

3

English Connect

Teacher's Guide



Luis Esteban Pérez Villanueva



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

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**English
Connect**
Teacher's Guide



Luis Esteban Pérez Villanueva

Macmillan Education

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English Connect Teacher's Guide 3

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Tel: (55) 5482 2200
Toll free: (800) 614 7650
mx.elt@macmillaneducation.com

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Audio Script

Presentation for Teachers

English Connect 3 is a secondary series that helps students consolidate language skills and develop competencies through a hands-on approach to a wide variety of texts, meaningful activities, and the development of language products.

Structure and Contents Organization

The modules were sorted thinking in a functional perspective of the approach: starting from expressing in simple, familiar contexts, performing in social interactions, to participating in debates and discussions. The social practices of language, communicative exchanges, text analysis and productive skills and abilities, flow into each other from remembering, understanding, applying, analyzing, evaluating to creating. For example, Module 1 starts with a Family and Community environment where the social practice (Interpret and provide descriptions of unexpected situations in a conversation) is a smooth start for students where they use communication strategies learned in the previous levels to interact confidently with their peers. This first module is followed by an Academic and Educational module where students use their understanding abilities to read fantasy or suspense literature. By the end of the book students are prompted to more complex skills and language abilities like analyzing and describing characters, agreeing and disagreeing, exchanging proposals and debating. By doing this, students can develop the social practices of language through a smooth transition between modules.

This book is divided into ten modules that can be sorted out into three blocks. The material in this course is planned for 120 core hours that can be supplemented with content material provided in the Class CD additional resources. Nevertheless, it is the teacher's knowledge and assessment of the group that will trigger the necessary activities to get students involved in the learning process.

Modules

Every module is divided into Opening, Development and Closure. The Opening section includes a short activation of previous knowledge about the social practice, a general diagnostic assessment for students to understand what their starting point is, and a planner for students to know what the steps of their learning progress are.

Product Steps

Each module includes three to four product steps (Development), the collection of evidence to prepare the socialization of the product (Closure) and a self-assessment section. The steps focus on achievements such as exchanging points of view, searching for information, expressing key events, giving a presentation, making descriptions, or editing texts. Every step includes product activities that articulate the module's contents as part of the section **FOR YOUR PRODUCT**.

Also, **English Connect 3** has been written to take into account students' different learning needs. For this reason, each product step contains activities that promote the development of competencies. These knowledge, attitudes, and skills are transferable to new situations, and students can learn and develop them in different ways and in a wide variety of learning environments.



Being real – Local, national, and global citizenship skills and acknowledgement.



Being a learner – Learning and thinking skills.



Being me – Introspection, self-awareness and emotional skills.

Components

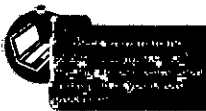
Student's Book Sections

- An *Introduction* that welcomes students and explains the general features of their Student's Books and how to use it.
- A *How to Use ICT* section that includes recommendations about the use of technology.
- Ten *modules*, each containing an Opening section, product steps, a Closure section, and a *Vocabulary Strategy* section which includes strategies and the module's glossary.
- A *Bibliography* that offers a list of printed and online reference sites for learners to research.

Features

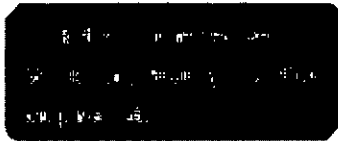


The *Reader* box suggests a moment where a reading of the corresponding Reader chapter can happen and includes prompts focused on extended practice.



The *ICT* box provides suggestions and detailed notes about how to use technology in specific activities.

G p.170 The **Glossary** icon refers students to the Glossary section where there are some of the module's difficult words. The words are set in base form (verbs and plurals) to familiarize students to common dictionary format.



This box will refer students to the **Vocabulary Strategies** section.

03 The **Class CD** icon indicates when there is audio support to accompany the activity and the number of the track to play.

FOR YOUR PRODUCT The **portfolio** icon suggests activities that are useful to review the learners' performance and growth. They are activities that build up for the product.

Reader

English Connect Reader 3 is designed to provide students with exciting and enjoyable stories that will help learners develop their reading comprehension strategies.

The communicative activities and social practices of the language in the Reader are totally related to those developed in the Student's Book. You will find eleven texts in the Reader. These texts are divided into two types:

Literary or fictional stories: Classical literature stories that teach cultural and social values of both Mexico and English-speaking countries. **Informative texts:** texts with factual information about social studies and science based around various situations where the social practices of the language can be seen in context. Students will find key words noted at the bottom of each page.

Teacher's Guide

Each module of the Teacher's Guide mirrors the corresponding Student's Book sections, product steps, and activities. We included for your consideration a series of notes on how to approach the material in the Student's Book. Nevertheless, it is up to you to adapt the product steps to meet your students' needs.

Sections

- Detailed **Contents** pages
- A detailed **Presentation for Teachers** of the series and its components.
- Instructions on how to use the **Class CD** and **ICT** in class.
- **Assessment Guidelines** for the different types of evaluation forms proposed in the series.
- A complete **Bibliography** of reference material.

- A **Module Opener** for each module to provide an overview of the social practices, communicative activities, achievements, and goals to be developed in the module.
- Suggested teaching notes for each product step of the Student's Book, as well as the **Answer Key** to all activities.
- Photocopiable **Assessment Tools** for the teacher or students after each module to perform continuous assessment.
- **Audio Scripts** for all of the listening activities.
- A **Track List** of the Class CD with the complete list of all tracks including the component and the page where you find the activities that use audio tracks.

Features

Reader Chapter 1
The **Reader** box prompts to use the Reader character that corresponds to each module when the reading of the activities are considered to provide extra help.

Language skills box
The **Language skills** box includes explanations in the Student's Book that help you guide your students to notice rules and concepts they are using to answer the activities.

Media Resources
The **Media Resources** box suggests when you can use the additional resources provided on the Class CD.

Self-assessment
The **Self-assessment** box includes instructions for students to complete the **Self-assessment** activity at the end of the product steps.

Cultural Note
The **Cultural Note** box provides information about the culture of the country where the activity is taking place.

ICT
The **ICT** icon indicates when there is a technology activity that can be used in class.

Teaching toolbox
The **Teaching toolbox** box provides additional resources that can be used in class to support the learning process.

ICT The **ICT** notes include strategies about how to implement the use of technology in class.

How to access your Class CD

Additional resources

- To begin the CD follow these steps:
1. Insert the CD in the drive bay of your computer or in an external CD drive connected to it.
2. Go to My Computer and right click on the CD-ROM drive to bring up the context menu.
3. Right click and hold on the context menu and select Open.
4. Select Open on the displayed menu.
5. Right click on the folder you want to see (Introduction or Additional Resources).

Audio Tracks

Computer

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

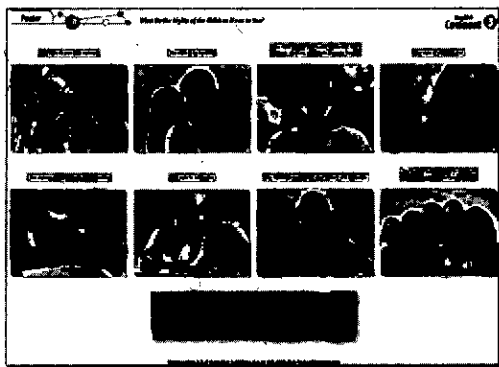
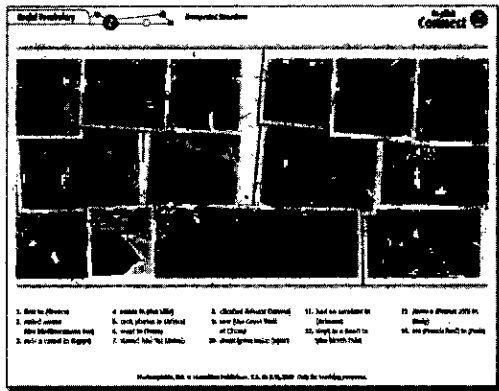
CD player

1. Insert the CD in the disc tray of your CD player.
2. Press play on the device you want to reproduce.

Class CD

The **English Connect Class CD3** includes:

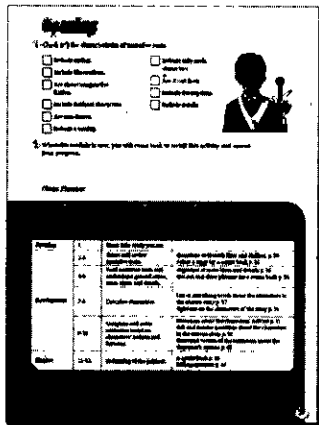
1. Audio tracks for the Student's Book and Reader activities. These recordings are read by both native and non-native English speakers. When to use the tracks is indicated in all three components: the Student's Book, the Reader, and the Teacher's Guide.
2. An Introduction, the Contents Page, the Class CD Track List, and a Read Me document for you to understand how to use this material and how it relates to other components of the series. It also includes teaching notes on how you can use the posters for different class levels.
3. Additional material: The *English Connect Class CD* contains additional material to provide further practice for your students. It can be accessed on computers, and external CD drives connected to a computer.
 - a. *Communicative Expressions flashcards*. Eight sets of expressions and prompts to promote communication. You can use the Communicative Expressions flashcards for productive activities, pair work, or group work.
 - b. *Useful Vocabulary flashcards*. Ten flashcards containing useful English vocabulary for all levels. You can use the Useful Vocabulary flashcards to review vocabulary from previous modules and school years.
 - c. *Posters*. One per module. They are designed for the needs of each module, but you can also use them independently of the Student's Book for activities aimed at other specific purposes that respond to the needs you detect in your students during monitoring and assessment.



Assessment Guidelines


Diagnostic assessment

English Connect 3 includes an Opening section before each module that helps students and teachers to assess their starting point. Make as many notes as possible during the Opener, promote interaction, and register all the information you need to plan the mid-term and long-term goals of your class.

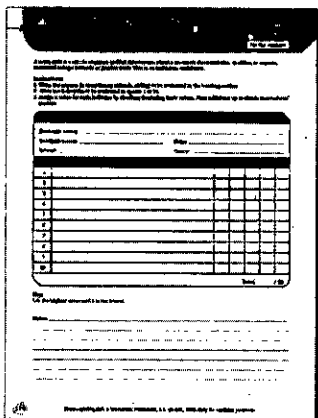


Continuous assessment

This course has two primary continuous assessment threads, one designed for gathering evidence of the learners' work and progress, and another for providing the teacher with assessment tools.

For the learner. Throughout the product steps, the portfolio icon  suggests activities that students can put in a portfolio binder for them to check their progress when the teacher deems it necessary. The evidence becomes a model where the skills and knowledge from the module articulate in the creation of a final product.

For the teacher and the student. The teacher's Assessment Tools will help you keep a record of both the students' progress and the global outcome of their performance. Assess students' outcomes by making one



photocopy per student and filling them in according to the instructions and suggested criteria. Keeping score of each activity is suggested to give you an idea of how well students are performing and which language skill has to be reinforced. You might build your portfolio binder or teaching diary using these tools.

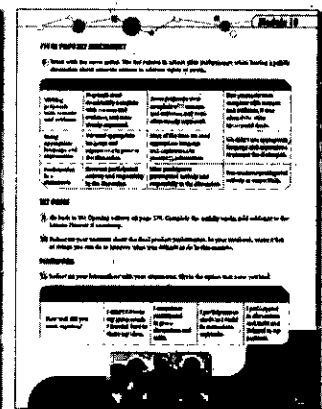
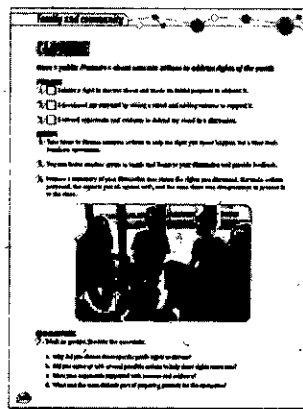
Self-assessment

Students can self-evaluate themselves when they are asked to reflect on their learning process after each product step and the final product to see if they have acquired the abilities and knowledge practiced in a module. This is a very good opportunity to teach them responsibility for their own learning and motivate them to improve.

After completing a product step, students are asked to complete a series of activities for self-assessment where they will answer questions, use rubrics, or reflect to identify what they should have learned and what they actually achieved.

As the *Create* section of the final product requires working with classmates to consolidate knowledge and skills together, there is a discussion in groups in the *Final product performance* section of the *Closure*. Have them work together and monitor their discussion. Tell the class it is essential to be open to constructive criticism and listen to others with respect. Monitor their work but do not intervene unless learners find it difficult to be sensitive and respectful.

After the discussion, you may have students go back to their answers for the first four product steps and check if they have made any advances after their first assessment. Then have them identify the areas of opportunity their answers indicate. After this reflection, ask students to think about actions they could take to improve these areas and to register them as objectives in their *Set Goals* section.



How to Use ICT

ICT or Information and communication technologies are tools that can help you and your students create, store, and manage information. But digital skills imply much more abilities like working collaboratively online, use email and search engines, or being able to safely use a web browser.

The importance of teaching students digital skills is that in the future, there will be a few jobs which won't need digital skills. Building digital skills in students is an important step in benefiting from computers in education. Nevertheless, using technology in the classroom does not always lead to a better quality of learning.

Digital skills are also skills for life, for learning and for work. Enhance the learning experience of your students by using ICT and digital abilities.

Search and analysis skills

These refer to the fluency to navigate the Internet, identifying good quality sources from low-quality sources, and spotting biased information. Prompt students to catalog their research findings and place them in databases or spreadsheets.

Safe use of digital devices or channels

Learning how to secure systems is important in an era where cybercrime and piracy are widespread. Help students identify email attachments that may be dangerous; teach them to double-check emails and their URLs, using strong passwords and not writing them where everybody can see them.

Managing virtual relationships

People communicate more and more regularly through technology. An important skill for students is to learn how to maintain a trusting and positive relationship with other people through digital channels. Make students aware that the nature of digital communications is sometimes asynchronous in nature, or anonymous. Help them set realistic expectations around virtual relationships.

Virtual collaboration

Help students plan the process work flow when working with classmates in a virtual environment. Explain how a virtual environment is not only asynchronous (if you get into a platform, it doesn't mean everyone will be there at the same time), but it also depends on the availability and correct functioning of the software. Explain to students that collaboration expectations for students and their peers should be set realistically.

Having the control over technology

Many ICT tools can make our lives comfortable, particularly those that enable us to easily check spelling, for example. Nevertheless, teach students that it is important to set boundaries on technology use because our body and mind need a break from it. Occasionally, propose looking for information in a library, instead of a search engine, for example. This will teach students that they can use different skills to look for information without depending on devices.

Vocabulary Strategies Answer Key

Module 1

1 a.1 b.3 c.1

2 Suggested answers: catch—understand (Contextual clue: Words in the sentence: Oh, OK ... I just said that ...) found out—knew a fact or piece of information (Contextual clue: Words in the same paragraph: There was no way we could have known that.) funny—something that makes you laugh (Contextual clue: Picture in the activity, girls laughing) wearing—using different clothing on your body (Contextual clue: Words students know, red dress).

Module 2

1 a.2 b.4 c.3 d.1

2 Suggested answers: beautiful (full of beauty) respectful (full of respect) unnatural (the opposite of natural) skillfully (in a manner full of skill) disdainfully (in a manner full of disdain).

Module 3

1 a. conducto b. detergente c. inflar d. prevenir e. polímero

Module 4

1 Suggested answers: Summer Olympics: Up: International event Right: Sports competitions Down: Synchronized diving is an Olympic sport Left: Medals for the winners: gold (first place) and silver (second place)

Module 5

1 a. Part of speech: adverb, Synonyms: greatly, remarkably, Pronunciation: (kuh n-sid-er-uh-blee), Example: Your room seemed considerably bigger the last time I came.
b. Part of speech: noun, Synonyms: destruction, disintegration, Pronunciation: (kə-ləps'), Example: Since the collapse of the bridge people can't return to their homes.
c. Part of speech: noun, Synonyms: rule, administration, Pronunciation: (rān), Example: People was at peace during his reign.
d. Part of speech: verb, Synonyms: encourage, inspire, Pronunciation: (stīm'yə-lāt'), Example: The teacher stimulated the students' creativity.

Module 6

1 a. crew b. vessel c. aboard

Module 7

1 Greetings: touch noses, shaking hands, kiss on the cheek, people bow

2 Suggested answers: Express an opinion: I think..., I believe..., In my opinion..., I guess... To give an example: For example..., For instance..., An example of this... To express reasons: Based on my experience..., According to this article...

Module 8

1 Adjectives: aromatic, tender, white, beautiful, sunny, cloudless, golden, splendid, sweet, great, rough, darling, heavy, solemn Nouns: fire, desire, moths, soul, harbingers, skies, times, fruit, scene, flowers, happiness, winds, buds, van, statement

2 Suggested answers: aromatic fire, a tender desire, some white moths, a beautiful soul, beautiful harbingers, sunny skies, cloudless times, a golden fruit, a splendid scene, sweet flowers, with great happiness, darling buds, a heavy van, a solemn statement

Module 9

1 a. ban b. mainly c. narrow d. misunderstand e. unconventional

Module 10

1 It is suggested that students use body language to mime the following words: *achieve, address, attainable, available, compulsory, enforce, engage, fewer, give us a call, illnesses, leisure, recess, sell, stand, and stick.*

Module

| Stage | Session | Activities | Learning Objectives |
|-----------------------|---------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Answer questions about unexpected situations. • Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-4 | <p>Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.</p> | <ul style="list-style-type: none"> • Anticipate topic, purpose, and intended audience based on contextual clues. • Distinguish attitudes and emotions. • Evaluate register and acoustic characteristics (e.g. higher speed or tone, etc.). • Notice syntactic features of the English language: absence of double negatives (e.g. <i>they didn't go anywhere; they had no time to lose</i>). • Explain and model for others how to use strategies. |
| Step 2 | 5-7 | <p>Interpret general sense, main ideas, and details.</p> | <ul style="list-style-type: none"> • Interpret contextual clues. • Distinguish ways to describe unexpected situations (e.g. <i>then, I saw a person who was dressed ... / We were about to leave when ...</i>, etc.). • Compare direct and indirect speech (e.g. <i>He told us, "Stop!" / He asked us to stop</i>, etc.). • Analyze changes in style according to situation or context. • Take advantage of repertoires of words and expressions to construct meaning. • Evaluate participants' intentions. • Identify main ideas and information that expands, exemplifies, or explains them. • Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning. • Determine sequence of sentences. • Exchange opinions about their own learning and that of others. |
| Step 3 | 8-10 | <p>Describe unexpected events.</p> | <ul style="list-style-type: none"> • Include time and quantity adjectives and adverbs in descriptions. • Change from direct speech to indirect speech and vice versa. • Modulate speed, rhythm, diction, and intonation. • Use strategies to reformulate ideas and repair communication breakdown (e.g.: <i>I don't know how it is called, it is this kind of wheel that pushes the water out of a river...</i>). • Spontaneously produce descriptions of unexpected situations. • Have exchanges of nonverbal language. • Evaluate their performance. |
| Closure | 11-12 | <p>Socializing the product</p> | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment:

Social Practice of Language

Communicative Activity

Final Product

Opening

Opening

- 1 Work in pairs. Look at the pictures. What happened? Try to describe the situation. Then answer the questions below.



- a. Do you know how to make descriptions in English?
b. Are you ready to have a conversation in English?

- 2 When the module is over, you will come back to revisit these questions and assess your progress.

Class Planner

| | | | |
|-------------|-------|---|---|
| Opening | 1 | Know how ready you are. | |
| Development | 2-4 | Listen to and evaluate descriptions of situations shared in an oral exchange. | General notes about an unexpected situation p.14 |
| | 5-7 | Interpret general sense, main ideas, and details. | Notes about the main ideas and details p.17 |
| | 8-10 | Describe unexpected events. | A conversation organizer about an unexpected event p. 18 A presentation rehearsal about an unexpected event p. 15 |
| Closure | 11-12 | Socializing the product. | Rehearse using a conversation organizer p. 22 Oral presentation about an unexpected event p. 23 Self assessment p. 24 |

Activity 1 It may be important to clarify that unexpected situations are not always funny. You may ask students how they felt speaking in English. Be aware that some students may feel embarrassed. You could motivate them by making them feel comfortable and letting them know that all skills need practice! As much as they practice, they will notice their improvement. Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Activity 2 This is a form of self-assessment and reflection. Encourage students to make an honest reflection so that they can work on it during the module. You may encourage them to justify or explain their decision.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

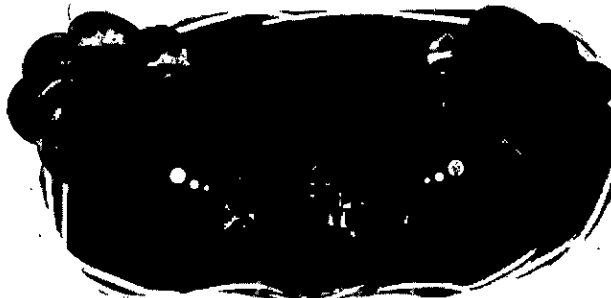
Suggested answer:
a. Yes / No
b. Yes / No

Step 1 Development

Development

Product Step ● You are going to decide on an unexpected situation.

1 Listen to the conversation and answer the questions. Share your answers with a partner. Discuss what clues let you know the information.

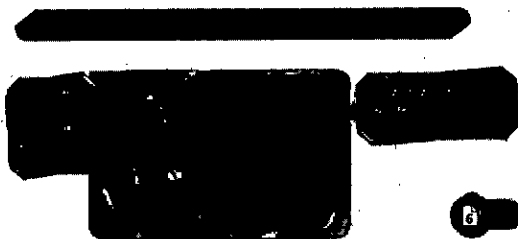


- a. Where are the students?
- b. Do they know each other?
- c. What happened to David last weekend?
- d. What happened to Gaby?
- e. How do they feel?

2 Listen to the conversation again. In pairs, identify and circle the speaker described in the sentence.

- a. David / Gaby [redacted] his / her voice to show disappointment.
- b. David / Gaby [redacted] his / her voice to [redacted] something amusing.
- c. David / Gaby / Both use informal language to share anecdotes.

3 In pairs, discuss how each character feels using the words from the box.



Language skills

Some sound characteristics in conversations, like the speed you use and the volume you reach, can help you show feelings or identify what the speaker feels.

Suggested answers

1. The students are in a library. They don't know each other. David happened to Gaby last weekend. Gaby happened to David last weekend. They are both disappointed.

Language skills

You could invite students to say some words or phrases with an angry, relaxed, anxious, excited tone of voice and notice how the volume and the speed change according to the feelings. Encourage them to show as many emotions as possible using their voice only.

Activity 1 102 You may remind students that they need to listen beyond the words, to the expressions, tone, context sounds, other voices, and so on. If students have trouble answering the questions you may help them with clues and ideas.

short explanation. Refer students to the Glossary section on page 25 in their books to learn how to cope with new vocabulary.

Answers

Activity 3 You may want to go through the words in the word pool so that students get a clear and homogeneous idea of what they mean. You may remind them to use the examples as a reference. Monitor the activity and help if necessary, with some additional examples that are similar to the audio file.

Activity 2 102 You may have students read the Language skills box first. You can encourage students to share their reasons and ideas with a

Module 1

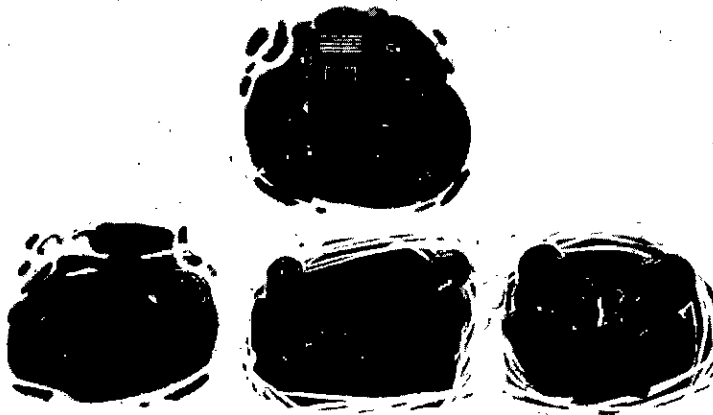
4. Work in small groups. Listen to the conversation again and write down the questions Allie and David make.



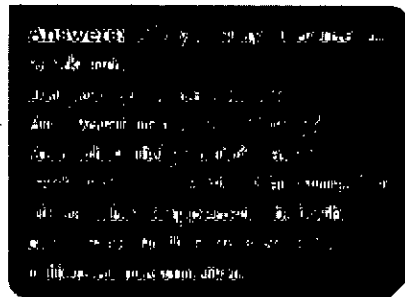
Then, in pairs, discuss the following.

- a. What purpose do the questions have?
 - b. What kind of information do you get from the answers provided: main ideas, details that expand them, or both?
 - c. Why do you think it is important to ask questions during an oral exchange?
5. Answer the following questions in note form. Then, in pairs, take turns telling each other about your experiences.
- a. Do you remember a time when you had an accident that prevented you from doing something you wanted or from achieving a good result?
 - b. What was it?
 - c. What happened?

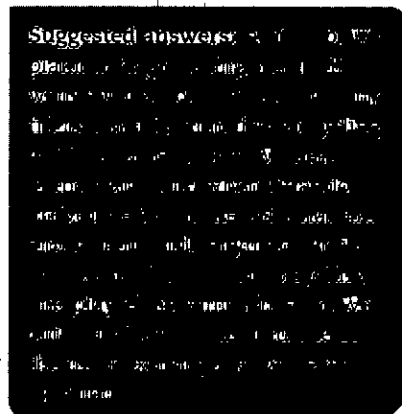
6. In small groups, look at the pictures related to Allie's weekend and exchange ideas about what you think happened.



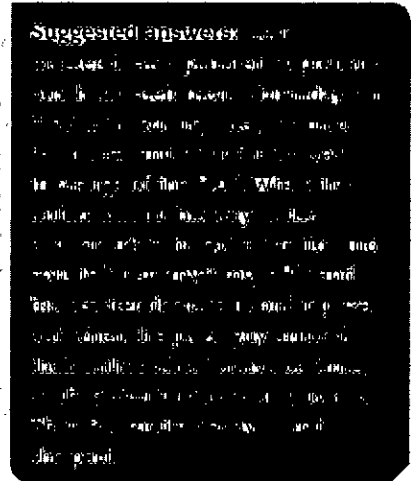
Activity 4 It is important that students focus on paying attention to the questions only. You could play the audio once more for students to listen to the answers and identify the kind of information they provide. This activity helps students reflect and exchange ideas. If necessary elicit the characteristics of a main idea and a



Activity 5 This activity is meant to personalize the social practice and to encourage students to exchange ideas. You may invite some volunteers to share their experiences with the class.



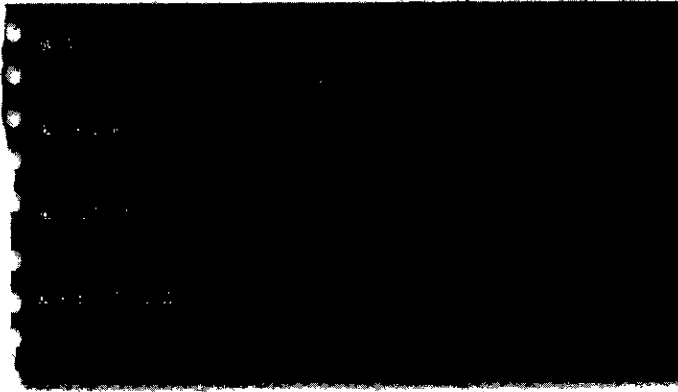
Activity 6 It would be a good idea to have students organize the illustrations by telling the story to the group. It would be a good idea to encourage students to be creative and come up with as many different stories as possible. Walk around and monitor, supporting students when necessary.



Family and community

7. Listen to the conversation and check your answers in Activity 6. In pairs, take turns telling each other what happened to Allie and exchange ideas on how she sounds and feels.

8. In pairs, discuss what clues helped you understand the unexpected situation and Allie's feelings.



FOR YOUR PRODUCT

- What happened?
- Who was involved?
- How did you feel?



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Activity 7 Before playing the audio you may want to point out that students do not need to understand every single word, but the general idea, to identify the situation and the character's feelings. Allow enough time for students to interact and discuss Allie's feelings. You may remind them that her voice can help them identify her emotions.

Suggested answers

1. What happened? Allie was in a car accident. She was driving to school and she was hit by a truck. She was in the hospital for a few days and she was very scared.

Activity 8 Most of this activity may have been mentioned during the discussion in Activity 7. You may elicit the clues that helped students identify the situation. Then, the purpose of this activity is mainly to organize the information for further use. You may link this in sequence with Activity 7.

Answers

1. What happened? Allie was in a car accident. She was driving to school and she was hit by a truck. She was in the hospital for a few days and she was very scared.

FOR YOUR PRODUCT

Activity 9 You may help students choose a situation with sufficient elements to develop along the module. Monitor the activity and help if necessary, with the expression of their ideas.

Suggested answers

1. What happened? Allie was in a car accident. She was driving to school and she was hit by a truck. She was in the hospital for a few days and she was very scared.

Media Resources

Print, photocopy, or display the Unexpected Situations poster for students to brainstorm more ideas about unexpected events.

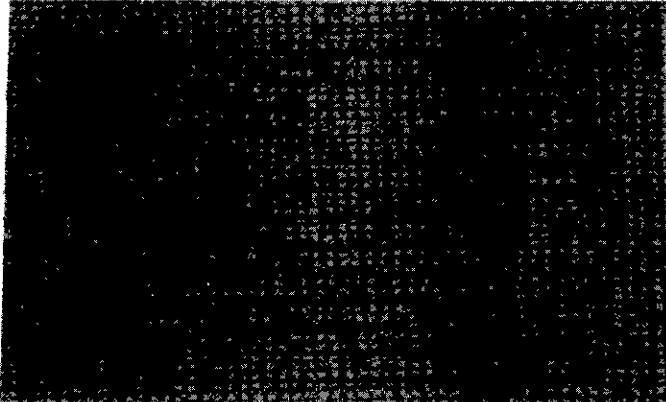
Reader

Unexpected Situations

In introducing students to the chapter you may ask them to open their readers to the cover pages and to focus students' attention to the picture and think what they think the text is about. You could read the comprehension questions out loud and have students discuss them. As a class, all of the students could write some of their own stories.

10 Work in pairs. Discuss the questions and write your answers below.

- a. Was it easier or more difficult to predict the events in the second part of the conversation?
- b. How can you express different feelings using your voice?
- c. Do you think it is easier to understand details from a conversation when you anticipate the main ideas? Why?



11 Self-assessment Answer the questions.

- a. How well can you distinguish attitudes and emotions?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- b. How well can you use contextual clues to anticipate the topic and the purpose?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- c. How well can you distinguish acoustic features to identify emotions?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.

If your answer was *With difficulty* or *I can't*, review some strategies to listen to conversations, go back to Activities 2 and 6 with a partner. Give each other feedback and record your progress.

Activity 10 You may start in pairs and then form groups to share their results. You may expand by discussing other situations where we may use prediction and anticipation.

Self-assessment

Activity 11 In a self-assessment the most important thing is an honest disposition towards further learning. You may highlight this fact to students. If there are doubts, you may suggest them to go back to activities 2 and 6 as instructed and then come back to this self-assessment.

Suggested answers:

a. It was easier to predict the events in the second part of the conversation because I had more information to work with. I was able to use the context clues to anticipate the topic and the purpose of the conversation.

b. I can express different feelings using my voice by changing the pitch, volume, and speed of my speech. For example, I can use a higher pitch and faster speed to express excitement, and a lower pitch and slower speed to express sadness.

c. Yes, I think it is easier to understand details from a conversation when you anticipate the main ideas. This is because when you know the main ideas, you can focus on the details that are related to those ideas. This helps you to understand the conversation more fully.

Family and community

Product Day You are going to interpret general sense, main ideas, and some details.

- Listen to a conversation between three students. Discuss as a class what it is about.
- Read and listen to the conversation again and discuss the questions in pairs.

Ana: Hi, guys!
 Pete: Hi, Ana! Did you bring the poster?
 Ana: The poster? Do you mean the poster for the cake stand? Was it for today?
 Jessy: Ana, it is for today. Mr. García said yesterday that we had to bring the posters today. He told us, "Have everything ready for tomorrow," and that was yesterday, Ana. Then, I asked you if you could finish the poster at home and you said, "Yes, Jessy. Don't worry, I'll finish it." Right, Pete?
 Pete: Err... well...
 Ana: Hmm... that's not what I understood. I'm very sorry... I thought that we had to bring the poster tomorrow morning for the school festival. And, when you asked me if I could finish it, I didn't understand I had to bring it today. Besides, the festival is tomorrow, right?

Jessy: But that's not the point...
 Pete: Girls, girls... let's try to do this, okay?
 Jessy: Right. What do you think?
 Pete: Mr. García said that everything had to be ready at four. However, he also told us that if we needed more time to finish the posters or other materials for our stand, we could use our lunch break. What if we do that?
 Jessy: Okay! Good idea! Ana, you can design the new poster. We can add drawings or some magazines and then show it to Mr. García together with the rest of the materials for the stand at four. Is that okay?
 Ana: Sure! Let's do it!

- What is the unexpected situation?
- How does each person feel about it?

- What words or changes in the voice express each person's feelings?

3) Read the conversation again and write down the main ideas. Follow the examples.

There's a school festival the next day.
 Ana did not bring the poster to class.

4) Add some details to each idea in Activity 3, as below.
 There's a school festival next day. Ana, Peter, and Jessy are in charge of the cake stand.

Language skills

When you report what other people said, the verb, pronouns, and time expressions change. It is called reported speech. Example: "Everything has to be ready at nine," said Mr. López. / Mr. López said that everything had to be ready at nine. You can use the verb say or tell for affirmative sentences, and ask for interrogative.

Activities 3 and 4 The examples should guide students to identify the other main ideas in the conversation and to add details that support those main ideas. You could elicit what strategies they use to do so and discuss how the main ideas and details help them understand the whole conversation.

Answer Key: Questions

1. a. What is the unexpected situation?
 b. How does each person feel about it?

2. a. What words or changes in the voice express each person's feelings?

Language skills

Draw students' attention to the conversation to find some examples of direct and reported speech. You may ask students to study the two types of sentences and elicit when each one is used and the differences between them.

Activity 1 This activity may help students predict the situation in the conversation they will listen to. They should only focus on understanding what the general situation is, without going into much detail.

Suggested answer: There is a school festival the next day. Ana, Peter, and Jessy are in charge of the cake stand.

Activity 2 You may want to work with listening and check answers with reading. It would be a good idea to read the questions first so that students know what information to look for.

Answer Key: Questions

1. a. What is the unexpected situation?
 b. How does each person feel about it?

2. a. What words or changes in the voice express each person's feelings?

Language skills

When you report what other people said, the verb, pronouns, and time expressions change. It is called reported speech. Example: "Everything has to be ready at nine," said Mr. López. / Mr. López said that everything had to be ready at nine. You can use the verb say or tell for affirmative sentences, and ask for interrogative.

Module 1

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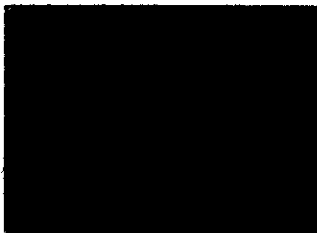


6) Pete is telling you about the situation in Activity 2. In pairs, write one question for each main idea in Activity 3 to ask about details and get additional information.

Why didn't Ana bring the poster to class?



7) Work in pairs. Write answers for the questions you made in Activity 6. Then role-play the conversation.



