdote** /'æni:k,dɔ:t/ *n* a short story about an interesting or funny event or occurrence
- anxiety** /æŋ'zæjəti/ *n* fear or nervousness about what might happen
- anything** /'eni,θɪŋ/ *pron* a thing of any kind
- apartment** /ə'pɑ:tmənt/ *n* a usually rented room or set of rooms that is part of a building and is used as a place to live
- argument** /'ɑ:gjəmənt/ *n* a statement or series of statements for or against something
- armored** /'ɑ:məd/ *adj* covered in flat pieces of metal
- arrange** /ə'reɪndʒ/ *v* to move and organize things into a particular order or position
- arrow** /'erəʊ/ *n* a weapon that is made to be shot from a bow and that is usually a stick with a point at one end and feathers at the other end
- attitude** /'ætə,tʊ:d/ *n* the way you think and feel about someone or something
- audience** /'ɑ:dɪjəns/ *n* a group of people who gather together to listen to something or watch something
- aunt** /'ɑ:nt/ *n* the sister of your father or mother or the wife of your uncle

available /ə'veɪləbəl/ *adj* easy or possible to get or use

aware /ə'weər/ *adj* knowing that something, such as a situation, condition, or problem, exists

away /ə'weɪ/ *adv* from this or that place

ax /'æks/ *n* a tool that has a heavy metal blade and a long handle and that is used for chopping wood

B

background /'bæk,graʊnd/ *n* used to describe something that occurs without requiring attention while something else is also occurring

backpack /'bæk,pæk/ *n* a bag for carrying things that has two shoulder straps and is carried on the back

behave /bɪ'heɪv/ *v* to act in an acceptable way

below /bɪ'ləʊ/ *adv* in or to a lower place

biceps /'baɪ,sɛps/ *n* a large muscle at the front of the upper arm

box office /'bɔ:ks ,ɑ: .fɪs/ *n* a measure of how popular and financially successful a film or actor is

brave /'breɪv/ *adj* feeling or showing no fear

bridge /'brɪdʒ/ *n* a structure built over something, such as a river, so that people or vehicles can get across

briefly /'bri:fli/ *adv* in only a few words

bright /'braɪt/ *adj* producing a lot of light

British /'brɪtɪʃ/ *adj* of or relating to Great Britain and especially England

broadcast /'brɔ:d,kæst/ *n* a radio or television program

brush /'brʌʃ/ *v* to clean or smooth something with a brush

bulb /'bʌlb/ *n* a part that has a rounded shape

bully /'bʊli/ *v* to frighten, hurt, or threaten

C

calorie /'kæl.ə.i/ *n* a unit of heat used to indicate the amount of energy that foods will produce in the human body

cans /'kæn/ *n* a closed metal container that is usually shaped like a cylinder and that holds food or drink

carry /'keri/ *v* to move something while holding and supporting it

celebration /,sɛlə'breɪʃən/ *n* a party or other special event that you have for an important occasion, holiday, etc.

ceremony /'serə,məʊni/ *n* a formal act or event that is a part of a social or religious occasion

channel /'tʃæni/ *n* a television or radio station

character /'kerɪktə/ *n* a person who appears in a story, book, play, movie, or television show

charitable /'tʃerətəbəl/ *adj* done or designed to help people who are poor, sick, etc.

cheap /'tʃi:p/ *adj* not costing a lot of money

cheek /'tʃi:k/ *n* the part of the face that is below the eye and to the side of the nose and mouth

chest /'tʃɛst/ *n* the front part of the body between the neck and the stomach

climb /'klaɪm/ *v* to move or go up something using your feet and often your hands

clipping /'klɪpɪŋ/ *n* a small piece that has been cut off of something

clobber /'klɒ:bə/ *v* to hit someone very hard

collapse /'kə'læps/ *n* a situation in which something suddenly breaks apart and falls down

confident /'kɒ:nfədənt/ *adj* having a feeling or belief that you can do something well or succeed at something

consumption /kən'sʌmpʃən/ *n* the act of eating or drinking something

context /'kɒ:n,tɛkst/ *n* the words that are used with a certain word or phrase and that help to explain its meaning

contrast /kən'træst/ *v* to compare two people or things to show how they are different

conversational /,kɒ:nvə'seɪʃənəl/ *adj* relating to or suggesting informal talk

courteous /'kɜ:tɪ.əs/ *adj* polite and showing respect

cousin /'kʌzən/ *n* a child of your uncle or aunt

crash /'kræʃ/ *n* an accident in which a vehicle is seriously damaged or destroyed by hitting something

cup /'kʌp/ *n* a small round container that often has a handle and that is used for drinking liquids

cut outs /'kʌt,aʊt/ *n* a shape or picture that is cut from a piece of paper, cardboard, etc.

D

damn /'dæm/ *adj* used to show that you are angry, annoyed, surprised, etc.

darling /'dɑ:əlɪŋ/ *n* a person you love very much

debate /dɪ'beɪt/ *n* a discussion between people in which they express different opinions about something

delegate /'dɛlɪgət/ *n* a person who is chosen or elected to vote or act for others

develop /dɪ'veləp/ *v* to cause something to grow, become bigger, or more advanced

diplomacy /dɪ'pləʊməsi/ *n* the work of maintaining good relations between the governments of different countries

disaster /dɪ'zæstə/ *n* something, such as a flood, tornado, fire, plane crash, etc., that happens suddenly and causes much suffering or loss to many people

discover /dɪ'skʌvə/ *v* to see, find, or become aware of something for the first time

discursive /dɪ'skɜ:sɪv/ *adj* talking or writing about many different things in a way that is not highly organized

dish /'dɪʃ/ *n* something that is shaped like a shallow bowl

disorder /dɪs'ɔ:ədə/ *n* a confused or messy state

dispose /dɪ'spəʊz/ *v* to cause someone to be likely to do or have something

ditch /'dɪtʃ/ *n* a long narrow hole that is dug along a road, field, etc., and used to hold or move water

diverse /daɪ'vərs/ *adj* different from each other

dramatic /drə'mætrɪk/ *adj* sudden and extreme

draw /'draʊ/ *v* to make (a picture, image, etc.) by making lines on a surface especially with a pencil, pen, marker, chalk, etc., but not usually with paint

drown /'draʊn/ *v* to die by being underwater too long and unable to breathe

dust /'dʌst/ *n* fine dry powder that builds up inside buildings on surfaces that have not recently been cleaned

DVD player /,di-vi'di'pleɪ·ər/ *n* machine that produces movies, sounds, or pictures

E

earthquake /'əθ,kweɪk/ *n* a shaking of a part of the Earth's surface that often causes great damage

edge /'ɛdʒ/ *n* the line or part where an object or area begins or ends

effective /ɪ'fektɪv/ *adj* producing a result that is wanted: having an intended effect

effort /'ɛfərt/ *n* work done by the mind or body

electron /ɪ'lek,tra:z/ *n* a very small particle of matter that has a negative charge of electricity and that travels around the nucleus of an atom

emit /i'mɪt/ *v* to send light, energy, etc. out from a source

endless /'ɛndləs/ *adj* having no end

endurance /ɪn'dʊr.əns/ *n* the ability to do something difficult for a long time

enjoy /ɪn'dʒɔɪ/ *v* to take pleasure in something

enough /ɪ'nʌf/ *adj* equal to what is needed

etiquette /'ɛtɪkət/ *n* the rules indicating the proper and polite way to behave

evacuation zone /ɪ,vækjə'weɪʃən 'zəʊn/ *n* place where people move from a dangerous place

evening /'i:vniŋ/ *n* the last part of the day and early part of the night

excerpt /'ɛk,səpt/ *n* a small part of a longer written work

excited /ɪk'saɪtəd/ *adj* very enthusiastic and eager about something

exercise /'ɛksə,saɪz/ *n* physical activity that is done in order to become stronger and healthier

eye opening /'aɪ,ɔʊp.nɪŋ/ *adj* surprising, and teaching you new facts about life, people, etc.

F

fail /'feɪl/ *v* to not succeed

faithless /'feɪθləs/ *adj* not able to be trusted

feelings /'fi:liŋ/ *n* an emotional state or reaction

fidget /'fɪdʒət/ *v* to make a lot of small movements because you are nervous, bored, etc.

filament /'fɪləmənt/ *n* a thin thread or hair

firework /'faɪə,wɜ:k/ *n* a small device that explodes to make a display of light and noise

flashlight /'flæʃ,laɪt/ *n* a small electric light that can be carried in your hand and that runs on batteries

flexibility /,flek·sə'bɪl·ɪ·tɪ/ *n* the quality of being able to change or be changed easily according to the situation

flexor /'flek.sə/ *n* a muscle that flexes or bends a part of the body

flood /'flʌd/ *n* a large amount of water covering an area of land that is usually dry

flutter /'flʌtə/ *v* to move with quick, light movements

foil /'fɔɪəl/ *n* a very thin and light sheet of metal

fool /'fu:l/ *n* a person who lacks good sense or judgment

frankly /'fræŋkli/ *adv* in an honest and direct way

fresh water /'freʃ'wa:tə/ *adj* living in or containing water that is not salty

friend /'frɛnd/ *n* a person who you like and enjoy being with

friendly /'frɛndli/ *adj* acting like a friend

frightened /'fraɪ.tənd/ *adj* feeling fear or worry

front /'frʌnt/ *n* the forward part or surface of something : the part of something that is seen first

further /'fəðə/ *adv* to or at a more distant place or time

furthermore /'fəðə.moə/ *adv* in addition to what has been said

G

generation /,dʒɛnə'reɪʃən/ *n* a group of people born and living during the same time

gentleman /'dʒɛntlmən/ *n* a man who treats other people in a proper and polite way

glacier /'glɛɪ·fər/ *n* a very large area of ice that moves slowly down a slope or valley or over a wide area of land

glue-dots /gluː dɑ:t/ *n* a sticky round circle

glue-tape /gluː teɪp/ *n* sticky thin plastic in a long, narrow strip

grandparent /'grænd,perənt/ *n* a parent of your father or mother

greet /'gri:t/ *v* to meet someone who has just arrived with usually friendly and polite words and actions

grief /'gri:f/ *n* deep sadness caused especially by someone's death

ground /'graʊnd/ *n* the surface of the earth

guest /'gɛst/ *n* a person who is invited to visit or stay in someone's home

H

health /helθ/ *n* the condition of being well or free from disease

hellish /'helɪʃ/ *adj* very bad, unpleasant, or shocking

hilarious /hɪ'lerɪjəs/ *adj* very funny

homemade /'həʊm'meɪd/ *adj* made in the home and not in a factory, store, etc.

hose /'həʊz/ *n* a long, usually rubber tube that liquids or gases can flow through

hospitality /,hɔ:spə'tæləti/ *n* generous and friendly treatment of visitors and guests

however /həʊ'evə/ *adv* used when you are saying something that is different from or contrasts with a previous statement

human race /,hju:mən 'reɪs/ *n* all the people in the world, considered as a group

I

ice cap /'aɪs ,kæp/ *n* a very large and thick sheet of ice that covers the North Pole, the South Pole, or another region

image /'ɪmɪdʒ/ *n* a picture that is produced by a camera, artist, mirror, etc.

immense /ɪ'mɛns/ *adj* very great in size or amount

impatient /ɪm'peɪʃənt/ *adj* not willing to wait for something or someone

impolite /,ɪmpə'lɑɪt/ *adj* not polite

increase /ɪn'kri:s/ *n* the act of becoming larger or of making something larger or greater in size, amount, number, etc.

independent /,ɪndə'pɛndənt/ *adj* not dependent

indoors /,ɪn'dɔ:ɪr/ *adj* existing inside a building

inert /,ɪn'ɜ:t/ *adj* not moving or not able to move

instead /ɪn'stɛd/ *adv* used to say that one thing is done or that one thing or person is chosen when another is not chosen, cannot be done, etc.

intake /'ɪn,teɪk/ *n* the amount of something, such as food or drink, that is taken into your body

involve /ɪn'vɔ:lv/ *v* to have or include someone or something as a part of something

J

joke /'dʒoʊk/ *n* something said or done to cause laughter

L

label /'leɪbəl/ *n* a piece of paper, cloth, or similar material that is attached to something to identify or describe it

lace-up /'leɪs,ʌp/ *v* to fasten a shoe or boot by tying a lace

landslide /'lænd,slaɪd/ *n* a large mass of rocks and earth that suddenly and quickly moves down the side of a mountain or hill

laptop /'læp,tɔ:p/ *n* a small computer that is designed to be easily carried

laugh /læf/ *v* to show that you are happy or that you think something is funny by smiling and making a sound from your throat

lawnmower /'lɑ:n,məʊ.ə/ *n* a machine used for cutting grass

layer /'leɪə/ *n* an amount of something that is spread over an area

lead /'li:d/ *v* to lie or go in a specified direction

leadership /'li:də,ʃɪp/ *n* a position as a leader of a group, organization, etc.