Language skills

We use different connectors or linking words depending on the information we want to share, add, or contrast. Use when or then to state sequence in an event that is connected to another one. Use besides or and, to add more information. Use however or but to contrast two ideas. For example, Everybody was happy for Anna. However, she didn't look pleased.

Language skills

After reading you may ask students to register the information of the box in a graphic organizer or a table using examples from the conversation. You may use the class discussion to add examples, analyze forms and functions and explore alternatives.

Activity 7 This activity can be a good opportunity to practice pronunciation and intonation. You may find useful to monitor the activity walking around the room and listening to students' final rising and falling intonation when asking questions.

Suggested answers

1. Why didn't Ana bring the poster to class?
 She forgot it at home.
 2. Why didn't she bring it?
 She was late for class.
 3. Why didn't she bring it?
 She was nervous.
 4. Why didn't she bring it?
 She was shy.

FOR YOUR PRODUCT

Activity 5 A suggestion would be for the students to write as many details as possible to have material to develop in further activities. This activity focuses on the participation of other people in the chosen unexpected situation. Encourage students to use mainly reported speech.

Activity 6 You can form mixed-ability pairs to do this activity. This is a good opportunity to go over question formation and clarify students' doubts. Monitor the activity and provide help if needed. You could put two pairs of students together to share and compare their answers or invite some volunteers to share their work.

Suggested answers

1. Why didn't Ana bring the poster to class?
 She forgot it at home.
 2. Why didn't she bring it?
 She was late for class.
 3. Why didn't she bring it?
 She was nervous.
 4. Why didn't she bring it?
 She was shy.

Suggested answers

1. Why didn't Ana bring the poster to class?
 She forgot it at home.
 2. Why didn't she bring it?
 She was late for class.
 3. Why didn't she bring it?
 She was nervous.
 4. Why didn't she bring it?
 She was shy.

Family and community

FOR YOUR PRODUCT

Main Ideas

Details

Feelings

FOR YOUR PRODUCT

18

FOR YOUR PRODUCT

Activity 8 This activity will allow students to identify the main ideas and define details of the chosen unexpected situation. You may encourage students to ask questions to their partners so that they may discover missing information or details. If time allows, you may change pairs and repeat to get more feedback. Monitor the activity and help if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: Main Ideas

The suggested answers are: 1. The main idea is that the student was surprised by the unexpected situation. 2. The details are that the student was surprised by the unexpected situation. 3. The feelings are that the student was surprised by the unexpected situation. 4. The feelings are that the student was surprised by the unexpected situation. 5. The feelings are that the student was surprised by the unexpected situation. 6. The feelings are that the student was surprised by the unexpected situation. 7. The feelings are that the student was surprised by the unexpected situation. 8. The feelings are that the student was surprised by the unexpected situation. 9. The feelings are that the student was surprised by the unexpected situation. 10. The feelings are that the student was surprised by the unexpected situation.

FOR YOUR PRODUCT

Activity 9 This activity may be linked in sequence to Activity 8. However, you may want to review your classroom policies for feedback before starting the activity. You may encourage students not to limit themselves to the checklist but to give actual comments about their partner's work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

The suggested answers are: 1. The student was surprised by the unexpected situation. 2. The student was surprised by the unexpected situation. 3. The student was surprised by the unexpected situation. 4. The student was surprised by the unexpected situation. 5. The student was surprised by the unexpected situation. 6. The student was surprised by the unexpected situation. 7. The student was surprised by the unexpected situation. 8. The student was surprised by the unexpected situation. 9. The student was surprised by the unexpected situation. 10. The student was surprised by the unexpected situation.

Media Resources

Print or photocopy the *Unexpected Situations* and *Writing My Reaction* from the *Class CD* to provide students with a checklist for their notes.



Self-assessment In groups, answer the questions to give and receive feedback about your performance.

a. Were the events in the conversation in order?

b. Were events linked using connectors?

c. Did your partner use reported speech when relevant?

d. Which aspects does he/she need to improve?

To review more about language usage like reported speech and connectors, in small groups, go to Activities 4 and 6. Take notes on the aspects that need to improve and help each other. Ask your teacher for feedback, if necessary.

FOR YOUR PRODUCT

Activity 10 This activity may be linked in sequence to Activity 9. Students may repeat the sequence role-play, feedback, and modifying of information a couple of times with different partners in order to get a richer feedback for everyone. It might be helpful to walk around and monitor helping children. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

very interesting...
 the first...
 the next...
 then...
 after that...
 finally...
 in the end...
 to conclude...
 overall...
 in summary...
 to sum up...
 in a nutshell...
 briefly...
 concisely...
 succinctly...
 to the point...
 on the one hand...
 on the other hand...
 in contrast...
 in addition...
 furthermore...
 moreover...
 besides...
 as well as...
 not only... but also...
 neither... nor...
 either... or...
 whether... or...
 if... then...
 because... so...
 since... therefore...
 as... thus...
 inasmuch as... consequently...
 in view of... hence...
 owing to... thus...
 due to... therefore...
 as a result... consequently...
 as a consequence... therefore...
 as a result of... consequently...
 as a result of... therefore...
 as a result of... consequently...
 as a result of... therefore...
 as a result of... consequently...
 as a result of... therefore...

Family and community

Product Step 3 You are going to describe unexpected events.

- 1 Listen to the conversation and answer the questions in small groups.
 - a. Where are the speakers? How do you know? _____
 - b. What is their relationship? _____
 - c. What does Kim want to know? _____
 - d. How does Liz sound? _____
 - e. What unexpected experience happened to Liz? _____
 - f. What happened in the end? _____
 - g. How did Liz and Clara react? _____

2 Read and listen to the conversation again. In pairs, study the phrases and words in bold and discuss their purpose.

Kim: Hi, Liz! How was the party last Friday?
 Liz: Hi Kim. Well, something really funny happened.
 Kim: I'm sorry, but I didn't catch what you said.
 Liz: Oh, OK... I just said that something really funny happened at the party.
 Kim: Oh! What happened?
 Liz: A couple of days before the party, Clara asked me if I could go to the mall with her to buy a dress for the party. However, I couldn't go with her... sorry, with her, because I had other things to do. Besides, I already had something to do for the party. But guess what happened?
 Kim: What?
 Liz: She bought the same dress that I did! When we met at the party we were wearing the same red dress. It was so funny!
 Kim: Oh no, did Clara think it was a funny coincidence?

Liz: Of course. There was no way we could have known that. How could we have **known** before? Besides, we had a great time so nobody **mentioned** us about it.



3 With a partner, discuss other possible phrases to use when we don't understand something or to organize our ideas while talking. Share them with another pair.

What do you mean?
 Well, you know...

4 Discuss with a partner.

- a. Why do we make gestures when talking?
- b. Why is it important that our gestures match the meaning of our words?
- c. Do they help us understand a message better?

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Activity 1 **105** You may start directly with the listening and without contextualizing so that students get all the information they need from the conversation. If there are group members with different ideas, you may take the opportunity and combine those students. A combination like this might lead to a development of argumentation and justification skills.

Activity 2 **105** This activity may be linked in sequence with Activity 1. Students could try to figure out the purpose of the phrases and words without reading the text (you may even write them on the board) and then use the whole script as a means to confirm their answers.

Answer: I didn't catch what you said.
 I just said that...
 I had a great time so nobody mentioned us about it.

Answer: a. Where are the speakers? How do you know?
 They are at a party.
 b. What is their relationship?
 They are friends.
 c. What does Kim want to know?
 How was the party?
 d. How does Liz sound?
 She is happy.
 e. What unexpected experience happened to Liz?
 She bought the same dress as Clara.
 f. What happened in the end?
 They were wearing the same dress.
 g. How did Liz and Clara react?
 They were surprised.

answers with the class and write them on the board.

Suggested answers:

1. a. They are at a party.
 b. They are friends.
 c. How was the party?
 d. She is happy.
 e. She bought the same dress as Clara.
 f. They were wearing the same dress.
 g. They were surprised.

Activity 4 Allow students to reflect on our social interactions and make them aware of how important our body language is and how it helps us understand a message in a non-verbal way. You may point out that our body expresses our emotions in a very effective way.

Suggested answers:

1. a. They are at a party.
 b. They are friends.
 c. How was the party?
 d. She is happy.
 e. She bought the same dress as Clara.
 f. They were wearing the same dress.
 g. They were surprised.

Activity 3 The purpose of this activity is to elicit what students already know and recycle it. You could invite volunteers to share their

Module 1

- 5) Read the conversation in Activity 2 again and underline suitable phrases where you can add body language to express your feelings and ideas.
- 6) Work in pairs. Role-play the conversation using body language. Change roles and role-play it once more.

7 FOR YOUR PRODUCT

- 8) Read the conversation in Activity 2 again. In pairs, discuss possible alternatives to the opening sentence Kim says to start the conversation. Exchange your ideas with another pair.

Language skills

Adverbs of time are words that tell us when something happens. For example: yesterday, last night, the other day.

9 FOR YOUR PRODUCT

Language skills

Ask students to come up with other examples of adverbs. You can also ask them to use the examples in other sentences for them to practice the usage.

10 FOR YOUR PRODUCT

Activity 9 Even if students are writing the script of the conversation, it is important that they treat it only as an expected interaction and to be open to any possible changes in the actual conversation.

Suggested answers

- Q: What time did you get up today?
A: I got up at 7:30.
- Q: Did you sleep well?
A: Yes, I slept very well. I was very tired yesterday, so I went to bed very early. I fell asleep very quickly. I had a very good night's sleep.
- Q: When?
A: When I was in bed, I was thinking about the school and how busy I was. I was very tired. I was thinking about the school and how busy I was. I was very tired.
- Q: Did you go to school today?
A: Yes, I went to school today. I was very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.
- Q: When did you go to school?
A: I went to school at 8:00. I was very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.
- Q: How did you feel?
A: I felt very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.
- Q: How did you feel when you were in bed?
A: I felt very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.

Activity 5 Ask students to share and compare their answers with those of a partner.

Answers: What time did you get up today? I got up at 7:30. Did you sleep well? Yes, I slept very well. I was very tired yesterday, so I went to bed very early. I fell asleep very quickly. I had a very good night's sleep. When? When I was in bed, I was thinking about the school and how busy I was. I was very tired. I was thinking about the school and how busy I was. I was very tired. Did you go to school today? Yes, I went to school today. I was very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends. When did you go to school? I went to school at 8:00. I was very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends. How did you feel? I felt very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends. How did you feel when you were in bed? I felt very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.

11 FOR YOUR PRODUCT

Activity 7 For this activity, answers may vary, but let students picture the conversation in their minds and identify the moments where gestures could add meaning to their words, and reinforce their emotions.

Activity 8 This activity is for students to once again use their previous knowledge and think of possible alternatives they could use when role-playing their conversation.

Suggested answers: I was very tired, but I was happy to see my friends. I was very tired, but I was happy to see my friends.

Activity 6 Let students role-play the conversation twice, once using body language and a second time without it, so that they notice the difference and reflect on how our gestures make our messages get across.

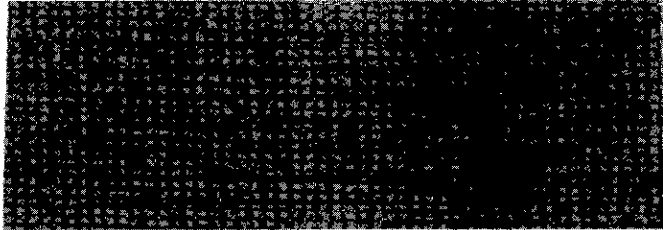
Media Resources
Point or Photography for Talking about unexpected situations. Communicative Expressions A. Resources to help students structure their conversation.

Family and community

10 FOR YOUR PRODUCT

11 In groups, discuss the questions and exchange ideas on how you can improve. Give examples of activities you did in this module.

- Do you feel you improved your performance by using different strategies when you speak?
For example: asking for clarification, making pauses, using body language, and making questions about the situation.
- What are your weak areas: describing events, using body language, keeping the conversation going, or others?
- How can you improve each of the aspects above?
Discuss how the following can help you:
 - Identifying the main events first to be able to describe them.
 - Using body language to reinforce your words and express your feelings in a visual way.
 - Learning expressions and useful phrases that help you keep the conversation going in a natural way.



12 Self-assessment Work in groups and discuss the questions.

- What strategy can you use to repair the communication when you speak?
- What can you say when you don't understand what the other person is saying?

If you want to review how to ask for repetition or continue the story, go to Activity 3. In pairs, role-play a conversation. Ask for another student to listen to you and take notes on what needs to be improved.

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FOR YOUR PRODUCT

Activity 10 This is another opportunity students have to add more elements to their oral interaction that will improve their communication. They can practice variations of the conversation including more verbal and non-verbal elements to enrich it.

Activity 11 This activity is intended as a moment of group reflection on the activities done so far. You may promote a respectful conversation that focus on the questions they will ask each other. Monitor the activity and help if necessary.

Suggested answers

1. Do you feel you improved your performance by using different strategies when you speak? For example: asking for clarification, making pauses, using body language, and making questions about the situation.

2. What are your weak areas: describing events, using body language, keeping the conversation going, or others?

3. How can you improve each of the aspects above? Discuss how the following can help you:

- Identifying the main events first to be able to describe them.
- Using body language to reinforce your words and express your feelings in a visual way.
- Learning expressions and useful phrases that help you keep the conversation going in a natural way.

Reader

Chapter 1

Unexpected Situations

Explain to students that they are going to read the chapter again. Students may practice reading it slowly from this chapter to increase describing an unexpected event. It may be helpful to ask students to give feedback.

Self-assessment

Activity 12 You may start with an individual reflection before forming the groups in order to have two different levels of reflections and assessment. If students have doubts you may ask them to go back to Activity 3 as it is instructed before actually helping them.

Teaching Toolbox

In this toolbox, you will find a variety of activities and resources that will help you to teach the content of this chapter. You can use these activities and resources in your classroom to make your lessons more interesting and effective. You can also use these activities and resources to help you to assess your students' learning and to provide them with feedback.

Closure

Module 1

CLOSURE

Participate in an oral presentation

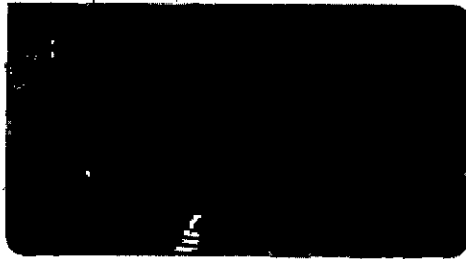
PROCESS

1. I made some general notes on the place, the people involved, and the unexpected situation I want to share with the group.
2. I wrote about the main ideas and details from the unexpected situation I'm going to share.
3. I organized the presentation in a conversation organizer.
4. I rehearsed presenting an unexpected situation to a classmate.



CREATE

5. Work in groups of four. Share your unexpected event with another group of classmates. Have your classmates ask questions about it.
6. As a class, vote on the most original experience, the funniest, the strangest, etc.
7. Prepare your oral presentation for a different group, class, or for the whole school.



CONCLUSIONS

8. Work in groups. Read the questions and share your answers.
 - a. Was it easy or difficult to write notes on the unexpected situation?
 - b. Why do you think gestures are important when relating a personal experience?
 - c. Are you satisfied with your work? How could you improve it?
 - d. Did you learn anything new about relating unexpected events?

23

PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Steps 2 and 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Refer students to the **How to Use ICT section in their books on pages 8-9.** You may point out that watching ourselves perform a conversation can help us identify our weak points, and make improvements. When this technique is not possible, encourage feedback sessions among students. Always remind them to praise the good aspects and make their classmates suggestions on how they can improve their weak points.

CREATE

Activity 5 Students will share their conversations playing all roles, so in the end there will be four unexpected situations. Monitor the activity.

Activity 6 Encourage students to take notes of the presentation of their unexpected situations so they can review the good aspects of each presentation in order to vote for it.

Activity 7 You may highlight that the actual presentation is the same with one or more interlocutors. However, the responses and questions will come from different people.

CONCLUSIONS

Activity 8 You may lead students to reflect on any possible changes they would implement to their ideas based on the results of the activities.

Family and community

FINAL PRODUCT ASSESSMENT

9 Work with your partner. Use the rubric to assess how well you did in the process of preparing and presenting your unexpected situation.

| | | | |
|-------------------|---|--|---|
| Preparation | I completed all the steps in the module to prepare my presentation. | I used some of the steps in the module to prepare my presentation. | I used a few of the steps in the module to prepare my presentation. |
| Oral presentation | I was able to use all of the strategies I learned through the module to make my presentation. | I used some of the strategies I learned through the module to make my presentation. | I used a few of the strategies I learned in the module to make my presentation. |
| Teamwork | I always listened to my classmates' feedback respectfully and used their comments to improve. | I sometimes listened to my classmates and not always used their comments to improve my work. | I rarely listened to my classmates and was disrespectful. I never participated in the feedback. |

SET GOALS

10 Go back to the Opening on page 11. Complete the activities again. Add evidence to the Class Planner if necessary.

11 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

12 Reflect on your interaction with your classmates. Answer the questions.

Was it difficult to interact with my classmates? Why? Why not?

What things can I do to improve my participation or be more collaborative?

Why is teamwork important?

ASSESSMENT TOOL

You may use this questionnaire at any moment in this module. It can be used to assess a specific skill or as an opportunity for students to reflect and provide feedback on their own learning. You could have students answer it in class or as homework.

FINAL PRODUCT ASSESSMENT

Activity 9 It would be advisable to review the rubric for feedback as a group, and to be open to other elements that might lead to a better work in the future. Monitor the activity.

SET GOALS

Activity 10 It is important for students to go back to the Opening questions and the Class Planner and review what they have learned up to this point. You could have them review the activities and their evidence individually and then share their conclusions in groups.

Activity 11 It would be necessary to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them. Students might need help to define feasible goals and actions.

TEAMWORK

Activity 12 Once students finish this activity, it would be a good idea to have them share their answers with partners they have worked during this module.

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. They can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions, and have students answer them (orally or in writing).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

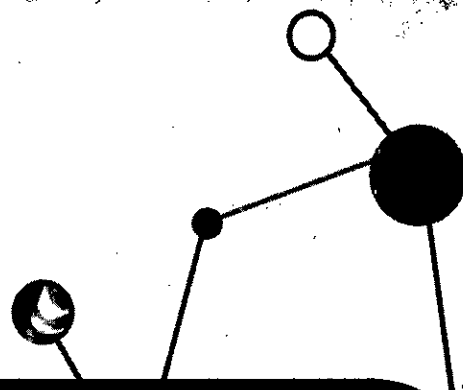
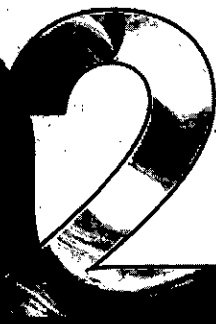
8 _____

9 _____

10 _____

Notes:

Module



| Stage | Session | Activities | Assessments |
|-----------------------|---------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Ask and answer questions of what students know about suspense and fantasy stories. • Ask and answer questions to reflect on their performance. |
| Development Step 1 | 2-3 | Select and review narrative texts. | <ul style="list-style-type: none"> • Reflect on how language varies depending on the topic, purpose and form of communication. • Identify publication information (title, author, publisher, etc.). • Contrast topic, purpose and intended audience. • Notice patterns of textual organization. • Make proposals that help achieve consensus. |
| Step 2 | 4-6 | Read narrative texts and understand general sense, main ideas, and details. | <ul style="list-style-type: none"> • Reflect on the resources used by the author and illustrator to produce various effects in the text that affect the reader. • Use different strategies to understand the development of actions. • Identify tenses and verb forms in paragraphs (present and past perfect, gerund, past participle, conditionals). • Recognize main character(s), secondary character(s) or incidental character(s). • Explain strategies to understand and identify words and expressions. |
| Step 3 | 7-8 | Describe characters. | <ul style="list-style-type: none"> • Express personal reactions to texts. • Contrast their own repertoire of words and expressions with that of the narrative text. • Select appropriate adjectives and adverbs to describe characters. • Listen to opinions of others to recognize different interpretations. • Reflect on their own performance and that of others. |
| Step 4 | 9-10 | Complete and write sentences based on characters' actions and features. | <ul style="list-style-type: none"> • Answer questions to describe characters. • Write sentences. • Describe physical characteristics, skills, and actions of characters. • Check spelling and punctuation. • Give and receive feedback. |
| Closure | 11-12 | Socializing the final product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Create a final product. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment:

Social Practice of Language

Communicative Activity

Final Product

Opening

Opening

1. Check (✓) the characteristics of narrative texts.

- | | |
|---|--|
| <input type="checkbox"/> Include author. | <input type="checkbox"/> Include only main characters. |
| <input type="checkbox"/> Include illustrations. | <input type="checkbox"/> Are about facts. |
| <input type="checkbox"/> Are about imaginative fiction. | <input type="checkbox"/> Include descriptions. |
| <input type="checkbox"/> Include fictional characters. | <input type="checkbox"/> Include details. |
| <input type="checkbox"/> Are non-fiction. | |
| <input type="checkbox"/> Include a setting. | |



2. When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|---|--|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Select and review narrative texts. | Questions to identify likes and dislikes. p. 30 Select a story for a comic book p. 31 |
| | 4-6 | Read narrative texts and understand general sense, main ideas, and details. | Organizer of main ideas and details p. 33 Cut out and draw pictures for a comic book p. 34 |
| | 7-8 | Describe characters. | List of describing words about the characters in the chosen story p. 37 Opinions on the characters of the story p. 38 |
| | 9-10 | Complete and write sentences based on characters' actions and features. | Sentences about the characters' actions p. 41 Ask and answer questions about the characters in the chosen story p. 41 Corrected version of the sentences about the character's actions p. 42 |
| Closure | 11-12 | Socializing of the product. | A comic book p. 43 Self-assessment p. 44 |

27

Activity 1. Students may check as many characteristics as they want. It is suggested you don't interfere in this process since they will come back and review what they have learned. If there are students in your class that haven't read narrative stories, elicit some titles of classic stories. You could post the titles of the stories, books or comic books students mention on the board so to encourage them to look for these books. Monitor the activity.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations for this module are. Suggest that they may include other evidence during the module.

Suggested answers

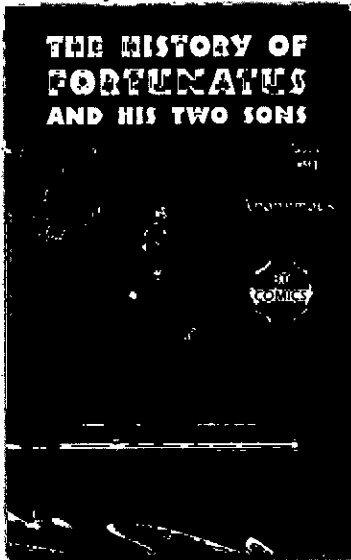
1. Check (✓) the characteristics of narrative texts.

Step 1 Development

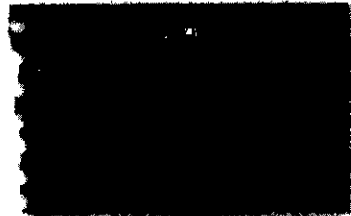
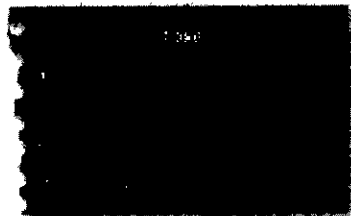
Development

Product Step ● You are going to select and review narrative texts.

1 Work in pairs. Look at the covers of two stories and discuss what you think they are about.



2 Work in small groups. Look at the covers in Activity 1 again. Discuss the differences between the elements in the covers and how they are distributed. Why do you think they are different? Complete the notes.



28

Activity 1. Make sure students are familiar with the vocabulary before starting this activity. This activity can be done individually, but working in pairs would be a good idea. If appropriate, model the activity with another book, ideally one that most of them know. Monitor the progress of the activity. Help only if necessary, so that the conversation flows. You may elicit the answers from volunteers.

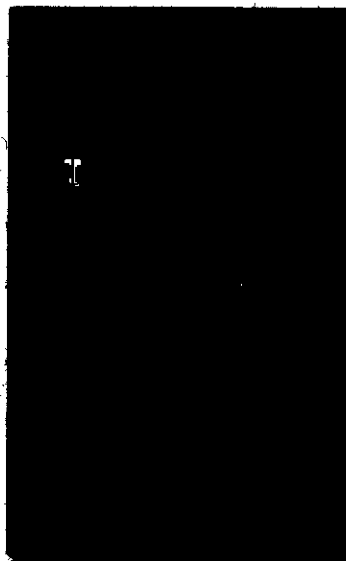
Activity 2 It is a good idea to form groups that combine students with different skills and interests. You may want to elicit the meaning of the words in the list so to avoid common false cognates (e.g. publisher). Remind students that they need to focus not only on the content of the cover, but also on the visual aspects of the books.

Suggested answers

The covers are very different. The first one is very simple and the second one is very decorative.

Answer: The first cover is very simple and the second one is very decorative. The first cover has a dark background with white text and a small illustration of a figure. The second cover has a dark background with white text and a central illustration of a shield or crest. The first cover is for 'The History of Fortunatus and His Two Sons' and the second cover is for 'The Wives of Doctor Gray'.

3. Work in pairs. Read the back cover of *The History of Fortunatus and His Two Sons* and *The Picture of Dorian Gray*. Then discuss and answer the questions below.



- What are the stories about?
- Who would be interested in reading the stories? Why?
- What does the illustration tell you about Fortunatus as a character? Why?
- What do you think is the purpose of the texts? Why?

Activity 3 The stories are classics of the English literature; therefore, students may already know one or both books. If that is the case, you may organize a conversation about their previous experience with the story. For a deeper discussion, reading should start individually and then shift to pairs or small groups. You may insist on the importance of justifying their answers (why) since that is what will enrich the conversation. You could add a brainstorming session with the whole group so to see objective and subjective aspects of the books. Try to lead students to a real justification with answers that go beyond the evident. Refer students to the Glossary on page 45 in their books to learn how to cope with new vocabulary.

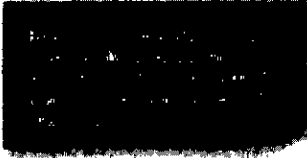
Suggested answers: The back cover of *The History of Fortunatus and His Two Sons* features a colorful illustration of a man in a red and white striped tunic, a black hat, and a sword at his waist. He is standing in a landscape with a castle in the background. The text on the cover is in a classic serif font and describes the story of Fortunatus, a man who is granted four wishes by a fairy. The back cover of *The Picture of Dorian Gray* features a black and white illustration of a man in a dark suit and a white shirt, looking at a portrait of himself. The text on the cover is in a classic serif font and describes the story of Dorian Gray, a young man who is granted a wish that his portrait will age instead of him.

The back cover of *The History of Fortunatus and His Two Sons* features a colorful illustration of a man in a red and white striped tunic, a black hat, and a sword at his waist. He is standing in a landscape with a castle in the background. The text on the cover is in a classic serif font and describes the story of Fortunatus, a man who is granted four wishes by a fairy. The back cover of *The Picture of Dorian Gray* features a black and white illustration of a man in a dark suit and a white shirt, looking at a portrait of himself. The text on the cover is in a classic serif font and describes the story of Dorian Gray, a young man who is granted a wish that his portrait will age instead of him.

Cultural Note: The back cover of *The History of Fortunatus and His Two Sons* features a colorful illustration of a man in a red and white striped tunic, a black hat, and a sword at his waist. He is standing in a landscape with a castle in the background. The text on the cover is in a classic serif font and describes the story of Fortunatus, a man who is granted four wishes by a fairy. The back cover of *The Picture of Dorian Gray* features a black and white illustration of a man in a dark suit and a white shirt, looking at a portrait of himself. The text on the cover is in a classic serif font and describes the story of Dorian Gray, a young man who is granted a wish that his portrait will age instead of him.

Recreational and literary

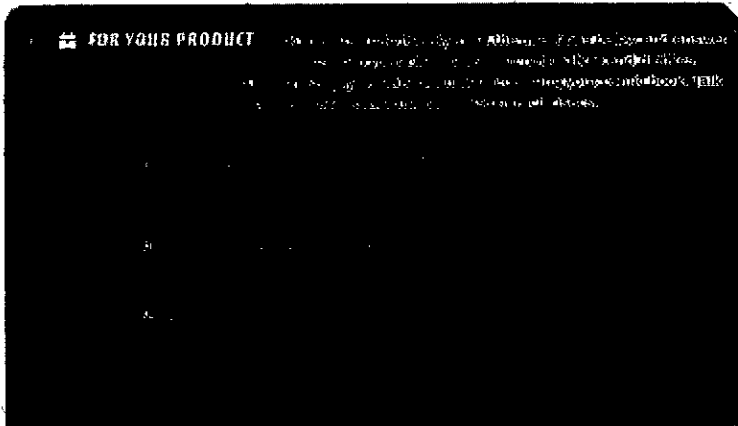
- 4 Work in pairs. Read the definitions and discuss what fantasy and suspense features *The History of Fortunatus and His Two Sons* and *The Portrait of Dorian Gray* have. Give reasons for your answer.



- 5 Work in pairs. Discuss similarities and differences between the two stories. Decide which one you would prefer to read.



FOR YOUR PRODUCT



30

Activity 4 Before beginning this activity, you may want to elicit some characteristics of the two stories (characters, plot, genre, publication date). A good idea would be to invite students to draw two columns with the headings "similarities" and "differences". Monitor the progress of the activity. Elicit answers from volunteers, try to complete as many similarities and differences as possible. Refer students to the Glossary on page 45 in their books so you make sure all students understand all the concepts presented in the definitions.

Suggested answers: Fantasy features include magic, supernatural powers, and characters who are not real. Suspense features include a plot that is full of danger and mystery, and characters who are in a dangerous situation.

Activity 5 It is suggested that you group students who are eager to read new stories with those who are not regular readers. The easy way is to choose a story from the ones included in this module. However, it would be more interesting and enriching to have them look for their stories.

Suggested answers:

Similarities: Both stories are set in a time when there was a lot of magic and supernatural powers. Both stories have a main character who is in a dangerous situation. Both stories have a plot that is full of danger and mystery.

FOR YOUR PRODUCT

Activity 6 If necessary, ask students to read Activity 1 and Activity 3 as a reminder of the characteristics and the information to look for. When completing the activity, encourage students to try to remember most of the books they have read. You may also tell them that some movies are based on books, so they can take into consideration some movies and research the books they are based on. By this time students may have an idea of the story they want to use for their final product. Remind them to be objective and make sure it complies with the characteristics they need.

Suggested answers:

Similarities: Both stories are set in a time when there was a lot of magic and supernatural powers. Both stories have a main character who is in a dangerous situation. Both stories have a plot that is full of danger and mystery.

Module 2

7. Look at and read the covers and back covers in Activities 1 and 3, on pages 28 and 29, again. In pairs, think about how a book and a comic book are different. Then discuss the questions.

- What differences do you find between the cover of the comic book and the cover of the book?
- Why do you think the covers are different?
- How is the back cover of the comic book and the book different? Why do you think they are different?
- What other elements do you think are different between a book and a comic book?



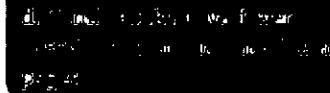
FOR YOUR PRODUCT

8. **Self-assessment** Work in small groups. Discuss the questions and the strategies you used to complete each of the tasks. By sharing your strategies you may help your classmates review and improve their performance.

- What did you do in order to select and review a story?
- What did you find most difficult about selecting a fantasy or suspense text?
- How did you identify the main idea of a text and its characteristics?

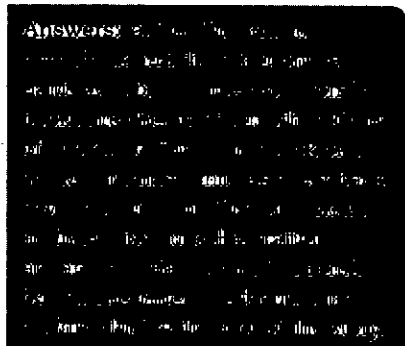
If you need to review strategies to check a text, go to Activities 1 to 3.

Activity 7 You may use the questions for a whole-class conversation instead of answering them individually. You can invite them to give examples to support their answers.



FOR YOUR PRODUCT

Activity 8 It is suggested that you make sure students have clear that stories can actually be both fantasy and suspense. A clear and thorough explanation about their decisions would be very convenient for revision. You may remind them about the importance of knowing some facts on the culture the stories belong to.



Suggested answers

The cover of a book is usually more colorful and has a larger title. The back cover of a book usually has a short summary of the story.

Chapter 2

Reader - The Masque of the Red Death

Invite the students to read the passage. You introduce the text to the class. After that you may ask them to open their Readers to the cover pages 20-21. Focus a class discussion on the picture and think what they think the text is about. You can read the introduction yourself and ask them to have students discuss the text. Use standards to read the passage individually, in groups, in pairs, or out loud. Monitor and provide as needed.

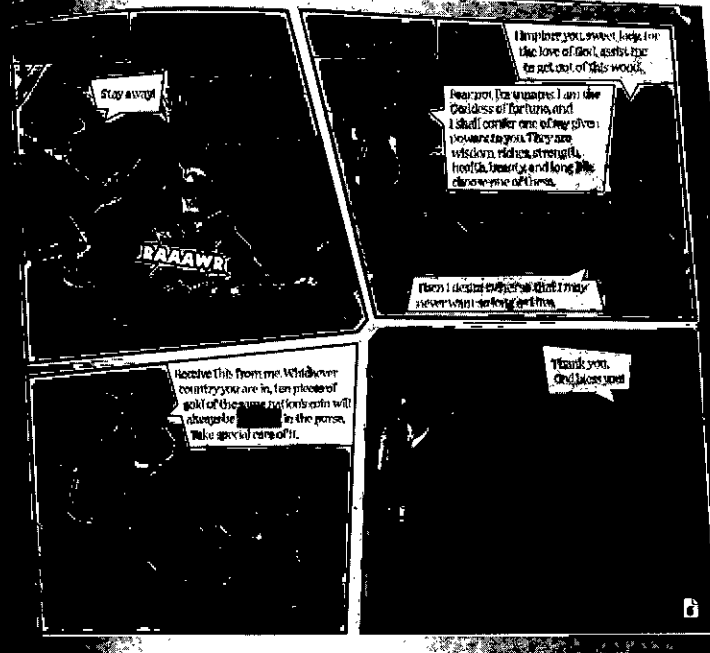
Self-assessment

Activity 9 It would be a good idea to start with an individual reflection and self-assessment, and then discuss the questions in small groups; you may invite some volunteers to share their reflections with the whole class. Refer students to Activities 1-3 if they feel their performance needs to be reinforced. It is recommended you monitor this reinforcement.

Recreational and literary

Product Step You are going to read narrative texts and understand general sense, main ideas, and details.

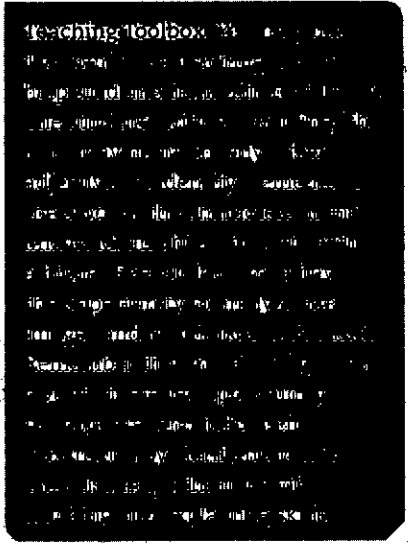
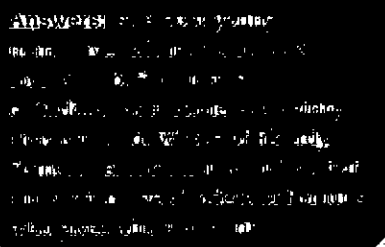
1 Work in pairs. Read an extract from the comic of *The History of Fortunatus and His Two Sons* and discuss the questions below.