leaflet /'li:flət/ *n* a printed and often folded sheet of paper that is usually given to people for no cost

lift /'lɪft/ *v* to move something or someone to a higher position

litter /'lɪtə/ *n* things that have been thrown away and that are lying on the ground in a public place

lose /'lu:z/ *v* to be unable to find something or someone

lovely /'lʌvli/ *adj* attractive or beautiful especially in a graceful way

luckily /'lʌkəli/ *adv* used to say that something good or lucky has happened

lunch /'lʌntʃ/ *n* a light meal eaten in the middle of the day

M

manners /'mæn·ərz/ *n* ways of behaving toward people, esp. ways that are socially correct and show respect for their comfort and their feelings

meal /'mi:l/ *n* the foods eaten or prepared for eating at one time

meeting /'mi:tɪŋ/ *n* a gathering of people for a particular purpose

melted /'mel.tɪd/ *adj* having turned soft or into a liquid

metal /'metl/ *n* a substance that usually has a shiny appearance, is a good conductor of electricity and heat

miss /'mɪs/ *v* to fail to hit, catch, reach, to be present

misunderstanding /,mɪs,ʌndə'stændɪŋ/ *n* a failure to understand something

mobile phone /,məʊ·bəl 'fəʊn/ *n* a phone that you can carry everywhere with you

modest /'mɔ:dəst/ *adj* not very large in size or amount

moist towelettes /mɔɪst ,taʊə'let/ *n* small square of wet paper used for cleaning your face and hands

monologue /'mɔ:nə,lɔ:g/ *n* a long speech given by a character in a story, movie, play, etc., or by a performer

motorbike /'məʊtə,bɑɪk/ *n* a small motorcycle

muscles /'mʌsəl/ *n* a body tissue that can contract and produce movement

muscular /'mʌskjələ/ *adj* of or relating to muscles

N

nationality /,næʃə'næləti/ *n* a group of people who share the same history, traditions, and language, and who usually live together in a particular country

need /'ni:d/ *v* to be in a condition or situation in which you must have something

negotiate /nɪ'gəʊʃi,eɪt/ *v* to discuss something formally in order to make an agreement

nightmare /'naɪt,meə/ *n* a dream that frightens a sleeping person

noble /'nəʊbəl/ *adj* having, showing, or coming from personal qualities that people admire

nod /'nɔ:d/ *v* to move your head up and down as a way of answering "yes" or of showing agreement, understanding, or approval

nonsense /'nɔ:n,sens/ *n* words or ideas that are foolish or untrue

nozzle /'nɔ:zəl/ *n* a short tube that is put on the end of a hose or pipe to control the way a liquid or gas flows out

□

obesity /ou'bizsəti/ *n* the fact of being extremely fat, in a way that is dangerous for health

offer /'ɔ:fə/ *v* to give someone the opportunity to accept or take something

oppose /ə'pəʊz/ *v* to disagree with or disapprove of

outrageous /aut'reɪdʒəs/ *adj* very bad or wrong in a way that causes anger

overstay /,əʊvə'steɪ/ *v* to stay longer than you are expected or allowed to stay

□

packet /'pækət/ *n* a small, thin package

paleontology /,peɪli,ɔ:n'tɔ:lədʒi/ *n* the science that deals with the fossils of animals and plants that lived very long ago especially in the time of dinosaurs

perform /pə'fɔ:m/ *v* to do an action or activity that usually requires training or skill

photo shoot /'fəʊtəʊ 'ʃu:t/ *n* an occasion when a professional photographer takes pictures of someone famous for use in a magazine or for some other purpose

photon /'fəʊ,tɔ:n/ *n* a tiny particle of light or electromagnetic radiation

picture /'pɪktʃə/ *n* a painting, drawing, or photograph of someone or something

politician /,pɔ:lə'tɪʃən/ *n* someone who is active in government usually as an elected official

population /,pɔ:pjə'leɪʃən/ *n* the number of people who live in a place

pound /'paʊnd/ *n* a unit of weight that is equal to 16 ounces or 0.4536 kilograms

powerful /'paʊəfəl/ *adj* having the ability to control or influence people or things

practical /'præktɪkəl/ *adj* relating to what is real rather than to what is possible or imagined

precious /'preʃəs/ *adj* very valuable or important

premiere /prɪ'miə/ *n* the first time a film, play, television show, etc., is shown or performed

prevent /prɪ'vent/ *v* to stop something from happening or existing

printer /'prɪntə/ *n* a machine that is used for printing documents, photographs, etc.

protector /prə'tektə/ *n* a person or thing that protects someone or something

provide /prə'vaɪd/ *v* to make something available

pursuit /pə'suɪt/ *n* the act of pursuing someone or something

queue /'kju:z/ *n* a line of people who are waiting for something

quite /'kwɑɪt/ *adv* to a very noticeable degree or extent

□

raindrop /'reɪn,dra:p/ *n* a single drop of rain

receiver /rɪ'si:və/ *n* a piece of equipment that changes radio and television signals into sounds and pictures

recruit /rɪ'kru:t/ *v* to find suitable people and get them to join a company, an organization, the armed forces, etc.

recur /rɪ'kæ:/ *v* to happen or appear again
refuse /rɪ'fju:z/ *v* to say that you will not accept
relationship /rɪ'leɪʃən,ʃɪp/ *n* the way in which two or more people, groups, countries, etc., talk to, behave toward, and deal with each other
reliable /rɪ'lajəbəl/ *adj* able to be trusted to do or provide what is needed
require /rɪ'kwajə:/ *v* to need something
resource /'ri:soʊs/ *n* something that a country has and can use to increase its wealth
respectful /rɪ'spektfəl/ *adj* showing or having respect
restroom /'rest,ru:m/ *n* a room in a public place with a sink and toilet
reuse /ri'ju:z/ *v* to use something again
reward /rɪ'wɔ:d/ *n* money or another kind of payment that is given or received for something that has been done or that is offered for something that might be done
richness /'rɪtʃ.nəs/ *n* the quality of having a lot of something that is valuable or interesting
rip /'rɪp/ *v* to tear, split, or open something quickly or violently
roommate /'ru:m,meɪt/ *n* a person who shares a room, apartment, or house with someone else
run off /'rʌn,ɔ:f/ *v* to leave somewhere or someone suddenly

S

safety zone /'seɪf.ti 'zoun/ *n* safe place
sale /'seɪl/ *n* the total amount of money that a business receives from selling goods or services
satellite /'sætə,lart/ *n* an object that moves around a much larger planet

scarcity /'skeə.səti/ *n* a very small supply
schedule /'ske.dʒu:l/ *n* a plan of things that will be done and the times when they will be done
scrapbook /'skræp,bʊk/ *n* a book with blank pages to which you attach photographs, letters, newspaper stories, etc., that help you remember a person or time
seatbelt /'si:t ,belt/ *n* a strap on a vehicle's seat that holds a person in the seat if there is an accident
secretary /'sekɹə,teri/ *n* a person whose job is to handle records, letters, etc., for another person in an office
secretive /'si:krətɪv/ *adj* not letting people see or know what you are doing or thinking
sensible /'sen.sə.bəl/ *adj* having or showing good sense or judgment
sensitive /'sensətɪv/ *adj* easily upset by the things that people think or say about you
seriously /'sɪrɪjəsli/ *adv* in a serious way
shelter /'ʃeltə:/ *n* a structure that covers or protects people or things
shout /'ʃaʊt/ *v* to say something very loudly
show up /'ʃou 'ʌp/ *v* arrive somewhere in order to join a group of people, especially late or unexpectedly
shuffle /'ʃʌfəl/ *v* to slide your feet along the ground or back and forth without lifting them completely
sidewalk /'saɪd,wɑ:k/ *n* a usually concrete path along the side of a street for people to walk on
significantly /sɪg'nɪfɪkəntli/ *adv* in a way that is large or important enough to be noticed or have an effect
simulation /,sɪmjə'leɪʃən/ *n* something that is made to look, feel, or behave like something else especially so that it can be studied or used to train people
sink /'sɪŋk/ *v* to go down below the surface of water, mud, etc.
slap /'slæp/ *v* to hit someone or something with the front or back of your open hand

sneaker /'sni:kə/ *n* a shoe with a rubber sole that is designed for people to wear while running, playing sports, etc.

social media /,səʊ.ʃəl 'mi:di.ə/ *n* forms of electronic communication through which people create online communities to share information, ideas, personal messages, etc.

software /'sɔ:ft,weə/ *n* the programs that run on a computer and perform certain functions

soliloquy /sə'lɪləkwɪ/ *n* a long, usually serious speech that a character in a play makes to an audience and that reveals the character's thoughts

source /'səʊs/ *n* someone or something that provides what is wanted or needed

spare /'speə/ *adj* kept as something extra that can be used if it is needed

speaker /'spi:kə/ *n* the part of a radio, television, computer, etc., that changes electric signals into sound

speech /'spi:tʃ/ *n* a spoken expression of ideas, opinions, etc., that is made by someone who is speaking in front of a group of people

spool /'spu:l/ *n* a round object that is made to have something

stand /'stænd/ *v* to be in an upright position with all of your weight on your feet

statistics /stə'tɪstɪk/ *n* a number that represents a piece of information

stereotypes /'sterɪjə,tʌɪp/ *n* an often unfair and untrue belief that many people have about all people or things with a particular characteristic

stick /'stɪk/ *n* a long piece of something that is usually wrapped in paper, plastic, etc.

store /'stoə/ *v* to put something that is not being used in a place where it is available, where it can be kept safely, etc.

stretch /'stretʃ/ *v* to make something wider or longer by pulling it

suit /'su:t/ *n* a set of clothes that usually consists of a jacket and a skirt or pair of pants that are made out of the same material

supply /sə'plaɪ/ *n* the amount of something that is available to be used

support /sə'pəʊt/ *v* to agree with or approve of someone or something

surprising /sə'praɪzɪŋ/ *adj* unexpected or unusual

sustain /sə'steɪn/ *v* to provide what is needed for something or someone to exist, continue, etc.

T

teamwork /'ti:m,wə:k/ *n* the work done by people who work together as a team to do something

television /'telə,vɪʒən/ *n* an electronic system of sending images and sounds by a wire or through space

terrace /'terəs/ *n* a flat area created on the side of a hill and used especially for growing crops

text box /tekst bɔ:ks/ *n* a square that contains text

thoroughly /'θɜ:r·ə·li/ *adv* very carefully

thoughtful /'θɔ:tfəl/ *n* serious and quiet because you are thinking

thread /'θred/ *n* a long, thin piece of cotton, silk, etc.

through /'θru:/ *prep* into one side and out the other side of something

thumb /θʌm/ *n* the short, thick finger on the side of your hand

thunderstorm /'θʌndə,stoə:m/ *n* a storm with lightning and thunder

tool /'tu:l/ *n* something that helps to get or achieve something

towel /'taʊəl/ *n* a piece of cloth used for drying things

translator /'trænz,leɪtə/ *n* a person who changes words written in one language into a different language

trash /'træʃ/ *n* things that are no longer useful or wanted and that have been thrown away

tray /'treɪ/ *n* a thin, flat, and often rectangular piece of plastic, metal, wood, etc., that has a low rim and that is used for carrying things

tremor /'tremə-/ *n* a shaking movement of the ground before or after an earthquake

triceps /'traɪ,seɪps/ *n* a large muscle along the back of the upper arm

tsunami /sʊ'nɑ:mi/ *n* a very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land

tungsten /'tʌŋstən/ *n* a hard metal that is used to make the thin wire in light bulbs and to harden other metals

twist /'twɪst/ *v* to bend or turn something in order to change its shape

typhoon /taɪ'fu:n/ *n* an extremely large, powerful, and destructive storm that occurs especially in the region of the Philippines or the China Sea

U

uncle /'ʌŋkəl/ *n* the brother of your father or mother or the husband of your aunt

understand /,ʌndə'stænd/ *v* to know the meaning of something

unfortunately /,ʌn'foətʃənətli/ *adv* used to say that something bad or unlucky has happened

unknown /,ʌn'nəʊn/ *adj* not known

unsurprising /,ʌnsə'praɪzɪŋ/ *adj* not causing surprise because you expected it

V

valve /'vælv/ *n* a mechanical device that controls the flow of liquid, gas, etc., by opening and closing

vermin /'vɜ:mən/ *n* small insects and animals, such as fleas or mice, that are sometimes harmful to plants or other animals and that are difficult to get rid of

verse /'vɜ:s/ *n* writing in which words are arranged in a rhythmic pattern

W

watercolor /'wɑ:tə,kɒ:lə-/ *n* a type of paint that is mixed with water

wave /'weɪv/ *v* to move your hand or something held in your hand usually in a repeated motion in order to signal or greet someone

wear /'weə-/ *v* to use or have something as clothing

whether /'weðə-/ *conj* if, or not

whistle /'wɪsəl/ *n* a small device that makes a very high and loud sound when a person blows air through it

window /'wɪndəʊ/ *n* an opening in a wall, door, etc., that usually contains a sheet of glass

wire /'waɪə-/ *n* a thin, flexible thread of metal

without /wɪ'ðaʊt/ *prep* not having or including

wonder /'wʌndə-/ *n* a feeling caused by seeing something that is very surprising, beautiful, amazing, etc.

workout /'wɜ:k,aʊt/ *n* a period of physical exercise that you do in order to improve your fitness, ability, or performance

worse /'wɜ:s/ *adj* lower in quality

wrap /'ræp/ *v* to cover something by winding or folding a piece of material around it

Z

zipper /'zɪpə-/ *n* a device made of two rows of metal or plastic teeth and another piece that slides over the teeth to make them fit together or come apart and that is used to fasten clothing, open or close bags, etc.

Assessment Unit 1

Name: _____

Score: _____/50

- 1 Read the text about a Buddhist coming-of-age ceremony and answer the questions with full sentences. (____/5 points)

My name is Mee Noi, and I live in Thailand. I have just finished my Shinbyu, which is a very long ceremony that monks complete before they turn 20. In July, there was a procession through the streets. I had to wear special clothes and ride a horse. The horse kept stopping to eat the food in the markets we passed! When I got to the temple, we had a big feast. After that, the monks shaved my head and changed me into white robes. It was really cold at the temple. I prayed, meditated, and didn't eat food between midday and sunrise the next day. My Shinbyu will finish in October.

a. At what age do monks complete Shinbyu?

b. What time of year does the Shinbyu start?

c. What did Mee Noi's horse do?

d. What happened to Mee Noi at the temple?

e. What did Mee Noi do at the temple?

- 2 Fill in the table for Mee Noi's Shinbyu ceremony. Try to use as much detail as possible. (____/5 points)

Special Event	
Type of event	
Time	
Place	
People	
Activities	

3 Match the celebration or ceremony to the definition. (___/5 points)

- a. Shinbyu ___ A Buddhist ceremony for young monks.
- b. Sweet Sixteen ___ A Jewish ceremony that takes place in a synagogue.
- c. Quinceañera ___ A ceremony you have when you have finished your degree.
- d. Bar Mitzvah ___ A birthday party for girls of a certain age in Mexico and Latin America.
- e. Graduation ___ A birthday party for girls of a certain age in the USA.

4 Put the questions in the correct order. Then match them to the answers below.

(___/10 points)

- a. your How Sweet was Sixteen? _____
- b. wear you What did? _____
- c. it for Who bought you? _____
- d. go did you Where? _____
- e. music How was the? _____

___ I wore a purple dress.

___ We went for a photoshoot in the park, and then we went to the party.

___ It was great!

___ The DJ played my favorite songs.

___ My grandma.

5 Fill in the gaps in the anecdote with the correct form of the verb in parentheses.

(___/10 points)

Last weekend, it was my *quinceañera*. It was amazing! In the morning, we a) _____ (go) to the church. All my family were there, including my grandma who is 97! I b) _____ (not think) she would come. When we finished in the church, I c) _____ (give) my younger sister my favorite teddy bear, but she d) _____ (not want) it! She e) _____ (cry) all the way to where the party was. Once we were at the party, all my friends f) _____ (arrive). I g) _____ (choose) my very best friends to be my *damas* and *chambelanes*. The party was really fun, but something really funny happened when my dad h) _____ (come) to change my shoes. He had to take off my flat shoes and put on high heels, but they i) _____ (not fit)! Luckily, my family and friends all j) _____ (find) it funny – and so did I!

6 Think of an important event you went to recently. Write a short anecdote about the event.

(___/10 points)

Make sure you include who, what, when, and where.

Assessment Unit 2

Name: _____

Score: _____/50

- 1 Read the text about another country and write the answers with full sentences. (____/10 points)

Hi Madison,
How are you? I'm on vacation in Buenos Aires, Argentina! Let me tell you all about it. Unlike in the United States, there is not a lot of variety for breakfast here. People usually have bread (like a croissant) and a coffee. Just as at home, dinner is heavy. But in contrast to us, they eat around 10–11 at night! Argentina is famous for its steak, but it also has a lot of pasta and pizza. We have these foods too, but here they like to put olives and eggs on everything—even pizza. Now I'm hungry, I have to go.
Bye,
Valerie

- a. What kind of text is this?

- b. What does the text suggest about breakfast in the US?

- c. How is dinner in Argentina similar to dinner in the US?

- d. How is dinner in Argentina different from dinner in the US?

- e. What unusual ingredients do they put on pizza in Argentina?

- 2 Categorize the connectors according to their purpose. (____/6 points)

different from in contrast just like unlike likewise similar to

Comparing	Contrasting

- 3 Use connectors from the previous exercise to complete the sentences. (____/3 points)

- a. The animals in Africa are very _____ those of North America.
- b. _____ to popular belief, Alaska gets warm in the summer.
- c. Mexican tacos are _____ Turkish kebabs—they both consist of meat inside a flat bread or tortilla.
- d. The Chinese drink tea. _____, the English drink tea.

4 Match the words with their definitions. (___/5 points)

etiquette integrate stereotype hug communication

- a. _____ a common belief about a group of people
- b. _____ to put your arms around someone
- c. _____ to combine together
- d. _____ rules telling you how to behave
- e. _____ how humans interact with each other

5 Mark where the adverbs of frequency should go in the sentences. (___/2 points).

Ex: I ▲ refuse to try a country's food. (never)

- a. He is polite when travelling. (always)
- b. In England, people eat hot and spicy food. (sometimes)
- c. In some countries, people are late to appointments. (often)
- d. In the Middle East, people pay the full price in markets. (rarely)

6 Underline the correct adverb of frequency to complete the sentences. (___/3 points)

- a. You should *never/always* greet people with your right hand in India—the left one is considered unclean.
- b. You can *always/sometimes* find cheap flights to New York, if you are lucky.
- c. People *rarely/usually* eat cheese in Japan. It is very expensive.
- d. People *rarely/usually* eat dinner late in Spain—around 10 p.m.
- e. When visiting a friend in China, you should *sometimes/never* finish all the food on your plate—if you do, the host thinks you didn't get enough food.
- f. How *usually/often* do French people take vacations?

7 Write an email to a friend comparing your home to a place you know about.

(___/15 points)

This can be a place you visited, saw on TV, or even a fictional place. Include connectors of contrast and comparison.

Name: _____

Score: _____/50

1 Read the text about how to prepare for a disaster and answer the questions with full sentences. (____/10 points)

Are you prepared?

Disasters are not very common, but do you know what to do? If you don't, follow these three simple steps and you'll be ready for anything!

Step 1: Choose a place for your family to meet outside the house like a park so that you always have a safe place to find each other.

Step 2: Make a kit with water, food, a flashlight, key documents, and other supplies.

Step 3: It is essential that you are aware of the emergency procedures at school, so you know exactly what to do in a disaster.



a. What is the text for?

b. What do you do to make sure your family can find each other?

c. What is a good place to meet in an emergency?

d. What should an emergency kit have?

e. What do you need to be aware of?

2 Complete the following advice regarding emergency situations using the correct form of the verb in parentheses. (____/10 points)

If there is an emergency, 1) _____ (follow) the teacher's instructions.

2) _____ (no run) if you 3) _____ (hear) the fire or

earthquake alarm. 4) _____ (walk) calmly to the meeting point. When you

are outside, 5) _____ (sit) on the floor and 6) _____

(wait) for instructions. If a teacher 7) _____ (tell) you something,

8) _____ (listen) so that you 9) _____ (stay) safe.

10) _____ (no behave) badly in an emergency.

3 Match the words in the box with the definitions. (___/5 points)

- | | | |
|--------------------|-----|--|
| a. aftershock | ___ | A movement of the earth. |
| b. evacuation zone | ___ | A small light that uses battery power. |
| c. flashlight | ___ | Important resources/things you need. |
| d. landslides | ___ | A type of tremor that comes after a bigger earthquake. |
| e. safety zone | ___ | A large wave caused by an earthquake. |
| f. spare clothes | ___ | A safe area next to a wall. |
| g. supplies | ___ | A safe area outside to evacuate to after a disaster. |
| h. tremor | ___ | A dangerous tropical storm. |
| i. typhoon | ___ | A large movement of rock or earth. |
| j. tsunami | ___ | An extra set of clothing. |

4 Complete the sentences with the correct word from the box. (___/5 points)

so since therefore however it is important

- It is important to be prepared _____ you never know what is going to happen.
- _____ to remember where the evacuation zone is.
- I keep my passport with the emergency kit _____ I have it in a disaster.
- You can survive longer without food than without water. _____, make sure to have a supply of water ready in an emergency.
- Disasters can be scary if you are not expecting them. _____ if you are prepared, you can stay safe.

5 Underline the correct option to complete the following passage. (___/5 points)

- there is an emergency, there are lots of important things to consider.
 - do you have an emergency kit prepared?
 - discuss with your friends and family what you should do in different emergencies (earthquakes, floods etc.)
 - make sure you know where the emergency exits and the evacuation zones are.
 - stay calm. Disasters are not common and now you are completely prepared for what might happen.
- a. Before/First c. Next/Finally e. Finally/Before
b. Next/First d. Before/Then

6 Write an email to a friend who is visiting Mexico for the first time. (___/15 points)

Give them advice about precautions they can take to be safe in any disaster that may happen in Mexico.

Name: _____

Score: _____/50

- 1 Read the text about a 2018 news story and answer the questions with full sentences.
(____/10 points)

Football Team Trapped Underground

Thai soccer team found alive after 10 days lost in caves

By L. Lane

Chiang Rai, Thailand



Heavy rain is thought to be the cause of the team's problems.

The twelve boys between the ages of 11 and 16, and their coach had been missing for nine days when they were found. British divers Rick Stanton and John Volanthe discovered them as a part of a joint search party made up of Thailand's Navy, the United States military, and British divers. It is believed that they entered the dry cave on 23 June 2018, before being trapped there by a sudden rainfall. Plans are currently being made to rescue the team in the safest way possible.

- a. Where would you find a text like this?

- b. What happened?

- c. Who found the football team?

- d. How did they become trapped?

- e. When the article was written, what was being done to save them?

- 2 Identify the parts of the article above with the labels given below and label them with the correct letter. (____/5 points)

a. Body

c. Headline

e. Placeline

b. Byline

d. Photo Caption

3 Write five questions about the article in activity 1 using the prompts below.

(___/5 points)

a. (where/the players)

b. (who/search party)

c. (why/trapped)

d. (when/find)

e. (what/plan)

4 Complete the text with the correct form of the verbs in parentheses. (___/10 points)

Last night, a beloved dog named Blue Slipper 1) _____ (run) away from his owner. Members of the neighbourhood 2) _____ (form) a search party. The whole block 3) _____ (look) for him. Mrs. Sanders, the owner of the dog, said when she last 4) _____ (see) him, he 5) _____ (play) in the back garden like always. Suddenly, a loud noise from the house next door 6) _____ (scare) him and he 7) _____ (jump) over a fence. The search party 8) _____ (find) Blue Slipper in another garden on the same street. He 9) _____ (sleep) in the dog house in a garden across the street. He 10) _____ (look) extremely happy.

5 Match the headlines to the types of newspaper story. (___/5 points)

Science Entertainment International news Local news Sports

- a. New discovery made on the surface of the moon. _____
- b. Olympic star disappeared in late night party. _____
- c. Indian prime minister faces 15-year-prison sentence. _____
- d. Elementary school student in Guanajuato to get her PhD. _____
- e. Hollywood stars join together to raise money for cancer charity. _____

6 Read the instructions to write a news story. (___/15 points)

Think of an important event that happened last week. Write a story in the style of a newspaper. Make sure to structure it correctly and use the correct tenses.

Name: _____

Score: _____/50

- 1 Read the scene about two fairies below and answer the questions with full sentences. (____/5 points)

Puck and the Fairy

Act 1

Scene 1: The Magical Forest

(A fairy enters. She is running, she looks like she is being chased, but she is laughing. Then Puck, a male fairy, chases her onto the stage. He is laughing too, pretending to be evil. They are playing.)



FAIRY: Stop it, Puck! You are so silly!

PUCK: Yes, I am. But those humans are sillier. Always so busy with their school and their work.

(He has an idea.)

PUCK: I should play a trick on them...

(Puck suddenly runs off the stage followed by the fairy.)

- a. Which part of the play is this?

- b. What is the setting?

- c. Who are the characters?

- d. What is the genre of the play?

- e. What is the final stage direction?

- 2 Read *Puck and the Fairy* again and answer the questions below. (____/5 points)

- a. What events are taking place in this part of the story?

- b. Where does the scene take place?

- c. Who is in the scene?

- d. How do the previous scene, this scene, and the next scene link? (Imagine what you think the next scene will be)

- e. Why do the characters do what they do in this scene?

3 Below are some things that writers need to think about. Write the words in the box next to the questions below. (___/5 points)

connection characters purpose location scene

- a. What part of the story is this? _____
- b. Where does the scene take place? _____
- c. Who is in the scene? _____
- d. How do the previous scene, this scene, and the next scene link? _____
- e. Why do the characters do what they do in this scene? _____

4 Underline the correct option to complete the sentences. (___/10 points)

- a. Instructions telling the actors what to do are called *stage directions/novel*.
- b. The first *play/scene* in Macbeth has three witches.
- c. I knew I wanted that part when I read the *character description/setting*.
- d. Wow! It's a huge *cast/gang*. There are loads of actors in this play.
- e. There are two of us speaking—it's supposed to be a *monologue/dialogue*.
- f. The *setting/background* is an old, scary castle in Transylvania.
- g. It made me laugh so much—what a great *tragedy/comedy*!
- h. I sang all the way through that *drama/musical*.
- i. Jack the Ripper is the best *horror/detective* ever.
- j. *Romance/Opera* always has too much kissing for me!

5 Match the vocabulary with the definitions below. (___/10 points)

a. thoughtful b. impatient c. independent d. brave e. courteous
f. practical g. confident h. bullying i. sensible j. respectful

- | | |
|--|--|
| ___ being serious and adult | ___ not needing other people |
| ___ being sure and trusting yourself | ___ being organised and planning ahead |
| ___ being nice and polite | ___ not good at waiting |
| ___ someone who thinks a lot | ___ bothering someone and making them feel bad |
| ___ treating someone nicely and politely | ___ not being afraid |

6 Puck and the Fairy: Act 1, Scene 2 (___/15 points)

Write the next scene in the play *Puck and the Fairy*. Show what you know about how to structure a play and show your creativity in developing the story.