- What is the story about?
- Who is the story talking about?
- Who else appears in the story? Is she a main character or a secondary character?
- Where do the actions take place?
- What is happening in the story?

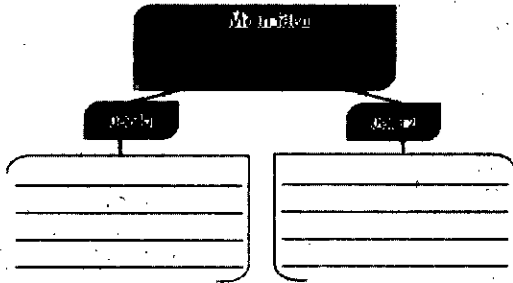
32

Activity 1 While students work on the task, invite them to underline the information that helped them answer the questions. It would be a good idea to encourage students to develop their own answers to the questions instead of just reading the text. Once they have finished, you may elicit answers from volunteers. As a complement, you may ask them to read the text and say where in the text they found the information. Invite students to look at the Glossary on page 45 in their books to clear any doubt about vocabulary, and find better support to their answers.



Module 2

2. Read the definition of main idea in the Language skills box. Write in the organizer the main idea of the comic in Activity 1, on page 32.



Language skills

The main idea tells what the story is about. It is usually supported by other ideas or details that explain the main idea. The details expand on the information in the main idea.

3. Work in pairs. Go back to the extract from the comic in Activity 1, on page 32, and look for two details that expand or support the main idea you wrote in Activity 2. Write them to complete the organizer. Share your answers with another pair.

FOR YOUR PRODUCT

Title:

organizer. For concluding, they will share their results with other groups. They may see the text from different perspectives. You may want to allow them some time to add details to their own organizer. It is important to monitor the activity and help if necessary.

Suggested answer: Detail:

The main idea is that the boy is very happy. The details are that he is laughing and shouting. Detail 2: The boy is very happy. Detail 2: The boy is very happy.

FOR YOUR PRODUCT

Activity 4 You may want to start this activity by asking some questions about what they did in the first part of their Final Product. It is convenient to work in pairs or in small groups. You could lead the students to write down the main ideas and details of the story they chose in the first part of this product. It is important to monitor the activity and help if needed.

Suggested answer: Title: The

The main idea is that the boy is very happy. The details are that he is laughing and shouting. Detail 2: The boy is very happy.

Activity 2 You may start this activity by brainstorming how to recognize the main idea of a text. Review the Language Skills box if necessary. It would be a good idea to start individually so that each student can decide their own main ideas. You may check as a whole class.

Answer: The main idea is that the boy is very happy. The details are that he is laughing and shouting.

Language skills

You may read the box as a class. After reading, you could ask them if they use any strategy to find the main idea and details. In a text, it could be a good idea to keep in mind that even if the comic books don't have a paragraph, they still have main idea and details.

Activity 3 You may discuss with the students the appropriate reading strategies to find details in paragraphs. Students may need time to discuss their answers and reach a consensus about the details to register in the

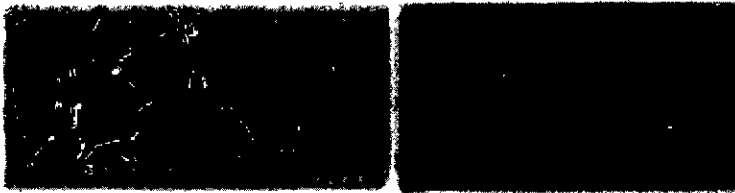
Recreational and literary

5) Work in small groups. Analyze the pictures of the comic in Activity 1, on page 32, and discuss the questions.

- What do the pictures show?
- Who is a main character and who is a secondary character?
- Do the images help you understand the story? Why?
- Do the images add extra information about the story? How?

FOR YOUR PRODUCT

7) Work in pairs. Individually look at the images and answer the questions. Then share your answers with your partner and give examples to support your ideas.



- How do the images give information about the main idea of the story?
- What details on the images give more information about the main idea of the story?

8) Work in pairs. Individually, circle the main idea of the text and underline the details. Then, with your partner, identify in the images in Activity 7 some elements of the details. Remember to support your ideas with examples from the text.



34

Activity 5 You may want to start with a whole-class conversation about the things they can see in the pictures. It would be convenient to lead students to focus only on the pictures to separate what they know with and without them.

Suggested answers: The images show a character in a dark, possibly underwater or cave setting. The character is wearing a dark, possibly waterproof, outfit. The background is dark and indistinct, suggesting a confined or mysterious space. The lighting is low, highlighting the character's form against the dark background.

FOR YOUR PRODUCT

Activity 6 It would be a good idea to ask students a new reading of the story focusing on key ideas and details whose image would make the story clearer. Invite students to use magazines, markers, etc. so they can produce the visuals for their story. Remind students to show some cultural elements of the story in their images. You may ask them to follow the structure of the comic as in this module.

Suggested answers: The images show a character in a dark, possibly underwater or cave setting. The character is wearing a dark, possibly waterproof, outfit. The background is dark and indistinct, suggesting a confined or mysterious space. The lighting is low, highlighting the character's form against the dark background.

Activity 7 You may want to present the images by asking some students to describe them. The aim of this activity is to identify elements in an image that contribute to the main idea and details of a story. Ask students to justify their ideas with elements from the fragments of the comic in Activity 1.

Suggested answers: The images show a character in a dark, possibly underwater or cave setting. The character is wearing a dark, possibly waterproof, outfit. The background is dark and indistinct, suggesting a confined or mysterious space. The lighting is low, highlighting the character's form against the dark background.

Activity 8 This exercise is for the students to reinforce their knowledge on main ideas and details and relate them to images as they will when creating their comic book.

Suggested answers: The images show a character in a dark, possibly underwater or cave setting. The character is wearing a dark, possibly waterproof, outfit. The background is dark and indistinct, suggesting a confined or mysterious space. The lighting is low, highlighting the character's form against the dark background.

Module 2

FOR YOUR PRODUCT

Self-assessment Think of the strategies you learned throughout the unit and assess your performance using the rubric below. Then, with a classmate, discuss how you could improve your performance according to your results.

| | | | | |
|--|--|---|--|---|
| Discuss questions about a text. | I was able to discuss questions about the text I read. | I had some trouble discussing the questions about the text, but I managed to give my opinion. | I found it very difficult to discuss the questions about the text. | I didn't understand the questions about the text, and I didn't participate in the discussion. |
| Find main ideas of the text and its details. | I easily found the main ideas of the text and its details. | I had some trouble finding the main ideas of the text and its details. | I found the main ideas of the text, but I couldn't find its details. | I couldn't find the main ideas of the text nor its details. |
| Analyze pictures in a comic. | I correctly analyzed the pictures in the comic. | I had some trouble analyzing the pictures, but I managed to do it correctly. | I understood the pictures, but I couldn't analyze them. | I didn't understand what the pictures meant and couldn't analyze them. |

If you need to review strategies to identify main ideas and details, go to Activities 2 to 4.

35

FOR YOUR PRODUCT

Activity 9 Students may need to understand that this time they are looking for details in the images they chose for their comic, so their readers will be able to identify them clearly. A final revision of their work would be advisable. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested activity: Whole class

1. The teacher reads the text and asks the students to identify the main ideas and details. The teacher then asks the students to identify the main ideas and details in the text. The teacher then asks the students to identify the main ideas and details in the text. The teacher then asks the students to identify the main ideas and details in the text.

Self-assessment

Activity 10 Once the reflection is done and the rubric has been completed, develop a whole-class reflection to enrich the work of all the students. If the students feel their performance wasn't what they expected, refer them to Activities 2 and 4 to reinforce what was learned in this Step. It is recommended you monitor their reinforcement process.

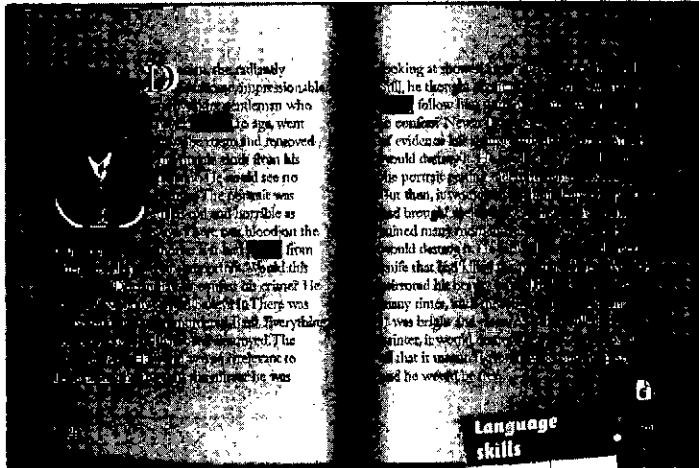
Media Resources

For more information, see the **Supplemental Digital Resources**. You may ask students to describe the characters and their actions.

Recreational and literary

Product Step You are going to describe characters.

1 Work in pairs. Read the extract from *The Picture of Dorian Gray* and discuss the questions below.



Language skills

Words that describe people are called adjectives, and words that describe actions are called adverbs. Sometimes verbs can be used as adjectives—they are called participles. To turn a verb into an adjective use the verb without conjugation, only add -ed or -ing.

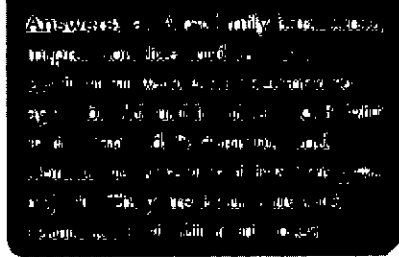
- What is Dorian Gray like?
- What does the painting look like?
- How is the knife described?
- Which similarities and differences do you find between Dorian Gray and Fortunatus? Write them in your notebook, and discuss the cultural differences and similarities between both characters with your classmate.

2 Work in groups. Follow the instructions.

- Underline the words that describe Dorian Gray.
- Circle the words that describe the way he acts.

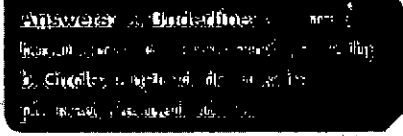
3 Read the Language skills box in pairs and find the participles in the text in Activity 1. Write a list in your notebook.

Activity 1 While students work on the task, invite them to underline the information that helped them answer the questions. It would be a good idea to encourage students to develop their own answers to the questions instead of just reading the text. Once they have finished, you may elicit answers from volunteers. As a complement you may ask them to read the text where they found the information. It is important that students refer to the Glossary on page 45 to have a complete idea of the text in order to answer the questions.



Activity 2 It would be important to precise that they need to look for descriptions of Dorian Gray and not descriptions of other characters. You

may point out that actions can also be described with phrases, but this activity focuses on adverbs. It would be a good idea to monitor the activity to solve any possible confusion between adverbs and adjectives in time.



Language skills

Participles can be used as adjectives but in a slightly different form. The present participle (-ing verbs) are mostly used to describe a situation, person or thing. For example: The roller coaster ride was really frightening. Past participles are used to talk about how someone feels, for example: We waited for three hours in the airport! We were absolutely bored.

Activity 3 Students may get confused between a participle used as an action verb and a participle used as an adjective. You should monitor or model a few examples on the board to make sure they understand the difference. These words can be used in future activities where students describe the characters or situations happening.



Module 2

4. Work in pairs. Listen to and complete the description Pablo and Melissa give about Dorian Gray. Then role-play the conversation. Decide who is going to play Melissa and who Pablo. Rewrite the conversation in your notebooks expressing your own opinions about Dorian Gray as a character. Role-play your conversation in front of another pair.

Melissa: So, Pablo, what do you think of Dorian Gray?

Pablo: Well, in my opinion, he's an

(a) _____ character.

Melissa: Interesting! He's a monster.

Pablo: I think I know what you mean, but I still think that the story and the character are

(b) _____

Melissa: He's (c) _____ crazy!

Throughout the story he transforms from being

an (d) _____ handsome

and rich young man who doesn't recognize

his beauty, to a vain monster who behaves

(e) _____ with everybody.

Pablo: Yes. At the beginning, he has it all, but then

he becomes (f) _____ with beauty and begins to crazily pursue his own pleasure above all else.

Melissa: You see? Horrible.

Pablo: Well ... I'm not saying he's a good person, but the character and the way the author wrote the story are fascinating. It gives me the chills when the painting starts showing Dorian's lies under the surface. All of his crimes and misbehaviors are reflected in the (g) _____ and

(h) _____ face of his portrait, so we see what Dorian has really become.

Melissa: Okay, Okay. I hate the character, but I guess I like the story too.

FOR YOUR PRODUCT

5. Review the conversation in Activity 4 and discuss the questions as a class.

- What is Melissa's opinion about Dorian?
- What is Pablo's opinion about the story?
- How do Melissa and Pablo describe Dorian at the beginning of the story?
- What do they think about Dorian's obsession with beauty and pleasure?

37

Activity 4 It may be a good idea to ask students to try to answer the activity before listening, just based on what they know about the story. Before listening, it is important to clarify that students will write their own words and not necessarily the words in the conversation. A suggestion would be for students to work individually first and then join a partner. That way they will be able to create their own image of the characters and choose one of them to create their own dialogue. It might be helpful to walk around and monitor helping students.

ANSWERS

FOR YOUR PRODUCT

Activity 5 The aim of this activity is for students to use what they have learned about adjectives. It is recommended you go back to the list that students made in Activity 3, or read again the text in Activity 1 to get ideas on how to describe a character. You could have students work in pairs

to help each other add more words to their descriptions. Remind students to describe the cultural characteristics of the characters they chose.

Suggested answers

(a) handsome, rich, beautiful, young man
(b) fascinating, interesting, crazy
(c) very, really, extremely
(d) handsome, beautiful, rich, young man
(e) crazy, vain, misbehaves, lies, hides, deceives
(f) handsome, rich, beautiful, young man
(g) face, expression, features
(h) ugly, distorted, hideous, grotesque

Activity 6 It would be a good idea to do the activity in small groups and use the whole-class activity to share their conclusions. It would be advisable if students take notes while reviewing the conversation in Activity 4. Monitor the activity and help if necessary. For the revision, you may want to elicit answers from volunteers and correct if needed.

Answers

(a) Melissa thinks Dorian is a monster.
(b) Melissa and Pablo think the story and the character are fascinating.
(c) Melissa thinks Dorian is crazy.
(d) Pablo describes Dorian as a handsome and rich young man who doesn't recognize his beauty.
(e) Pablo describes Dorian as a vain monster who behaves badly with everybody.
(f) Pablo describes Dorian as a handsome and rich young man who doesn't recognize his beauty.
(g) Pablo describes Dorian as a handsome and rich young man who doesn't recognize his beauty.
(h) Pablo describes Dorian as a handsome and rich young man who doesn't recognize his beauty.


Recreational and literary

7 Work in pairs. Share your answers from Activity 6, on page 37, with your partner. Do you agree with Melissa and Pablo?

FOR YOUR PRODUCT

To express views and opinions you can use the following expressions:

Well, in my opinion...
I think...
Well... I'm not saying he is... but I guess...
I agree...
You are right but...
Remember to always be respectful.



9 Work in groups. Discuss the questions.

- Why is it important to share your opinion with others?
- How can you improve your English after listening to your classmates' opinions?

10 **Self-assessment** Work in pairs. Discuss what you learned about describing characters. Complete the chart to assess your performance and use of strategies.

| | | |
|--|--|--|
| Recognize words to describe people and things. | | |
| Recognize words to describe actions. | | |
| We learned to give our opinion. | | |

If you need to review how to give your opinion or words to describe strategies, go to Activities 4 and 7.

38

Activity 7 Make sure students engage in a real conversation about the characters and about Melissa's and Pablo's opinion. Students may need to be reminded that it is only an opinion and so there are no correct answers in the activity.

Suggested answers

1. I agree with Melissa and Pablo.

Language skills

You could have volunteers write the speakers' opinions on the board while listening to or after playing the Glass CD again. You may have students practice role-playing Melissa and Pablo.

FOR YOUR PRODUCT

Activity 8 You may want to remind them they are supposed to express new and individual opinions about the characters in the story they chose.

Suggested answers

1. I agree with Melissa and Pablo. I think it's important to share your opinion with others because it helps you to learn from them and to improve your English.

Media Resources

You may wish to use the following resources:
Using Captions <http://www.bbc.com/news/health-2014-08-14>
Business One <http://www.bbc.com/news/business-2014-08-14>
Students discuss their opinions.

Activity 9 You may remind them that this is a reflection on the learning process. You may want to start the activity individually, join small groups to discuss the questions and finish with a whole-class conversation.

Suggested answers

1. It is important to share your opinion with others because it helps you to learn from them and to improve your English. It also helps you to express your own ideas and to be more confident in your English.

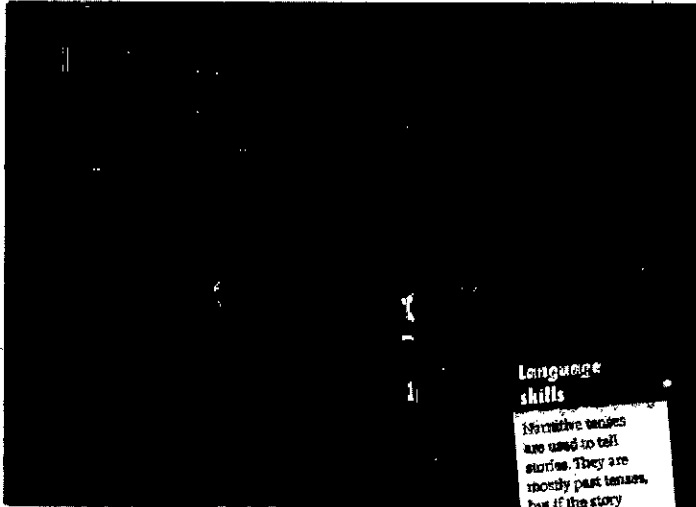
2. I can improve my English by listening to my classmates' opinions. I can also improve my English by practicing my speaking skills and by using the strategies we learned in class.

Self-assessment

Activity 10 You may want to clarify that students will evaluate what they learned about describing characters and the strategies they used to do so. It would be a good idea to remind them that they need to be honest about the things they need to review so that they can be included in future activities. You may have them return to Activities 4 and 7.

Product Step You are going to complete and write sentences based on characters' actions and features.

1 Read a fragment of *The Picture of Dorian Gray* and look at the words in bold. In small groups, discuss and answer the questions. Then explain your answers to the class and support your ideas.



- a. Which words describe finished action in the past?

- b. Which words describe past events that were happening simultaneously with other actions?

- c. Which words describe a past situation that happened before a finished event in the past?

Language skills

Narrative tenses are used to tell stories. They are mostly past tenses, but if the story uses direct speech, other tenses can be included. Remember that simple past is used for finished past events, past continuous is used to describe a progressive action in past, and past perfect is used to express a past action that happened before another past action.

39

Activity 1 You could do the reading part individually and then join the groups for discussing the questions. You may want to clarify that some actions might be past for the reader but present for the narrator.

Answers

Language skills

Narrative tenses are used to tell a story about past events. They are usually the following tenses: simple past, past continuous, and past perfect simple. If the story includes direct speech, other tenses can also be used. Narrative tenses help identify the sequence of events in telling a story in the past.

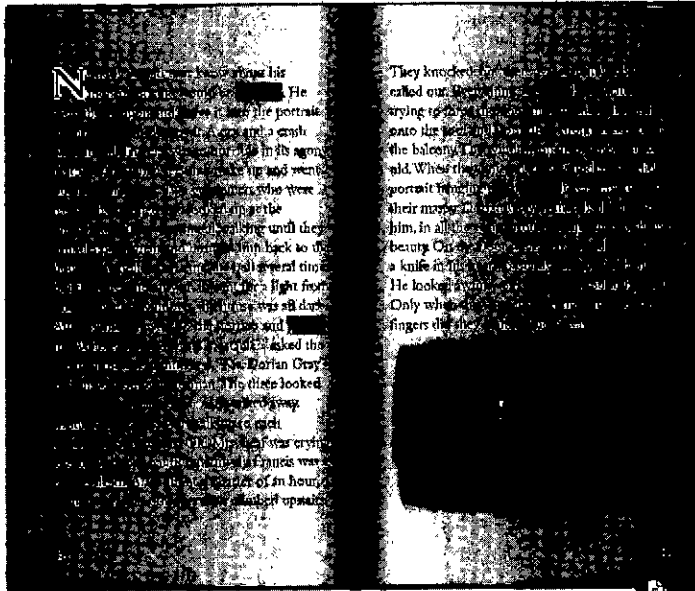
Narrative tenses forms

| | |
|---------|--|
| Tense | Simple present |
| Use | Direct speech quotations. |
| Example | "I am the cause of this poverty," he said. |
| Tense | Simple past |
| Use | Events in story. |
| Example | Fortunatus left and almost immediately started to work on a Venetian ship. |
| Tense | Past continuous |
| Use | Background to story. |
| Example | Gratiana, Theodorus, and Fortunatus were sitting at a poor dinner. |
| Tense | Past perfect simple |
| Use | Events before other events in the past. |
| Example | There was no proof that he had murdered Basil. |

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Recreational and literary

2. Read the complete ending of *The Picture of Dorian Gray* and, in pairs, discuss and answer the questions below.



- What is Dorian Gray doing?
- What aspects of his personality are shown in the text?
- What happens to Dorian Gray? Why?
- What does he look like in the end?
- How do the servants enter Dorian's room?

40

Activity 2 You can invite students to answer the questions individually and then compare their answers with a partner. Remind them to confirm the location of the information that helped them answer the questions. Monitor their progress and help if necessary. When most pairs have completed their discussion, you may elicit answers from volunteers inviting students to comment on their reactions to the ending of the story. Refer students to the Glossary on page 45 so they identify useful words to answer question d.

Answers:

- He is looking at his portrait.
- He is very vain and selfish. He is also very cruel and ruthless.
- He is killed by the servants who have been told to kill him because he has become a monster.
- He looks like a monster, with a pale, yellowish skin and a ghastly expression.
- The servants enter Dorian's room through a door that he has hidden away.

Reader - The Masque of the Red Death

Explain to students that they are going to read the chapter again. It is suggested you have students draw a graphic organizer with the names of the different characters of the story. You may draw: some on the board. Ask them to complete it with information from the characters. Then compare their organizers with a classmate. It may be helpful to ask volunteers to complete the organizer on the board with their ideas.

Cultural Note

The story is set in a time when there was a great fear of the Red Death. This was a time when people were very superstitious and believed in many things that were not true. The story is a warning to people to be careful of what they do, because they may be punished for their sins.

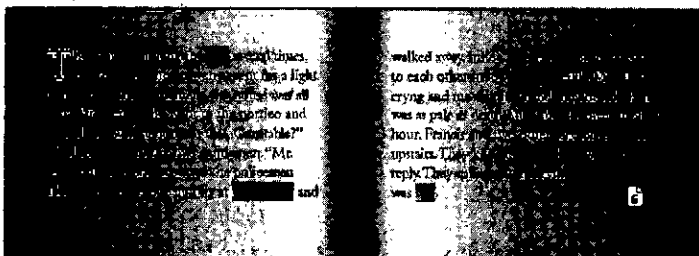
FOR YOUR PRODUCT

Language skills

All sentences must begin with a capital letter and end with a period. To check the spelling you can use a dictionary or a glossary like the one at the end of the module.

FOR YOUR PRODUCT

Identify two spelling and four punctuation mistakes. Circle them and compare your answers with a classmate to check them. Explain the mistakes you found and the correct way to write those words. If possible, have a brief conversation using the words you corrected.



FOR YOUR PRODUCT

Activity 3 Ask students to think about the characters of their stories and their actions. They may review previous steps to gather information and analyze the strategies they used. It would be important to make sure that students write about the story and not only a summary of the story. Students may find it difficult to notice any grammatical or spelling mistakes in their sentences. To avoid this, invite them to exchange their sentences with a classmate and check each other's work. Finally, ask them to correct their sentences and rewrite them. You may transform this into an interactive activity by having groups give a short presentation about their story and its characters.

Suggested answers

... of the ...
... of the ...
... of the ...

Language skills

In English, capital letters are mainly used in names, days, months, some abbreviations, and to begin a sentence or speech. Periods, exclamation, and question marks are considered ending punctuation marks because they close a sentence or an idea. It is recommended you monitor this activity.

FOR YOUR PRODUCT

Activity 4 For this activity, students may use the sentences from the previous activity as a reference for answering the questions. Students may need to be reminded that they need to use adjectives and adverbs for describing the characters and their actions.

Suggested answers

... of the ...
... of the ...
... of the ...

Activity 5 Suggest that students read carefully, focusing on the words and not on the understanding of the text. Encourage students to review their answers using the Glossary on page 45.

Answers: Spelling mistakes

... of the ...
... of the ...
... of the ...

Recreational and literary

FOR YOUR PRODUCT

FOR YOUR PRODUCT

FOR YOUR PRODUCT

The sentences included describing words about the character and his / her actions.

The sentences included narrative tenses.

The sentences had little to none spelling and punctuation mistakes.

9. Self-assessment Work in small groups. Discuss what you learned about writing sentences about characters' features and actions. Circle the option that best describes your performance using the rubric below. Then share your Self-assessment and some ideas on how you could improve with your classmates.

| Describing characters | I can easily describe characters in sentences. | I can describe some characters in sentences. | I find it difficult to describe characters in sentences. |
|-----------------------------------|--|--|--|
| Writing sentences | I can easily structure sentences about characters' actions and features. | I can structure some sentences about characters' actions and features. | I find it difficult to structure some sentences about characters' actions and features. |
| Checking punctuation and spelling | I can easily find punctuation and spelling mistakes and correct them. | I can find some punctuation and spelling mistakes and correct them. | I find it difficult to find punctuation and spelling mistakes. I don't know how to correct them. |

If you need to review how to write and check sentences, go to Activities 3 to 5.

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FOR YOUR PRODUCT

Activity 6 It would be advisable to review your classroom feedback policies before starting this activity. Students may need to be reminded that they are only marking the mistakes, not correcting them (that comes in the next activity). It would be a good idea to repeat the activity with different student combinations to get different ideas and corrections.

Refer students to the How to Use ICT section in their books on pages 8-9. Learning how to use the autocorrect option of your word processor may help you notice some differences in the use of the English language in many countries. For example, in the US people write *analyze* and in British English it is written *analyse*. Learning these differences will make your texts richer and standardized.

Suggested answers

1. ... the ...
2. ... the ...

FOR YOUR PRODUCT

Activity 7 It would be advisable to insist first on using the glossary or a dictionary, if available, and "use" the teacher only as a last resource. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

1. ... the ...
2. ... the ...

FOR YOUR PRODUCT

Activity 8 You may need to ask students to give comments about the sentences as part of their feedback instead of just focusing on the contents of the table. You may give students some suggestions on how to write better sentences and encourage them to make them more interesting by using all the elements they learned in this module (participles, adjectives, topics they like, etc.). You may also remind them to be clear and concise, and not to write too many facts in one sentence.

Self-assessment

Activity 9 This activity is a chance to practice conversation. After completing the rubric, promote an actual conversation about it as well as a reflection on how to improve or take learning one step beyond.

Closure

Module 2

CLOSURE

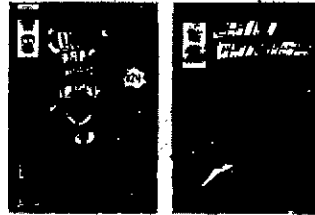
Share a comic book to evaluate cultural differences

PROCESS

1. I selected and reviewed narrative texts, discussed about them, the culture they belong to, and reached a consensus to select one.
2. I read narrative texts and understood general sense, main ideas, and details to identify the events in the story.
3. I described characters of stories in relation to their personality, actions, and cultural characteristics.
4. I completed sentences based on characters' actions and features to write my own sentences about them.

CREATE

5. Design your comic book. You can focus on one or more characters of the story and the place they are from. Make drawings for each panel of the comic taking into consideration the culture your story belongs to. Write sentences that illustrate their personality and / or their actions under each one.



6. Share your comic with the class. Explain where your story is from and discuss cultural similarities and differences between your story and characters and your classmates'.

CONCLUSIONS

7. Discuss in groups.
 - a. Why did you choose that specific story? What do you like about the culture your story comes from? Explain.
 - b. What strategies did you use to understand the texts?
 - c. What can you improve about the way you write notes?
 - d. Are you good at giving feedback? Is it easy for you to express yourself politely?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 This is the most creative part of the product. It would be a good idea to promote the use of different forms and techniques for illustrating their comic. It would be important to lead students to focus on the most relevant aspects of the story and its cultural context.

Activity 6 It would be important to remind students that besides the presentation of their comics, they need to talk about the country or culture their stories and characters belong to. Consider creating a gallery or another interactive activity for students to share their comics with their class.

CONCLUSIONS

Activity 7 You may use this conversation activity as a last reflection. Lead students to reflect on any possible changes or perspectives they could implement to their ideas. It would be important to promote a balanced distribution of the conversation so that everyone can participate and express their ideas.

Recreational and literary

FINAL PRODUCT ASSESSMENT

8 Work with the same group. Use the rubrics to assess your performance.

| | | | |
|--|--|---|---|
| Think about my favorite books and where they are from. | I knew what my favorite books were, and where they are from. | I knew what my favorite books were, but didn't know where they are from. | I didn't know what books I liked. |
| Look for stories I liked using different sources. | I was able to look for the stories I liked using different sources. | I had some trouble finding my sources. | I only used Module 2 as a source. |
| Identify main ideas and details in the story I chose. | I was able to identify main ideas and details. | I found it difficult to identify main ideas and details. | I identified the main ideas, but didn't find the details. |
| Choose images considering the cultural context of the story. | I was able to choose images considering the cultural context of the story. | I had some trouble choosing images that showed the cultural context of the story. | I wasn't able to choose images considering the cultural context of the story. |
| Describe the character. | I correctly described the character. | I had some trouble describing the character. | I couldn't describe the character. |

SET GOALS

- 9 Go back to the Opening activity on page 27. Complete the activity again. Add evidence to the Class Planner if necessary.
- 10 Reflect on your answers about your performance throughout the module and your product. In your notebook, make a list of things you can do to improve.

TEAMWORK

11 Reflect on your interaction with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.

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FINAL PRODUCT ASSESSMENT

Activity 8 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it would be OK to be open to other elements that might lead to a better work in the future. It might be helpful to walk around and monitor helping students.

SET GOALS

Activity 9 You could ask your students to answer again the Opening activity and the Class Planner. Ask them to reflect on the things they now know. It is also a good idea to promote a real reflection about personal ways to improve the things they don't consider themselves good at. It would be important to go around the class helping students to express their thoughts.

Activity 10 An alternative would be to link this activity to Activity 11. It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module.

TEAMWORK

Activity 11 An alternative would be to link this activity to Activities 9 and 10. It would be necessary to remind students that these activities are personal and require an honest reflection.

ASSESSMENT TOOL

The Assessment Tool provided on the following page will help you evaluate the performance of your students according to their individual level. The Assessment Tool gives you the opportunity to fill it in according to the specific needs of your students. You may want to observe closely your multilevel classroom and get to know the different abilities your students have. Then do a list of the abilities you think should be reinforced and fill in the rubric. It will lead you to help your students to work on their own abilities no matter the level they have.

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

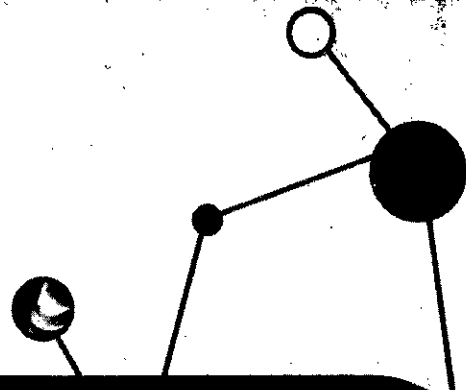
- 1 Determine and list the criteria to be graded and write them on the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with "Excellent."
- 3 Discuss the results with your students.

| Criteria | Quality | | |
|----------|-----------|------|-------------------|
| | Excellent | Good | Needs improvement |
| | | | |
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Notes: _____

Module

3



| Stage | Sessions | Activities | Learning Objectives |
|-------------|----------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Ask and answer questions of what students know about instructive texts. • Ask and answer questions to reflect on their performance. |
| Development | 2-3 | Select instructive texts and evaluate their content and structure. | <ul style="list-style-type: none"> • Select instructive texts according to topic and purpose. • Understand how textual organization and graphic components help to the comprehension of the content. • Establish and share selection criteria. |
| Step 1 | | | |
| Step 2 | 4-6 | Interpret instructions. | <ul style="list-style-type: none"> • Read instructions and recognize forms of expressing actions (present simple, imperative, gerund, and infinitive), qualify them (e.g. using adverbs) and link them. • Anticipate general sense. • Take advantage of their repertoire of words and expressions to deduce and clarify the meaning of words and expressions. • Classify abbreviations according to their meaning (e.g. liter-l; kilogram-kg, etc.). • Follow instructions to check comprehension. • Show others how to activate previous knowledge. |
| Step 3 | 7-8 | Write instructions. | <ul style="list-style-type: none"> • Ask questions about procedures to complete sentences. • Set number of steps. • Use bullets, ordinal numbers or words that indicate sequence. • Write simple and complex sentences. • Organize statements in sequence according to the procedure. • Model strategies to write instructions. |
| Step 4 | 9-10 | Edit instructive texts. | <ul style="list-style-type: none"> • Verify the order of sentences in a sequence. • Remove, add, change and/or substitute information to improve instructive texts. • Check spelling and punctuation. • Write final versions. • Share proposals to adapt instructive texts for different intended audiences. |
| Closure | 11-12 | Socializing the final product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Create a final product. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment:

Social Practice of Language

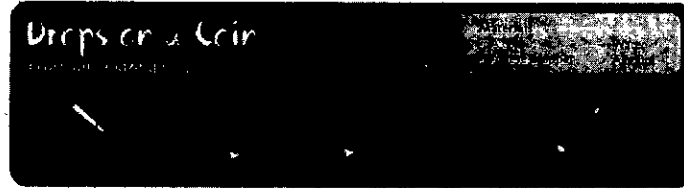
Communicative Activity

Final Product

Opening

Opening

1 Look at the text and answer the questions below.



- What are these instructions for? _____
- How many steps does it have? _____
- Where can you find a text like this? _____

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|---|
| Opening | 1 | Know how ready you are | |
| Development | 2-3 | Select instructive texts and evaluate their content and structure. | Look for an experiment p. 49 Use of criteria p. 50 |
| | 4-6 | Interpret instructions. | Apply strategies for better understanding of instructive texts p. 52 Identification of materials and quantities p. 53 List of actions for an instructive text p. 54 |
| | 7-8 | Write instructions. | Questions about the chosen experiment p. 56 Steps for an instructive text p. 58 Add graphic elements to make instructions clear p. 60 |
| | 9-10 | Edit instructive texts. | Checking the sequence of steps p. 62 Editing information: adding and deleting ideas p. 63 Final version of the instructions p. 63 |
| Closure | 11-12 | Socializing the product. | Write instructions to perform an experiment p. 64 Self-assessment p. 65 |

47

Activity 1 This activity may start individually as the pre-task reflection it is, however, it would be interesting to turn it into a conversation for small groups or even the whole class, to enrich the scope of the class.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

and what their expectations of the module are. Suggest that they may include other evidence during the module.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in

Answers

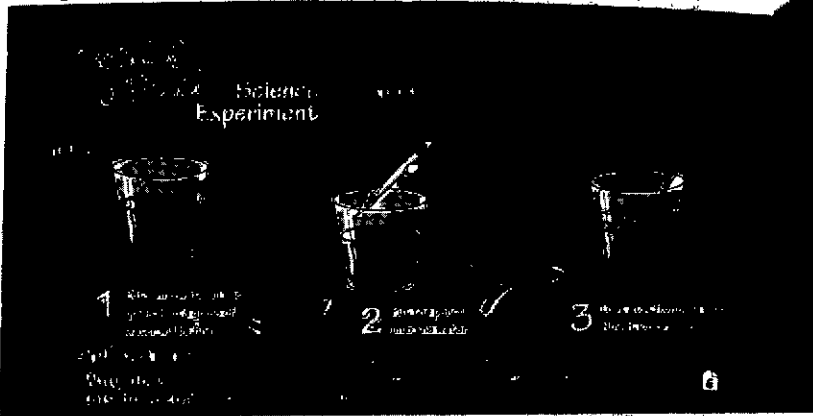
1. a. What are these instructions for? _____
b. How many steps does it have? _____
c. Where can you find a text like this? _____

Step 1 Development

Development

Product Step ● You are going to select instructive texts and evaluate their content and structure.