Name: _____

Score: _____/50

- 1 Read the text about a famous painter and inventor and answer the questions with full sentences. (____/10 points)



Leonardo da Vinci: Mad Scientist

Everyone knows the name Leonardo da Vinci.

An Italian artist born in the 15th century, he created the *Mona Lisa* and *The Last Supper*, and his famous drawing of *The Vitruvian Man* (pictured), but did you know he was a scientist?

In fact, *The Vitruvian Man* is not a piece of art at all, but a study in the proportions of the human body! He drew sketches of drills and tanks, and even of aircraft similar to planes and helicopters long before the discovery of electricity. Da Vinci was a genius half a millennium before his time.

a. When was da Vinci born?

b. In which country was da Vinci born?

c. What are two examples of da Vinci's art?

d. What was the purpose of *The Vitruvian Man*?

e. What futuristic inventions did he sketch?

- 2 Match the words in the box with the definitions below. (____/5 points)

label image arrow text box infographic

- a. _____ a visual way to present information
b. _____ indicates how the process flows
c. _____ describes a part of the machine process
d. _____ gives the name of a machine part
e. _____ illustrates the text graphically

3 Complete the process with the correct form of the verbs in parentheses.

(___/5 points)

How does a rocket work?

What happens when the air 1) _____ (escape) from a balloon? The air 2) _____ (go) one way and the balloon is 3) _____ (push) in the opposite direction.

Well, the science is the same in a rocket. The gas in a rocket is 4) _____ (ignite) and it 5) _____ (explode).

4 Complete the product chart with the correct titles in the box. (___/5 points)

Benefits Market Name Need Purpose

a. _____	Sat-Nav
b. _____	People used to get lost when they were driving, even if they had a map.
c. _____	Telling you where to go when you are in a car or another vehicle.
d. _____	Drivers and delivery people use it.
e. _____	It is easier to use than a paper map. You can have sound, which tells you the directions.

5 Underline the correct option to complete the sentences. (___/10 points)

- Phones were originally used to *making/make* calls, but now are mostly used for *checking/check* social media.
- Contact lenses are used to *helping/help* people see, but they can also be for *changing/change* the colour of people's eyes.
- Solar panels are used to *power/powering* calculators and streetlights today, but in the future, they will be used for *run/running* almost everything.
- The Internet is used to *do/doing* almost every kind of work today, and tomorrow maybe robots will be used for *do/doing* more dangerous jobs
- You should use a pencil to *draw/drawing* and a pen for *write/writing*.

6 Read the instructions to write an description of a machine. (___/15 points)

Think of a machine that you know well and write a short description of how it works. If you don't know the technical vocabulary, it is not a problem. Just use words you know.

Name: _____

Score: _____/50

1 Read the text about complaints and answer the questions with full sentences.
(____/10 points)

Making a Complaint

When was the last time you made a complaint? What was it about? Maybe you bought something that fell apart. Maybe there was a fly in your soup. If you have to make a complaint, these are the steps to follow:

1. **Be polite.** This is the best way to get a positive reaction.
2. **Stay calm.** If the person you are complaining to is rude, stay calm and ask to speak to the manager.
3. **Be clear.** Make sure you can describe the problem and that you know how to solve it. Then you may come to an agreement more quickly.

Remember that complaining is a difficult skill in any language!



a. What might you complain about in a restaurant?

b. Why is it a good idea to be polite?

c. What should you do if someone does not respond to your complaint or is rude?

d. How can you come to an agreement more quickly?

e. In what way is complaining similar in any language?

2 Number the parts of a complaint conversation in order. (____/5 points)

____ Say thank you and goodbye.

____ Ask for details.

____ Offer a solution.

____ Accept solution.

1_ State the problem.

____ Provide details.

3 Match the expressions with the parts of a conversation from activity 2. (____/6 points)

a. The problem is that it is broken. ____

d. How did it break? ____

b. It won't turn on. ____

e. Yes, I'd like my money back. ____

c. Would you like your money back? ____

f. That's all, thanks. Goodbye. ____

4 Unscramble the expressions to complete the chat. (___/5 points)

- a. me / wonder / I / help / if / can / you d. this / you / me / fix / how / can / help
b. that / you / me / let / help /with e. a / you / we / happily / replacement / will / give
c. I / sorry / say / have / am / to / to / this

[2.05] John: Welcome to Gaggle Live Chat.

[2.06] Mary: a. _____
_____ with my smart phone.

[2.06] John: Of course. b. _____

[2.07] Mary: c. _____ but it won't switch
on properly. d. _____

[2.08] John: Do you have the receipt?

[2.09] Mary: Yes.

[2.09] John: Take it to your local Gaggle store. e. _____

5 Complete the expressions with one word. (___/5 points)

- a. _____ me explain. d. What I _____ is that...
b. I'm not _____ I follow you. e. I'm not sure _____ you mean.
c. _____ me?

6 Underline the correct definition for the words and phrases below. (___/4 points)

- a. make a complaint
1) To say or write that you are unhappy 2) To talk to customer services
b. technical support
1) To provide a specific part of a product 2) To give specialized help
c. receipt
1) A statement for a received product 2) A statement that a product won't break
d. replacement
1) A promise to give money back 2) A thing that substitutes something else

7 Read the instructions to write a chat complaint. (___/15 points)

Write a short chat between you and a customer service representative about a problem you have with a product. Include each step of the complaints process.

Name: _____

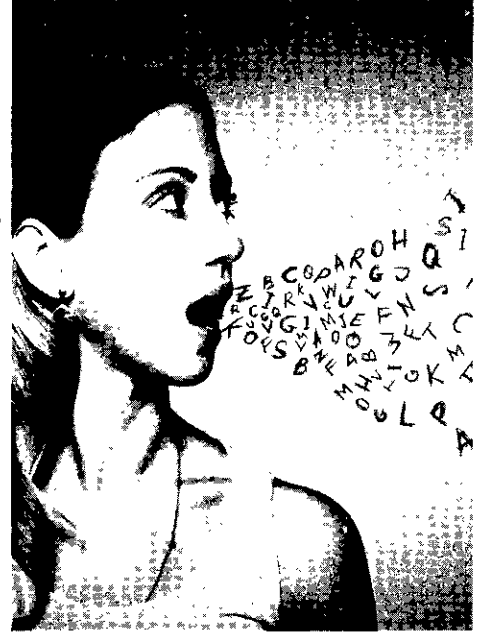
Score: _____/50

1 Read the text about monologues and answer the questions with full sentences.
(____/10 points)

Inner Thoughts

Scriptwriters and authors often write monologues for characters to express their inner thoughts. "Monologue" comes from the Greek words *monos*, which means alone, and *logos*, which means speech. Therefore, the word literally means "to speak alone." In literature or drama, a monologue is an extended speech by one person.

People also use monologues in everyday life. For example, someone may have a problem and "talk it over" in their head to better understand it. This is called an internal monologue. If you were to talk over a problem with another person, this would be called a dialogue. A dialogue is an exchange of thoughts and ideas between two or more people.



a. Why do scriptwriters give their characters monologues?

b. Where does the word "monologue" come from and what does it mean?

c. What form does a monologue take in drama?

d. How can internal monologues help people?

e. How is a dialogue different to a monologue?

2 Read the monologue and write what the topic, audience, and purpose are. (____/6 points)

NARRATOR: Once upon a time, in the middle of France, a handsome prince lived in a castle full of beautiful things. But this prince was not happy. In fact, he was a cruel man who took money from his people.

a. Topic: _____

b. Audience: _____

c. Purpose: _____

3 Read the monologue and write the US equivalents. (___/10 points)

I had a terrible day yesterday! First, I missed the bus. I ran out of my 1) flat and down the 2) pavement, but the bus was leaving the stop when I got there. Eventually another bus came. Then someone spilled their coffee over my 3) trousers and 4) trainers. So, when I got to work, I went to the 5) toilet to clean up, but I couldn't get clean. After work, I went to that 6) shop on High Street and got some new clothes. When I got home I decided to watch a 7) film. I was ready with some 8) biscuits and 9) sweets, but then the TV broke down! I've had enough. I think I need a 10) holiday!

- 1) _____ 4) _____ 7) _____ 10) _____
2) _____ 5) _____ 8) _____
3) _____ 6) _____ 9) _____

4 Match the expressions to the reasons a speaker would use them. (___/4 points)

- | | |
|------------------------|----------------------------------|
| a. anyway | _____ remembering what to say |
| b. err | _____ pausing to think |
| c. What happened then? | _____ asking yourself a question |
| d. Oh yes | _____ changing the subject |

5 Complete the tips with the words in the box. (___/5 points)

mistakes fillers practice messages communication

- a. Use _____ to indicate pauses or change the subject.
b. Don't worry about making _____.
c. _____ makes perfect!
d. Don't focus on grammar but more on _____.
e. Use pauses, stress, and tone to convey _____.

6 Read the instructions to write a short monologue. (___/15 points)

Write a short monologue to describe either a terrible day or a fantastic day. Decide on your audience and purpose and choose an appropriate genre.

Name: _____

Score: _____/50

1 Read the text about water and answer the questions with full sentences. (___/10 points)

Global Water Crisis

Today, over 1 billion people live without clean drinking water. Diseases from unsafe water kill more people each year than all forms of violence and war. Children are especially at risk, and they suffer from illnesses like diarrhea. Basic education about hand-washing and safe water use could reduce the number of these illnesses.

Women and children usually collect the water. In some parts of the world, this may take up to four hours per day. When someone gets sick from contaminated water, the family has to spend their money on doctors' bills. This causes poor families to become even poorer.

If we put water wells in every village, it will be a lot easier to collect water, and it will be safe.



a. How is contaminated water worse than violence and war?

b. What action can help reduce the number of illnesses?

c. Who usually collects water and how long can it take?

d. What will make water easier to collect?

e. How does getting ill from contaminated water increase poverty?

2 Match the environmental problems to the possible solutions. (___/5 points)

- | | |
|---|---|
| a. The water is polluted with industrial waste. | ___ We need to use renewable resources. |
| b. There is no water. | ___ People should move away from the coast. |
| c. Lots of trees are being cut down. | ___ Close down the factory. |
| d. There is trash all over the street. | ___ There should be more trash cans. |
| e. The ice caps are melting. | ___ Do not use hosepipes. |

3 Write predictions about the environment based on the situations. Use full sentences and the prompts. (___/10 points)

a. The ice caps are melting. (Strong possibility)

b. People drop trash on the streets. (Weak possibility)

c. People in many parts of the world don't have enough water. (Strong possibility)

d. I fill up reusable bottles instead of buying water bottles. (Weak possibility)

e. There is no fresh water in the village. (Strong possibility)

4 Rewrite the solutions from activity 4 in the form of opinions. Use the words in the box. (___/5 points)

believe said feel sure opinion

a. _____

b. _____

c. _____

d. _____

e. _____

5 Read the instructions to write a short essay. (___/15 points)

Write a short discursive essay about an environmental problem. Describe the problem, give examples, and give your opinion.

Name: _____

Score: _____/50

1 Read the script of the public service announcement and answer the questions with full sentences. (___/10 points)

Bullying

Bullying is something that many teenagers experience. However, it may be difficult to know when your son or daughter is being bullied. Discussing the problem might even be embarrassing for them.

The rise in use of smartphones and portable electronic devices has only made this problem worse. A recent Teencenter study estimates that over half of all teenagers in the US have been the victim of cyberbullying.

The most important thing to do is make sure your child always feels safe to discuss different topics with you. If you want expert guidance on how to create that kind of atmosphere in YOUR home, call Teencenter and ask to speak to our family counsellors.



a. Who is the announcement for?

b. Why is it sometimes difficult to know when someone is being bullied?

c. What has made the problem worse?

d. What is this called?

e. What do parents need to do if they want advice?

2 Complete the sentences with the words in the box. (___/6 points)

- | | | |
|------------------|-----------------|------------|
| a) Communicating | b) Bullying | c) Taking |
| d) Exercising | e) Not drinking | f) Talking |

___ about your problems to a counselor is a good way to help.

___ swimming classes is great way to stay fit.

___ water helps you know when you are full.

___ regularly is important for health.

___ the message is the most important thing for PSAs.

___ is a common problem in many schools.

3 Complete the sentences with the correct form of the verbs in parentheses. (___/4 points)

- a. If I were you, I would _____ (eat) more vegetables.
- b. _____ (eat) vegetables is good for you.
- c. You should _____ (eat) vegetables.
- d. Try _____ (eat) vegetables. They taste great!

4 Write a sentence giving advice for each situation. Use the prompt in parentheses. (___/5 points)

- a. I am not very healthy. (should) _____
- b. I feel stressed about exams. (try) _____
- c. My friend isn't talking to me. (would) _____
- d. I don't understand math class. (try) _____
- e. I feel very tired in class. (would) _____

5 Write an example of an activity that practices each element of physical fitness. (___/4 points)

- a. cardio respiratory _____
- b. endurance _____
- c. flexibility _____
- d. muscular _____

6 Match the words to the definitions. (___/6 points)

calorie workout muscle hormone fidget lace

- a. _____: a substance produced in the body that influences the way it grows
- b. _____: a unit used to indicate the amount of energy foods produce in the body
- c. _____: a body tissue that can contract and produce movement
- d. _____: a practice or exercise to improve fitness
- e. _____: a cord or string used in shoes
- f. _____: to make a lot of small movements because you are nervous or bored

7 Write a short public service announcement to give advice about a teenage problem. (___/15 points)

Consider the message, the language required for the audience, and the call to action.

Assessment 1

- 1 a. They complete it before they are 20. b. It starts in July.
c. It stopped to eat the food in the markets the procession passed. d. The monks shaved his head and changed him into white robes. e. He prayed, meditated, and didn't eat food between midday and sunrise the next day.
- 2 *Answers may vary.* Award more points for more detail. Possible answers could be: Type of event – *A Buddhist coming-of-age ceremony*, Time – *From July to October*, Place – *A monastery in Thailand*, People – *Mee Noi and the monks*, Activities – *A procession with a horse and special clothes, a feast, shaving Mee Noi's head, changing Mee Noi into white robes*
- 3 a. A, b. D, c. E, d. C, d. B
- 4 a. How was your Sweet Sixteen? b. What did you wear?
c. Who bought it for you? d. Where did you go? e. How was the music? a. B, b. D, c. A, d. E, e. C
- 5 a) went, b) didn't think, c) gave, d) didn't want, e) cried, f) arrive, g) chose, h) came, i) didn't fit, j) found
- 6 *Answers will vary.*

Assessment 2

- 1 a. an email or a letter
b. There is more variety of breakfasts in the U.S.
c. Dinner is heavy in both places.
d. They eat much later in Argentina.
e. Olives and eggs
- 2

Comparing	Contrasting
just like	although
likewise	in contrast
similar to	unlike
- 3 a. different from, b. In contrast, c. similar to, d. Likewise
- 4 a. stereotype, b. hug. c. integrate, d. etiquette
- 5 a. never, b. rarely, c. sometimes, d. often, e. usually, f. always
- 6 a. He is always polite when travelling.
b. In England, people sometimes eat hot and spicy food.
c. In some countries, people are often late to appointments.
d. In the Middle East, people rarely pay the full price in markets.
- 7 a. always, b. sometimes, c. rarely, d. usually, e. never, f. often
- 8 *Answers will vary.*

Assessment 3

- 1 a. To advise/tell people how they should prepare for an emergency

- b. Choose a place for your family meet
- c. a park
- d. water, food, a flashlight, key documents, and other supplies
- e. the emergency procedures at school
- 2 1) follow 2) don't run 3) hear 4) walk 5) sit 6) wait 7) tells
8) listen 9) stay 10) don't behave
- 3 a. h, b. c, c. g, d. a, e. j, f. e, g. b, h. i, i. d, j. f
- 4 a. Since, b. It is Important, c. So, d. Therefore, e. However
- 5 a. a Before, b. b First, c. a Next, d. b Then, e. a Finally
- 6 *Answers will vary.*

Assessment 4

- 1 a. A newspaper, magazine or news website
b. A football team got trapped in an underground cave
c. British divers Rick Stanton and John Volanthe
d. By a sudden rainfall
e. Plans were still being made
- 2 a. E, b. B, c. A, d. D, e. C
- 3 a. what, b. where, c. when, d. who, e. why
- 4 Note: *Answers may vary*
a. Where were the players?
b. Who was in the search party?
c. Why did they get trapped?
d. When were they found? / When did the search party find them?
e. What is the plan to rescue them?
- 5 1) ran 2) formed 3) looked/were looking 4) saw 5) was playing 6) scared 7) jumped 8) found 9) was sleeping 10) looked
- 6 a. Science, b. sports, c. international, d. national, e. entertainment
- 7 *Answers will vary.*

Assessment 5

- 1 a. Act 1, Scene 1, b. The Magical Forest, c. Puck and the Fairy, d. Comedy, e. (*Puck suddenly runs off the stage followed by the fairy.*)
- 2 *Answers may vary*
a. Puck and the Fairy are playing / Puck makes a plan to play a trick on some humans
b. The Magical Forest
c. Puck and the Fairy
d. There isn't a previous scene. It sets up the rest of the play.
e. To have fun
- 3 a. e, b. d, c. b, d. a, e. c
- 4 a. i, b. f, c. j, d. e, e. h, f. g, g. b, h. c, i. a, j. d
- 5 a. l, b. g, c. e, d. a, e. j. f. c, g. f, h. a, i. h, j. d
- 6 *Answers will vary.*

Assessments Answer Key

Assessment 6

- 1 a. 15th Century, b. Italy, c. Mona Lisa, Last Supper, Vitruvian Man, d. Study of human proportions, e. Drill, tanks, helicopters, planes, aircraft
- 2 a. infographic, b. arrow, c. text box, d. label, e. image
- 3 a. T, b. T, c. NT, d. NT, e. T
- 4 a. escapes, b. goes, c. pushed, d. ignited, e. explodes
- 5 a. Name, b. Need, c. Purpose, d. Market, e. Benefits
- 6 a. 2) make e. 1) power i. 1) draw
b. 1) checking f. 2) running j. 2) writing
c. 2) help g. 1) do
d. 1) changing h. 2) doing
- 7 *Answers will vary.*

Assessment 7

- 1 a. There might be a fly in your soup. b. Because it is the best way to get a positive reaction. c. Stay calm and ask to speak to the manager. d. Describe the problem and know how you want to solve it. e. It is a difficult skill.
- 2 (From top to bottom) 8, 4, 1, 2, 7, 6, 5, 3
- 3 a. 1 or 3, b. 5, c. 4 or 6, d. 2, e. 7, f. 8
- 4 a. Let me help you with that. b. I am sorry to have to say this. c. I wonder if you can help me. d. How can you help me fix this? e. We will happily give you a replacement.
- 5 a. I wonder if you can help me, b. Let me help you with that. c. I am sorry to have to say this, d. How can you help me fix this? e. We will happily give you a replacement.
- 6 a. Let, b. sure, c. Excuse, d. mean, e. what
- 7 a. 1, b. 2, c. 1, d. 2, e. 1
- 8 *Answers will vary.*

Assessment 8

- 1 a. They give characters monologues so they can express their inner thoughts. b. It comes from the Greek words *monos* and *logos* which mean "to speak alone." c. It is an extended speech by one person. d. They can talk over problems in their heads. e. It involves an exchange of thought and ideas between two or more people.
- 2 a. flat, b. pavement, c. trousers, d. trainers, e. toilet, f. shop, g. film, h. biscuits, i. sweets, j. holiday
- 3 a. soliloquy, b. comic, c. interior, d. dramatic, e. conversational
- 4 *Answers may vary.*
 - a. It is a fairy tale about a prince who lives in a castle.
 - b. The audience are the viewers of the movie or play.
 - c. The purpose is to set the scene and introduce characters.

- 5 (From top to bottom) d, b, c, a
- 6 a. fillers, b. mistakes, c. Practice, d. communication, e. messages
- 7 *Answers will vary.*

Assessment 9

- 1 a. It kills more people. b. There should be basic education about hand-washing and safe water use. c. Women and children collect water, and it can take up to four hours. d. It will be a lot easier to collect water if there are water wells in every village. e. People have to spend their money on doctor's bills.
- 2 a. There are going to be floods. b. The trash might contaminate the water supply. c. There will be a lot of diseases. d. It may help save some water. e. People are going to get sick.
- 3 a. judge, b. participant, c. moderator, d. debate, e. secretary
- 4 (From top to bottom) c, e, a, d, b
- 5 *Answers may vary.*
- 6 *Answers will vary.*

Assessment 10

- 1 a. The announcement is for parents. b. Teenagers might not say anything because it could be embarrassing for them. c. The rise in use of smartphones and portable electronic devices has made the problem worse. d. This is called cyberbullying. e. They need to call Teencenter and ask to speak to their family counsellors.
- 2 (From top to bottom) f, c, e, d, a, b
- 3 a. eat, b. eating, c. eat, d. eating
- 4 *Answers may vary.*
- 5 *Answers may vary.*
- 6 a. hormone, b. calorie, c. muscle, d. workout, e. lace, f. fidget
- 7 *Answers will vary.*

Becoming an Adult

1. *Rumspringa*: Teenagers choose to stay in their Amish community or joining external society. *Quinceañera*: Teenage girls have a party to celebrate their coming of age. Both: Celebrations are related to the transition from one period of life to another.
2. *Possible answers*: a. That we prepare for being adults. b., c. *Answers may vary*.
3. *Answers may vary*.

The Gunpowder Plot

1. a. Important. It was the place where they stored gunpowder. b. Extremely important. He was a military expert. c. Important. It was a place used to plan the conspiracy. d. Extremely important. That letter warned the government.
2. a. The failure of the gunpowder plot. b. Guy Fawkes c. No. d. To remember the origin of the tradition e. *Answers may vary*.
3. *Possible answers*: a. The *Grito de Independencia* b. It is similar because we celebrate them every year. c. That's how Miguel Hidalgo started the independence movement.

Global Warming

1. *Possible answers*: a. Severe climate changes. b. Because we can reduce pollution.
2. *Causes*: farming, burning fuels; *Consequences*: weather changes, hurricanes, droughts
3. *Answers may vary*.

Local Hero

1. a. A magazine, b. Stories from newspapers are shorter. c. Stories are real.
2. *Answers may vary*.
3. a. Yes, because he saved his family. b. To be brave when it is needed. c. *Answers may vary*.

Pygmalion

1. *Possible answers*: Higgins or Liza
2. b, a, c, d
3. *Answers may vary*.

Inventors That Changed the World

1. a. Some activities would be difficult. b. They will be easier to use and have more functions.
2. *Possible answers*: eco-friendly inventions, computer, GPS, text messages, social networking, robots, sneakers, drones, personal stereo, game consoles
3. *Possible answers*: a. To reduce pollution. b. Yes, at home. c. Saves electrical energy. d. To save money and energy.

The Psychology of Shopping

1. *Answers may vary*.
2. *Possible answers*: Reorganizing the presentation of the products.
3. *Possible answers*: a. Have special offers. b. They make us buy more than we need.

How to Write a Dramatic Monologue

1. a. Base your character on someone you can relate to. b. Give your character a name and write a short biography. c. Brainstorm monologue topics and write a draft. d. Edit your draft until you like it.
2. *Answers may vary*.
3. a. *Answers may vary*. b. Check *Monologue Checklist* on page 94.

Water, Water, Everywhere

1. *Answers may vary*.
2. *Facts*: Check *Fact boxes*. *Opinions*: *Answers may vary*.
3. a. Untreated water, excessive use, pollution, improper water management, b. We can increase the amount of fresh water.

Obesity in Adolescents

1. a. *Answers may vary*. b. Foods with little nutritional value. c. Encourage healthy eating and exercise.
2. *Marked*: b, c
3. *Answers may vary*.

Evaluation Tools

Unit 1

Name: _____

Final Evaluation Instrument: Observation Guide

Name:	Topic:			
Aspect to evaluate	Excellent	Good	Poor	Observations
The context of the anecdote				
The memorable event				
Use of the simple past				
Variety of words and expressions				
Clear speaking voice				

Unit 2

Name: _____

Final Evaluation Instrument: Evaluation Questionnaire

1. How did your partners respond to your ideas?

2. How did you respond to your partners' ideas?

3. How did you divide the speaking parts for the presentation?

4. How did you prepare and practice for the presentation?

5. How did you include the chart and the ideas from the essay in your presentation?

6. How did you feel about the presentation and your part in it?

7. Overall, how would you rate your group?

Name: _____

Unit 3

Final Evaluation Instrument: Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score:	Instructional poster included clear instructions and appropriate pictures to support them.	Instructional poster included some instructions and pictures to support them.	Instructional poster didn't include enough instructions and pictures to support them.
Use of language Score:	Was able to write instructions in sequence for different possible situations with no or few mistakes. Used imperatives correctly.	Wrote instructions in sequence for different possible situations with difficulty with mistakes. Used imperatives but needed help.	Needed a lot of my help to write instructions in sequence for different possible situations. Was not able to use imperatives.
Preparation Score:	Had all the materials needed. Completed his or her part correctly.	Had most of the material needed. Completed his or her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his or her part of the work.
Organization Score:	Began work promptly and finished tasks on time.	Didn't start to work on time, but could finish task on time.	Didn't start to work on time, and didn't finish task on time.
Total:	Comments:		

Name: _____

Unit 4

Final Evaluation Instrument: Questionnaire

1. Did the student include all of the relevant elements in their story?

2. Did the student use the different elements to make sensible comparisons?

3. Did the student compare the information presented in the stories?

4. Did the student compare the different styles of the stories?

5. Did the student describe how stories in different publications contain different information and styles?

6. Was the student able to reflect on their work and learn from it?

Evaluation Tools

Name: _____

Unit 5

Final Evaluation Instrument: Graphic Organizer

Notes

Prosodic resources	Intonation	<input type="checkbox"/>	_____
	Exclamation	<input type="checkbox"/>	_____
Nonverbal language	Posture	<input type="checkbox"/>	_____
	Facial gestures	<input type="checkbox"/>	_____
	Eye contact	<input type="checkbox"/>	_____

Name: _____

Unit 6

Final Evaluation Instrument: Anecdotal Record

	Theme of infographic:
Description: (Example: Juan presented an infographic of a time machine. He explained that...)	