① As a class, look at the texts and discuss the questions below.



- a. What are the topics of the texts?
- b. What is the purpose of these texts?
- c. Where are the experiments published?
- d. What similarities and differences are there between them?
- e. How is the language in these texts different from other texts that you have seen in other classes or in previous modules?

48

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Activity 1 This activity can be used as the introduction to the Step by letting students follow the instructions and perform the experiments before answering the actual questions. Depending on your group, it would be a good idea to do the activity in small groups before proceeding to the whole-class discussion. This would be a good opportunity to review scanning and other reading strategies. It might be helpful to walk around and monitor helping students. Refer them to the Glossary on page 66 for them to clarify the meaning of words.

Answers:
a.
b.
c.
d.
e.

Module 3



Language skills

You can use some of these expressions to make suggestions: Why don't we choose...?, What about...?, Let's choose / work with... And some of these expressions for reaching consensus: Let's vote, Which experiment do you prefer?, I'll go for..., My favorite is...

3. Work in pairs. Read the questions. Scan the experiments in Activity 1, on page 48, and look for information to answer the questions. Share and compare your answers with your partner.

a. What three sections do the texts include?

b. How are steps marked?

c. Is the content well organized?

d. What other graphic elements could be useful to make the experiment easy to read?

Language skills

Scanning is a reading strategy to look up for specific information. You don't need to read the whole text or understand every word.

4. Share your answers to the questions in Activity 3 with the rest of the class. Discuss as a class how graphical elements add to the text's meaning.

49

FOR YOUR PRODUCT

Activity 2 Make sure students use the expressions from the Language skills box during their conversation. You can use this activity as portfolio evidence.

Refer students to the How to Use ICT section in their books on pages 8-9. Padlock icons are one of the key markers to know when it is secure to open a webpage without risking a computer getting a virus.

Language skills

You could present these expressions beforehand. Write them on the board and point out what they are for. Volunteers can talk about their preference for the experiments using the expressions from the board.

Chapter 3

Reader - The Magic of Science

Ask students to open their Reader to page 30. Draw their attention to the structure and title. What they think the text is about. Have students discuss the motivation question and add answers.

Activity 3 You could promote scanning as a strategy that will help students locate specific information quickly.

Answer

1. The text is about the magic of science. It explains how science can be used to solve problems and improve our lives. It also discusses the importance of science in our daily lives.

Language skills

Scanning is a reading strategy that involves reading quickly through a text to find specific information you have previously determined. This strategy is very useful to get the general idea of a text.

Activity 4 You could ask the pairs to share their answers. You may need to remind them to discuss the functionality of the graphical elements.

Suggested answers

1. The text is about the magic of science. It explains how science can be used to solve problems and improve our lives. It also discusses the importance of science in our daily lives.

Academic and educational



7. Self-assessment Use the table to assess how much you learned about how to evaluate instructive texts. Circle the criterion that fits better according to your performance.

| | | |
|---|---|--|
| I can easily identify an instructive text when I see one. | I can sometimes identify an instructive text when I see one. | I can't easily identify an instructive text when I see one. |
| I can easily identify the topic and purpose of instructive texts. | I can sometimes identify the topic and purpose of instructive texts. | I can't easily identify the topic and purpose of instructive texts. |
| I can easily identify the importance of graphical elements in making an instructive text clearer. | I can sometimes identify the importance of graphical elements in an instructive text. | I find it difficult to identify the importance of graphical elements in an instructive text. |

8. Self-assessment As a class, share and discuss what you checked. Justify your answers. Help each other to review the aspects that are difficult.

If you find it hard to identify an instructive text when you see one, or the topic, purpose, and structure of instructive texts, or if you need help to identify the importance of graphical elements to make an instructive text clearer, go back to Activities 1 and 3.

50

FOR YOUR PRODUCT

Activity 5 Brainstorming is a good strategy for students to come up with ideas. It would be important to clarify that they are not deciding the actual components for their experiment's instructive text, but only the kind of graphical elements and other aspects that would be convenient. Monitor the activity and help if necessary. However, it would be important not to interrupt the flow of the conversation.

Suggested answers:

1. Brainstorming is a good strategy for students to come up with ideas. It would be important to clarify that they are not deciding the actual components for their experiment's instructive text, but only the kind of graphical elements and other aspects that would be convenient. Monitor the activity and help if necessary. However, it would be important not to interrupt the flow of the conversation.

FOR YOUR PRODUCT

Activity 6 Students might feel they need to adapt the information mentioned during their discussion to the needs of the actual experiment. It would be a good idea to remind them that the set of aspects in their discussion will be the criteria for their instructive text, and that if the criteria are right they should be followed and the experiment is the one to be adapted. Monitor the activity and help if necessary.

Suggested answer:

Students might feel they need to adapt the information mentioned during their discussion to the needs of the actual experiment. It would be a good idea to remind them that the set of aspects in their discussion will be the criteria for their instructive text, and that if the criteria are right they should be followed and the experiment is the one to be adapted. Monitor the activity and help if necessary.

Self-assessment

Activity 7 It would be important to promote an honest personal reflection. You may ask volunteers to share the results of their self-assessment so that everyone could benefit from their ideas. It might be helpful to monitor and help students.

Activity 8 This activity can be connected to Activity 7: the individual reflection can be extended into pairs and then into a whole-class conversation. From the discussion, you may generate a list of goals and strategies to improve the results. After the instructed review of Activities 1 and 3, students may go back to the self-assessment to see if something changed.

Product Step 2 You are going to interpret instructions.

1. Read the Language Skills box. Then read the instructive text using the strategy suggested in the box. Discuss what the text is about.

Energy Science Experiment

We are going to learn how different types of material transfer heat.

Language skills

Previewing is a reading strategy that enables readers to get a sense of what the text is about and how it is organized before reading it closely. You have to use your previous knowledge too. See what you can learn from the headnotes or other features like pictures. Read quickly to get an overview of the content and organization.

2. Work in pairs. Now, quickly scan the instructive text in Activity 1 to answer the questions in your notebook.

- What is the purpose of the text?
- How do the title and the pictures of a text help you predict its content?
- What are other two elements of the text that make it an instructive text?

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Activity 1 You may ask students for their idea of previewing before reading the Language skills box or the activity. It might simplify the development of the activity. After reading and discussing the text, you may lead a short conversation about how previewing help in the process of reading the text. Ask students to visit the Vocabulary Strategies section on page 66 of the Student's Book and read what cognates are. Refer students to the Glossary on page 66 to learn the meaning of some words.

Suggested answers

- The purpose of the text is to explain how different materials transfer heat.
- The title and the pictures help you predict its content by showing different materials and heat transfer.
- Headnotes and pictures are other two elements of the text that make it an instructive text.

Activity 2 It would be a good idea to lead students to go beyond the evident; e.g. it is not only the experiment, but what they learn from it. You may ask some volunteers to share their answers and briefly discuss any disagreements. Monitor the activity and help if necessary.

ANSWERS: The purpose of the text is to explain how different materials transfer heat. The title and the pictures help you predict its content by showing different materials and heat transfer. Headnotes and pictures are other two elements of the text that make it an instructive text.

Previewing is a reading strategy that enables readers to get a sense of what the text is about and how it is organized before reading it closely. You have to use your previous knowledge too. See what you can learn from the headnotes or other features like pictures. Read quickly to get an overview of the content and organization.

Language skills

Previewing is a useful technique or strategy for students to activate their previous knowledge. In this case, you may want to use the common knowledge about heat transfer by asking questions before reading. You may ask: "If you are drinking hot chocolate and there is a spoon in your cup, which spoon gets hotter? A wooden spoon, a plastic spoon, or a metal spoon?" You may also ask about what the students see in the pictures and what is happening or have them read the headnotes and subtitles.

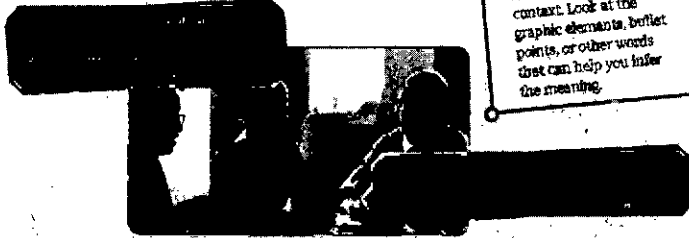
Academic and educational

- 3 Work in pairs. Read the text in Activity 1, on page 51, again. Circle the words you don't understand and discuss how you can find out what these words mean with your partner.
- 4 Work in pairs. Read the Language Skills box and use the strategies to make sense of the words you circled in Activity 3. Discuss which strategy works better for you.
- 5 As a class, share the words you circled and comment what you think they mean. Then ask your teacher to confirm your inferences or, if possible, look them up in a dictionary, if available.

Language skills

To understand unknown words you can:

- a. Identify their part of speech (noun, pronoun, adjective, verb, adverb, etc.) and check the words that go after and before them, so you can understand their relationship.
- b. Use clues in the text to infer the meaning from context. Look at the graphic elements, bullet points, or other words that can help you infer the meaning.



FOR YOUR PRODUCT

- 7 Locate the abbreviations for measurement units in the instructive text in Activity 1, on page 51, and classify them in the table.

| milligram | gram | kilogram | milliliter | liter |
|-----------|------|----------|------------|-------|
| | | | | |

52

Activity 3 You may point out some difficult words they might be missing, but without giving them any meaning of them. Monitor the activity and help if necessary.

Suggested answers

Activity 4 You could ask students to apply the strategies in the Language Skills box to infer the meaning of words. It would be a good idea to do the second part about the strategies as a whole-class discussion.

Suggested answers

Language skills

The use of these vocabulary strategies depends on your students' level. If students are more advanced and understand what parts of speech are, invite them to identify the parts of speech. If available, use a dictionary. If the students are beginners, it's better to use finding clues in the text as the next strategy.

Activity 5 For this activity have students apply the strategies from the previous activities to guess the meaning of the words. You may want to go around the classroom giving hints and ideas for guessing the meaning.

Suggested answers

FOR YOUR PRODUCT

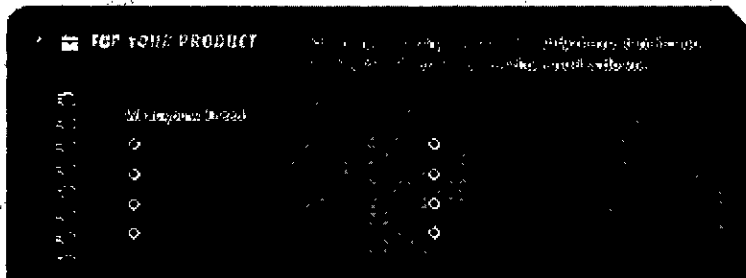
Activity 6 Students may have already read the text for the final product at the time of selecting it. However, it would be important to promote the sequence established by the instructions of the activity.

Suggested answers

Activity 7 It would be interesting to lead a whole-class discussion about the importance of these measurement units.

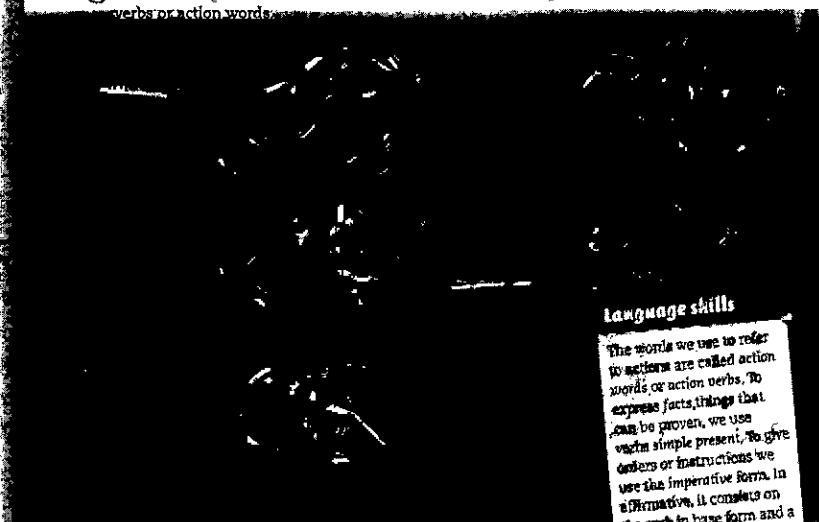
Answers

Module 3



9 Work in pairs. Read the Language Skills box, and then the three first steps of the extract from the instructive text in Activity 1. Discuss what you think the words *place*, *take*, and *put* indicate.

10 Read the complete extract from the instructive text in Activity 1 and underline all the verbs or action words.



Language skills

The words we use to refer to actions are called action words or action verbs. To express facts, things that can be proven, we use verbs in simple present. To give orders or instructions we use the imperative form. In a affirmative, it consists on the verb in base form and a complement. In negative it is formed by Do not / Don't + verb in base form.

11 In small groups, look at the action words you underlined in Activity 10, and discuss which words are used to give orders and which to express facts.

FOR YOUR PRODUCT

Activity 8 Once students identify the quantities, you may expand the activity and make the whole list of materials for their experiment. This could also function to evaluate the feasibility of the experiment. It would be important to promote a nice exchange of opinions between the students. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answer:

1. 200 ml of water
2. 100 ml of vinegar
3. 100 ml of oil
4. 100 ml of lemon juice
5. 100 ml of baking soda
6. 100 ml of salt
7. 100 ml of sugar
8. 100 ml of yeast
9. 100 ml of flour
10. 100 ml of cornstarch

Activity 9 After reading the Language skills box, remind students about parts of speech: the verb is the part that refers to an action but also to a state, condition, or situation like *know*, *understand*, *want*.

Suggested answer:

1. place
2. take
3. put
4. mix
5. stir
6. pour
7. add
8. combine
9. mix
10. stir

Activity 10 Once students have the list of the verbs, you may direct them to read the Language skills box again in order to understand the absence of

subject and its meaning. You may verify comprehension during a whole-class discussion.

Suggested answer:

1. place
2. take
3. put
4. mix
5. stir
6. pour
7. add
8. combine
9. mix
10. stir

Language skills

The imperative form of verbs is used to give instructions, orders, advice, or warnings. Base form means the verb without conjugation. For example, *place*. Imperative verbs have an implied subject which is you.

Activity 11 Students are probably familiar with the content of this activity. You may want to expand it to understand the difference between orders and facts. You may point out that although both are expressed in simple present, they express different things. It is a good idea to ask them for their answers and to complement the exercise with examples of their own.

Suggested answer:

1. place
2. take
3. put
4. mix
5. stir
6. pour
7. add
8. combine
9. mix
10. stir

Academic and educational

FOR YOUR PRODUCT

13 Work in pairs. Go back to the extract in Activity 9, on page 53, and circle the words that show sequence.

14 Work with the same partner. Discuss the questions.

- What strategies to understand the meaning of unknown words in an instructive did you learn?
- What happens if you don't understand the abbreviations for measurement units in an instructive text?
- Why is it important to use action verbs and sequence words in an experiment?

15 Self-assessment Use the table to assess how much you learned about how to interpret instructions. Check (✓) which aspects you can understand clearly and which are still difficult to understand for you.

| | | | | |
|---|--|--|--|--|
| Strategies to quickly identify what an instructive text is about. | | | | |
| Strategies to understand the meaning of unknown words in an instructive text. | | | | |
| Ways to classify abbreviations from an instructive text. | | | | |

16 Self-assessment As a class, share and discuss what you checked. Justify your answers. Help each other to review the aspects that are difficult.

If you don't understand the strategies to identify what an instructive text is about, go back to Activities 1 and 2. If you don't understand the strategies to understand the meaning of unknown words, go back to Activities 3 and 4. If you don't understand how to classify abbreviations on an instructive text, go back to Activity 7. If you don't understand the forms for expressing actions and link them in an instructive text, go back to Activities 9-11 y 13.

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FOR YOUR PRODUCT

Activity 12 You may ask students to discuss and explain the experiment in their own words trying to go beyond the actions it already has. Encourage students to use the imperative form.

Suggested answers

1. Turn on the light.

2. Turn on the light.

3. Turn on the light.

4. Turn on the light.

5. Turn on the light.

6. Turn on the light.

7. Turn on the light.

8. Turn on the light.

9. Turn on the light.

10. Turn on the light.

11. Turn on the light.

12. Turn on the light.

13. Turn on the light.

14. Turn on the light.

15. Turn on the light.

16. Turn on the light.

17. Turn on the light.

18. Turn on the light.

Activity 13 Invite students to read the Language skills box in order to know what sequence words are. You may also have students discuss and answer these questions: *Do the words you circled correspond to the number of steps? (yes) Can you substitute sequence words with numbers and vice versa? (yes).*

Answers

Activity 14 It is suggested to have pairs of students exchange their points of view. These questions will prepare students for the self-assessment activities.

Suggested answers

1. Turn on the light.
2. Turn on the light.
3. Turn on the light.
4. Turn on the light.
5. Turn on the light.
6. Turn on the light.
7. Turn on the light.
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13. Turn on the light.
14. Turn on the light.
15. Turn on the light.
16. Turn on the light.
17. Turn on the light.
18. Turn on the light.

Self-assessment

Activity 15 Have students read the table and clarify their doubts. Have them complete the table. Monitor the activity and help if necessary.

Activity 16 It would be advisable to review your classroom feedback policies before starting this activity. It would be important to let students find strategies to improve their learning.

Language skills

Sequencing words, like sequence adverbs *first, later, after that, next, then, finally*, help order the ideas in an experiment. The words *next* and *then* can be used interchangeably. Use commas after *first, next, and finally* when they introduce the sentence.

Product Step You are going to write instructions.

1 Work in pairs. Read the text. Then close your books and re-tell what you understood about the text to your partner.

1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small tail behind like in the first picture.

2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.

3 Now that the boat is on the water, use the toothpick to add the liquid detergent. Then use the toothpick to add 1-2 drops of liquid detergent into the water just behind the gap of the boat. What happens?

4 Your boat should now go quickly across the water.

How does it work?

When your boat is on top of the water, the surface tension of the water maintains it on the surface. The surface tension is the same on all sides, so the boat doesn't move. Liquid detergent breaks the water's surface tension. In other words, it breaks the skin, making the boat go forward.

The boat moves because the water on the surface moves as the detergent causes a variation in the surface tension at different areas of the water's surface.

2 Work with the same partner. Discuss what questions you would use to know more about the experiment in Activity 1, choose four of them, and write them down.

Write your questions here:

Activity 1 It is suggested to let students read the text only once and then retell it to their partner. If there are doubts or hesitations students may go back to the text, read it and try again. Once they read it successfully, students may go through a final reading to verify vocabulary and any other details missing. You can walk around and monitor, supporting students when necessary. Refer them to the Glossary on page 66 for them to find out the meaning of some words.

Activity 2 You may want to insist on the fact that the focus of the questions should be to learn more than what we know and not only to learn a lot of what we already know. If possible, encourage students to discuss and write their questions without going back to the text in order to check memory and comprehension.

Suggested answers

1. How does the detergent work? 2. What happens when you add detergent to the water? 3. Why does the boat move forward? 4. How does the surface tension of water affect the boat? 5. What happens if you use more detergent? 6. How does the shape of the boat affect its movement? 7. What happens if you use a different liquid? 8. How does the temperature of the water affect the experiment? 9. What happens if you use a different container? 10. How does the amount of detergent affect the boat's movement?

Suggested answers

1. The boat moves forward because the detergent breaks the surface tension of the water behind the boat. 2. When you add detergent to the water, the surface tension of the water is broken, and the boat moves forward. 3. The boat moves forward because the detergent causes a variation in the surface tension at different areas of the water's surface. 4. The surface tension of water is what keeps the boat on the water. 5. The boat moves faster if you use more detergent. 6. The shape of the boat affects its movement because a pointed nose and a small tail help it move forward. 7. The boat moves faster if you use a different liquid. 8. The temperature of the water affects the experiment because warmer water has a lower surface tension. 9. The container affects the experiment because a larger container allows the boat to move further. 10. The amount of detergent affects the boat's movement because more detergent breaks the surface tension more effectively.

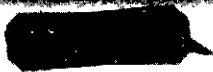
Media Resources

Print or photocopy the **Media Resources** page and use it as a reference. The resources are available online and can be used for your own experiments.

Check the resources on the **Media Resources** page and use them for your own experiments. The resources are available online and can be used for your own experiments.

Academic and educational

3 Work with the same partner. Follow the instructions.



4 Work with a different partner. Write four more questions about the experiment in Activity 1, on page 55. Ask them to your partner and write his / her answers, rephrasing them as steps of an instructive text.

FOR YOUR PRODUCT

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56

Activity 3 It is suggested to link this activity to Activity 2. You might alternate roles of student A and B. It can be done after each answered question and sentence completed.

Suggested answers

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Activity 4 The questions need to be answered by the text in Activity 1, but it is fine if they require certain interpretation. Suggest that students try to answer the questions without going back to the text.

Suggested answers

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96. ... the ...
97. ... the ...
98. ... the ...
99. ... the ...
100. ... the ...

FOR YOUR PRODUCT

Activity 5 It might be important that questions are adapted to the new experiment if they are not compatible, but asking for the same kind of information. Students might need some help defining the compatibility of the questions to the experiment. Use the models in Activity 4 to check your students' answers.


Suggested answers

1. ... the ...
2. ... the ...
3. ... the ...
4. ... the ...
5. ... the ...
6. ... the ...
7. ... the ...
8. ... the ...
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98. ... the ...
99. ... the ...
100. ... the ...

Module 3

6) Work in small groups. Read the sentences from the experiment in Activity 1 and answer the questions.

1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind like in the first picture.



2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.

- a. How many sentences are there?
- b. What are the differences between the sentences?

7) Read the fragment from the experiment in Activity 1 and the Language skills box. Circle the simple sentences and underline the complex sentences. Then highlight the conjunctions that connect them.

1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind like in the first picture.

2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.

3 Now that the boat is on the water, dip the toothpick into the liquid. Then use the toothpick to dip up 1-2 drops of liquid (shower) into the water just behind the gap of the boat. What happens?

4 Your boat should now go quickly across the water.

Language skills

A simple sentence contains a subject and a verb and expresses a complete idea. Complex sentences have at least two ideas joined by a conjunction like *now, once, or after*. *Now* is used to mention something that is happening or just happened. *Once* is used to indicate when to do something. *After* is used to describe something happening at a later time.

57

Activity 6 It might be a good idea to read the Language skills box and then focus on the activity itself. You may need to specify that in this case, a sentence is not only indicated by a complete idea (S+V+C).

2. Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.

Activity 7 If they struggle to find the complex sentences, they could highlight the connectors and then underline the sentences. Monitor and help if needed.

Answers

1. There are four sentences in the first paragraph. The first sentence is a simple sentence. The second sentence is a complex sentence. The third sentence is a simple sentence. The fourth sentence is a simple sentence. The conjunctions are 'and', 'after', and 'next'.

Language skills

A simple sentence or independent clause has a subject, a verb, and a complement. It can stand by itself. They may have compound subjects or other elements, but the structure remains the same. Complex sentences are made up of an independent clause and one or more dependent clauses. We had breakfast while we waited at the airport. Dependent clauses can't stand alone because their meaning is incomplete.

Answers

1. There are four sentences in the first paragraph. The first sentence is a simple sentence. The second sentence is a complex sentence. The third sentence is a simple sentence. The fourth sentence is a simple sentence. The conjunctions are 'and', 'after', and 'next'.

Academic and educational

8 Write complex sentences by joining the sentences below with the connectors you highlighted in Activity 7, on page 57. Compare the new sentences with a classmate.

a. Cut out your boat.

Fill the container near to the top with water.

Fill the container near to the top with water after you cut out your boat.

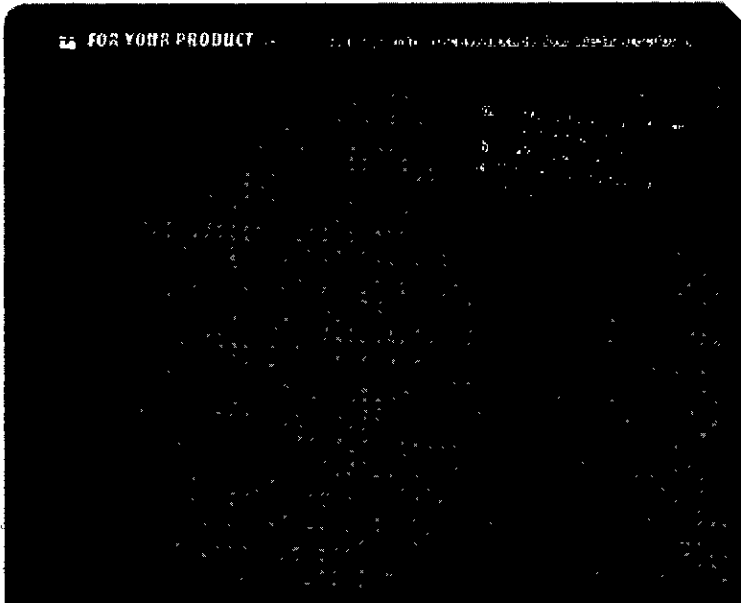
b. The boat is on the water.

Dip the toothpick into the liquid detergent.

c. Make a pointed nose and a small gap behind like in the first picture.

You have the figure of the boat.

FOR YOUR PRODUCT



58

Activity 8 If students have difficulty deciding the right connector to use, you may ask them to go back to the Language skills box on page 57 and make a list of the connectors with their meanings. It is important to be attentive to the needs of the students while doing the activity.

FOR YOUR PRODUCT

Activity 9 Some of the actions may be a simple sentence. It is a good idea to promote a creative usage of the language in order to add details to be presented as complex sentences. If students have trouble creating complex sentences, a suggestion is to ask them to write all the actions in simple sentences then see what connectors could be used to join the sentences and finally try again writing the sentences. Monitor the activity so to see if any students need your help. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

After you cut out your boat, fill the container near to the top with water. Then, dip the toothpick into the liquid detergent. The boat is on the water. You have the figure of the boat.

Media Resources

Print or photocopy the Connector's Grammar Experiment poster to practice writing longer sentences.

Teaching Toolbox

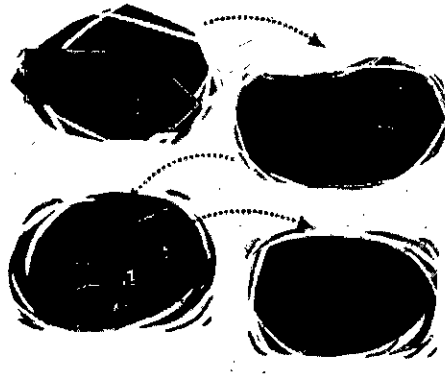
Use the Connector's Grammar Experiment poster to practice writing longer sentences. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: The connector used in the first sentence is "after". The connector used in the second sentence is "then". The connector used in the third sentence is "and". The connector used in the fourth sentence is "so".

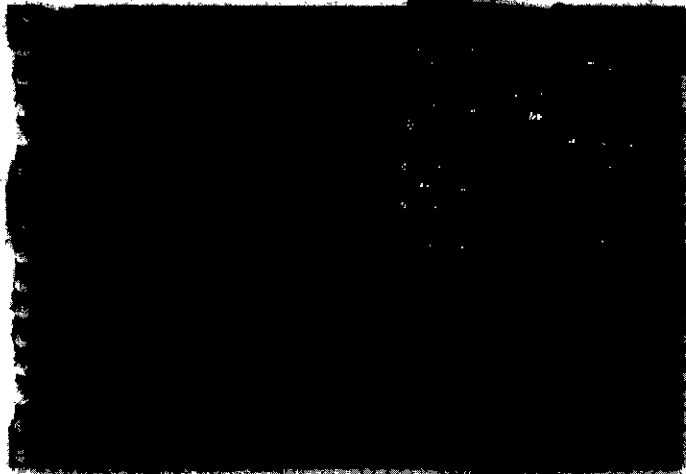
Module 3

10 Read the experiment. Discuss in pairs if the steps are clear. Give reasons for your answers.

- 2 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind the in the first picture.
- 1 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.
- 5 Now that the boat is on the water, dip the toothpick into the liquid detergent.
- 3 Then use the toothpick to drop 1-2 droplets of liquid detergent into the water just behind the gap of the boat. What happens?
- 4 Your boat should now go quickly across the water.



11 Work in pairs. Follow the directions to order the instructions from the fragment in Activity 10.



59

Activity 10 This activity may be linked to Activity 11. It is important not to mention that the instructions are not in order during the introduction. If students fail to see the problem, an alternative is to ask them to actually follow the instructions to see the result.

Activity 11 This activity may be linked to Activity 10. Even if there are other possible processes, it is important that students follow the structure of the instructions to understand the process. Students may do the activity individually and then exchange it with a partner for revision and feedback. Walk around and monitor, supporting students when necessary.

Suggested answers:

1. First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind the in the first picture.

Answers: 1. The instructions are not in order. The first instruction is to make a boat, but the second instruction is to fill the container with water. The third instruction is to place the boat on the water. The fourth instruction is to use a toothpick to drop detergent into the water. The fifth instruction is to observe what happens. The sixth instruction is to conclude that the boat will move.

Academic and educational

Work in pairs. Read the steps you wrote in Activity 11, on page 59. Decide if the number of steps is fine or if you would have more.



FOR YOUR PRODUCT

FOR YOUR PRODUCT



Self-assessment Work in pairs. Answer the following questions to assess how much you learned about how to write instructions to perform an experiment.

- How well can you formulate questions to complete the information to make instructions?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- How well can you organize the sentences for instructions into steps?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- How well can you establish the number of steps?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- How well can you write simple and complex sentences to add information to your instructions?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- How well can you use graphic elements to make your instructions clearer?
1 Very well 2 I need some help 3 With difficulty 4 I can't

If you want to review the process for writing instructions, go to Activities 5 to 8.

60

Activity 12 Take the chance to use any disagreement to generate an organized and respectful discussion to justify student's ideas. Students may want to join all the sentences. It would be better to promote discussion of partners in a pair instead of just one of them mentioning what was understood.

Suggested answers

1. The first step is to...
2. The second step is to...
3. The third step is to...

FOR YOUR PRODUCT

Activity 13 You may lead students to Activity 11 on page 59 and ask them to follow the instructions again. Monitor the activity and help if it is necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

1. The first step is to...
2. The second step is to...
3. The third step is to...

FOR YOUR PRODUCT

Activity 14 It would be advisable to review your classroom feedback policies before starting this activity. Since this activity includes correcting the work of their partners it would be advisable to use a different color so to distinguish the corrections. You may repeat the activity with different combinations of students to get a richer view of the idea.

Suggested answers

1. The first step is to...
2. The second step is to...
3. The third step is to...

Chapter 3

Reader =

The Magic of Science

Explain to students that they are going to read the chapter again. Have them rewrite the steps from the experiment in their notebooks. Let them compare their versions with a classmate. It may be helpful to ask volunteers about their texts.

Teaching toolbox

1. The first step is to...
2. The second step is to...
3. The third step is to...

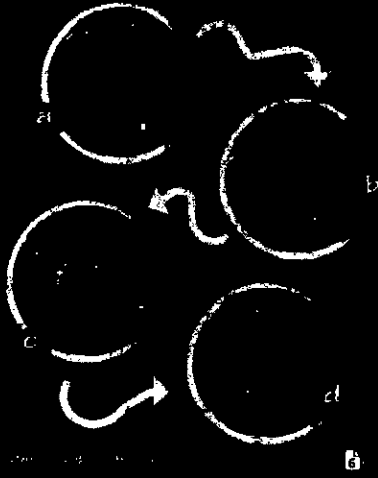
Self-assessment

Activity 15 It would be convenient to start working individually so to get a personal view of the results of the step. During the interactive part of the activity, it would be important to remind students that they need to focus on how to enrich their partner's work.

Product Step 4 You are going to edit instructive texts.

1 Read the text. In pairs, propose an order to the steps. Then compare your proposal with another pair.

FIRE-PROOF BALLOON



10 The order is: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

61

Activity 1 If students have trouble ordering the steps, you may lead them to the previous section of the step in order to follow the instructions for reordering steps. It is a good idea to promote interaction and discussion and not just listening to the comments.

Suggested answers: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

1. Read the text and order the steps. Then compare your proposal with another pair.

2. The order is: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Media Resources

Print or photocopy the reading materials. Use them to help you share your options and agree on the order.

teaching toolbox

1. Read the text and order the steps. Then compare your proposal with another pair.

2. The order is: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Academic and educational

FOR YOUR PRODUCT

- 3 Work in pairs. Read the extract from the experiment in Activity 1. Note that it contains additional information. Locate this extra information, analyze it with your partner, and cross out the additions you consider irrelevant to the experiment.

Language skills

You can identify irrelevant information on a text by noticing:

- that talks about something not related to the main topic,
- that distracts you from your reading purpose,
- that confuses you because provides additional information that is only time-consuming.

Language skills

Tell students that irrelevant or useless information in an experiment instructive includes that devoted to tell the results of the experiment in the steps section (e.g. Notice that the balloon will pop. This info must be part of the explanation).

Teaching Kolbox

Use this box to help students identify irrelevant information in a text. The box contains a list of criteria that students can use to identify irrelevant information. The criteria are: a. that talks about something not related to the main topic, b. that distracts you from your reading purpose, c. that confuses you because provides additional information that is only time-consuming.

62

FOR YOUR PRODUCT

Activity 2 For a change, instead of exchanging documents, you may ask students to read together so to discuss under the same parameters. It can be good to make all changes after a brief discussion about what is needed. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Activity 3 It might be good to start by reading the Language skills box so to get an idea of the things to consider in the revision. It is important to monitor the activity and help if necessary, but trying not to interrupt the flow of the conversation. It would be interesting to leave some time to discuss the topic of the experiment.

Suggested answers

1. The first part of the text is irrelevant because it talks about the importance of the experiment. The second part is irrelevant because it talks about the results of the experiment. The third part is irrelevant because it talks about the conclusion of the experiment. The fourth part is irrelevant because it talks about the future of the experiment.

Answers

1. The first part of the text is irrelevant because it talks about the importance of the experiment. The second part is irrelevant because it talks about the results of the experiment. The third part is irrelevant because it talks about the conclusion of the experiment. The fourth part is irrelevant because it talks about the future of the experiment.

4. Work in small groups. Discuss what you think the extra information you didn't cross out from the text in Activity 3 is useful for.



FOR YOUR PRODUCT

FOR YOUR PRODUCT

Work in groups. Discuss what changes you would make to your instructive text if your audience were primary school students.