Name: _____

Unit 7

Final Evaluation Instrument: Interview

1. How did you feel when making or responding to a complaint?

2. What useful things did you learn about making and responding to complaints?

3. What new language did you learn?

4. How well did you interact with your partner?

5. Which aspects of making complaints do you need more practice with?

Name: _____

Unit 8

Final Evaluation Instrument: Rubric

Monologue Rubric	Excellent (9–10)	Good (7–8)	Needs Work (5–6)
Theme and Organization Score:	Topic addressed in detail with very clear beginning, middle, and end.	Clear beginning, middle, and end. Main points of topic addressed.	Unclear organization of topic and lack of purpose.
Language Score:	Excellent range of vocabulary and extremely clear communication with appropriate fillers.	Good range of vocabulary and effective communication.	Inappropriate or incoherent language; little vocabulary range.
Stress and Tone Score:	Wide range of stress and tone that helps understanding.	Some use of stress and tone.	No change in tone, and little stress or emphasis.
Audience Score:	Completely appropriate for the target audience.	Appropriate for some members of the audience.	Inappropriate for target audience.
Total:	Comments:		

Evaluation Tools

Unit 9

Name: _____

Final Evaluation Instrument: Checklist

Checklist		
4 = excellent	2, 3 = OK	1 = needs improvement
a. The group/student is organized had material ready.		<input type="checkbox"/>
b. The group/student worked independently from me.		<input type="checkbox"/>
c. The group/student shared work and divided roles appropriately.		<input type="checkbox"/>
d. The group/student collaborated well.		<input type="checkbox"/>
g. The group/student stayed on task.		<input type="checkbox"/>
h. The group/student participated in the discussion.		<input type="checkbox"/>

Name: _____

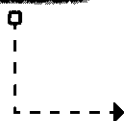
Unit 10

Final Evaluation Instrument: Descriptive Scale

	1 Inadequate	2 Adequate	3 Good	4 Very Good	5 Excellent
Overall Presentation	← <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/> →
Content and Message	← <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/> →
Prosodic Skills	← <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/> →
Language	← <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/>	— <input type="checkbox"/> →

Evaluation of all skills in **Crossover** should be interpreted at the B1 (Threshold) Level of the Common European Framework. This states the student "can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans." You should keep this in mind when marking written and spoken work.

Writing



It is unrealistic to expect students to produce perfect examples of reviews, biographies, and other texts at A2 level. However, they should be aiming to do the following:

- Use simple sentences to describe an event (where, when and what happened).
- Use short sentences and expressions to write about different aspects of daily life.
- Write personal letters or e-mails with standard expressions conveying functions such as introducing oneself, inviting and responding, thanking people, or making requests.
- Give details about where they live and how to get there.
- Give information in questionnaires about their education, work, interests, and special skills.
- Use simple linking words effectively (but, because, or, etc.).
- Show they have a vocabulary large enough to give relevant information to the task.
- Use linking words to express a chronological sequence of events (first, then, etc.).
- Use previously taught language such as tenses and conditionals in appropriate texts and in a relevant way.

The overall marks in the table provide a uniform criteria to the question of whether a student has achieved the above goals when writing a text.

Overall Marking Scheme

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/illegible

However, before giving a final mark for a written text, separate assessments should be made on the following areas:

Content—Does the text include all the points related to the task?

Organization and cohesion—Is the text logically presented and understandable?

Appropriacy of register and format—Is the writing style and presentation appropriate to the type of text in the task?

Accuracy and range—Does the text include wide and effective use of previously taught vocabulary and grammar?

Target reader—Is the intended message clearly communicated?

Marking Criteria

A Concert Review

Content (major points)—Review must include all the points in the tips box, i.e., title, when and where they saw the performance, give general details (who wrote or performed it), more details (story, likes/dislikes), and a recommendation.

Content (minor points)—Extra details about the performance, including additional reasons why they liked or disliked it.

Organization and cohesion—Review contains clear organization of paragraphs moving from general to specific and giving an opinion and recommendation at the end.

Appropriacy—A review

Accuracy and range—Appropriate language for giving details of and an opinion about a performance. Use of relevant vocabulary and structures previously taught.

2 Circle two connecting words in the report that indicate contrast.

3 Write three questions about free-time activities you do at home. Interview some classmates.

4 Use your findings to make notes under each heading. Write a report about free-time activities you like and don't like.

Introduction Findings Recommendations Conclusion

5 In pairs, exchange and correct your reports. Write a final version.

Crossover 1, Student's Book, p. 34

Target reader—Enough information for the reader to form an opinion about the performance and decide if he or she would like to see it.

The Flaming Lips
November 17
Foro Sol, Mexico City

Last week I went to a festival which presented an american band called The Flaming Lips. I would describe them as a psychedelic happy band of alternative music. I know them since 1993 and this is the first time they come to Mexico.

First the staff appeared to fix the stage all dressed in orange as street workers, the drums, cables, amplifiers and even the microphones were orange too! Then the leading singer appeared in a white suit and said hello to us, and the show begun with different projections on the screens behind them.

A funny detail was that, previously they had chosen people from the audience to get dressed with teletubbies costumes and they appeared through all the show onstage, lucky them! The singer introduced them and then got inside a giant plastic bubble and walked on top of the crowd!

They played almost all their greatest hits and everyone sang each of them. I was a little unhappy when they said goodbye without playing one of my favourite songs. But for sure it was a great show, and you don't need to know them previously because for sure you are gonna love them.

Content—All content points covered and developed well. (5)

Accuracy and range—Mostly accurate, but some errors, (the show begun...) and awkward expressions (they appeared through all the show...) No examples of passive (taught in class). Excellent range. (4)

Organization and cohesion—Good, clear organization. Good use of linking words. (5)

Appropriacy—Generally appropriate. (4)

Target reader—Would be fully understood by the reader. (5)

Grade 5

A concert review

Fabulosos Cadillacs

The Fabulosos Cadillacs were performed in Mexico City at November.

They haven't been to Mexico since 2002, when the band broken relations ships.

The band sang many songs and danced many styles in this concert. The people was singing all songs but when they sang "Malbicho" The people was clapping and dancing

The band played some instruments, all of them were magnificent The sound was cool too. My favorite time was when they songs "Matador" This song was written for them and was a hit in the nineties.

If you like the rock music and ska, you should be listen this band.

Content—All major content points included, with some omissions. (3)

Accuracy and range—A number of errors that don't affect communication. Some attempts at passive voice. Reasonable range. (3)

Organization and cohesion—Adequate organization. No linking words. (3)

Appropriacy—Appropriate register attempted but not always successful. (3)

Target reader—Message communicated with some effort by the reader. (3)

Grade 3

Teaching Tips

Assessments

These marking criteria can be used for the written questions in the assessments in the *Teacher's Guide*. All writing assessments carry a score of 10 points. Use these criteria to mark your students' work and double the grade you give them to get a mark out of ten. It is also possible to adapt this system to the grading criteria you have in your school.

Mark	Mark	Mark
5	A	90–100%
4	B	70–90%
3	C	50–70%
2	D	30–50%
1	E	10–30%
0	F	0–10%

Correction and feedback

Students should be encouraged to correct their own and each other's work. Underline each mistake in a text and use the following key to tell students what type of error they are looking for.

It is often a good idea to focus on one particular problem area, rather than trying to correct every mistake in a text. Hold class feedback sessions about common problems.

Symbol	Meaning	Example
Sp	Spelling	recieved
P	Punctuation	Whats your name.
WO	Word order	Always I go shopping.
T	Wrong tense	They have played yesterday.
S/V	Subject-verb disagreement	The people was clapping.
M	Meaning not clear	Come and rest with us.
[]	Unnecessary word	It was too much difficult.
^	Missing word	You should listen them.

Marking Criteria

Speaking

Students' speaking skills should be continually assessed throughout the year using the speaking activities in the course book. It is important that students can express themselves in basic situations and use relevant strategies to help them make progress in the classroom. Functional situations include

- asking for and giving information.
- stating simple facts.
- ordering food.
- buying tickets.
- reacting to news.
- making and responding to invitations.
- describing likes and dislikes.
- making arrangements.
- responding to statements.
- describing oneself and others.
- describing homes.
- telling a simple story.
- describing one's background.
- asking for repetition.
- showing understanding.
- asking for help.

Evaluation takes into account the following performance indicators:

Grammar and vocabulary—Accuracy and range leading to effective interaction.

Discourse management—Logical development of sentences relevant to the task. Assess factors such as linking words and overlong hesitation.

Pronunciation—Ability to produce intelligible words that fulfill the requirements of the task.

Interaction—Active development of discourse, including initiating and responding appropriately.

Use these indicators to award an overall mark on the effectiveness of students' responses to the task.

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/incomprehensible

These marks can be adjusted and adapted to the marking scheme at your school (see writing evaluation).

Teaching tips

Correction and Feedback

This should be used to help motivate students rather than embarrass or demotivate them.

- Try to correct individual students on a one-to-one basis.
- Do not name individual students when doing class feedback.
- Monitor speaking activities and make notes of common mistakes for a class feedback activity.
- Do not try to record every mistake you hear. Focus on certain aspects and tell your students in advance what you are listening for, so they have an opportunity to correct themselves when they talk to each other.
- Give feedback on positive aspects and where students are making progress.

Track 2 (Unit 1, Activity Book page 10)

DANA: Hello?

MARY: Hi Dana! It's Mary. How are you?

DANA: Oh, Hi Mary! So sorry I missed your sweet sixteen. I really didn't want to miss your party, but we just got back from our trip. But... I can't wait to hear all the details. Did you have a good time? Tell me everything!

MARY: It was amazing! I wore a short blue dress and Sophie brought me a tiara as a surprise. I felt like a princess.

DANA: Wow, I'm sure you did! What happened with the photo shoot? Did your parents let you have it?

MARY: Yes, they did. We had so much fun. The limo picked us up after lunch... It was huge! The limo drove us all through the town on the way to the beach and we were dancing and screaming with the music playing LOUD.

DANA: Wow, it sounds like I missed a great time! Wait... but Sarah told me that something happened during the photo shoot at the beach, what happened?

MARY: Yes!! She was supposed to have lunch with us at my house but she was late so... she called me to say she would catch us up at the beach.... but when we got to the beach... She was running along the shore and somehow, she fell! Right when she wanted to get up, a wave caught her!

DANA: Oh... my... god!

MARY: I know! She ended up on the ground all wet and her dress was a real mess. She laughed at it, though so we all laughed. We took so many pictures. It was so funny.

DANA: What about the party?

MARY: It was phenomenal! There were roses at every table and a candy cart at the back of the room full of delicious treats. There was even a sweet 16 cake that my grandmother made. The DJ was amazing, we danced all night long, my feet still hurt... and guess what?!

DANA: Oh no...hang on, don't tell me, Sophie mentioned it. There were fireworks, right? Are you serious?

MARY: Yes...fireworks! I'll never forget that moment.

DANA: Shut up! I can't wait to see the pictures!

Track 3 (Unit 1, Activity Book page 12)

REBECCA: Hi Noah. How have things been?

NOAH: Hi, Rebecca. Fine here. We've been working on the Fishers' house. But tell me about New York. Was it amazing?

REBECCA: It was! It was possibly the most amazing three months of my life.

NOAH: What did you do?

REBECCA: Well, do you remember that my parents organized that summer computer programming course at New York University? So I started learning about creating online courses and after about a month, I created my own course.

NOAH: A course? Can you create courses?

REBECCA: Yeah. I learned on my summer program. I created an online course that taught the New York students about what we know here. The importance of family, how to create communities, how to enjoy the simple things in life. They had never experienced the kind of life we have.

NOAH: That's so brilliant! How many people registered?

REBECCA: It was really popular; over 500 students registered. But let me tell you about this one event. So, obviously, it was a surprise that an Amish girl created an online course—especially a really popular one. So I got interviewed by a newspaper and then... I went on TV!

NOAH: Seriously?

REBECCA: Yep. They interviewed me. And, first they asked me questions about life here. They wanted to know what the community was like and if I missed my family. Then they asked me about the course and how it worked.

NOAH: I can't believe you were on TV!

REBECCA: But that's not the most amazing part. While I was doing the interview, they brought out the next guest—it was the mayor of New York! He said that all of New York could learn a lot from our community and we took pictures together. Look!

NOAH: That's incredible! What an amazing story!

Track 4 (Unit 1, Activity Book page 12)

1. How have things been?
2. Was it amazing?
3. What did you do?
4. Can you create courses?
5. How many people registered?

Track 5 (See Reader, pages 15–24)

Track 6 (Unit 2, Activity Book page 24)

NARRATOR: Welcome to *Culture and Traditions*. Today, we are looking at the British tradition of Bonfire Night. This is celebrated all over the United Kingdom on November 5th every year. It is also known as Guy Fawkes Night, and it is when the Gunpowder Plot is remembered.

What was the Gunpowder Plot? Over four hundred years ago, during the reign of King James I, a group of people attempted to blow up the Houses of Parliament in London. Their plan was to kill the king and his government. Led by a man called Guy Fawkes, they hid barrels of gunpowder in the basement of the Parliament buildings.

But the plan never succeeded. On the morning of November 5th, Guy Fawkes was waiting in the basement for Parliament to start. Just as he was about to light the fuse, he was discovered and arrested.

To celebrate the discovery of the plot, King James ordered that the people should have a great bonfire party. The tradition still continues in towns and cities all over the country on the same day every year.