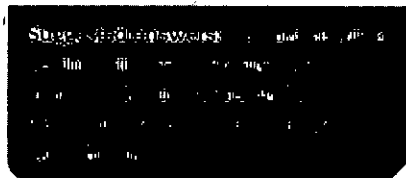
Self-assessment Check (✓) how you feel in each case.

| | | | |
|---|--|--|--|
| Verifying the order of steps in a sequence | | | |
| Adding, deleting or modifying parts of the text | | | |
| Analyzing a text to identify irrelevant information | | | |
| Writing a final version | | | |

If you need help to edit a text, go to and review Activities 1 and 3.

Activity 4 You may want to give students some time to reflect on the text and the corrections. Walk around and monitor, supporting students when necessary.

to follow and so finding any missing details or steps. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



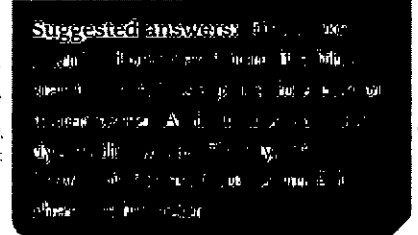
FOR YOUR PRODUCT

Activity 5 This activity may be linked to Activity 6. This is the last content revision before the final product itself. Suggest students to read carefully trying to visualize the actions

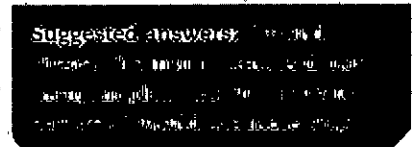


FOR YOUR PRODUCT

Activity 6 This activity may be linked to Activity 5. Remind students that while writing they need to integrate all the aspects they have discussed so far. Suggest that students review all the sections of this module that can be connected to the text and corrections of this final product. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Activity 7 Before leaving the groups to discuss the question, it would be a good idea to analyze in a whole-class conversation, the characteristics of the new market to which they need to address (primary school students).



Self-assessment

Activity 8 Since it is a self-assessment activity, it would be advisable to promote a reflection on how to improve or take learning one step beyond. Depending on your group and the time available, you may want to ask volunteers to share their results.

Closure

CLOSURE

Write instructions to perform a simple experiment

PROCESS

- 1 I analyzed the content and structure of instructive texts to create criteria to evaluate them.
- 2 I used different strategies to understand and interpret the information of an instructive text.
- 3 I wrote and ordered steps for an instructive text.
- 4 I edited my instructive text using different strategies to check it.

CREATE

- 5 Display your set of instructions on a classroom wall. Share it with the rest of the class.



CONCLUSIONS

- 6 Work in groups. Discuss the questions.
 - a. What part of the process of writing instructions for an experiment was the most difficult? Why?
 - b. Why do you think it is important that the instructions to perform an experiment should be clear and concise?

64

PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 It would be interesting to display all of the works around the classroom so that students can go around looking at them and listening to the explanations. Another interesting alternative would be to put all the instructions together in a binder in order to create a Book of Experiments. When they finish, invite students to share their works with other groups or with the school library.

CONCLUSIONS

Activity 6 You may use this conversation activity as a last reflection on the process of making a set of instructions. Lead students to reflect on any possible changes they would implement to their ideas based on the results of the exhibition. It would be important to promote a balanced distribution of the conversation so that everyone can participate and express their ideas.

FINAL PRODUCT ASSESSMENT

7 Work with the same group. Use the rubrics to assess your performance when interpreting and writing instructions to perform a simple experiment.

| | | | |
|------------------------|--|--|--|
| Development of content | Instructions were written clearly and in logical order. | Instructions were in order but it could improve how they were written. | Instructions were confusing because they were not written clearly and they were not in the best order. |
| Design | Steps were clearly marked with bullets or numbers. | Steps were in order but were not clearly marked to signal the order. | There was no graphic elements to help identify the order of the steps. |
| Process | We followed all the steps from understanding the information to editing and making drafts. | We skipped a couple of corrections of the instructive text. | We only chose an experiment, listed the sentences, and checked once the draft. |

If you need help to write instructions clearly and in a logical order, go back to Step 3, Activities 1-9, pages 55-58, or ask your classmates for help. If you need help to clearly sequence your steps with numbers, go back to Step 3, Activities 10-12, pages 59-60, and Step 4, Activity 1, page 61, or ask your classmates for help. If you need help to follow all the steps from understanding information to editing and making drafts of instructive texts, go back to Steps 1-4, pages 48-63, and ask your teacher for help and direction.

SET GOALS

- 8 Go back to the Opening on page 47. Complete the activity again. Add evidence to the Class Planner if necessary.
- 9 Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 10 Reflect on your interaction with your classmates. Circle the options that work best.

| | | | | |
|---------------------------------|--|--|---|--|
| How well did you work together? | I didn't listen to my group much. I found it hard to share my ideas. | I sometimes participated in group discussions and tasks. | I participated as much as I could in discussions and tasks. | I participated in discussions and tasks and listened to my partners. |
|---------------------------------|--|--|---|--|

65

FINAL PRODUCT ASSESSMENT

Activity 7 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it may be ok to be open to other elements that might lead to a better work. Walk around and monitor, supporting students when necessary.

SET GOALS

Activity 8 You may ask students to go back to the Opening activity and the Class Planner at the beginning of the module. You could make the first part of the activity individually and once they have reflected on what they learned, make small groups to share their advance. You may walk around to monitor and help if necessary.

Activity 9 It might be helpful to walk around and monitor helping students. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time. It would be necessary to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them.

TEAMWORK

Activity 10 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. When they finish, encourage students to share their results.

ASSESSMENT TOOL

The intention of the Peer Evaluation Rubric is for students to assess the team members' collaboration and performance on the product development. You can go through the rubric along with them and explain the importance of assessing collaborative work. Explain that the criteria will help them identify where they are, in order to make improvements for their next assignment. Once they have completed it individually, ask them to share it as a team. Monitor and help students stay focused. Recommend they keep it close for the next module.

A peer evaluation rubric is used to assess the team members' collaboration and performance on a given task or project.

Instructions:

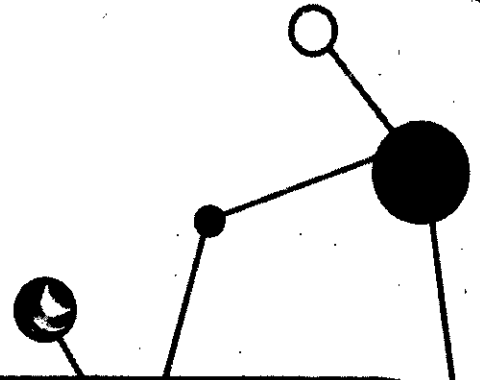
- 1 Write the names of your classmates in the numbered boxes.
- 2 Assign the members of your group a value (by using the key) for each listed aspect.

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

Key:

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

Module



| | | | |
|-----------------------|-------|---|---|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Ask and answer questions of what students know about TV programs. • Ask and answer questions to reflect on their performance. |
| Development Step 1 | 2-3 | Examine television programs. | <ul style="list-style-type: none"> • Compare topics, purpose and intended audience. • Analyze language register used by participants. • Interpret nonverbal language and attitude of the speakers. • Evaluate function and purpose of visual (e.g. ticker, subtitles, etc.) and sound (soundtrack, sound effects, etc.) resources. • Compare pauses, rhythm and intonation used by participants. • Recognize their own strengths and those of others. |
| Step 2 | 4-6 | Interpret general sense and some details. | <ul style="list-style-type: none"> • Reflect on the relationship between actions, pictures, dialogs and sound resources. • Recognize technical or specialized information. • Identify grammatical differences between British and American variants (e.g. <i>the team is /are, had got / gotten</i>, etc.). • Analyze the communication situation (e.g. place, participants, relationship between them, etc.). • Distinguish main ideas and information that expands, exemplifies, or explains them. • Share hypotheses about general sense and details. |
| Step 3 | 7-8 | Write notes about emotions and reactions to participate in an exchange of views. | <ul style="list-style-type: none"> • Ask and answer questions about the content of a TV program and emotions caused by it. • Consider similarities and differences between their mother tongue and English, when writing questions and answers. • Write expressions to share emotions. • Take into account grammatical characteristics of the English language (e.g. <i>nouns and adjectives do not have gender in English</i>), when writing expressions. • Include explanations of main ideas in exchanges. • Offer and ask for feedback. |
| Step 4 | 9-10 | Share emotions and reactions. | <ul style="list-style-type: none"> • Link sentences to express emotions and explain what caused them (e.g. <i>When I saw him singing, I literally jumped out of my seat. / What a good program! I felt curious about the last scene.</i>) • Vary intonation, rhythm and volume. • Use resources to make time (e.g. <i>hmm, err, you know</i>, etc.). • Monitor use of their voice (e.g. volume, speed, etc.). • Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc. • Exchange emotions and reactions. |
| Closure | 11-12 | Socializing the final product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Create a final product. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Practice of Language

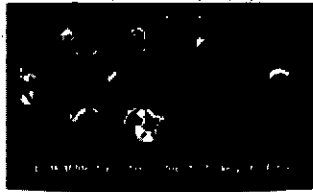
Communicative Activity

Final Product

Opening

Opening

1. Look at the TV program and circle the best option below.



- a. This program is: 1. a cartoon 2. about sports 3. a documentary
- b. This program is for: 1. families 2. adults 3. children
- c. Its purpose is to: 1. share information 2. entertain 3. teach
- d. It includes: 1. news tickers 2. subtitles 3. scores

2. When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|--|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Examine television programs. | Information card about the TV program you chose p. 70 Checklist of TV program's elements p. 71 |
| | 4-6 | Interpret general sense and some details. | Notes with the main ideas, examples, and additional information p. 73 List and have a discussion on the purpose of TV programs elements p. 75 |
| | 7-8 | Write notes about emotions and reactions to participate in an exchange of views. | List of feelings provoked by a TV program p. 77 Organizer of questions for an interview and phrases to express feelings p. 78 |
| | 9-10 | Share emotions and reactions. | Interview using several speaking strategies p. 80 |
| Closure | 11-12 | Socializing the product. | An interview about TV programs p. 81 Self-assessment p. 82 |

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Activity 1 Depending on the time, you may want to work with this activity in the form of a whole-class discussion. It is important to hear the ideas of most of the students, so you may want to ask different people for different ideas or expand ideas.

Answers: a. 3, b. 1, c. 1, d. 2

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

Answers: Answers 11 by 7/17.

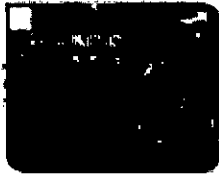
Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Step 1 Development

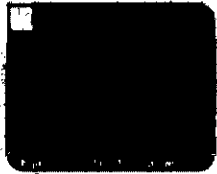
Development

Product Step 1 You are going to examine television programs.

1. Listen to the extracts from TV programs. In pairs, discuss what each is about. Write down the number of the TV program according to your discussion.



a. news

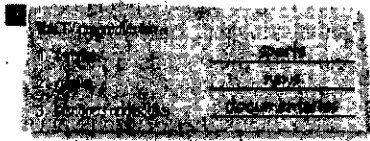


b. documentary



c. sports

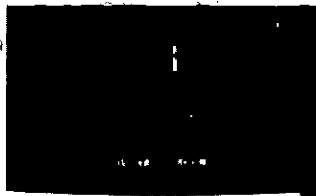
2. In pairs, discuss and complete the cards below with the TV programs from Activity 1.



3. Work with a partner. Look at the pictures and answer the questions on page 70.



news ticker



score

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Activity 1 It is suggested to start with a discussion in pairs about what are the different TV programs about. Then, you may ask pairs to discuss if the elements they mentioned at the beginning were useful for answering the questions. When they finish, invite volunteers to share their results.

Answer a. news, b. documentary, c. sports

Activity 2 Depending on your group, you may want to create a game for completing the cards. Once the cards are complete, a suggestion would be to

have a whole-class conversation to find other characteristics students could add to the cards.

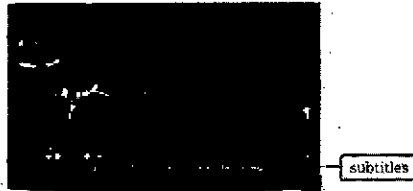
Answer a. news, b. documentary, c. sports
 1. news, 2. documentary, 3. sports
 4. news, 5. documentary, 6. sports
 7. news, 8. documentary, 9. sports

Activity 3 An alternative would be to ask students about the additional elements before looking at the pictures themselves. An extension would be to generate a whole-class discussion specifically about the different ways these additional elements improve the

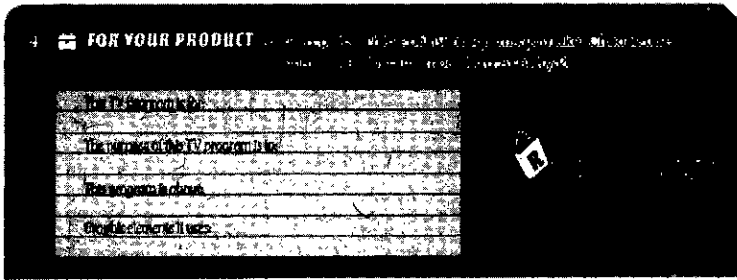
understanding of the program. It would be important to make sure that students do not limit themselves to describe the elements of the pictures. It is important to monitor the activity and help as necessary, but letting the conversation flow at all times.

Suggested answers a. news, b. documentary, c. sports
 1. news, 2. documentary, 3. sports
 4. news, 5. documentary, 6. sports
 7. news, 8. documentary, 9. sports

Family and community



- What is the use of the news tickers?
- What is the score for?
- How do subtitles help you understand the program?
- Do extra elements help you understand a program better?



- 5 Listen to the extracts from the TV programs again. In pairs, answer the questions and then discuss the use of the elements present in each program.

- In which TV program (1, 2, or 3)...
- ...does the speaker use more formal language? Why?
 - ...are fragments of instrumental music used to introduce information?
 - ...does the speaker make pauses? Why?
 - ...can you hear the sound of a live audience?

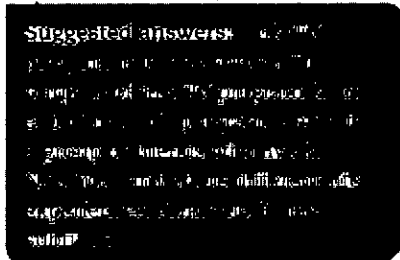
- 6 Listen to two TV programs. Pay attention to how the presenters speak. In pairs, role-play the scripts.



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FOR YOUR PRODUCT

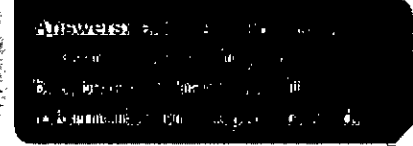
Activity 4 It would be a good idea to make a list of programs students like and sort them. If you expanded the characteristics in Activity 2, you may want to use that in this activity, too. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



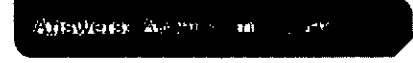
Chapter 4

Reader
Watching TV Nowadays Is Not the Same as Before
 Divide the class in pairs or groups. To introduce students to the chapter, you may ask them to open their textbooks to the cover pages of it. Pose a stimulus situation to the students and show what they do. The text is a good language to use. Encourage them to use English. You can raise the activation question out loud and have students discuss it. It might be useful to monitor the activity, make the students to read the chapter individually, to groups, in pairs, or out loud.

Activity 5 It would be interesting that students try to answer the questions from memory (or logic) and then use the listening for confirmation. The main focus of the activity could be the interaction rather than the listening, so ask them to justify their answers by giving details.



Activity 6 It might be interesting to ask students to try to role-play these kinds of programs, improvising the script, before listening. Then there can be a discussion about how they were different. A role-play could be the closing activity. Students may be reminded that the feeling is fundamental in these programs. You may want to practice the role-play by reading the scripts with different emotions. Refer students to the Glossary section on page 83 in their books.



Module 4

7 After role-playing the scripts, check the elements each program has.

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|--------------------------|--------------------------|
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| <input type="checkbox"/> | <input type="checkbox"/> |

FOR YOUR PRODUCT

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|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

9 Self-assessment Work in in pairs. Use the table to assess what you and your classmate can do by now. Check (✓) the answer that suits you best.

| | | | | |
|---|--|--|--|--|
| Identifying what a TV program is about and who is it for. | | | | |
| Recognizing formal and informal language. | | | | |
| Pointing out the different elements in a TV program and their function. | | | | |
| Listening to the changes in volume and speed. | | | | |

For those aspects that you checked as I found it difficult or I can't do it ask your partner for help and go back to Activities 2, 3, 5, or 7.

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Activity 7 Depending on your group you may start in pairs but then open the activity to a whole-class conversation. This activity is a step towards the analysis of the students' own TV program. Make sure they understand what each criterion means. It would be interesting to explore the scripts using different tones and aspects of body language. An alternative would be to play a sort of *Charades* game where one student recreates a program and the rest guess the program based on the tone and body language as an extra practice or preparation for their own product.

FOR YOUR PRODUCT

Activity 8 Students may want to describe all the characteristics of their TV program. It would be important to specify that all the characteristics constitute one single element: acoustic features. Refer students to what they did in Activity 7 if they have questions about the activity. Monitor the activity and help with the names of the

elements if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested activities

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Family and community

Product Step You are going to interpret the general sense and some details.

1 Listen to two TV programs and discuss the questions in pairs.

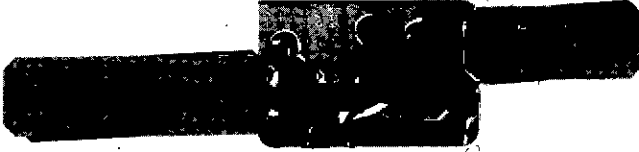
- a. Who are the speakers?
- b. Where do you think the speakers are from?
- c. What are they talking about?



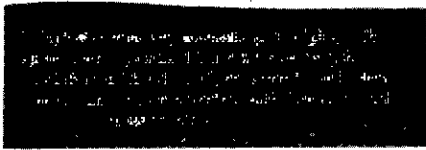
2 Use your answers from Activity 1 to write a hypothesis in your notebook about what you think the TV programs from Activity 1 are about. Use the example as a model.



3 Look at the hypothesis that you wrote in Activity 2. Share and compare your hypothesis with a classmate. Discuss what type of TV programs the fragments from Activity 1 are.



4 Work in pairs. Read the Skills box and the fragment from the TV program in Activity 1 and discuss the questions below.



Language skills

The main idea of a program is what it is about. Additional information can be examples, explanations, or details that support the main idea.

- a. Is the underlined sentence the main idea or additional information?
- b. What are the second and third sentences: main ideas or additional information?

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Activity 1 You may start the activity without the book and without telling them they are TV news segments. Students would need to recognize the kind of program first, and then you may proceed with the questions. It is important that students justify their answers in order to see whether they are guessing or taking the answer from the listening.

Answers:
 a. USA and UK
 b. USA and UK

Activity 2 It would be a good idea to promote hypothesis that go beyond the obvious so to develop both listening to details and creativity. Students have studied the structure I think... / I believe... before; but, if necessary, you may elicit the meaning of both expressions by pointing out the example.

Suggested answer: I think... / I believe... before; but, if necessary, you may elicit the meaning of both expressions by pointing out the example.

Activity 3 The communicative interaction is very important in a Family and Community environment. You may draw students' attention to the sample language in the text bubbles. It might be helpful you walk around and monitor helping students.

Suggested answers

- 1. The speakers are talking about the TV programs.
- 2. The speakers are talking about the TV programs.

Activity 4 Detecting the main idea from additional information is something students have done in past modules. To help them, remind them that, most of the times, the main idea is the first sentence. Another alternative would be asking students about what other additional information they remember from the notes they wrote in Activity 2.

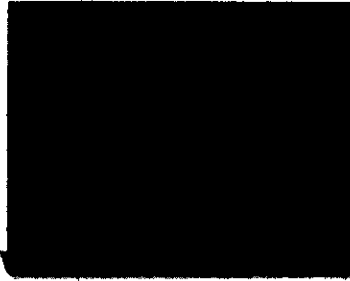
Answers: a. Main idea
 b. Additional information

Language skills

As explained in Module 2, the main idea is the most important information from the text; it is usually placed at the beginning of a paragraph.

Module 4

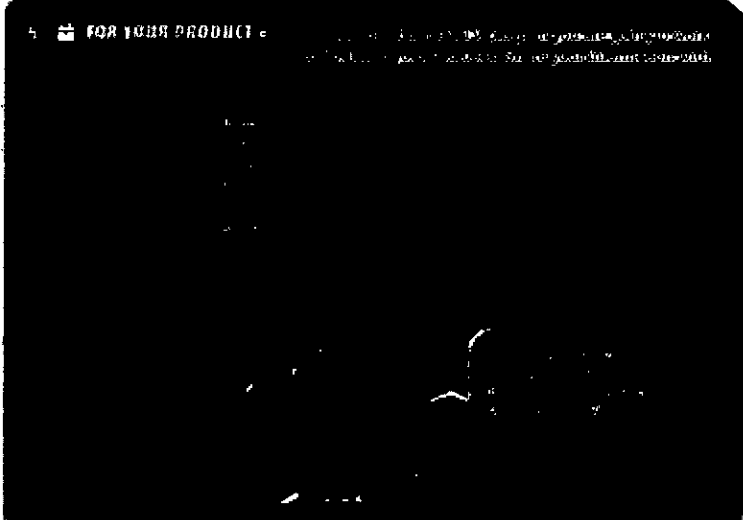
5 Work in small groups. Listen again to the TV news programs and discuss the questions.



Language skills

British and American English have some differences. For example: Collective nouns are singular in American English while in British English are plural (team is vs team are). Also, some verbs are conjugated differently, like had got in British English and had gotten in American. They also have differences in spelling (color vs colour), and in vocabulary (apartment vs flat).

FOR YOUR PRODUCT



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Activity 5 In this activity, students will be dealing with different forms of English. You may want to ask them to read the Language skills box before doing the activity. Play the track several times and point out different expressions so students can notice them. Help students infer that language is a cultural trait and it helps you identify where someone is from. Working in pairs for this activity is a good idea.

Suggested answers:

1. The speaker is from the United States.
2. The speaker is from the United States.
3. The speaker is from the United States.
4. The speaker is from the United States.

Language skills

English, as other languages, is spoken in very different parts of the world and it has been influenced by many aspects. Students may find differences between spelling, conventions, grammar rules, meanings of words, among others when reading real life texts. It is important they are aware of these variants. You may wish to have students identify the differences mentioned in the Student Book (use of collective nouns, conjugation of verbs and spelling) in other materials from the internet, or books from the library to continue practicing the awareness of both variants.

FOR YOUR PRODUCT

Activity 6 Monitor the activity and, if necessary, help students find the most abstract elements of their ideas. Refer them to the model if necessary. Monitor the activity and answer any question. You can use this activity as portfolio evidence.

Suggested answers: TV program

Objectives: to understand the main idea of the text and to identify the most abstract elements of their ideas.

Additional information: to understand the main idea of the text and to identify the most abstract elements of their ideas.

Teaching toolbox

The teacher should identify the topic of the text and the main idea of the text. The teacher should identify the most abstract elements of their ideas. The teacher should identify the most abstract elements of their ideas.

Family and community

7. Read and listen to the TV news program. Circle the words you don't know.

TV presenter: And now the diving results. First, men's synchronized 10-meter platform. The Chinese team, formed by Xi Lun and Yin Xiang, got the gold medal with two perfect dives. The first included a three and one half somersault and the second dive included a two and one half somersault with two and one half twists. The American team, formed by James Craig and Tom Wharton, got the silver medal.

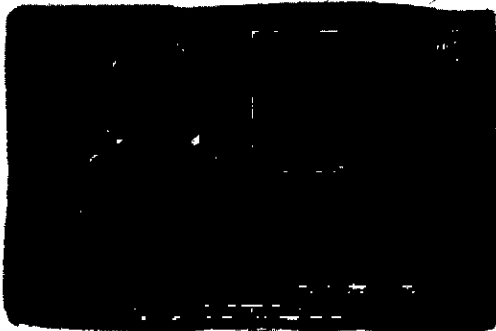
Their first dive was almost perfect and included a three and one half somersault plus. However, their second dive was perfect, losing synchronicity at the very end.

8. Work in groups, share your words from Activity 7, and discuss the questions.

- Can you guess the meaning of the circled words using the context?
- When you hear technical terms, what words can help you infer the meaning?

9. Work in groups. Check your answers in the Glossary or ask your teacher for the meaning.

10. Listen to the TV news presenter again and look at the picture. Then answer the questions in pairs.

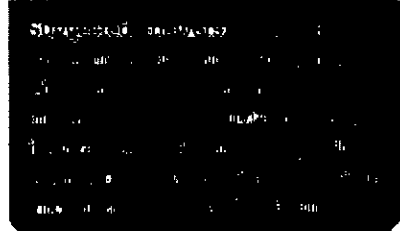


- Does the speaker use formal or informal language?
- What elements does she use to complement her presentation?
- Does the video of the diving competition would help you understand the information better?

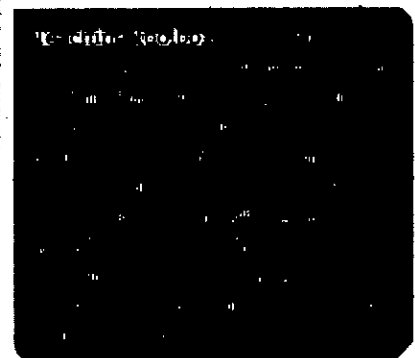
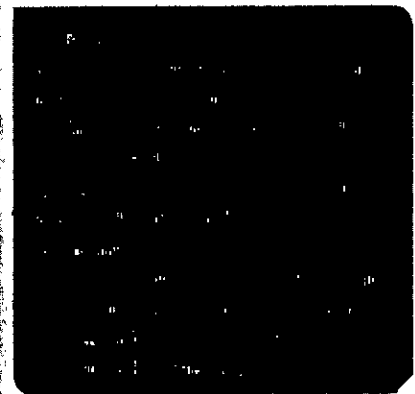
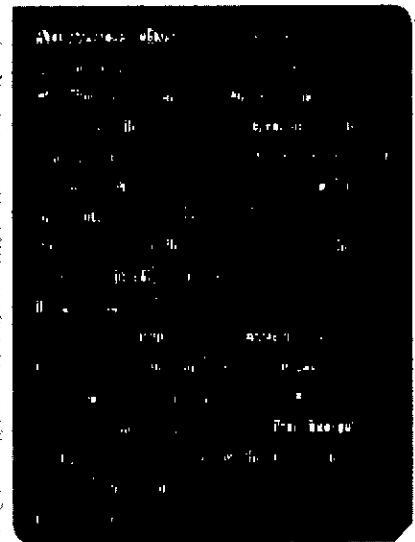
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Activity 7: It is suggested to start the activity with only listening (and trying to write the words they don't know) and then reading to clarify understanding and the spelling of the unknown words.

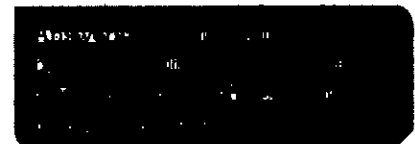
Activity 8: Talk briefly about diving with your students so they can link the text to an idea. Ask them to identify the words that surround the unknown word. Ask for their meaning and tell them to elaborate on the meaning of the whole phrase to help them guess what the unknown word means.

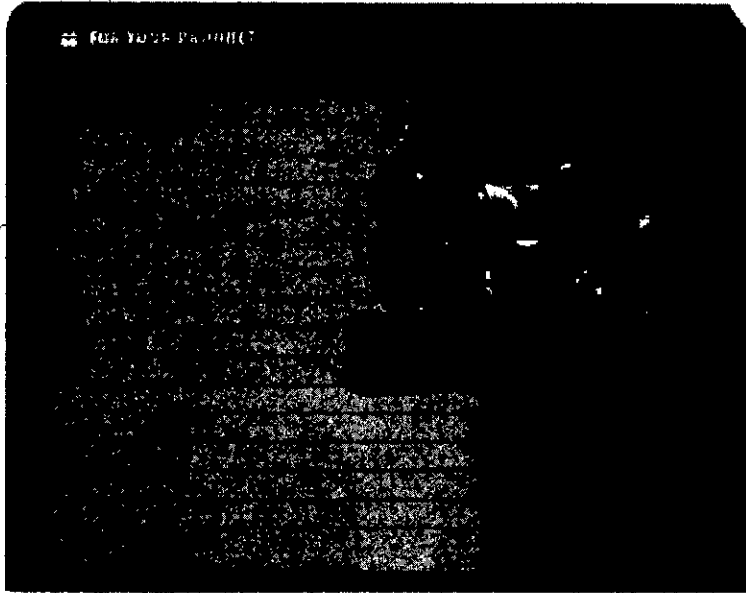


Activity 9: It is a good idea to promote the use of a dictionary, if available, or the glossary before offering any help. Once they have guessed the meaning of their words, students can join other groups in order to share their results. Refer students to the Glossary on page 83 to clarify the meaning of words.



Activity 10: When describing how the presenter speaks, it would be important to lead students to include speed, tone, voice, accent, as well as elements of body language.





Self-assessment Work in pairs. Circle the option that suits you best.

- a. How well can you identify the main idea and extra information from the TV programs?
1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.
- b. How well can you understand unknown or specific words?
1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.
- c. How well can you identify the purpose of extra elements like subtitles, music, audience interventions, etc., in TV programs?
1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.

If you chose options 3 or 4 go back to Activities 4, 5, 8, and 10. Work with a classmate to improve your performance.

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FOR YOUR PRODUCT

Activity 11 This activity is mainly related to speaking. However, it would be a good idea to ask students to take notes about the elements they discuss. You may start the activity with a conversation describing how the program sounds and looks, including colors, pictures, music, sounds. Then students may proceed on analyzing the function and effect of those characteristics. Monitor the activity and help if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Subject: English Language Arts

Language skills

The word *because* is a connector that improves the coherence of sentences by joining two sentences—the cause and the reason. It is suggested you monitor students' drafts to verify they use this connector in their notes.

Self-assessment

Activity 12 This is a final conclusion about learning strategies. You may ask students to remember what they have done during the Step for guessing words. Also, you may lead the discussion towards possible new strategies for guessing the meaning of words that could be explored in future activities. If there are many aspects they think they are not good at, allow some time to review the activities as instructed and then ask them to discuss the assessment elements again.

Family and community

Product Step 3 You are going to write notes about emotions and reactions to participate in an exchange of views.

- 1 Listen to two interviews about a TV program. Answer the questions and discuss the answers with a classmate.
a. What were the interviews about?
b. What did the interviewer ask?
c. What kind of answers did the interviewed people give?
d. Were the questions asking for general or specific information about the TV program?

2 Listen to the second interview again and take notes to fill in the graphic organizer. Role-play the interview.

Graphic organizer with four rows. Each row has a box on the left for notes (labeled 'Interview introduction:', 'Phrase used to express feelings:', 'Phrase to express opinion:', 'Phrase used to express feelings:') and a box on the right for a question (labeled 'Question:'). Arrows point from the left boxes to the right boxes.

Answers: Interview Introduction

1. The first interview was about a TV program. The interviewer asked the interviewees questions. They gave answers. The interviewees used phrases to express feelings and opinions. The interviewer asked questions. The interviewees gave answers. The interviewer asked questions. The interviewees gave answers. The interviewer asked questions. The interviewees gave answers.

Teaching Toolbox

1. The first interview was about a TV program. The interviewer asked the interviewees questions. They gave answers. The interviewees used phrases to express feelings and opinions. The interviewer asked questions. The interviewees gave answers. The interviewer asked questions. The interviewees gave answers. The interviewer asked questions. The interviewees gave answers.

Activity 1 11 You may start by asking your students what they understood in general about the interviews. Then, you may guide them to focus in the relationship between the structure of the question and the answer given. To link it with Activity 2 you may point out how the intonation or the structure of a sentence changes when we ask a question.

Activity 2 11 Play the audio more than once so students have time to take notes on the graphic organizer. This organizer will allow them to identify the structure of an interview. The interview is a set of questions intended to get information regarding a specific topic. Students will be able to recognize the phrases they need to answer and express their feelings and opinions regarding a topic. Give students time to role-play the interview so they can familiarize with the process of an interview.

Answers: 1. The first interview was about a TV program. The interviewer asked the interviewees questions. They gave answers. The interviewees used phrases to express feelings and opinions. The interviewer asked questions. The interviewees gave answers. The interviewer asked questions. The interviewees gave answers.

Module 4

3. Read the second interview about a TV program. Look at the phrases in bold and, in pairs, check your organizer.

Interviewer: Hi! Can I ask you some questions about a TV program?

Santiago: I'm in a rush, sorry.

Interviewer: It will **only** take a minute.

Santiago: Oh, okay...

Interviewer: Thanks. Have you watched *Traveling around Mexico*?

Santiago: That's my favorite show! I always watch it. I've never **missed** an episode!

Interviewer: Wonderful! Then, what do you think about the program?

Santiago: I think it's excellent because of the **variety** of the places he's visited, the information he shares with the audience. I simply love it!

Interviewer: When was the last time you watched it?

Santiago: Last Thursday, of course!

Interviewer: What was it about?

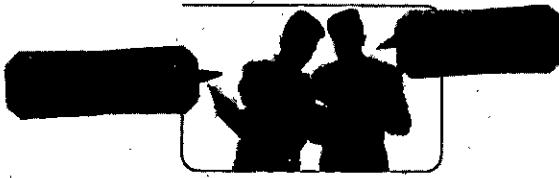
Santiago: It was about Veracruz.

Interviewer: Right. Of course. And how did you feel after watching the program?

Santiago: It made me feel excited because now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.

Interviewer: Great! Well, thank you very much for your time!

4. Listen to the interviews again. Discuss with a partner the feelings the interviewees express about the program. Use the emotions and the example below as a model.



Language skills
 Differently from Spanish, nouns and adjectives in English are neutral, they don't express gender.

FOR YOUR PRODUCT

Activity 5 You could tell students to go back to the model on page 77 or write some feelings on the board: sad, melancholic, bored, disinterested, curious, excited, happy, angry, irritated, furious, etc. Acting out the feelings will help students understand and associate the word to something personal. You can use this activity as portfolio evidence.

Activity 3 Ask students to circle all the questions they find in the interview and all the phrases that express feelings and opinions. Let them compare their answers with their organizer. This will reassure students about what they understand. Checking answers works as an aid in language acquisition, it helps students reflect on why some answers are correct and some are not. You may ask volunteers to role-play the interview.

Suggested answers

1. Hi! Can I ask you some questions about a TV program?
 2. I'm in a rush, sorry.
 3. It will only take a minute.
 4. Oh, okay...
 5. Thanks. Have you watched *Traveling around Mexico*?
 6. That's my favorite show! I always watch it. I've never missed an episode!
 7. Wonderful! Then, what do you think about the program?
 8. I think it's excellent because of the variety of the places he's visited, the information he shares with the audience. I simply love it!
 9. When was the last time you watched it?
 10. Last Thursday, of course!
 11. What was it about?
 12. It was about Veracruz.
 13. Right. Of course. And how did you feel after watching the program?
 14. It made me feel excited because now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.
 15. Great! Well, thank you very much for your time!

Activity 4 You could play the audio more than once if you deem it necessary. You may explain that it is important to justify their answers so you can promote the use of the connector *because*. Refer them to the example. If necessary, refer students to the Glossary on page 83 to know the meaning of some of the feelings.