First, a Guy is made out of old clothes stuffed with paper or straw. The Guy is a reminder of Guy Fawkes. In some areas, during the days before Bonfire Night, children often take their home-made Guys out on the street and ask for "a penny for the Guy." Sometimes, for fun, the Guy is dressed as a famous celebrity or character from a story or film. The money is supposed to be used to buy fireworks for the party.

Then, on November 5th, the Guys are tied to stakes and placed on top of a big bonfire. There is a firework display to remind people of the plot to blow up Parliament. People meet in parks for huge, public displays, or have small family celebrations in backyards. In big towns and cities, you can occasionally see torch-lit processions leading to where the bonfire and fireworks displays are.

The weather is rarely very nice in Britain in November. People wear warm clothes or take umbrellas to stay dry in the rain. But there is always lots of traditional food to eat. The bonfires are usually used to cook potatoes wrapped in foil and to heat up soup for the crowds. Sausages, steaks, and other types of meat are cooked over the flames, and marshmallows are toasted in the fire. The traditional cake eaten on Bonfire Night is parkin cake, a sticky cake containing a mix of oats, ginger, treacle, and syrup. It tastes delicious!

Track 7 (Unit 3, Activity Book page 38)

FIRE CHIEF: Good morning. I'd like to start by thanking your principal for inviting me here today. This is the part of my job that I most enjoy. On a normal day, my job is not an easy one. Fighting fires can be extremely dangerous and I have been in some very difficult situations. But I know that if I talk to you today and you understand the importance of protecting the forest, well then my job gets a little easier.

I want to start by making clear that there are definitely things that we can do to protect the forest and prevent fires. Some of them involve what we do when we are in a forest and there are other things that we need to do every day. Let me start by mentioning what we can do every day.

First, throw your trash in the correct trash can. You all know that some things can be recycled and you save people a lot of time if you are organized with your trash. Also, if you can use something again well, do that! Use it again and don't throw it in the trash.

Next, turn off whatever you are not using. This might mean lights in a bedroom, a TV in the living room, or the tap when you are brushing your teeth. The less we use things, the less energy we need to create.

Now some of you might be asking yourselves why I'm talking about trash and saving energy. What do they have to do with forest fires? Well, the answer is pretty simple. Every year, it gets hotter and hotter and the fire seasons get longer and longer. Different people might say different things about what humans have done to cause global warming but it is a fact that every year is hotter and if you can help by recycling trash and not using energy then great.

Global warming affects the forest in different ways. Obviously, it is hotter so the forests are drier and easier to burn. The insects like the hot weather so they live longer, eating the trees and drying them out even more. Finally, global warming means there are more storms and more trees get hit by lightning.

So, do what you can guys!

Ok, so what can you do when you are in a forest?

Well, it is pretty much the same. First, throw your trash in the trash can. Paper and glass can cause a lot of fires. Also, don't leave trash if you can use something again or take it with you.

Next, don't use energy if you don't have to. I don't mean don't walk! I mean fires. Always check if you are in an area where you can make a fire, and if you make a fire, put it out when you are finished.

Then, remember that fireworks are great fun but they can also create fires so be really careful where you use fireworks.

Finally, if you see something that might cause a fire, tell someone. Maybe you see a big pile of dry trees, maybe you see a pile of trash, maybe you even see a small fire. Just tell someone. We are always happy to get information.

Well, thanks for your time today kids and remember, stopping fires isn't just in the forest. It's an everyday thing.

Track 8 (See Reader, pages 35–44)

Track 9 (Unit 4, Activity Book page 41)

REPORTER: Today we have a special guest in the studio. Tina Smith has an incredible story to tell us. Hello, Tina.

TINA: Hi!

REPORTER: Where did this story happen?

TINA: On Maikhao beach in Thailand.

REPORTER: When were you there?

TINA: I was 11-years-old. I was on vacation.

REPORTER: Who were you with?

TINA: My family.

REPORTER: What happened?

TINA: Well, I was standing in the sea when the tide suddenly rushed out. Everybody was staring in amazement. I knew what was happening. A tsunami was coming.

REPORTER: How did you know?

TINA: We had just completed a geography project about tsunamis and huge waves at school.

REPORTER: Wow. That was lucky! What did you do next?

TINA: I told my parents we were in danger. At first, they didn't believe me.

REPORTER: Why didn't they believe you?

TINA: Because they thought I was too young to know about tsunamis.

Track 10 (Unit 4, Activity Book page 41)

REPORTER: What did you do next?

TINA: I told my parents about my geography projects. I explained how tsunamis come from earthquakes under the sea.

REPORTER: What did your parents do?

TINA: They immediately told the hotel owners and the other people on the beach. Everybody evacuated the beach. The big wave came just a few minutes later.

REPORTER: Did you save everybody?

TINA: Everybody survived. But it wasn't me who saved them. My geography teacher should take the credit. He told us how and why tsunamis happen. I'm happy now that I was listening in that class.

Track 11 (Unit 4, Activity Book page 41)

a. What did you do next?

b. What did your parents do?

c. Did you save everybody?

Track 12 (See Reader, pages 45–58)

Track 13 (Unit 5, Activity Book page 60)

MRS. PEARCE: A young woman asks to see you, sir.

HIGGINS: A young woman! What does she want?

MRS. PEARCE: Well, sir, she says you'll be glad to see her when you know what she's come about. She's quite a common girl, sir. Very common indeed. I should have sent her away, only I thought perhaps you wanted her to talk into your machines. I hope I've not done wrong; but really you see such queer people sometimes—you'll excuse me, I'm sure, sir.

HIGGINS: Oh, that's all right, Mrs. Pearce. Has she an interesting accent?

MRS. PEARCE: Oh, something dreadful, sir, really. I don't know how you can take an interest in it.

HIGGINS: Let's have her up. Show her up, Mrs. Pearce.

MRS. PEARCE: Very well, sir. It's for you to say.

HIGGINS: This is a bit of luck. I'll show you how I make records. We'll set her talking; and I'll take it down first in Bell's Visible Speech; then

in broad Romic; and then we'll get her on the phonograph so that you can turn her on as often as you like with the written transcript before you.

MRS. PEARCE: This is the young woman, sir.

HIGGINS: Why, this is the girl I jotted down last night. She's no use: I've got all the records I want of the Lisson Grove lingo; and I'm not going to waste another cylinder on it. Be off with you! I don't want you.

THE FLOWER GIRL: Don't you be so saucy. You ain't heard what I come for yet. Did you tell him I come in a taxi?

MRS. PEARCE: Nonsense, girl! What do you think a gentleman like Mr. Higgins cares what you came in?

THE FLOWER GIRL: Oh, we are proud! He ain't above giving lessons, not him: I heard him say so. Well, I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

HIGGINS: Good enough for what?

THE FLOWER GIRL: Good enough for ye-oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em too: make no mistake.

HIGGINS: Well!!! What do you expect me to say to you?

THE FLOWER GIRL: Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell you I'm bringing you business?

HIGGINS: Pickering, shall we ask this baggage to sit down, or shall we throw her out of the window?

THE FLOWER GIRL: Ah-ah-oh-ow-ow-ow-oo! I won't be called a baggage when I've offered to pay like any lady.

PICKERING: What is it you want, my girl?

THE FLOWER GIRL: I want to be a lady in a flower shop 'stead of sellin' at the corner of Tottenham Court Road. But they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him—not asking any favor—and he treats me as if I was dirt.

MRS. PEARCE: How can you be such a foolish ignorant girl as to think you could afford to pay Mr. Higgins?

THE FLOWER GIRL: Why shouldn't I? I know what lessons cost as well as you do; and I'm ready to pay.

HIGGINS: How much?

THE FLOWER GIRL: Now you're talking! I thought you'd come off it when you saw a chance of getting back a bit of what you chucked at me last night. You'd had a drop in, hadn't you?

HIGGINS: Sit down.

THE FLOWER GIRL: Oh, if you're going to make a compliment of it—

HIGGINS: Sit down!

MRS. PEARCE: Sit down, girl. Do as you're told.

THE FLOWER GIRL: Ah-ah-ah-ow-ow-oo!

PICKERING: Won't you sit down?

THE FLOWER GIRL: Don't mind if I do.

HIGGINS: What's your name?

THE FLOWER GIRL: Liza Doolittle.

HIGGINS: Eliza, Elizabeth, Betsy and Bess, They went to the woods to get a bird's nes'. They found a nest with four eggs in it. They took one apiece, and left three in it!

Track 14 (Unit 5, Activity Book page 64)

HUGHES: Thank you! Hi, everybody. My name is Julia Hughes and I'm a theatre teacher. In my job, I have seen many young actors struggle to portray their characters. And I always give them the same advice: Don't think about what your mouths are saying. Think about what your bodies are saying!

Today, I'm going to give you some tips that I always give my students on how to achieve better use of non-verbal communication.

First, use your face. All of it. Most non-verbal communication comes from facial expressions. Look at this picture for example. The girl is raising her eyebrows, she has her eyes wide open, her mouth is moving up to one side. Without any context or hearing any dialogue, we can tell that the girl is apologetic. It's as if she is saying "I'm sorry, there's nothing that I can do."

The second thing that you need to be aware of is your body. While your face will tell the audience what you are feeling, your body will tell them how you're dealing with the emotion. Look at the boy in this picture. His face tells us he is scared, but the hands holding his head tell us that he is in shock. He cannot believe what is happening and he has no idea what he is going to do about it. Your posture is also really important. If your character is supposed to be happy, but your shoulders are hunched over and your head is down, the audience won't believe you.

Finally, think about the space around you and maintain eye contact. Don't be afraid of moving around and touching the things around you. The space between you and the objects or other people can tell the audience a lot. In this picture, we can see that these two people are arguing and angry. But, they are standing close to each other and the boy is looking directly at the adult, which tells us that the boy is not going to stop arguing. He is making his point and he probably thinks that the situation is unfair.

Now, there are many other points to discuss but...

Track 15 (Unit 6, Activity Book page 72)

NATALIA: Wow! Cool! What is that?

JAMES: It's my new Multi-bot. It's a robot. It was invented in Japan. I got it the other day.

NATALIA: I've never heard of a Multi-bot before. What's it for?

JAMES: It can be used to do lots of things, but it has three main uses. It's for homework, entertainment, and it can even be used for dog training!

NATALIA: You mean like a dogsitter? How does it do that?

JAMES: Well, I use it to keep my dog Sparky off my bed when I'm not home. The Multi-bot's eyes can detect movement, so when Sparky jumps on the bed, the robot says "Sparky, get down!" I had to program it to say that. It took a while, but it was worth it!

NATALIA: Wow! That's amazing! Can it do your homework too?

JAMES: Well, it can't actually do your homework, but it can help you do it.

NATALIA: Really? How? I need some help with my homework.

JAMES: It has an internal dictionary which detects spelling mistakes. I just hold up my work and it tells me if there are any mistakes.

NATALIA: What a great invention! And what about entertainment? Does it play the piano?

JAMES: Ha, no. But you can use it as a movie projector.

NATALIA: No way. That can't be true! How?

JAMES: Really, it can. It has hundreds of movies in its memory. I just choose one and then project it onto the wall through the Multi-bot.

NATALIA: What a cool invention! I bet they are expensive!

Track 16 (Unit 6, Activity Book page 74)

TEACHER: OK, class. Today we are going to look at how satellite television works. Have you ever wondered how you can watch the same program as millions of other people across the world? Well, it's possible because

of satellite television technology. Why do we need satellites? It is because the Earth is round. Television companies change programs into signals. If we sent a signal across the Earth's surface, it would get lost on the curved surface. But satellites are used to beam a signal to any part of the Earth's surface. When you send a signal to it, it can reflect it back to the Earth or transmit it to another satellite.

GIRL: How does it work?

TEACHER: A satellite TV works like this. First, a programming source sends signals to a satellite. This signal is sent back to Earth.

BOY: Where are they sent? Are they sent directly to our televisions?

TEACHER: No, they aren't. They are sent to a broadcast center. Broadcast centers can receive signals from many different programming sources. The signals are then beamed to other satellites, which reflect them back to the Earth for a second time. There they are received by dish antennas on houses. These are installed by the television operators. The signal is transmitted by the dish. This is the machine that passes the signal on to the television. So satellites are like reflectors in the sky, which gather and re-transmit television signals! Does anybody have any questions?

BOY: When was the first satellite sent into space?

TEACHER: In 1957. It was called Sputnik, but technology has advanced a lot since then. Satellites are now used for communications, earth's observation, military, navigation, scientific observation, and monitoring the weather.

Track 17 (Unit 7, Activity Book page 80)

MAN: Oh hello, am I speaking to the Customer Service department?

AGENT: Hi. My name is Justin, a Customer Service Agent for Furniture Deluxe. How can I help you sir?

MAN: Oh finally. Look, I'm calling because I've got a problem with the table I just bought.

AGENT: What seems to be the problem sir?

MAN: The problem? Well, the problem is that this table is impossible to make.

AGENT: Why is that sir? All of our products include instructions and diagrams.

MAN: And the parts? Do they include all the parts too?

AGENT: Well, yes sir. They should include all the parts. Is there a part missing?

MAN: Yes. The small screws are missing. I can't attach the top of the table to the legs without the small screws, can I?

AGENT: I'm sorry about that sir. Can you give me the product code of the table you bought?

MAN: Sure. It's JT835619.

AGENT: JT835619. Just a second. OK, yes sir. You're right. 12 screws should be included in the box. I'm very sorry about that. Would you like me to tell you the size of the screws so you can buy them?