Suggested answers

1. Hi! Can I ask you some questions about a TV program?
 2. I'm in a rush, sorry.
 3. It will only take a minute.
 4. Oh, okay...
 5. Thanks. Have you watched *Traveling around Mexico*?
 6. That's my favorite show! I always watch it. I've never missed an episode!
 7. Wonderful! Then, what do you think about the program?
 8. I think it's excellent because of the variety of the places he's visited, the information he shares with the audience. I simply love it!
 9. When was the last time you watched it?
 10. Last Thursday, of course!
 11. What was it about?
 12. It was about Veracruz.
 13. Right. Of course. And how did you feel after watching the program?
 14. It made me feel excited because now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.
 15. Great! Well, thank you very much for your time!

Language skills

In Spanish, as in other languages, adjectives (words that describe nouns) take the gender of the noun (for example *una bonita*). In English, adjectives don't take the gender (for example, *pretty girl*). You may point out this characteristic of English and compare it with your students' mother tongue.

Media Resources

Print or photocopy the *Activities and Resources* attached by the *Teacher's Guide* poster to give them your authority to discuss about TV programs' reactions.

FOR YOUR PRODUCT

Activity 5 You could tell students to go back to the model on page 77 or write some feelings on the board: sad, melancholic, bored, disinterested, curious, excited, happy, angry, irritated, furious, etc. Acting out the feelings will help students understand and associate the word to something personal. You can use this activity as portfolio evidence.

Suggested answers

1. Hi! Can I ask you some questions about a TV program?
 2. I'm in a rush, sorry.
 3. It will only take a minute.
 4. Oh, okay...
 5. Thanks. Have you watched *Traveling around Mexico*?
 6. That's my favorite show! I always watch it. I've never missed an episode!
 7. Wonderful! Then, what do you think about the program?
 8. I think it's excellent because of the variety of the places he's visited, the information he shares with the audience. I simply love it!
 9. When was the last time you watched it?
 10. Last Thursday, of course!
 11. What was it about?
 12. It was about Veracruz.
 13. Right. Of course. And how did you feel after watching the program?
 14. It made me feel excited because now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.
 15. Great! Well, thank you very much for your time!

Family and community

FOR YOUR PRODUCT

| | |
|--|---|
| <p>Interview introduction:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Phrases used to express feelings:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Phrases to express opinion:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Phrases used to express feelings:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |

7 Self-assessment In pairs, read the aspects in the table and how they are graded. Use the table to give and receive feedback.

| | | | |
|--|--|---|--|
| Identifying how TV programs make you feel. | I could use exact vocabulary to name all the emotions that the TV program I chose makes me feel. | I could identify how the TV program makes me feel, but I couldn't name all of the emotions. | I didn't know any vocabulary word to name how the TV program that I chose makes me feel. |
| Using expressions to share your feelings. | My classmate used many different expressions to share his / her feelings about the TV program. | My classmate used a couple of expressions to share his / her feelings about the TV program. | My classmate didn't use expressions to share his / her feelings about the TV program. |

Work with a classmate to reinforce your vocabulary about feelings and your expressions to share your feelings. Go back to Activities 2 to 4 for more practice.

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FOR YOUR PRODUCT

Activity 6 You may want to clarify that students need to justify why they have those feelings about the TV program they chose for the final product. Encourage them to add more questions and phrases to the graphic organizer. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

| | |
|---|---|
| <p>Phrases to express opinion:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Phrases to express feelings:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Chapter 4

Reader -

Watching TV Nowadays Is Not the Same as Before

Explain to students that they are going to read the chapter again. It is suggested to have prior ask and answer questions about the chapter to practice question formation.

Teaching Toolbox

Self-assessment

Activity 7 It is important to promote that any feedback from students, positive or negative, includes a clear explanation of why they think about their partner's work, as well as alternatives for improvement. That is the key to a good feedback. For the negative aspects, allow some time to review the activities as instructed and then ask them to discuss the assessment elements again.

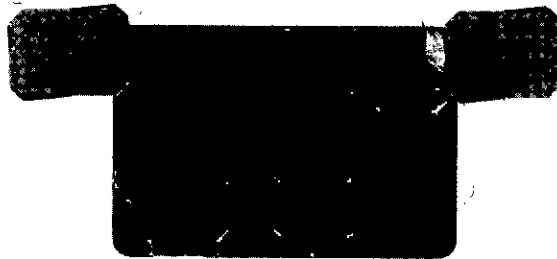
Product Step 1 You are going to share emotions and reactions.

1 Listen to three friends talking about a TV program. Pay attention to intonation, pauses, and rhythm of the speakers. Then, in groups of three, role-play it.

Liz: Hey guys, what's going on?
 Jeremy: Liz Shh... we're watching *Mission Galaxy*. It's the last episode of the season.
 Liz: What? Is this the show about a team of scientists in a new galaxy? The one you were talking about the other day?
 Marissa: Yeah. It's over!
 Jeremy: What a good program! But I felt very sad when Timothy had to say goodbye to everyone... you know, when they were in the...
 Marissa: Agreed. Very sad!
 Liz: I just can't understand why you like this show. To me it's... err... so boring!
 Marissa: Boring? Come on, Liz.
 Liz: I am. I watched the first three episodes and I was bored and a bit angry, you know... with the main character. When he left planet Earth I just couldn't believe it! Of course... it's your favorite TV program and I should respect that.
 Jeremy: Thanks, Liz! By the way, what's your favorite TV program?
 Liz: Hmm... let me think... I think my favorite TV program is *The Animal Show*.
 Marissa: Seriously?
 Liz: Yes. I have you watched it? I love it because it's about animals in different habitats.
 Jeremy: When is it on?
 Liz: On Wednesdays. The last episode was amazing. It was about...

2 Work with different classmates. Role-play the conversation in Activity 1 again and try to vary the intonation and rhythm of the conversation.

- What did you notice when you lowered the volume?
- What happened when the rhythm got faster?
- Why is it important to modulate your voice according to your feelings?



It is also a practice and a revision method, in which they can correct their mistakes so they can modulate their voices for specific purposes to convey a better message. Get prepared with an additional recording device to support students that don't have a cellphone.

Media Resources

Find out more about the importance of intonation and rhythm in communication. Watch and listen to different voices and different emotions and feelings.

Teaching Toolbox

Use a variety of recording devices to capture the intonation and rhythm of the conversation. Encourage students to use different voices and emotions to convey their feelings. This activity can be done in pairs or groups. Encourage students to use different intonations and rhythms to convey their feelings. This activity can be done in pairs or groups. Encourage students to use different intonations and rhythms to convey their feelings.

Activity 1 You may start this activity with a class discussion about the functions and importance of pauses in conversation. You could repeat the activity three times so that all students role-play all the characters and explore the different pauses and their effects.

Answers

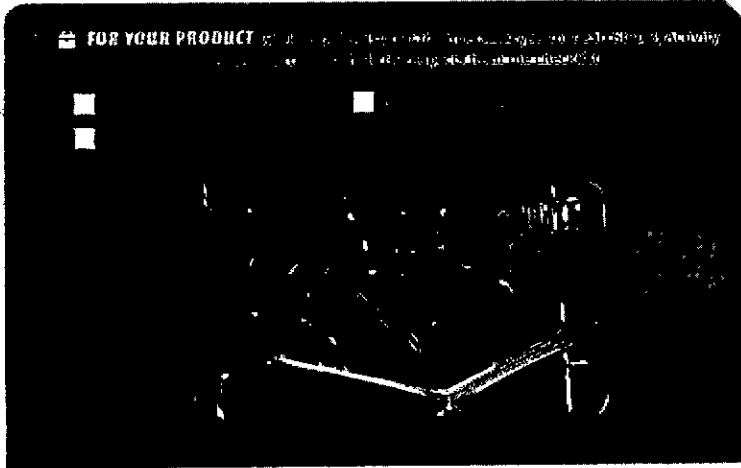
Activity 2 It is important that students modify volume and pace to see the resulting changes. You may model the changes by exaggerating them. Monitor the activity so that you may recognize any failure to modify the pace or rhythm.

Suggested answers

1. When the volume was lowered, the conversation became more serious and the speakers spoke more slowly. When the rhythm got faster, the conversation became more lively and the speakers spoke more quickly. It is important to modulate your voice according to your feelings because it helps the listener understand the speaker's emotions and intentions.

Refer students to the How to Use ICT section in their books on pages 8-9. Recording can help students in different ways. For example, listening to themselves can help them refine their voice; it will make them aware their intonation so they can identify if they need to modulate when speaking.

Family and community



4. Self-assessment Circle the option that best describes your progress. Then share with a classmate your results. Help each other with the things that need more work.

| | | | |
|--|---|--|--|
| I used appropriate pauses. | I used appropriate pauses to modulate the rhythm of my conversation. | I sometimes used pauses to modulate the rhythm of my conversation. | I didn't use pauses to modulate the rhythm of my conversation. |
| I changed my intonation when talking. | I changed my intonation when talking to emphasize my feelings. | I sometimes changed my intonation when talking to emphasize my feelings. | I didn't change my intonation when talking to emphasize my feelings. |
| I could modulate my volume and speed when talking. | I could modulate my volume and speed when talking for a better communication. | I sometimes modulated my volume and speed when talking for a better communication. | I didn't modulate my volume and speed when talking for a better communication. |

If you need to review the intonation, volume, and speed in a conversation, go to Activities 1 and 2. Ask your teacher for help if necessary.

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FOR YOUR PRODUCT

Activity 3 A suggestion is to ask students to practice the different elements of intonation that they need for their interview before joining their partners. At the end of the activity it is important that they give a respectful feedback. You may want to allow some time for students to repeat their interview applying the feedback they received. If possible, monitor the activity and be ready to answer the questions. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers:

The first part of the interview was very good. The second part was a bit better. The third part was the best. The fourth part was the worst. The fifth part was the best. The sixth part was the worst. The seventh part was the best. The eighth part was the worst. The ninth part was the best. The tenth part was the worst. The eleventh part was the best. The twelfth part was the worst. The thirteenth part was the best. The fourteenth part was the worst. The fifteenth part was the best. The sixteenth part was the worst. The seventeenth part was the best. The eighteenth part was the worst. The nineteenth part was the best. The twentieth part was the worst. The twenty-first part was the best. The twenty-second part was the worst. The twenty-third part was the best. The twenty-fourth part was the worst. The twenty-fifth part was the best. The twenty-sixth part was the worst. The twenty-seventh part was the best. The twenty-eighth part was the worst. The twenty-ninth part was the best. The thirtieth part was the worst. The thirty-first part was the best. The thirty-second part was the worst. The thirty-third part was the best. The thirty-fourth part was the worst. The thirty-fifth part was the best. The thirty-sixth part was the worst. The thirty-seventh part was the best. The thirty-eighth part was the worst. The thirty-ninth part was the best. The fortieth part was the worst. The forty-first part was the best. The forty-second part was the worst. The forty-third part was the best. The forty-fourth part was the worst. The forty-fifth part was the best. The forty-sixth part was the worst. The forty-seventh part was the best. The forty-eighth part was the worst. The forty-ninth part was the best. The fiftieth part was the worst. The fifty-first part was the best. The fifty-second part was the worst. The fifty-third part was the best. The fifty-fourth part was the worst. The fifty-fifth part was the best. The fifty-sixth part was the worst. The fifty-seventh part was the best. The fifty-eighth part was the worst. The fifty-ninth part was the best. The sixtieth part was the worst. The sixty-first part was the best. The sixty-second part was the worst. The sixty-third part was the best. The sixty-fourth part was the worst. The sixty-fifth part was the best. The sixty-sixth part was the worst. The sixty-seventh part was the best. The sixty-eighth part was the worst. The sixty-ninth part was the best. The seventieth part was the worst. The seventy-first part was the best. The seventy-second part was the worst. The seventy-third part was the best. The seventy-fourth part was the worst. The seventy-fifth part was the best. The seventy-sixth part was the worst. The seventy-seventh part was the best. The seventy-eighth part was the worst. The seventy-ninth part was the best. The eightieth part was the worst. The eighty-first part was the best. The eighty-second part was the worst. The eighty-third part was the best. The eighty-fourth part was the worst. The eighty-fifth part was the best. The eighty-sixth part was the worst. The eighty-seventh part was the best. The eighty-eighth part was the worst. The eighty-ninth part was the best. The ninetieth part was the worst. The ninety-first part was the best. The ninety-second part was the worst. The ninety-third part was the best. The ninety-fourth part was the worst. The ninety-fifth part was the best. The ninety-sixth part was the worst. The ninety-seventh part was the best. The ninety-eighth part was the worst. The ninety-ninth part was the best. The hundredth part was the worst.

Media Resources

Watch on YouTube: [The Talking Game](#)
[How to prepare a conversation](#)
 Expressions @ Facebook to help students structure their interview

Self-assessment

Activity 4 It is advisable to promote a real reflection (plus basic grammar) about students' speech and interaction. You may want to explore with your students other basic (and not that basic) problems they might have. If students feel they are not good at something, allow some time to review the activities as instructed and then ask them to discuss the assessment elements again.

Closure

Module 4

CLOSURE

Participate in an Interview about TV programs

PROCESS

1. I decided on a TV program to talk about and made a checklist of its elements.
2. I made an organizer with the main ideas, examples, and additional information about the TV program I chose.
3. I made a draft of an interview about my TV program and a list of my feelings.
4. I performed the interview using several speaking strategies.

CREATE

5. Role-play your interview for the class. Ask and provide feedback. As a class, vote on the funniest, saddest, best, etc., program on TV right now.
6. You may go to a different class to interview other classmates about their favorite TV program.



CONCLUSIONS

7. Work in groups. Read the questions and share your answers.
 - a. Was it easy or difficult to write notes and elaborate questions about TV programs?
 - b. Did your intonation in English improve?
 - c. Did you include new vocabulary to express your feelings and emotions about a TV program?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 It is important to make sure that all role-plays include all the elements of the module. You may allow some time for students to apply the interview to different partners and put the information together. When they finish, ask them to vote on the program they liked the most.

Activity 6 It is important students socialize their work outside their own classroom. It is suggested you ask a teacher from a different level or group to share this experience with his / her class, students can highly benefit from this experience.

CONCLUSIONS

Activity 7 It would be advisable to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them.

Family and community

FINAL PRODUCT ASSESSMENT

- 8 Work with your interview partner. Use the rubric to assess your performance in making an interview about TV programs.

| | Excellent | Good | Satisfactory |
|-------------|---|--|--|
| Preparation | I completed all the steps in the module to prepare my interview. | I followed some of the steps in the module to prepare my interview. | I followed a few steps in the module to prepare my interview. |
| Interview | I was able to make interesting questions and to speak with good intonation in my interview. | I was able to make some interesting questions and to speak with intonation in my interview. | I made few interesting questions and didn't vary my intonation in my interview. |
| Emotions | I was able to express my feelings about my favorite TV program. | I was able to express my feelings about my favorite TV program, even if my partner sometimes didn't understand me. | I had troubles expressing my feelings about my favorite TV program. I don't feel comfortable talking in English. |

SET GOALS

- 9 Go back to the Opening activity on page 68. Complete the activity again. Add evidence to the Class Planner if necessary.
- 10 Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 11 Reflect on your interaction with your classmates. Circle the option that suits you best.

| | Excellent | Good | Satisfactory | Poor |
|---------------------------------|---|---|--|--|
| How well did you work together? | I followed a few steps in the module to prepare my interview. | I followed some of the steps in the module to prepare my interview. | I completed all the steps in the module to prepare my interview. | I participated in discussions and tasks and listened to my partners. |



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FINAL PRODUCT ASSESSMENT

Activity 8 It would be advisable to review your classroom policies before starting this activity. Even if students need to follow the rubric for feedback, you should be open to other elements that might lead to a better assessment work. Monitor the activity.

SET GOALS

Activity 9 Monitor the activity. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time. You may remind students to go back to the Class Planner and revisit their evidence.

Activity 10 Exhort the students to go back to each of the Self-assessment sections in the Steps and reflect on their progress. Guide them to identify their strengths and weaknesses in order to improve in each Step and module.

TEAMWORK

Activity 11 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. Asking volunteers to share their results could be a good idea.

ASSESSMENT TOOL

The Student Self-Evaluation on an Activity tool will help students assess their own performance. This will allow students to be more aware of and more responsible for their own learning process. If possible, give students a photocopy of the Assessment Tool with the aspects that you want them to evaluate. Think of aspects and skills developed throughout the module that helped them reach their goal. You can use the achievements in the planner at the beginning of this module or the different steps to reach the final product as a reference for you to decide which aspects students must have to evaluate.

A self-evaluation tool helps you evaluate your work in order to learn which areas you have improved on and which ones still need improvement. It offers you a reflection on your progress on certain abilities or competencies.

Instructions:

- 1 Determine the competency or ability to be evaluated.
- 2 Determine the characteristics or attributes.
- 3 Ask students to check (✓) the column that corresponds to their learning experience.

Student Self-Evaluation on an Activity / Competency

Student's name: _____

Teacher's name: _____ Date: _____

School: _____ Group: _____

Ability / Competency: _____

| Characteristic | Needs Improvement | Fair | Good | Excellent |
|----------------|-------------------|------|------|-----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Notes: _____

Module

5

| Stage | Sessions | Achievements | Content |
|-----------------------|----------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Ask and answer questions about written text in English related to historical events. • Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-3 | Select and review descriptions of historical events. | <ul style="list-style-type: none"> • Anticipate content from textual organization and graphic components. • Contrast topic, purpose, and intended audience. • Compare ways of expressing past actions (e.g. parallel actions in the past: <i>while China was led by an Emperor, many European countries had ...</i>; actions done by others: <i>People said that life had been better in a previous era</i>), and verb forms to express them. • Value their own progress and that of others in the competency and command of English. |
| Step 2 | 4-5 | Understand the content of historical texts. | <ul style="list-style-type: none"> • Classify new terms by their meaning and relate them to their own repertoire of words and expressions (e.g. old clothing: <i>tunic, wig, gown</i>; types of rulers: <i>king, emperor, etc.</i>, names of ancient cultures and territories: <i>Burgundy, Olmec, etc.</i>). • Reflect on the presence of auxiliaries in negative, interrogative, and declarative sentences (e.g. <i>That did not happen until 1945 / Do we need any more evidence than that?</i> etc.). • Distinguish main ideas from secondary ideas. • Express the general sense of a text. • Select key events based on chronological order. • Share appreciations and interpretations. |
| Step 3 | 6-8 | Write brief reports. | <ul style="list-style-type: none"> • Write simple sentences (e.g. <i>The Treaty of Versailles was signed in 1919</i>) and complex sentences (e.g. <i>While living conditions worldwide have improved, there are some who do not agree</i>) paraphrasing main ideas. • Complete graphic organizers with information that expands the main ideas. • Emphasize and clarify ideas in texts (<i>Quickly, he realized that...; the situation had become too complicated; everybody / somebody held the belief...</i>) using adverbs and pronouns. • Order key events in a timeline. • Group sentences containing similar information to form paragraphs, using expressions and connectors that show sequence (<i>as soon as, after</i>), simultaneity (<i>at the same time, during, etc.</i>) or cause and effect (<i>because, since, as, etc.</i>). • Share reports and promote feedback. |
| Step 4 | 9-10 | Edit reports. | <ul style="list-style-type: none"> • Check punctuation and spelling of adverbs and connectors. • Remove, add, change, or reorganize information to improve texts. • Clarify ideas based on the intended audience and purpose. • Write final versions. • Evaluate their needs and strengths and those of others. |
| Closure | 11-12 | Socializing the final product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment:

Social Practice of Language

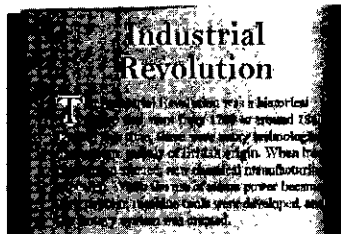
Communicative Activity

Final Product

Opening

Opening

1 Look at the text and circle Yes or No.



- a. It is a web page. Yes No
- b. Its topic is historical. Yes No
- c. It is a narrative text. Yes No
- d. Its purpose is to entertain. Yes No

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|--|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Select and review descriptions of historical events. | Choose a historical event to write a report p. 88 Information about the historical event you choose p. 88 |
| | 4-5 | Understand the content of historical texts. | Main ideas and additional information about a historical event p. 91 Timeline of a historical event p. 91 |
| | 6-8 | Write brief reports. | Adding supporting details. First sentence of your paragraph p. 93 Final version of the paragraph for the report of a historical event p. 93 |
| | 9-10 | Edit reports. | Check spelling and punctuation p. 97 Complete rubric to assess the paragraph p. 97 |
| Closure | 11-12 | Socializing the product. | Report on a historical event for an anthology p. 98 Self-assessment p. 99 |

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Activity 1 You could do this as part of a whole-class activity. Students might need to be reminded that they have read this kind of reports in their History class. You may use that as a point of departure.

Answers: a. No, b. Yes, c. Yes,

d. No

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary, and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

Suggested answers

It is a historical text.

It is a narrative text.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Step 1 Development

Development

Product Step ● You are going to select and review descriptions of historical events.

1 Look at the pictures, maps, and titles from the texts. Then, as a class discuss the questions on page 87.

The Sumerians

The Sumerians were the first of the southernmost of ancient Mesopotamia. This area is generally considered the birthplace of civilization. The word Sumerian is the language of the south of Mesopotamia. Sumer was the first of the civilizations that established the region. Archaeologists believe that the Sumerians began writing about 3500 BC. Sumerians had a system of writing called the Ubaid form of the cuneiform script because they inherited it from the Ubaid. By 3500 BC, the Sumerians had invented the wheel, a writing system, and the first cities. The first cities were Uruk, Umma, and Nippur which were the Sumerian cities.

The Akkadian Empire

The Akkadian Empire was located in Ancient Mesopotamia, an area within the Tigris and Euphrates river system. Its main city was called Akkad, as was the area. During the third millennium BC, the Akkadian Empire united Akkadians and Sumerians under one rule, even though they spoke different languages. However, the Akkadian language gradually became more dominant than Sumerian between the third and the second millennia BC.

The Akkadian Empire controlled the region between the 24th and 22nd centuries BC. Under Sargon of Akkad, who ruled for 50 years, and his successors, the Akkadian language was imposed on the conquered states such as Elam and Gutium. After the fall of the Akkadian Empire, two major Akkadian-speaking civilizations emerged in Mesopotamia: the Assyrians in the north, and a few centuries later, the Babylonians in the south.

Media Resources

1. All about Sumerians - a display

2. The Akkadian Empire - a display

3. Sumerians - a display

4. The Akkadian Empire - a display

5. Sumerians - a display

6. The Akkadian Empire - a display

7. Sumerians - a display

8. The Akkadian Empire - a display

9. Sumerians - a display

10. The Akkadian Empire - a display

86

Activity 1 As part of the opening activities it is important to analyze the title and predict the content of the unit. Before the activity itself, you may ask them about the civilizations object of this Step. Students may not recognize the names, you might need to remind about their history class or give them some details about them. It is suggested you refer students to the differences between the texts (History textbook, web page; they both include maps, one includes an illustration, etc.). Refer students to the Glossary section on page 100 in their books to learn how to cope with new vocabulary.

Suggested answers

1. The Sumerians were the first of the southernmost of ancient Mesopotamia. This area is generally considered the birthplace of civilization. The word Sumerian is the language of the south of Mesopotamia. Sumer was the first of the civilizations that established the region. Archaeologists believe that the Sumerians began writing about 3500 BC. Sumerians had a system of writing called the Ubaid form of the cuneiform script because they inherited it from the Ubaid. By 3500 BC, the Sumerians had invented the wheel, a writing system, and the first cities. The first cities were Uruk, Umma, and Nippur which were the Sumerian cities.

Cultural Note

The Akkadian Empire was located in Ancient Mesopotamia, an area within the Tigris and Euphrates river system. Its main city was called Akkad, as was the area. During the third millennium BC, the Akkadian Empire united Akkadians and Sumerians under one rule, even though they spoke different languages. However, the Akkadian language gradually became more dominant than Sumerian between the third and the second millennia BC.

Module 5

- What are the texts about?
- Are the topics related?
- What are the differences between the texts?

- Read the texts from Activity 1, on page 86. Underline their main ideas.
- In small groups, read the texts in Activity 1 on page 86 again, discuss and decide which text each sentence refers to, Text 1 or Text 2.

This text provides information about...

- the place where this civilization settled. Texts 1 and 2
- the time when this civilization appeared. _____
- the origin of its name. _____
- their inventions. _____
- the language(s). _____
- their rulers. _____
- the cities they built. _____

- Work in pairs. Use the table to check (✓) the elements and identify the audience and purpose of texts in Activity 1. Then with a partner discuss how the historical texts are different from other texts you remember. Go back to check the texts in other modules if necessary.

| Title | | |
|----------|---|---|
| Pictures | | |
| Maps | | |
| Steps | | |
| Dialogs | | |
| Dates | | |
| Audience | <input type="checkbox"/> general audience <input type="checkbox"/> specific audience | <input type="checkbox"/> general audience <input type="checkbox"/> specific audience |
| Purpose | <input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to persuade | <input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to persuade |

Language skills

There are many different reading strategies for different objectives. Recognizing textual components like reading titles, subtitles, maps, pictures, etc. can give you an overall idea of what the text is about. Looking for main ideas or specific information helps you understand the details in texts.

Language skills

The audience of a text refers to those people who will read the information. Specific audience are those who the speaker wants to reach (students, historians, biologists, etc.). General audience refers to all people that will read the text.

Answers: a. Text 1 and 2. b. Yes. c. Text 1. d. Text 2. e. Text 1. f. Text 2. g. Text 1.

Activity 4 Once the pairs have concluded, you may ask volunteers to share their answers to be confirmed by everyone.

Answers: Text 1: It is the origin of the civilization. Text 2: It is the time when the civilization appeared.

Language skills

It may be useful for students to read the language box before completing the activity since it provides the necessary information.

Activity 2 You may want to clarify that they are underlining the main ideas of each paragraph or section. It might be a good idea to organize them in groups, to briefly discuss why those elements are the main ideas. Monitor the activity in case they need some help expressing their ideas.

Suggested answers: Underlined

Text 1: The civilization was founded in 1000 B.C. It was founded in the region of the Amazon. The name of the civilization was derived from the word "Amazon". Text 2: The civilization was founded in 1000 B.C. It was founded in the region of the Amazon. The name of the civilization was derived from the word "Amazon".

Language skills

Other reading strategies like scanning through the text, looking for textual components or specific information can help students get the overall message or idea of texts. This strategy is ideal for beginners because they will notice that they can guess and understand a text from previous knowledge.

Activity 3 You may ask students to read again and underline the information required in the texts before answering the activity. If time allows, you may ask them to actually answer the questions in their groups.

Academic and educational

FOR YOUR PRODUCT ...

FOR YOUR PRODUCT ...

Self-assessment Work in pairs. Circle the sentence that best describes your work. Then, with the help of your teacher, discuss how you can improve your progress.

| | | | | |
|------------------------------|---|---|--|---|
| Elements in historical texts | It was very difficult to understand elements, audience, and purpose in a historical text. | It was hard to understand, but I did it with some help from others. | It was easy to identify the elements in a historical text, but I need to improve how to identify audience and purpose. | I can easily identify a historical text and I understood well its elements, including audience and purpose. |
|------------------------------|---|---|--|---|

If you need to improve your understanding of the elements of a historical text, go back to Activities 5 and 6. Ask a partner for help, if necessary.

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FOR YOUR PRODUCT

Activity 5 It is important to mention that to adapt to all your students' needs, you may suggest using different sources of information like the Internet, books, or even the Reader. You can use this activity as portfolio evidence.

Suggested answer ...

FOR YOUR PRODUCT

Activity 6 You may either join pairs with the same historical event or pairs with different events. You may want to be sure that they both work in the historical events of both students.

Suggested answer ...

Refer students to the How to Use ICT section in their books on pages 8-9. Explain to students that search engines are important tools to look for information in the web. Introduce the use of keywords to find what they need more effectively.

Chapters 5 and 6

Reader

5. Famous people You've Never Heard Of: The Race Around the World

6. History of Cinematography

To introduce students to the chapters, you may ask them to focus their attention on the picture and elicit what they think the topic is about. You could need the activation questions out loud and have students discuss them. Elicit answers and write them on the board. Invite students to read the chapters individually, in groups or in pairs.

Self-assessment

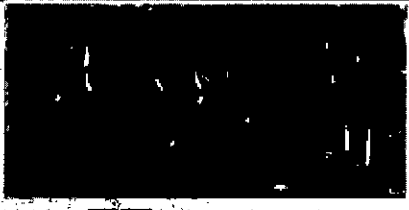
Activity 7 It would be important that students complete the table individually to get a real assessment of what they already know. You may want to open the final discussion to share ideas.

Step 2

Module 5

Product Step 2 You are going to understand the content of historical texts.

1 Work in pairs, discuss what you know about the Egyptians. Then read the text and share anything new you learned about them.



This civilization flourished along the Nile river in Africa around 3100 BC, more than five thousand years ago! During his reign, the Pharaoh Menes unified Upper and Lower Egypt, becoming one of the most powerful civilizations in the world. The history of ancient Egypt is complicated. How did historians organize Egyptian history? They divided it into three main periods: the Old Kingdom of the Early Bronze Age, the Middle Kingdom of the Middle Bronze Age, and the New Kingdom of the Late Bronze Age.

During the Old Kingdom, significant technological, artistic, and architectural developments took place. The monumental Great pyramids and the Great Sphinx are two examples. With the collapse of the Old Kingdom period in 2181 BC, there were civil wars in most regions. The wars didn't stop until about 50 years later. Then, the pharaohs of the Middle Kingdom worked to restore the region's stability and stimulate artistic and architectural developments again. However, it was during the New Kingdom period, beginning in 1549 BC that the empire flourished. The cult to the god Amun also grew during this period. A monumental temple complex was built to Amun in Karnak.

2 Read the text in Activity 1 again. Discuss with a partner how the history of Egyptian civilization is organized and which events occurred in each period. Use the timeline below to add events to each period.

| Old Kingdom Early Bronze Age 3100-2181 BC | Middle Kingdom Middle Bronze Age 2181-1549 BC | New Kingdom Late Bronze Age 1549-332 BC | Late Period 332-30 BC |
|---|---|---|--------------------------|
| | | | |

Timeline of Ancient Egyptian History

Suggested answer: 3100 BC: The Pharaoh Menes unified Upper and Lower Egypt, becoming one of the most powerful civilizations in the world. 2181 BC: The Old Kingdom period collapsed. 1549 BC: The New Kingdom period began. 332 BC: The Late Period began.

During the Old Kingdom, significant technological, artistic, and architectural developments took place. The monumental Great pyramids and the Great Sphinx are two examples. With the collapse of the Old Kingdom period in 2181 BC, there were civil wars in most regions. The wars didn't stop until about 50 years later. Then, the pharaohs of the Middle Kingdom worked to restore the region's stability and stimulate artistic and architectural developments again. However, it was during the New Kingdom period, beginning in 1549 BC that the empire flourished. The cult to the god Amun also grew during this period. A monumental temple complex was built to Amun in Karnak.

Activity 1 You could encourage students to start this activity as a whole class conversation. To the last section, when they tell what they didn't know about the Egyptians, you may want them to focus on the aspects that are interesting to them and why they would like to learn more about them. You may need to help them express their ideas.

Suggested answer: The Old Kingdom of the Early Bronze Age, the Middle Kingdom of the Middle Bronze Age, and the New Kingdom of the Late Bronze Age.

Activity 2 You may want to start this activity with a whole class discussion about what the Bronze Age is and the meaning of *Early*, *Middle* and *Late* in this case. It might be interesting to complement their timeline with information about other events, and cultures that happened during the Bronze Age. That would make it clearer that it is not only about Egypt, but also it will contextualize their learning. Walk around and monitor, supporting students when necessary.

Academic and educational

3. Read the events you wrote in the timeline from Activity 2. In pairs, discuss which ones refer to main ideas. With your partner, go back to the text in Activity 1 and look for additional information.

Main ideas

Historians divided the history of ancient Egypt in three main periods.

Language skills

Main ideas show you the key points in the text. Details or supporting ideas show you additional information that supports main ideas.

Additional Information

These periods are the Old Kingdom, the Middle Kingdom, and the New Kingdom.

4. Read the prompts and use them to write sentences that express the main idea and some additional information. Share your answers with your partner and explain what your text is about. Look at the model to help you.

- a. The Egyptian Empire / great.

Have significant architectural developments / Build monumental temples.

Main idea: The Egyptian Empire was great.

Additional information: They had significant architectural developments. They built monumental temples.

- b. In 2181 BC / Old Kingdom collapsed
Civil wars in most regions

- c. During the New Kingdom / the cult of the god Amun grew
In Karnak / A monumental temple complex was built to Amun

Activity 4 Before starting the activity, it would be a good idea to go through the information you have in the Teaching toolbox to make students aware of the use of the past and use examples to show them the moment in time of each tense. You may want to clarify that the main idea is always necessary for understanding and the complementary idea is not necessary but enriching. You may discuss with students how the different tenses combine in the activity.

Suggested answers: Main idea

The Old Kingdom was a period of great power.

Additional information

The Old Kingdom was a period of great power.

Main idea: The Egyptian Empire was great.

The Egyptian Empire was great.

Additional information

The Egyptian Empire was great.

Main idea: The Egyptian Empire was great.

The Egyptian Empire was great.

Teaching toolbox

The Egyptian Empire was great.

Main idea: The Egyptian Empire was great.

The Egyptian Empire was great.

Additional information

The Egyptian Empire was great.

Main idea: The Egyptian Empire was great.

The Egyptian Empire was great.

Additional information

The Egyptian Empire was great.

Activity 3 Prevent students to go through the Language skills box before starting the activity. Some students may want to scan the timelines they made in Activity 2 and look for the answers directly. Remind students that past tenses are the basic structure to write about historical events. You could write the sentences on the board and go through the structure and use of these past forms. Invite students to go back to the text and look for supporting ideas that enrich the information in their timelines.

Suggested answers: Main

ideas: The history of ancient

Egypt is divided into three

periods: the Old Kingdom,

the Middle Kingdom,

and the New Kingdom.

Additional information

The Old Kingdom was a

period of great power.

The Middle Kingdom was a

period of great power.

The New Kingdom was a

period of great power.

The Egyptian Empire was

great.

The Egyptian Empire was

great.

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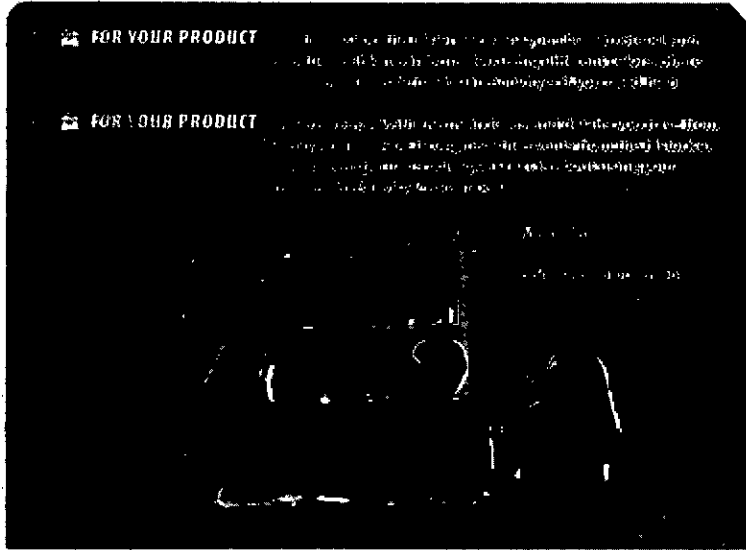
Language skills

All texts have main ideas and details. Provide examples of some texts and, as a class, choose one text and provide students with prompts that help them identify main ideas, additional information, and details in a text.