MAN: Buy them? No, I don't want to buy them. I've already paid for the box. You didn't put them in the box. You should pay for them. I want you to send them to me.

AGENT: I'm sorry sir. It is not our policy to send out extra parts. However, if you take your receipt to the store you bought the table from, they can provide you with the screws.

MAN: I have to go to the store again? OK. Fine. I'll do that. And should I just ask for the screws?

AGENT: If you give them your customer complaint number, then they can help you. Your customer complaint number is CA....

MAN: Hang on. I don't have a pen. One second. OK, say that again.

AGENT: Of course, sir. Your customer complaint number is CA1984523.

MAN: Thank you.

AGENT: Is there anything else I can help you with sir?

MAN: No, that's it. Thanks. Goodbye.

AGENT: Thank you for contacting Furniture Deluxe. Have a good day. Goodbye.

Track 18 (Unit 7, Activity Book page 84)

SALESPERSON: Oh. Welcome back. How are you? How is the new kitchen?

MAN: That's exactly why we are here!

SALESPERSON: Oh. OK. Is there a problem?

MAN: Is there a... Yes. Yes, there's a problem. The kitchen you sold us is too small!

SALESPERSON: Excuse me?

WOMAN: The kitchen doesn't fit in the space.

SALESPERSON: I'm not sure I follow you.

WOMAN: What I mean is that the dimensions are wrong.

SALESPERSON: But you gave us the dimensions. We followed your instructions.

MAN: Are you saying that is our fault?

SALESPERSON: No. Sorry. Let me explain. Please have a seat.

SALESPERSON: Ok. Please tell me what happened. Would you like a glass of water?

MAN: Ok sure. Look, when the men arrived and they put in the kitchen, they left a big space in the corner. We can't have a space. It looks terrible!

SALESPERSON: Here's your water.

MAN: Thank you

SALESPERSON: OK. Is the space on the side of the working area or the storage area?

MAN: I'm not sure I know what you mean.

SALESPERSON: Sorry. Let me explain. The working area is the part for cooking and the storage area is the part for putting pots and pans in.

WOMAN: Look, it's next to this part here. It's the part that we put the plates and glasses in.

SALESPERSON: Good. That part is much easier to change. I think we will need to come to the house again and check the dimensions of the space. When are you available?

MAN: Can you come this weekend?

SALESPERSON: Sure. How about Saturday at 3?

MAN: Perfect. Ok. Thanks very much. Goodbye.

Track 19 (Unit 8, Activity Book page 90)

NARRATOR: Monologue one.

TEENAGE GIRL: Do you want to watch that movie on the weekend? I want to see it again. Seriously, it's like the coolest movie I've ever seen! There is one part this guy escapes from an apartment. I loved that bit! He jumps from the restroom window.. it was on the fourth floor, I think. Anyway, he jumps onto the sidewalk to escape. He rips his pants and loses one of his sneakers when he falls. And, err... Then what happens? Oh yes, he runs off down the street and goes into a store... then it gets really exciting. I was on the edge of my seat. I'm not going to tell you anymore. You have to watch it!

NARRATOR: Monologue two.

TEENAGE BOY: I'll never forget the day Jake moved in to the house next door. It was during the summer holidays, and we were sitting in the garden. I was eating some of Mother's delicious homemade biscuits when there was a shout. Jake was standing on the terrace in his garden. I couldn't miss him because he had bright red hair.

He smiled and waved so I went to talk to him. I was excited about meeting someone my own age. He offered me a sweet and we found out that we both liked football. We arranged to play that weekend. It was only later that I discovered Jake's terrible secret.

Track 20 (Unit 8, Activity Book page 94)

TEACHER: We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman, "O me! O life!... of the questions of these recurring; of the endless trains of the faithless... of cities filled with the foolish; what good amid these, O me, O life?" Answer. That you are here - that life exists, and identity; that the powerful play goes on and you may contribute a verse. That the powerful play goes on and you may contribute a verse. What will your verse be?

Track 21 (Unit 8, Activity Book page 96)

TEENAGE GIRL: Do you want to watch that movie on the weekend? I want to see it again. Seriously, it's the coolest movie I've ever seen! There is one part this guy escapes from an apartment. I loved that bit! He jumps from the restroom window...it was on the fourth floor, I think... Anyway, he jumps onto the sidewalk to escape. He rips his pants and loses one of his sneakers when he falls. And, err... Then what happens? Oh yes, he runs off down the street and goes into a store... then it gets really exciting. I was on the edge of my seat. I'm not going to tell you anymore though. You have to come and watch it!

Track 22 (Unit 8, Activity Book page 97)

1. It's the coolest movie I've ever seen!
2. He jumps from the restroom window... it was on the fourth floor, I think...
3. Anyway, he jumps onto the sidewalk to escape.
4. Oh yes, he runs off down the street and goes into a store...
5. I was on the edge of my seat. I'm not going to tell you anymore though.
6. You have to come and watch it!

Track 23 (Unit 8, Activity Book page 98)

NARRATOR: One

FEMALE COACH: OK guys, gather round. The finals are on Saturday and I want you to remember something important. I am very proud of this team. You have all put in a lot... and I mean *a lot*... of effort over the season and you deserve to be in the finals. The other team... well, they are bigger. They've got guys going to Division 1 schools. You know that and I know that. Alright? We can see that and so can everybody else. But win or lose on Saturday, you guys are going to be successful anyway, because you work hard and you know what that hard work means. Enjoy the finals!

NARRATOR: Two

TEENAGE BOY: I can't wait for the finals on Saturday. We've been training really, *really* hard. I...I hope we win—ha, obviously!—but it doesn't matter if we don't because...well, because we didn't even expect to *be* in the finals! I mean, I can't believe it. I didn't even start playing basketball until this season. But we really play well together as a team, and most importantly... I think ... most importantly, we enjoy it. The whole season has been so much fun!

Track 24 (Unit 9, Activity Book page 102)

SOPHIE: Hi guys. Hope you are OK. Shall we start our discussion?

CLASS: Yes, Sophie.

HELEN: Let's get started.

SOPHIE: Great. Water is a really important issue these days - not just politically but also socially. Why do you think water is so important?

ROBERT: Well, I think that water is the most important natural resource in the world.

HELEN: Yes, I think Robert is right. It really is the only natural resource that we need every day. However, not having enough water is also a serious problem. Therefore, governments and society in general need to find solutions for the scarcity of water.

SOPHIE: Helen, you just mentioned something important. I think we all agree on the fact that water scarcity is a problem all over the world and that it may continue to be a problem if we do not tackle it. What can we do about water scarcity?

MARCO: There's a lot of water out there, if you think about it. 70% of our planet is covered by water. The problem is not the lack of water. It is the lack of drinking water. Only 3% of the water on our planet is fresh water, and two-thirds of 3% is frozen in glaciers.

ERIC: Sorry, that was two-thirds of 3%? I didn't catch that part.

ALISON: Yes, Marco said two-thirds but that wasn't the question. Sophie asked what we can do about water scarcity. We need to know what we can all do to protect that 3% of fresh water. We definitely need to be more conscious of how much water we use when we wash the dishes, brush our teeth,... and ummm... how much water is being wasted.

ROBERT: Yes, water needs to be treated as a really valuable resource. You can't imagine people letting oil or petrol escape but you often see leaks in water pipes and now the rivers and lakes are drying up. If we continue like this, we may not be able to get water from them in the future.

SOPHIE: I think what Alison said makes sense. Start with little things. We might be able to help by turning off the tap when we are not using it, and trying to use less water in the shower or when we wash clothes. What do you think of those ideas?

MARCO: Yes, those are great ideas. We are going to start a recycling and reducing program at school. Everyone can help by using their own bags when going to the store, using their own cup when buying a coffee, or taking plastic bottles to a collection center.

SOPHIE: I don't understand. How does that help Marco?

MARCO: It helps a lot. All that plastic eventually ends up in rivers, lakes, and oceans. The less plastic we use, the more clean water we will have.

SOPHIE: Very well, thank you very much for your participation guys. Eric, did you record that all?

ERIC: Yep. Got it.

SOPHIE: So, to conclude, we can say that water problems and their solution...

Track 25 (Unit 9, Activity Book page 106)

JON: Good evening, listeners, and welcome to Current Events. I am Jonathan Freeman. Hal Moore, the world expert on global warming and its effects on civilization is with us today. Welcome to the show, Hal!

HAL: Hi, Jonathan.

JON: Well, Hal, we all know the polar ice caps are melting, but there seems to be some disagreement as to how much. On one hand, there are scientists saying there isn't a problem, while, on the other hand, there are those who believe we are all in great danger. Are things so bad?

HAL: I think so, yes. It is said that there will be no ice at all in the Arctic Sea during the summer by the end of the century. And in the Amundsen Sea in the Antarctic sea levels are rising every year as glaciers melt. Some scientists say we only have fifty years to solve the problem.

JON: Oh dear.

HAL: That's not all. Glaciers have already reduced by five kilometers in the last fifty years in the Himalayas. Some scientists say that we only have fifty years to solve the problem. In my opinion, the situation is worse than a lot of people realize. Ice is melting all over the world. Everywhere will be vulnerable.

JON: Everywhere?

HAL: Yes, everywhere.

JON: What other examples are there?

HAL: Well, in the Alps in Europe, glaciers are going to shrink to half their size by 2025, and I believe there will be no ice-cap on Kilimanjaro by 2022. I'm sure that things are going to get worse.

JON: Then what will happen?

HAL: I think that sea levels are going to rise to the point where some cities and even countries will disappear.

JON: Unbelievable. That is depressing. What can we do to avoid this?

HAL: We should stop emitting carbon dioxide gas now.

JON: How?

HAL: Walk, use a bike or public transport. Don't drive your car. Also, I think we should recycle more. But I don't believe things will really change until politicians are pressured into changing things.

Track 26 (Unit 10, Activity Book page 116)

NARRATOR: PSA 1

Have you ever been a victim of bullying? School is a time when new social groups are formed, old social groups change and friends come and go. This can mean that knowing who to talk to and trust can be difficult. This is where Childcenter comes in. Childcenter provides you with an anonymous, expertly trained psychological counsellor to discuss your problems with. Childcenter: We don't judge. We just listen. 01 800 669 8255. 01 800 NOWTALK.

NARRATOR: PSA 2

Bullying has always been a problem at school. But the rise in use of smartphones and portable electronic devices has only made this problem worse. A recent Childcenter study estimates that over half of all teenagers in the US have been the victim of cyberbullying. You might feel that this is not possible to escape. But there is something you can do. Call Childcenter today and talk to our expertly trained psychological counsellors.

NARRATOR: PSA 3

Bullying is something that many teenagers experience. However, it may be difficult to know when your child is being bullied. Discussing the problem might be embarrassing for them. They may not even realize how serious the problem is. The most important thing to do is make sure your child always feels safe to discuss different topics with you. If you want expert guidance on how to create that kind of atmosphere in YOUR home, call Childcenter and ask to speak to our family counsellors.

NARRATOR: PSA 4

Many children find school difficult. Other children may not want to play. Making friends can be hard. Schoolwork can be difficult to understand. Childcenter can help you. If you want to talk to someone about your problems, the staff at Childcenter can listen.

Track 27 (Unit 10, Activity Book page 118)

MR. BOYD: OK everyone, quiet please and welcome our visitor. Justine Strong is an expert in physical exercise for teenagers. Welcome, Dr. Strong.

DR. STRONG: Thank you, Mr. Boyd. I'm here to tell you about the importance of exercise. There are three elements of physical fitness. First, there is cardio-respiratory endurance. This is the ability to perform physical activities like swimming over a length of time. Second, there is muscular endurance. This is the ability to hold a position or repeat a movement, like running, several times. Finally, there is flexibility. This refers to general movement. You can practice this by stretching or doing yoga. You should incorporate all of these elements into your fitness program. Are there any questions?

STUDENT 1: How often should we exercise?

DR. STRONG: Make sure you do some form of activity for at least thirty minutes, three or four times a week. If I were you, I would exercise as often as possible.

STUDENT 1: But the gym is so expensive.

DR. STRONG: Well, you don't have to go to the gym. Exercise is free. For example you can walk for thirty minutes every day. There are many benefits to exercise? Any ideas what they are?

STUDENT 2: It's good for your heart, isn't it?

DR. STRONG: That's right.

STUDENT 3: And your lungs.

DR. STRONG: Yes.

STUDENT 1: It helps you lose weight!

DR. STRONG: Yes! This is a very important issue. Teenagers need to be very careful about excess weight, because this can lead to health problems in the future. There are also other benefits apart from healthy ones. Any ideas what they are?

STUDENT 3: It usually makes me happy. I think people should exercise more often because it'll make them happier.

DR. STRONG: Exactly! The mind-body connection is important for teenagers. Exercise will also help you perform better at school. Why don't you try exercising regularly and see how your grades improve? It also helps you sleep better and you wake up feeling refreshed. Give it a try and don't sit around watching television every day.

Track 28 (Unit 10, Activity Book page 118)

DR. STRONG: I'm here to tell you about the importance of exercise. There are three elements of physical fitness. First, there is cardio-respiratory endurance. This is the ability to perform physical activities like swimming over a length of time. Second, there is muscular endurance. This is the ability to hold a position or repeat a movement, like running, several times. Finally, there is flexibility. This refers to general movement. You can practice this by stretching or doing yoga.

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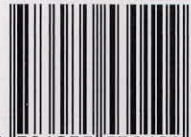
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