Module 5

FOR YOUR PRODUCT

FOR YOUR PRODUCT



Self-assessment With a partner, reflect on what you learned in this step and use the table to assess what your classmate can do by now. Check (✓) the box that best describes his / her performance.

| | | | | |
|---|--|--|--|--|
| Identify main ideas and details to understand a historical event. | | | | |
|---|--|--|--|--|

If you are not sure about what a main idea or a detail is, go back to Activities 3 and 4. If you need help organizing information in chronological order, review what you did in Activity 2. If necessary, ask your teacher for help.

Media Resources

Print or photocopy the *At-Risk Simple Past Tense Vocabulary* worksheet to provide additional practice materials for students to write sentences about past events.

Self-assessment

Activity 7 It would be a good idea to start with an individual reflection and then sharing results with a partner. Such order would provide a clearer view of the individual process. As with all self-assessments, it is a good idea to promote an honest reflection beyond just answering the questions. Monitor the activity.

FOR YOUR PRODUCT

Activity 5 Highlighting is one of the most effective strategies to contrast main ideas and supporting details in a text. Encourage students to scan their texts and identify the key points of their texts. Then invite students to look for supporting ideas that give additional information about those key points. Walk around and monitor, supporting students when necessary.

Suggested answers: Main ideas

1. The main idea of the text is that...
2. The main idea of the text is that...
3. The main idea of the text is that...

FOR YOUR PRODUCT

Activity 6 For this activity, some additional research might be necessary. It would be important to facilitate the time and tools for it. You may want to lead your students to define first the moment in time, and then the details of their particular event. Just as in the previous timeline, it would be a good idea to complement the timeline with information about other cultures and events. You can use this activity as portfolio evidence.

Suggested answers: Additional

1. Additional information about...
2. Additional information about...
3. Additional information about...

Academic and educational

Product Step 3 You are going to write a brief report.

1. In pairs, read the text and, in your notebook, make notes with the main ideas and details. Then discuss what the text is about.

Industrial Revolution
The Industrial Revolution was a major turning point in history. It began in Britain in the late 1700s and spread to other parts of the world by the mid-1800s. During this time, there were many changes in the way people worked and lived. One of the most important changes was the use of new machines. These machines made it possible to produce goods much more quickly and cheaply than ever before. The use of these machines led to the creation of new industries, such as textiles and iron. The Industrial Revolution also led to the development of new transportation methods, such as the steam locomotive and the steamship. These changes led to the transition from a rural, agricultural society to a more urban, industrial society. The Industrial Revolution was the beginning of the modern world. It changed the way we live and work, and it led to the development of many of the technologies and industries that we use today.

2. Use your notes from Activity 1 to write sentences about the Industrial Revolution using the organizer below. You can include a timeline to help you organize the events. Share your answers with a partner and add any additional information you consider necessary.

Industrial Revolution

Timeline:

- 1760
- 1810
- 1820
- 1830
- 1840
- 1850

Activity 2 You may want to review the basic components and structure of how to write sentences in the past before starting this activity. If students struggle with the structure, you may suggest them to put the organizer in order, then complete the ideas using the examples on the board.

Suggested answers: Main idea
The Industrial Revolution was a major turning point in history.

Positive consequences: The Industrial Revolution led to the development of many new technologies and industries.

Negative consequences: The Industrial Revolution led to the development of many new problems, such as pollution and social inequality.

Activity 1 It is suggested that you open the activity by discussing the terms *revolution* and *industrial* so to start connecting the dots of the idea. Pairs need to discuss what a main idea is, and what a supporting idea refers to. Depending on your group, you may ask pairs to discuss about what main idea is about. Monitor and help if necessary, but try to promote autonomous reading. Refer students to the Glossary on page 100.

Suggested answers: Main ideas
The Industrial Revolution was a major turning point in history. It began in Britain in the late 1700s and spread to other parts of the world by the mid-1800s. During this time, there were many changes in the way people worked and lived. One of the most important changes was the use of new machines. These machines made it possible to produce goods much more quickly and cheaply than ever before. The use of these machines led to the creation of new industries, such as textiles and iron. The Industrial Revolution also led to the development of new transportation methods, such as the steam locomotive and the steamship. These changes led to the transition from a rural, agricultural society to a more urban, industrial society. The Industrial Revolution was the beginning of the modern world. It changed the way we live and work, and it led to the development of many of the technologies and industries that we use today.

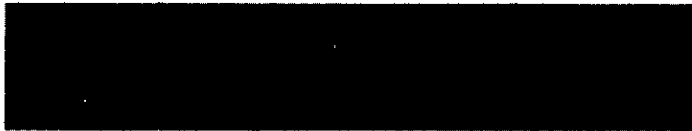
Supporting ideas
The Industrial Revolution led to the development of many new technologies and industries. It also led to the development of many new problems, such as pollution and social inequality. The Industrial Revolution was the beginning of the modern world. It changed the way we live and work, and it led to the development of many of the technologies and industries that we use today.

Module 5

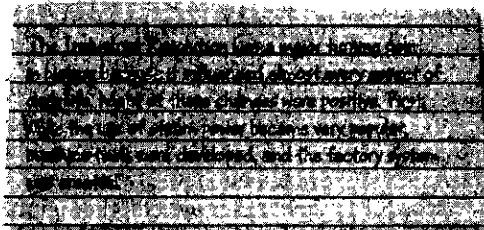
3) In pairs, use the main ideas you wrote in the organizer in Activity 2, choose one, and write the first sentence of your paragraph in your notebook. Then choose the best title for your report. Use the example as a model. Exchange your paragraphs with your partner and share what you understand and if it is clear enough.



4) In your notebook, write additional information that supports the first part of the paragraph using the details from the organizer in Activity 2. Exchange your work with another partner and check that your ideas are clear, easy to read, and express exactly what you want to inform.



5) Read the paragraph you wrote in Activities 3 and 4 again and link each sentence with transition words that help you connect two ideas to show simultaneity, or cause and effect. Exchange it with a classmate.



Language skills

You can use *when* or *while* to connect two events that occurred at the same time and you can use *because* to connect the consequence with the cause of an event.

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Activity 3 As before, you may want to have pairs discussing the idea (positive and negative aspects of Industrial Revolution) before and after reading. It would be a good idea to encourage students to justify their answers. Monitor the activity.

Suggested answers: First

Some people think that the Industrial Revolution was a good thing because it brought about many new inventions and made life easier. However, some people think it was a bad thing because it caused a lot of pollution and made the air dirty. In my opinion, I think it was a good thing because it brought about many new inventions and made life easier.

Activity 4 You may want to pair strong and weak students so that they help each other in different aspects. You may encourage pairs to discuss their ideas before the revision.

Suggested answers: First

Some people think that the Industrial Revolution was a good thing because it brought about many new inventions and made life easier. However, some people think it was a bad thing because it caused a lot of pollution and made the air dirty. In my opinion, I think it was a good thing because it brought about many new inventions and made life easier.

Activity 5 It is suggested that you ask students to pay attention to the structure of sentences and how each can be linked more naturally. At this moment, students already know what information and elements a paragraph should have. If students have difficulty,

it would be advisable to review the steps they did in prior activities. If necessary, model an activity for each step, so they can build their own learning by inferring what they need to do.

Suggested answers: First

Some people think that the Industrial Revolution was a good thing because it brought about many new inventions and made life easier. However, some people think it was a bad thing because it caused a lot of pollution and made the air dirty. In my opinion, I think it was a good thing because it brought about many new inventions and made life easier.

Language skills

This is the first approach of students to writing sentences. It is part of an intermediate writing level to connect ideas instead of leaving them simple connectors. *when*, *while*, and *because* link ideas. You may provide some examples from the text and ask volunteers what happens first, what activity is simultaneous, etc. Then have students find more complex sentences.

Suggested answers: First

Some people think that the Industrial Revolution was a good thing because it brought about many new inventions and made life easier. However, some people think it was a bad thing because it caused a lot of pollution and made the air dirty. In my opinion, I think it was a good thing because it brought about many new inventions and made life easier.

Academic and educational

FOR YOUR PRODUCT

FOR YOUR PRODUCT

FOR YOUR PRODUCT

9. Self-assessment With a partner, reflect on what you learned in this step and circle the number that best describes your performance in this lesson. Number 1 is "with difficulty" and 5 is "excellent." Share your answers and help each other with what you both find difficult.

- a. I can use connectors to express cause and effect or simultaneity of two historical events.
 1 2 3 4 5
- b. I can write paragraphs to make a report about a historical event.
 1 2 3 4 5

If you're not sure about the information you need to write in a report or the use of connectors, go back to Activities 3, 4, and 5 with a classmate. Share what you can do to improve.

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FOR YOUR PRODUCT

Activity 6 If time allows, you may ask students to join other pairs to compare their answers before a whole-class revision. Remind students that they need to have a justification for their answers. Monitor and help students during all the process.

Suggested answers: First sentence: #1. Last sentence: #5. Middle sentence: #3.

FOR YOUR PRODUCT

Activity 7 You may want to review the basic components and structure of an expository or descriptive paragraph before starting this activity.

Suggested answers: #1. Topic sentence: #1. Main idea: #1. Supporting details: #1. Concluding sentence: #1.

FOR YOUR PRODUCT

Activity 8 Before doing the activity, you may want to review the use of connectors to link two ideas. If students struggle with the structure, model some examples so they can infer what they need to do.

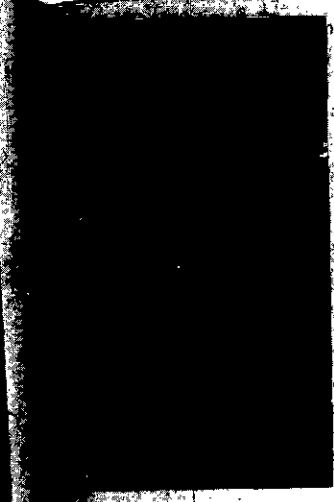
Suggested answers: #1. Topic sentence: #1. Main idea: #1. Supporting details: #1. Concluding sentence: #1.

Self-assessment

Activity 9 If appropriate, you may want to start this activity individually, give some time to think about the questions and then join the pairs in order to actually answer the questions and discuss their answers. By this time students should not have any problem with this, however if they hesitate it might be better to go back and review.

Product Step 6 You are going to edit your report.

1. Read a report about the first Moon landing and, in pairs, analyze and discuss the questions below. Reflect on the importance of checking your paragraph after you have finished.



The Landing of the Apollo 11

Apollo 11 was launched at the Kennedy Space Center on July 16, 1969, at 13:32. It quickly entered the Earth's orbit 12 minutes later. After one and a half orbits, the spacecraft was pushed vigorously into its trajectory toward the Moon. On July 19 at 17:27, Apollo 11 passed behind the Moon to then enter the lunar orbit. The spacecraft went around thirty orbits while the crew saw passing views of their landing site in the Southern Sea of Tranquility. The landing site was carefully selected because it was characterized as considerably flat by previously automated landers. But this was far from true. When Neil Armstrong looked out his airlock, he saw that the area was not ideal for the landing. Immediately, Armstrong took manual control and, with Buzz Aldrin calling out altitude and velocity data, the spacecraft landed some 6 kilometers from the original landing site on Sunday, July 20 at 20:17. It only had about 25 seconds of fuel left.

- a. What information can you identify on the report?
- b. Does it have a title?
- c. Does it have pictures or maps?
- d. Does it have a first paragraph with the main idea of the text?
- e. Are main ideas supported with additional information or details?
- f. Does it have punctuation at the end of each sentence?
- g. Does it use connectors to link some ideas?
- h. Do the words in bold are essential to get the general idea of the event?
- i. Is it written in chronological order?

Activity 1 Before the activity, you may want to have a whole-class conversation about recent events so to show that history is also what is happening now. You may expand the activity by asking other details about the topic: for example, *What words did Neil Armstrong say?* Once you are done, you may want to ask your students to read the Language skills box to see how to start editing your paragraph and what steps you should follow. Analyzing is a very useful tool students can use to infer and build their learning through the experience itself.

Suggested answers

- a. The title, the date, the location, the time, the people involved, the events, the outcome.
- b. Yes.
- c. No.
- d. Yes.
- e. Yes.
- f. Yes.
- g. Yes.
- h. Yes.
- i. Yes.

Teaching Toolbox

As a teacher, you should be able to identify the main idea of a text and the supporting details. This is a key skill for students to learn. You can help them by asking them to identify the main idea and supporting details of the text. This will help them to understand the text better and to be able to write their own reports.

Academic and educational

2. In pairs, read a fragment from the article in Activity 1. Choose the right option to complete the paragraph. Discuss with your partner which option is the best and why.

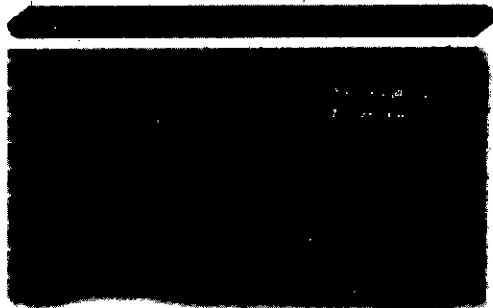


Language skills

You can follow these rules to check and punctuation in your paragraph:

- Use a period at the end of a sentence.
- Place a question mark at the end of a question.
- Insert an exclamation point at the end of an exclamation (a word or group of words that express strong emotion).

3. Rewrite the paragraph in Activity 2. Use the adverbs from the box to make it more descriptive.



Language skills

You can use adverbs of manner to describe how something happened. For example: Apollo 11 entered the Moon's orbit smoothly. Notice that adverbs of manner can go before or after the main verb...

4. Work in small groups. Share the paragraphs you wrote in Activity 3 and how your versions are different. Vote for the most descriptive.
5. In pairs, discuss in which order you would follow the steps to edit your work. Then number them in the correct order. Add any other step you think is necessary.

- Check punctuation and spelling.
- Include connectors when, while, because.
- Go over the content (checking if it is complete, adding and changing information).
- Use adverbs to describe actions.
- _____

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Activity 2 Students may want to try reading it with the wrong punctuation to see how it changes. It would be important to encourage students not to look for the answers in Activity 1. However, they could use it to verify their answers. Invite them to check the Language skills box before performing the activity to make a quick review about the rules of end punctuation.

Suggested answers: (a) (b) (c)

Language skills

This is the first approach of students to editing their paragraphs. Before starting you may provide several examples on the board using punctuation.

Activity 3 You could encourage students to start using the adverbs to rewrite their paragraph. When they finish, invite a one volunteer to read the final text and discuss with the group any discrepancy that might arise.

Suggested answers:

Answering questions about punctuation is a good way to check your work. When you have finished writing a paragraph, check your punctuation. Use a period at the end of a sentence. Use a question mark at the end of a question. Use an exclamation point at the end of an exclamation. Use commas to separate items in a list. Use brackets to group information. Use apostrophes to show possession. Use hyphens to join words. Use dashes to separate parts of a sentence. Use colons to introduce a list or a definition. Use semicolons to separate clauses. Use slashes to show a range of numbers or dates. Use slashes to show a ratio. Use slashes to show a fraction. Use slashes to show a percentage. Use slashes to show a decimal. Use slashes to show a time. Use slashes to show a date. Use slashes to show a location. Use slashes to show a direction. Use slashes to show a distance. Use slashes to show a weight. Use slashes to show a volume. Use slashes to show a temperature. Use slashes to show a speed. Use slashes to show an acceleration. Use slashes to show a force. Use slashes to show a pressure. Use slashes to show a power. Use slashes to show an energy. Use slashes to show a mass. Use slashes to show a length. Use slashes to show a width. Use slashes to show a height. Use slashes to show a depth. Use slashes to show a diameter. Use slashes to show a radius. Use slashes to show a circumference. Use slashes to show an area. Use slashes to show a volume. Use slashes to show a density. Use slashes to show a specific heat capacity. Use slashes to show a latent heat of fusion. Use slashes to show a latent heat of vaporization. Use slashes to show a specific heat capacity. Use slashes to show a latent heat of fusion. Use slashes to show a latent heat of vaporization.

Language skills

When writing a description, students can benefit from adverbs to make their paragraphs more colorful and add more emphasis.

Activity 4 Tell students there is no absolutely correct draft, so the most important aspect of the activity is to promote the use of creative ideas when describing an action. Ask them to exchange their texts in small groups to provide feedback.

Suggested answers:

Answering questions about punctuation is a good way to check your work.

Activity 5 Begin by asking students what needs to be checked in a written paragraph about a historical event. Write their answers on the board.

Suggested answers:

Answering questions about punctuation is a good way to check your work.

Module 5

FOR YOUR PRODUCT

FOR YOUR PRODUCT

Language skills

Once you have finished writing your report, you must re-read your paragraph twice to check the content of your paragraph is complete, clear, and easy to read. Then check for spelling mistakes and add additional words that help you emphasize your writing.

| | | | |
|--------------------------|--|--|---|
| Sentence structure | All sentences are complete and clear. | Most sentences are complete. | There are many incomplete and unclear sentences. |
| Spelling and punctuation | There are few spelling or punctuation mistakes. | There are some spelling or punctuation mistakes. | There are many spelling or punctuation mistakes. |
| Order of ideas | The ideas are clear, well organized, and in the correct chronological order. | The ideas were more or less organized, but the information is clear. | It was very difficult to understand what the text is about. |
| Descriptions | Actions are well described in detail. | Some actions are described. | Actions were not described. |

8. Discuss the questions in groups.

- What are your strengths and weaknesses when writing in English?
- What can you do to improve?
- How can you help your classmates?

9. **Self-assessment** Complete the sentences according to your performance during this step. Then share your answers with a classmate. Discuss how you can improve next time.

- I got better at _____
- I need to work on _____
- I plan to improve by _____
- My teacher suggests that I _____

If you think you need to improve your editing skills go back to Activities 3 to 6.

FOR YOUR PRODUCT

Activity 6 It would be important to encourage students to follow the order of steps they specified in Activity 5. That would let them see the good and bad things about their order. Students may profit group work in order to get more ideas and solutions for their texts.

It would be important to encourage students not only to decide on the rubric that best describes their performance, but also to give advice and ideas for improving the texts. Monitor the activity and make sure feedback is respectful at all times.

Suggested answers

FOR YOUR PRODUCT

Activity 7 It would be advisable to review your classroom feedback policies before starting this activity.

Suggested answers

It would be important to encourage students not only to decide on the rubric that best describes their performance, but also to give advice and ideas for improving the texts. Monitor the activity and make sure feedback is respectful at all times.

Activity 8 It would be interesting to promote a real conversation and not only a simple answer for the questions. You may remind students to reflect on their strategies for improvement. If time allows you may repeat the activity with different groups in order to get more variety of ideas.

Suggested answers

It would be important to encourage students not only to decide on the rubric that best describes their performance, but also to give advice and ideas for improving the texts. Monitor the activity and make sure feedback is respectful at all times.

Self-assessment

Activity 9 In this module, there are tangible elements for the assessment, it would be important to encourage students to consider them at the time of reflecting and checking what they learned. It would be necessary that the interactive section of the activity leads to a real growth and not only a repetition of each other's answers.

Closure

Academic and educational

CLOSURE

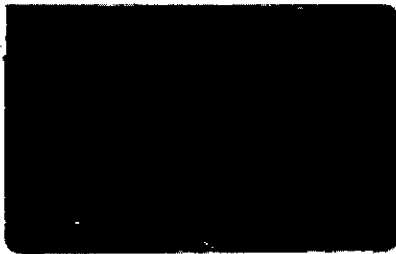
Write a report on a historical event for an anthology

PROCESS

- 1 I chose a historical event I wanted to know more about and did some research.
- 2 I organized its events in a sequence by using a timeline.
- 3 I wrote a paragraph about the historical event including main ideas and some details.
- 4 I edited my paragraph and decided which information to include and which could be left out.

CREATE

- 5 Work in large groups. Share your report and make an anthology with all the reports in the class. Put them in chronological order, illustrate, and bind them.



- 6 Share your anthology with students from different classes.

CONCLUSIONS

- 7 Work in groups. Read the questions and share your answers.
 - a. Is it important to use different sources of information when researching about a topic? Why?
 - b. When you want to get the general idea of a text, do you read the whole text carefully or just go over the lines quickly?
 - c. How can a timeline help you when you are writing about a historical event?
 - d. When editing your text, what kind of changes did you make?
 - e. Are you satisfied with your work? How could you improve it?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 You may want to start this activity by retrieving the timelines students did at the beginning of the module and asking them to put those together in a new single timeline. You may post this timeline in the classroom as a reference for the rest of the activity.

Activity 6 This is a whole group application of what they did in the previous activity. It would be a good idea to lead them to do some additional research and bring realia to their presentation. Monitoring the activity is of particular importance.

CONCLUSIONS

Activity 7 Lead students to reflect on any possible changes they would implement to their ideas based on the results of the last version they shared. It would be important to promote a balanced distribution of the conversation so that everyone can participate.

FINAL PRODUCT ASSESSMENT

8) Work with another group. Use the table to evaluate the performance of your Final Product. Check (✓) the column that reflects your work.

| | | | |
|---|--|--|--|
| The information from your report was complete and accurate. | | | |
| The information you presented had a logical sequence. | | | |
| The events were clearly put in a chronological order. | | | |
| The report was edited and corrected. | | | |
| You gave and receive feedback respectfully. | | | |

SET GOALS

9) Go back to the Opening activity on page 85. Answer the activity again. Add evidence to your Class Planner if necessary.

10) Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

11) Reflect on your interaction with your classmates. Check (✓) what you achieved.

| | | | | |
|---------------------------------|--|--|---|--|
| How well did you work together? | I didn't listen to my group much. I found it hard to share my ideas. | I sometimes participated in group discussions and tasks. | I participated as much as I could in discussions and tasks. | I participated in discussions and tasks and listened to my partners. |
|---------------------------------|--|--|---|--|

FINAL PRODUCT ASSESSMENT

Activity 8 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it would be OK to be open to other elements that might lead to a better work in the future. Monitor the activity and help when necessary.

SET GOALS

Activity 9 It would be necessary to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them. You may remind students to go back to the Class Planner and revisit their evidence.

Activity 10 Monitor the activity, supporting when necessary. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time.

TEAMWORK

Activity 11 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. When they finish, ask volunteers to share their results.

ASSESSMENT TOOL

Assessment tools are part of the formative assessment because their results can immediately be used to make adjustments to help students learn in an effective way.

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. They can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

To use this assessment tool, you should first determine the goal of using the questionnaire as an evaluation instrument. Then you should write ten questions and have students answer them (orally or in writing). Finally, you can make a class discussion about how to improve based on the results of the questionnaire.

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. They can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or in writing).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

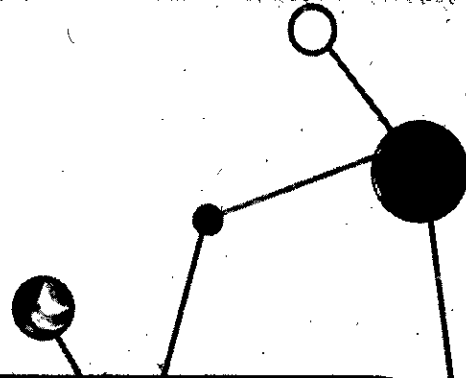
8 _____

9 _____

10 _____

Notes: _____

Module



| Step | Session | Activities | Assessment |
|-----------------------|---------|---|---|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> Ask and answer questions about written text in English guessing and formulating hypotheses. Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-4 | Choose past events | <ul style="list-style-type: none"> Propose past events for a riddle game. Evaluate the level of interest caused by past events. Use deduction skills for recreational purposes. |
| Step 2 | 5-7 | Describe mysterious events | <ul style="list-style-type: none"> Analyze characteristics of past events based on facts and evidence. Ask questions to get details about the event (e.g. <i>What happened? When did it happen? Who may have done it? Why did it happen in that way?</i> etc.) Use their abilities and knowledge to solve riddles. State events (e.g. <i>The bottle was no longer on the living room table</i>). Include details to specify conditions (e.g. <i>The green bottle was no longer on the living room old table</i>). Monitor their own performance and that of others. |
| Step 3 | 8-10 | Formulate hypotheses to guess riddles that explain past events | <ul style="list-style-type: none"> Formulate suppositions about the probable causes of past events, based on available evidence (e.g. <i>It may have been a cat who broke the bottle</i>). Propose alternative suppositions (e.g. <i>I rather think that the wind made the bottle fall</i>). Connect information to consolidate suppositions (e.g. <i>Maybe someone took the bottle to the kitchen</i>). Share ideas to evaluate suppositions according to their feasibility (e.g. <i>That does not convince me, because... Maybe your option is better, as...</i>). |
| Closure | 11-12 | Socializing the product | <ul style="list-style-type: none"> Collect evidence of the learning process. Socialize the results of the product with the class and other classes. Assess their performance throughout the module. Set goals for the next module. |

Social Learning
Environment

Social Practice of Language

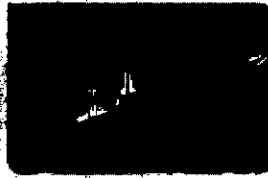
Communicative Activity

Final Product

Opening

Opening

1. Read the definition of what a mysterious event is. Discuss the questions below with a partner.



Ghost ship

- Do you know any mysterious events from literary texts or folk tradition?
- What hypotheses can you make about those mysterious events?
- What is the difference between facts and opinions?

2. When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|---|---|
| Opening | 1 | Know how ready you are. | |
| Development | 2-4 | Choose past events. | Look for and choose a mysterious past event p. 104 Notes on facts, opinions and hypotheses about mysterious events p. 106 |
| | 5-7 | Describe mysterious events. | Questions to obtain details about mysterious events p. 108 Sentences about a mysterious past event p. 106 |
| | 8-10 | Formulate hypotheses to guess riddles that explain past events. | Add details and hypotheses to the sentences p. 110 Include more hypotheses to explain mysterious past events p. 113 Show the story and hypotheses to your classmates p. 113 |
| Closure | 11-12 | Socializing the product. | An inventory of mysterious events p. 114 Guessing game p. 114 Self-assessment p. 115 |

102

Activity 1 You may point out the difference between *mystery*, *suspense*, and *horror*. Many ghost stories are mysteries, but a good mystery can be anything that has no logical explanation. You may prefer to do these activities in small groups before sharing ideas with the whole class.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Class Planner It should be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

Suggested answers

a. No / Yes
b. ...
c. ...

Step 1 Development

Development

Product Step 1 You are going to choose past events.

1 Work in pairs. Look at the pictures and discuss what they are about.

Mysteries in the Spotlight!



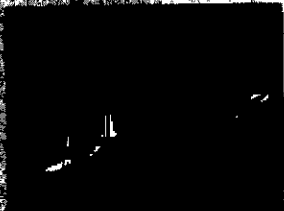
The Kraken



Loch Ness Monster



Nazca lines in Peru



Ghost ship Mary Celeste



Voynich manuscript

2 Answer the questions in small groups.

- What do you know about each mystery?
- Why do you think they are mysteries?
- Where can you find information about them?
- Do you know about other mysteries from the past? Which ones? Why are they mysterious?

103

Activity 1 You may start this activity by drawing students' attention to the pictures and asking them to discuss and exchange information in pairs. Students may be familiar with some of the mysteries, but not with others. It can be a good opportunity to encourage them to look for information about the mysteries they haven't heard of.

Suggested answers: Any of the following could be used to discuss the mysteries.

Activity 2 This activity is a follow up of the first discussion to further exchange ideas on each mystery and activate students' previous knowledge. It may be useful to allow some minutes for students to discuss and exchange ideas to foster interest in this topic.

Suggested answers: The Voynich manuscript is a book of text written in an unknown language. It is named after its discoverer, the Polish scholar Wilfrid Voynich. The manuscript is a collection of text written in an unknown script, possibly a constructed language. It is one of the most mysterious documents in the world. The Voynich manuscript is a book of text written in an unknown language. It is named after its discoverer, the Polish scholar Wilfrid Voynich. The manuscript is a collection of text written in an unknown script, possibly a constructed language. It is one of the most mysterious documents in the world.

Recreational and literary



4. Work in pairs. Read the article about the Loch Ness Monster and underline the opinions and beliefs about the monster.

The Loch Ness Monster

We have all heard stories about the Loch Ness Monster, from Scotland, in the United Kingdom. The first photograph and the most famous one, was taken in 1934. It was published in a newspaper and caused a great sensation throughout the world. Since then, people have created and spread their theories about the monster. Even today, many people are convinced by the existence of "Nessie" as they call the creature.

Many experts concluded that the creature was a dinosaur from the Jurassic period because of its shape. However, a former, an expert photographer and editor, stated that the picture was false. He got a copy of the original picture and, through a meticulous analysis, he discovered that the image was false. It was just a combination of a real photograph from Loch Ness and a picture of a dinosaur. Nobody knows who the creator of this hoax was, but experts have agreed that the purpose was to increase tourism in Scotland, it would be very well.

Nowadays many tourists visit Loch Ness hoping to find the best view face to face with the mysterious animal. In fact, the highest reported number of sightings of "Nessie" was in 2017, according to some newspapers. However, there is no evidence to support these sightings.

Language skills

Facts are statements that express something true and can be verified, or proven. Opinions, however, state what someone believes about something and cannot be proven.

and check what they think the text is about. You could read the activation question out loud and have students discuss it. Invite them to read the chapter individually, in groups, in pairs, or out loud.

Activity 4 As students have already discussed about the monster in Activity 1, it might be useful to encourage them to say what questions they would like the article to answer before they start reading. It could be useful to direct their attention to the Language Skills box prior to reading. Refer students to the Glossary section on page 116, to learn the meaning of unfamiliar words.

Answers:

1. The Loch Ness Monster is a creature that lives in the Loch Ness, Scotland. It is a dinosaur from the Jurassic period.

2. The first photograph of the Loch Ness Monster was taken in 1934. It was published in a newspaper and caused a great sensation throughout the world.

3. Many people are convinced by the existence of "Nessie" as they call the creature.

4. Many experts concluded that the creature was a dinosaur from the Jurassic period because of its shape. However, a former, an expert photographer and editor, stated that the picture was false. He got a copy of the original picture and, through a meticulous analysis, he discovered that the image was false. It was just a combination of a real photograph from Loch Ness and a picture of a dinosaur.

5. Nobody knows who the creator of this hoax was, but experts have agreed that the purpose was to increase tourism in Scotland, it would be very well.

6. Nowadays many tourists visit Loch Ness hoping to find the best view face to face with the mysterious animal. In fact, the highest reported number of sightings of "Nessie" was in 2017, according to some newspapers. However, there is no evidence to support these sightings.

Language skills

Facts need to be checked and backed up with evidence from feasible information sources. Distinguishing material that offer different interpretations and back up information is an essential aspect of learning and studying.

FOR YOUR PRODUCT

Activity 3 It would be great to encourage students to look for uncommon mysteries, ideally taken from a little external research. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Refer students to the How to Use ICT section in their books on pages 8-9. Students might find helpful to use certain tips to find more precise information and more quickly. Tell students that they can find more tips on the Internet.

Suggested answers:

1. The Loch Ness Monster is a creature that lives in the Loch Ness, Scotland. It is a dinosaur from the Jurassic period.

2. The first photograph of the Loch Ness Monster was taken in 1934. It was published in a newspaper and caused a great sensation throughout the world.

3. Many people are convinced by the existence of "Nessie" as they call the creature.

4. Many experts concluded that the creature was a dinosaur from the Jurassic period because of its shape. However, a former, an expert photographer and editor, stated that the picture was false. He got a copy of the original picture and, through a meticulous analysis, he discovered that the image was false. It was just a combination of a real photograph from Loch Ness and a picture of a dinosaur.

5. Nobody knows who the creator of this hoax was, but experts have agreed that the purpose was to increase tourism in Scotland, it would be very well.

6. Nowadays many tourists visit Loch Ness hoping to find the best view face to face with the mysterious animal. In fact, the highest reported number of sightings of "Nessie" was in 2017, according to some newspapers. However, there is no evidence to support these sightings.

Chapter 7

Reader -

Fragment of a Story

Divide the class in pairs or groups. To introduce students to the chapter, you may ask them to open their Reader, pages 100-111. Focus students' attention to the picture.

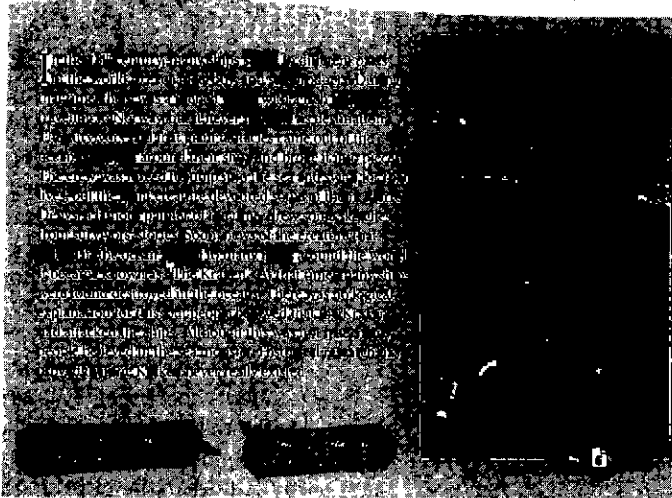
Module 6

5. Work in pairs. Write possible causes for the facts mentioned in the article from Activity 4. Then compare your answers with another pair.
- a. The first photograph, and maybe the most famous one was taken in 1934. What does the year tell you about the quality of the photograph? It probably was a low-quality picture.
 - b. ... a survivor from the Jurassic period because of its shape. What kind of animal do you think the experts were thinking of? They were surely / It's possible that _____
 - c. In fact, the highest reported number of sightings of Nessie was in 2017... What do you think people saw in the lake? Maybe / Perhaps / Surely _____

Language skills

To hypothesize in English, you can use the adverbs *probably, surely, and possible* before or after the verb. Another way to do it is to use *Maybe, Perhaps, and Surely* at the beginning of the sentence.

6. Work in pairs. Read about another mysterious creature and discuss the facts, and people's opinions and beliefs at the time.



Make sure students understand the distinction between them. You can refer students to the Glossary section on page 116 to help them with the new vocabulary.

Suggested answers

1. The first photograph, and maybe the most famous one was taken in 1934. What does the year tell you about the quality of the photograph? It probably was a low-quality picture.

2. ... a survivor from the Jurassic period because of its shape. What kind of animal do you think the experts were thinking of? They were surely / It's possible that _____

3. In fact, the highest reported number of sightings of Nessie was in 2017... What do you think people saw in the lake? Maybe / Perhaps / Surely _____

4. The Loch Ness Monster is a legendary creature that is said to live in the Loch Ness in Scotland. It is described as a long, narrow, serpentine creature with a humped back and a long neck. The Loch Ness Monster is one of the most famous cryptids in the world. It has been the subject of many sightings and photographs since the 1930s. The Loch Ness Monster is a legendary creature that is said to live in the Loch Ness in Scotland. It is described as a long, narrow, serpentine creature with a humped back and a long neck. The Loch Ness Monster is one of the most famous cryptids in the world. It has been the subject of many sightings and photographs since the 1930s.

Activity 5 It would be important to encourage students to do some research in order to justify their hypotheses. It might be necessary to remind students that even if hypotheses can be of any kind, it is important to try to find the most logical explanations. It would be important that during the time of interaction with other pairs, students focus on understanding and not only on finding the differences.

Language skills

The adverbs *probably, surely, maybe, perhaps* can be used to make initial hypotheses on a topic. Other ways to do it is using modals like *would* or *could*. At this point in the step, students are supposed to make general hypotheses before gathering the sufficient amount of information to make a precise hypothesis.

Suggested answers

b. They were probably a low-quality picture. It was taken in 1934. The Loch Ness Monster is a legendary creature that is said to live in the Loch Ness in Scotland. It is described as a long, narrow, serpentine creature with a humped back and a long neck. The Loch Ness Monster is one of the most famous cryptids in the world. It has been the subject of many sightings and photographs since the 1930s.

Activity 6 You could suggest that after reading the text, they make some notes under the headings facts and opinions before discussing and exchanging ideas with their partners.

Recreational and literary

7 Discuss possible hypotheses for people's beliefs in small groups.



FOR YOUR PRODUCT

Use the information from the text to identify the main idea of the text. Write a short paragraph about the main idea of the text. Use the information from the text to identify the main idea of the text. Write a short paragraph about the main idea of the text.



9 **Self-assessment** Use the table to assess how much you learned in this module so far.

| | | | | |
|--|--|--|--|--|
| I can identify mysteries. | | | | |
| I can differentiate facts from opinions. | | | | |
| I learned how to hypothesize. | | | | |

10 **Self-assessment** As a class, share and discuss what you checked. Support your answers. Help each other to review the aspects that are difficult.

The main idea of the text is that people believe in small groups. The main idea of the text is that people believe in small groups. The main idea of the text is that people believe in small groups.

Opinions: The main idea of the text is that people believe in small groups. The main idea of the text is that people believe in small groups.

Hypothesis: The main idea of the text is that people believe in small groups. The main idea of the text is that people believe in small groups.

Refer students to the How to Use ICT section in their books on pages 8-9. Explain that it is very important whenever we are looking for information to resort to prestigious and well-known places such as online encyclopedias that are reliable.

Self-assessment

Activity 9 As students may want to rush this last assessment, it would be important to remind them to reflect on all the categories requested. As always, it is important to promote an honest reflection.

Activity 10 It is important that students share their evaluation with others and show collaboration by helping each other overcome difficulties in their learning process. Monitor the activity to be carried out in an orderly manner.

Activity 7 You could start the activity by having students read the example provided to make sure they understand the type of information they are going to discuss. Encourage them to be creative and think of as many theories and hypotheses as possible. As a round-up you could invite some volunteers to share their ideas with the class.

FOR YOUR PRODUCT

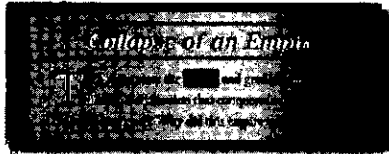
Activity 8 In order to promote student autonomy, it would be important to leave teacher's help as the last resource. If necessary, you may join pairs in order to discuss some of the details and clarify their ideas. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: As the Knesset is a central institution in the Israeli political system, it is important to know all about it and to be able to discuss it.

Suggested answers: The main idea of the text is that people believe in small groups. The main idea of the text is that people believe in small groups.

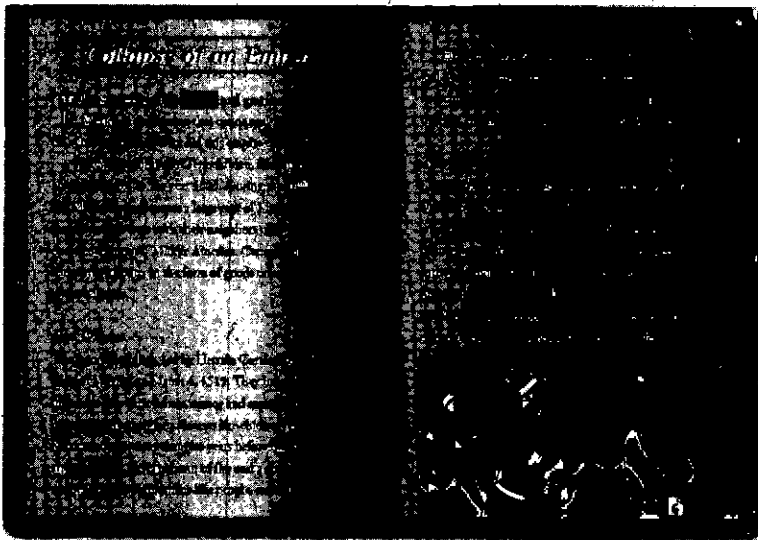
Product Step 2 You are going to describe mysterious events.

1 Work in pairs. Read the title of the text and complete the first column in the table with the facts you know about the event. Then write some questions about things you would like to know in the second column.



| What you know | Questions you want to know | Answers you find |
|---------------|----------------------------|------------------|
| | | |
| | | |
| | | |

2 Read the text and complete the third column of the table in Activity 1 with the information you learned. Use your notebook for more space.



Activity 1 A good alternative would be to open this activity with a conversation about ancient cultures from Mexico. KWL charts are very useful as a pre-reading technique to activate students' prior knowledge on a topic and help them understand a text. You could form mixed-abilities pairs for this activity. Ask students to go to the Glossary section on page 116 to know the meaning of some words.

Activity 2 After reading, it might be useful to ask students whether the text confirmed what they already knew and to invite them to share with the class what new information they gathered. Refer students to the Glossary section on page 116 to help them with new words.

Suggested answers: *Task 1*
 A...
Question: ...

Suggested answers: ...

Media Resources
 In this module, students will be speaking and writing to complete their project. As a classroom resource, you could provide a copy of 'The First Step' ...

Teaching Toolbox
 ...

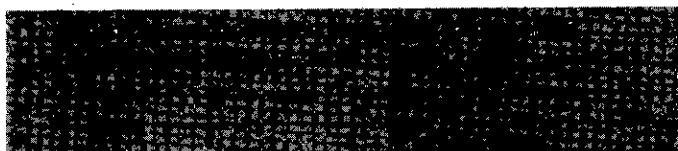
Recreational and literary

3. Work in pairs. Check the questions you asked in Activity 1 which were answered by the text. Read the text again and think of additional questions to answer.



4. **FOR YOUR PRODUCT** ...

5. Work in pairs. Read the text in Activity 2 again and summarize the information with the most important facts about the event.



6. **FOR YOUR PRODUCT** ...

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Activity 3 This activity is to foster students' curiosity about the topic and to encourage them to find more about it. You may find out which of the students' questions in the KWL chart were answered.

Suggested answers: ...

FOR YOUR PRODUCT

Activity 4 For this activity students could do generic questions to know and discover the mysteries of their partners. An alternative to this would be to play a guessing game with these questions. On the other hand,

you may start this activity with all groups sharing what their mysteries are about. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: ...

Activity 5 You may want to start this activity by eliciting one of the most important facts stated in the article, to make sure students differentiate between main facts and details that

expand information. It could be useful for pairs to identify and underline the facts in the text before they write them down.

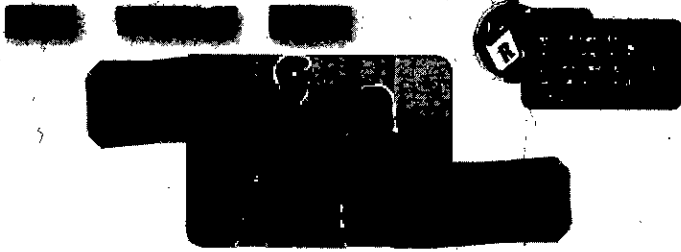
Suggested answers: ...

FOR YOUR PRODUCT

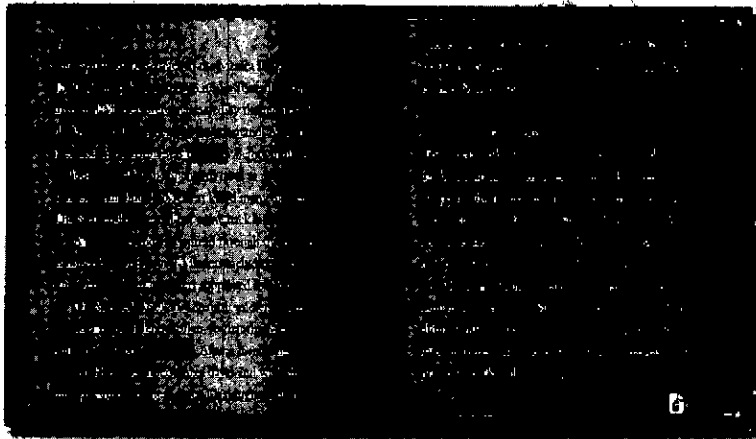
Activity 6 This activity may be extended to pairs or groups for a richer flow of ideas. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Module 6

7. Work in pairs. Discuss why you think the Mexicas were defeated. Use information from the text in Activity 1, on page 107, and the expressions below.



8. Work in pairs. Read the second part of the text and discuss if the mystery of the conquest can be solved using the facts in it. Use the conversation below as an example.



109

Activity 7 It is suggested that you start this activity with an individual reflection and the analysis of all the information available (Activity 1, expressions below). Then, pairs may get together in order to have a fluent conversation about the topic. Monitor the activity and help if necessary, but without interrupting the flow of the conversation.

Suggested answers:

- A: ...
- B: ...
- C: ...

Reader =

Chapter 7

Fragment of a Story

Explain to students that they are going to read the chapter again. It is suggested to have volunteers read the chapter out loud. Suggest using the story to make hypotheses about what happened.

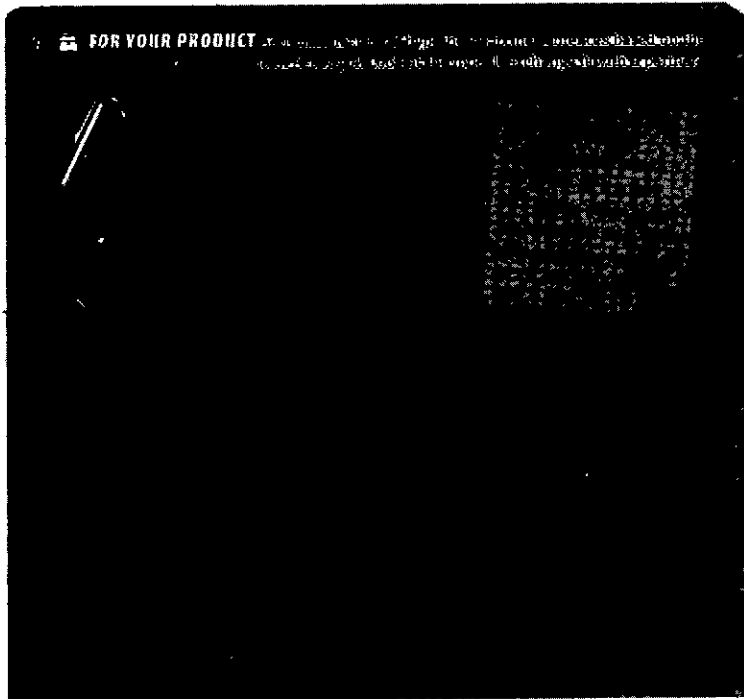
Activity 8 You may need to clarify to students that the main purpose of this activity is to decide whether the mystery can be solved with the information available or not. In order to do that, it would be important to specify the information that solves the mystery or to detail their description

of why it is not solved. This activity may be done in small groups or even as a whole-class activity for a richer conversation. Walk around and monitor, supporting students when necessary. Refer students to the Glossary section on page 116 to learn or check the meaning of unfamiliar words.

Suggested answers:

... that the Mexicas were defeated because they were not united and they were not prepared for the Spanish conquest.

Recreational and literary



- 10 Self-assessment** Check the answer that best applies to you.
- How well can you describe mysterious events from the past?
 - Very well
 - I need some help.
 - With difficulty.
 - I can't.
 - How well can you make questions to get details about a mysterious event?
 - Very well
 - I need some help.
 - With difficulty.
 - I can't.
 - How well can you create hypotheses based on the facts of an event?
 - Very well
 - I need some help.
 - With difficulty.
 - I can't.

If you need to review how to ask questions, express past events, or how to solve mysteries go back to Activities 2, 4, 6, and 8.

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FOR YOUR PRODUCT

Activity 9 You may do this activity in pairs. One student may find the "weak" points of the mystery and together they may find the details that are necessary for solving it. If appropriate to your group, you may ask students to only write the key questions to work as a further research guide. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Self-assessment

Activity 10 Students may need to be encouraged to do a real reflection of their work. It is important to promote learning and self-improvement over absolute positive results. If there are doubts on the aspects of the table, students may go back to Activities 2, 4, 6, and 8 as instructed. It is important to come back to this activity in order to see the changes.

Suggested answers to the 306

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

Product Step 3 You are going to formulate hypotheses to guess riddles that explain past events.

1 Work in pairs. Read the text and say why the *Mary Celeste* was considered a ghost ship.

2 Work in pairs. Listen to Diego and Andrea discussing what they think happened to the *Mary Celeste*. Discuss if you agree or disagree with them.

3 Listen to the audio and write down the main ideas of the discussion.



Activity 1 A suggestion would be for students to work individually for reading and reflecting, and then join the pairs in order to discuss their ideas. If time is an issue, you may prefer to do this activity as a whole-class conversation. Refer students to the Glossary section on page 116 to check the meaning of new words.

Activity 2 143 You could play the audio more than once if you deem it necessary; however, it would be important to listen to it a maximum of three times in order to promote the development of listening skills. You might want your students justify how their ideas are similar or different. It might be helpful to walk around and monitor helping students.

Suggested answers:

A. The ship was found in the middle of the ocean with no crew and no message. The ship was found in the middle of the ocean with no crew and no message. The ship was found in the middle of the ocean with no crew and no message.

Suggested answers:

A. The ship was found in the middle of the ocean with no crew and no message. The ship was found in the middle of the ocean with no crew and no message.

B. The ship was found in the middle of the ocean with no crew and no message. The ship was found in the middle of the ocean with no crew and no message.

Read the text and say why the *Mary Celeste* was considered a ghost ship.

The *Mary Celeste* was a three-masted schooner that was launched in 1872. It was built in Massachusetts and was owned by the New Bedford Whaling Company. The ship was captained by Benjamin Briggs and was carrying a cargo of 282 barrels of gunpowder, 28 barrels of sulfuric acid, and 28 barrels of other supplies. The ship was last seen on November 4, 1872, off the coast of Cape Cod. The ship was never seen again and was considered a ghost ship.

There are many theories about what happened to the *Mary Celeste*. Some people believe that the ship was hit by a storm and sank. Others believe that the ship was attacked by pirates. Some people believe that the ship was hit by a mine. The ship was found in the middle of the ocean with no crew and no message. The ship was found in the middle of the ocean with no crew and no message.

Media Resources

Print or photocopy the material on your Communicative Expressions Flashcards to help you strengthen your opinion.

Recreational and literary

3. Listen again and find three expressions that are useful to give an alternative idea. Underline them.

Diego: So, what do you think happened to the *Mary Celeste*?

Andrea: I don't know. But, it couldn't have been a sea monster as some people speculate. That doesn't convince me because monsters don't exist.

Diego: I agree. In my opinion, if the cargo was complete, pirates can't have been involved.

Andrea: Yeah. You're right. Another theory is that alcohol vapors may have escaped and caused an explosion. Maybe the Azores heat caused the evaporation.

Diego: Well, that may have happened.

Andrea: Now, I rather think that if they used the life boat, the captain must have given the order to do so.

Diego: Maybe your opinion is better than the ideas of a sea monster, pirates, or vaporized alcohol. And the captain must have had very good reason to order that.

Andrea: Look! It says in this website they have discovered new evidence using forensic techniques.

Diego: Wow! That sounds interesting. They must have a different version of what happened.

Andrea: Well, it talks about a combination of factors...

4. Use the prompts to write hypotheses about the events related to the *Mary Celeste*.

- A sea monster? I think it couldn't have been a sea monster.
- The cargo was complete - Pirates? _____
- Alcohol vapors escaped and caused an explosion? _____
- Lifeboat missing - Captain ordered to leave? _____
- Captain had a good reason to leave the ship? _____

Language skills

Another way to make hypotheses about past situations we can use:

- must + have + past participle to express certainty about a past event; can't + have + past participle is the negative form.
- might (may / could) + have + past participle to express something was possible but we are not sure.

5. Work in pairs. Read the hypotheses about the *Mary Celeste* that you made in Activity 4, and discuss what you think could have happened to this mysterious ship.



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Activity 3 13 It would be important to try this activity as an only listening activity before reading the script. You may need to clarify that an alternative idea does not necessarily mean disagreement and so the expressions they are looking for may be different. Monitor the activity and help if necessary.

Answers: 1. an only listening...

2. ...

Language skills

The past modal perfect tense (should / could / might / would / must / may + have + past participle) is used when making hypotheses or for possible or likely activities in the past. It is mostly used to talk about an event that happened before another event.

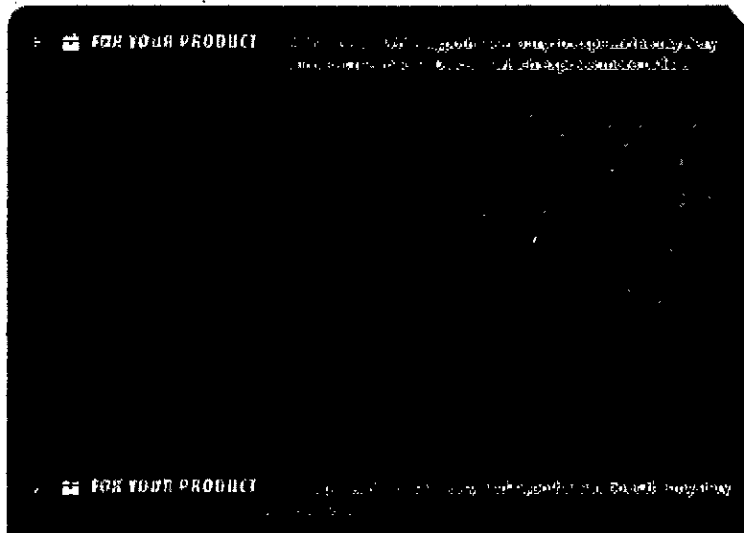
Activity 4 You may remind students to use the formula in the Language skills box to make their hypotheses. You may encourage the use of different forms of hypotheses and see how they differ.

Answers: 1. ...

Activity 5 Though students are using and reading the hypotheses they wrote in the previous activity, a relaxed and fluent discussion may be encouraged. It would be a good idea if students do not limit their conversation to the ideas in the script.

Teaching toolbox

... should have ... could have ... might have ... would have ... must have ... may have ...



8. Self-assessment Work in pairs. Complete the table with your names. Use the grading key to assess your performance and your classmate's in Activity 7.

| | | | |
|------------|--|--|--|
| [Redacted] | | | |
| | | | |
| | | | |

If you need to practice more on how to make hypotheses, go back to Activities 3 and 4.



FOR YOUR PRODUCT

Activity 6 If appropriate, you may suggest students to review again the Language skills box and the hypotheses from the last activities before starting to write their own hypotheses. You may suggest students base their hypotheses on the ideas for possible solutions to their mysteries that they have already written. Walk around and monitor, supporting students when necessary.

Suggested answers: [Redacted]

FOR YOUR PRODUCT

Activity 7 It is suggested that you start this activity with an individual reflection on what they have to say. Then, pairs may get together in order to have a fluent conversation about the topic. Monitor the activity and help if necessary, but without interrupting the flow of the conversation.

Self-assessment

Activity 8 Students may want to rush this last assessment, it would be important to remind them to reflect on all the categories requested. As always, it is important to promote an honest reflection. If there are difficulties, they may go to Activities 3 and 4 as instructed and then go back to the final reflection.

Media Resources

Print, photograph or display the *Crime of Mysteries* poster for students to practice hypotheses using around a mystery.

Closure

Recreational and literary

CLOSURE

Use an inventory of mysterious events to guess and make hypotheses about them.

PROCESS

1. I looked for and chose a mysterious past event.
2. I wrote facts and opinions about the mysterious past event.
3. I made questions and got details about a mysterious past event.
4. I wrote a draft that included facts, opinions, and additional information about a mysterious past event. I also wrote hypotheses to explain the mysterious past event.

CREATE

5. Work in groups. Make an inventory of mysterious past events from the ones you worked with in this module.
6. Work with another group. Use your inventory to play a guessing game. Follow the rules to play it.



7. Share your game with a different class. Play the game with other students.

CONCLUSIONS

8. Work in groups. Discuss the questions.
 - a. Was it difficult for you to identify the facts to solve a mysterious event?
 - b. Why are the details about a past mysterious event important?
 - c. What part of the process of making deductions about mysterious past events was the most difficult? Why?

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Activity 7 It may be a good idea that students share the game with students from a different class or group level.

CONCLUSIONS

Activity 8 You may use this conversation activity as a last reflection on the process of making deductions about past events. Lead students to reflect on any possible changes they would implement to their ideas based on the results of the activities.

PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 You might organize their mysterious past events in categories. It would be important that all students share the basic information about their mysteries so that everyone knows the content of the general inventory.

Activity 6 Promote a game that includes turn taking. Monitor the activity and help if necessary.

Module 6

FINAL PRODUCT ASSESSMENT

9 Work with the same group. Use the rubrics to assess your performance when using an inventory of mysterious events to guess and formulate hypotheses about them.

| | | | |
|-------------------------------------|---|--|---|
| Structure of mysterious event. | All the mysterious events were interesting for most players. | Some mysterious events were interesting for the players. | Few mysterious events were interesting for the players. |
| Making of hypotheses and deductions | The hypotheses and deductions were clever and could explain the mystery. | Most of the hypotheses and deductions were clever and could explain the mystery. | The hypotheses and deductions could not explain the mystery. |
| Participation in the game | Everyone participated actively in the game, making good questions and formulating hypotheses. | Most players participated actively in the game, making questions and formulating hypotheses. | Few students participated actively. Questions were not very relevant and hypotheses were not clear. |

SET GOALS

10 Go back to the Opening on page 102. Complete the activity again. Add evidence to the Class Planner if necessary.

11 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

12 Reflect on your interaction with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.

Activity 11 Remind students that this activity is personal and requires an honest reflection. Refer them back to the Class Planner. Ask volunteers to share their results with the class so that everyone benefits from them. Students might need to be helped to define feasible goals and actions.

TEAMWORK

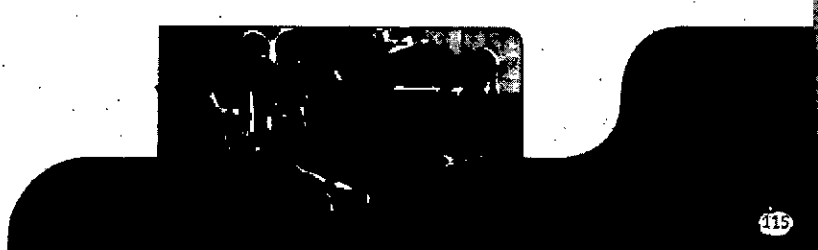
Activity 12 Lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module.

VOCABULARY STRATEGIES

Point out that when learning new vocabulary related to objects or parts of something, pictures are helpful to record and remember new words. Elicit other examples where picture dictionaries are helpful and practical (plane, house furniture, etc.).

ASSESSMENT TOOL

The *Notes on an event* assessment tool helps students to evaluate their peers when presenting their products. Give some guidelines before students assess their peers. It is important the whole class share the same criteria when evaluating to provide their classmates with useful feedback.



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FINAL PRODUCT ASSESSMENT

Activity 9 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it would be OK to be open to other elements that might lead to a better work in the future. Monitor the activity.

SET GOALS

Activity 10 Ask students to answer the Opening activity, review the evidence from the Class Planner, and reflect on the things they know now. Promote a real reflection about personal ways to improve the things they don't consider themselves good at. Do this first individually and then as a class, share ways to help each other to improve.

Language skills

Explain students that visual learners remember information best when they see it while auditory learners are better at listening to it. Encourage students to find out more about learning styles and discover what kind of learners they are.

Notes on an event are used to register information of an event as it is happening. This is a useful tool to take notes and register what is happening in a presentation or an event.

Instructions:

- 1 Complete the name and date of the event that is going to be analyzed.
- 2 Write your detailed notes about the event or presentation on the space provided.
- 3 Using the notes, provide feedback to your student(s).

Notes on an Event

Event: _____

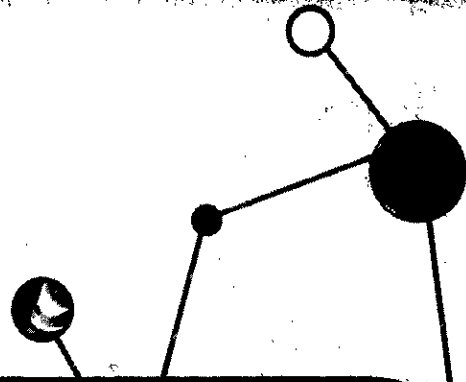
Group: _____ Date: _____ Time: _____

Context: _____

Event: _____

Notes: _____

Module



| Stage | Session | Activities | Assessment |
|-----------------------|---------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Answer questions about cultural habits. • Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-3 | Negotiate a topic for a conversation about cultural habits. | <ul style="list-style-type: none"> • Determine what cultural habit they will talk about, based on common interests. • Express their points of view. • Support their points of view with reasons, examples, and evidence. • Promote consensus. |
| Step 2 | 4-5 | Exchange proposals and opinions to open a conversation. | <ul style="list-style-type: none"> • Start conversations naturally (e.g. refer to a fact known by both speakers; bring up a previous exchange, etc.). • Use expressions to repair a false start (e.g. <i>John, I mean... Lucy / On Monday, no... on Tuesday, etc.</i>). • Expand their repertoire of words and expressions about cultural habits. • Express and interpret proposals and opinions. • Distinguish between facts (things that can be proved) and opinions (things that cannot be proved), creating links to previous knowledge. • Interrupt another speaker appropriately and at appropriate times. • Exchange proposals and opinions. |
| Step 3 | 6-8 | Ask and answer questions to go deeper in a conversation. | <ul style="list-style-type: none"> • Ask questions based on what has been said by another speaker. • Recall proposals to answer questions asked by a speaker. • Modify questions according to the reactions of a speaker. • Monitor their own conversations and those of others. |
| Step 4 | 9-10 | Use strategies to hold and end a conversation about cultural habits. | <ul style="list-style-type: none"> • Engage others in a conversation (e.g. <i>Why don't we ask ...? / We should go and ask ..., etc.</i>). • Detect information gaps when others participate. • Develop basic control of what is said in order to avoid information gaps. • Cause interest by using words and expressions that determine qualities or properties (e.g. <i>A common habit in New Zealand is..., many people believe that Norwegians like...</i>). • Verify the order of adjectives when using some of them to describe a single entity (e.g. <i>an old French habit is..., a specific Indian food staple is..., etc.</i>). • End a conversation with expressions that show politeness and cordiality (e.g. <i>Well, I'll see you around / Hopefully, we can go on talking about this..., etc.</i>). • Explain to others strategies used in a conversation. |
| Closure | 11-12 | Socializing of the product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment

Social Practice of Language

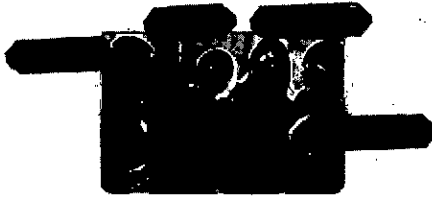
Communicative Activity

Final Product

Opening

Opening

1 Write each expression next to its purpose.



- a. Introducing your ideas in a conversation: _____
- b. Interrupting politely: _____
- c. Clarifying ideas: _____
- d. Saying your opinion: _____

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|---|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Negotiate a topic for a conversation about cultural habits. | Looking for topics for a conversation about cultural habits p. 120 Discussion to get to a consensus to choose a cultural habit for your product p. 122 |
| | 4-5 | Exchange proposals and opinions to open a conversation. | Completing a graphic organizer of phrases for a conversation p. 124 Discussing about cultural habits using facts and opinions p. 125 |
| | 6-8 | Ask and answer questions to go deeper in a conversation. | Writing questions and answers about cultural habits p. 127 Structuring a conversation with questions and answers p. 129 |
| | 9-10 | Use strategies to hold and end a conversation about cultural habits. | Having a conversation about a cultural habit p. 132 |
| Closure | 11-12 | Socialization | Conversation about different cultural habits p. 133 Self-assessment p. 134 |

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Activity 1 Students have seen these expressions before. Have them complete this activity individually. As a reminder, you could write these expressions on the board and include a short dialog from the module to have students practice before they complete the activity.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

module are. Suggest that they may include other evidence during the module.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the

Suggested answers

1. Introducing your ideas in a conversation: _____
2. Interrupting politely: _____
3. Clarifying ideas: _____
4. Saying your opinion: _____

Step 1 Development

Development

Product Step ● You are going to negotiate the topic for a conversation about cultural habits.

1 Work in pairs. Describe the images to your classmate using the words in the box. Then have a brief conversation about the pictures using the questions below as a guideline.



- What are the people in each image doing?
- Where are they from?
- What are they wearing?
- Do you think they are relatives? Why?
- Do you think they are friends? Why?
- Do you think they are coworkers? Why?

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Activity 1 You may start with a role-play where students in pairs find all the possible ways to greet in Mexico. They will be surprised by all the varieties and meanings. This activity may include some reflection about the meanings of greeting people. Invite students to work in pairs and look at the images below. Then ask volunteers to read aloud the words in the box and the questions. Make sure they understand the activity. Give them some time to describe the images to each other and talk about them using the questions as guideline. As a closing activity you may ask students to greet each other in the way described in the images and then reflect about the feelings and impressions they provoke.

Suggested answers: The first image shows two people hugging. This is a common way to greet in many cultures. The second image shows two people sitting at a table, possibly in a restaurant or cafe, engaged in conversation. This is a common way to greet in many cultures. The third image shows two people sitting at a table, possibly in a restaurant or cafe, engaged in conversation. This is a common way to greet in many cultures.

Use the words in the box to describe the images. Then have a brief conversation about the pictures using the questions below as a guideline.

Media Resources
 Link, photography, or display the Cultures Around the World poster for students to learn more about cultural habits in other countries.

Family and community

2. Read and listen to three students talking about the cultural habits in the article in Activity 1. In pairs, discuss if their opinion about cultural habits is similar to yours or not.

Miguel: Claudia, did you know that in other countries people do not shake hands or kiss on the cheek?

Claudia: Seriously? Where did you read that?

Miguel: Here. Look. Based on this article, greetings are different depending on where you live.

For example, in Saudi Arabia, people touch noses instead of shaking hands. What do you think?

Claudia: I think it's very interesting. What else?

Miguel: Well, according to this article, in Asian countries people prefer to bow. An example of this is Japan. People bow and use different inclination depending on formality. What do you think about this?

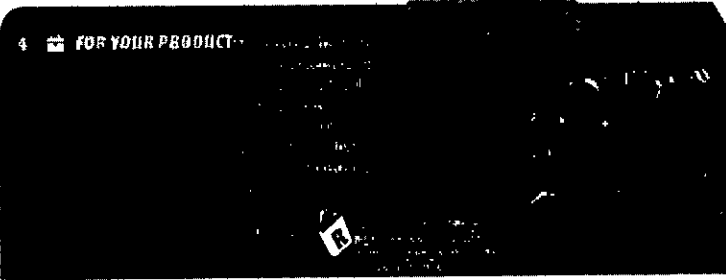
Claudia: Wow, I didn't know that. It shows how culturally diverse we are! In my opinion, I like how we greet others, because we have options, either with a kiss on the cheek or with a handshake.

Miguel: True.

Language skills

When you are giving your opinion about a topic, it is important to give reasons or examples to add information to your conversation. You can use to express an opinion: I think..., I believe..., In my opinion..., I guess..., To give an example: For example..., For instance..., An example of this..., To express reasons: Based on my experience..., According to this article...

3. Work in pairs. Look at the phrases in bold in the conversation in Activity 2. Think about how people greet in your community. Have a conversation similar to the one in Activity 2 describing how you greet and what you like and dislike about the way people in your culture greet each other.



Activity 2 You may start with a short whole class conversation about the text, so students express their opinion and have a point of reference. Refer students to the Glossary on page 135 in their books to learn how to cope with new vocabulary.

Activity 3 It would be a good idea to ask students to read the Language skills box to choose expressions for their conversation. Invite them to form pairs and ask them to prepare role-plays.

Suggested answer: Person A: In my opinion, I think it's interesting that in some cultures people touch noses instead of shaking hands. Person B: Yeah, I've heard that. Person C: I think it's very interesting. What else? Person A: Well, according to this article, in Asian countries people prefer to bow. An example of this is Japan. People bow and use different inclination depending on formality. What do you think about this?

Language skills
You may explain to students that the expressions in the text have different degrees.

Suggested answers: Person A: In my opinion, I think it's interesting that in some cultures people touch noses instead of shaking hands. Person B: Yeah, I've heard that. Person C: I think it's very interesting. What else? Person A: Well, according to this article, in Asian countries people prefer to bow. An example of this is Japan. People bow and use different inclination depending on formality. What do you think about this?

FOR YOUR PRODUCT
Activity 4 You could ask students to bring books, magazines, and their Reader, and dedicate a session for research. Students may exchange ideas and discuss cultural habits. You can use this activity as portfolio evidence.

Suggested answers: ...

Reader - Chapter 8
Different Cultures
Focus students' attention on the activities and what they think the text is about. You could read the activation questions out loud and have students discuss them.

5 Read the article. Discuss with a partner why it is important to know about a cultural habit. Complete the conversation organizer with your opinions and reasons. Use the conversation in Activity 2 as a model.

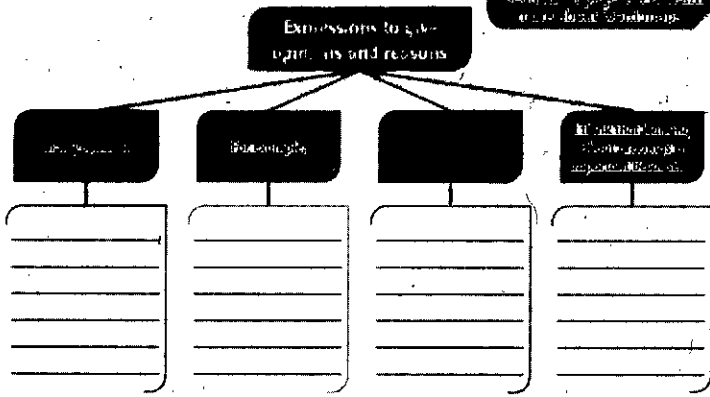
Greetings Around the World

The article discusses various cultural greeting habits around the world, such as shaking hands, hugging, and bowing. It explains that these habits are deeply rooted in each culture's traditions and values. Understanding these differences is crucial for effective communication and building rapport in a globalized world.

Cultural Note In some cultures, it is considered impolite to shake hands with the left hand. In others, it is considered disrespectful to shake hands with the right hand. It is important to be aware of these differences to avoid misunderstandings.

It is important to know about a cultural habit because it helps us understand and respect the differences between people from different parts of the world. This knowledge is essential for building strong relationships and working effectively in a diverse environment. For example, knowing that some cultures prefer indirect communication can help us avoid misunderstandings and build trust.

Use the expressions to give opinions and reasons.

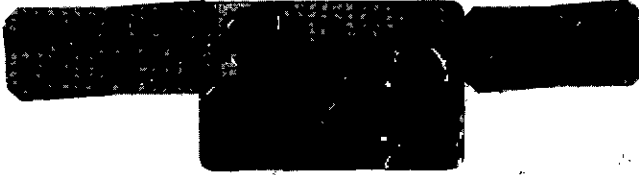


Activity 5 If students have difficulty finding the reasons about the main question, you may tell them about some habits from the world that they might not like and ask them if it would be important for foreigners to know that. An alternative would be to ask students to complete the organizer before and after reading the text. Walk around and monitor, supporting students when necessary. Remember to encourage discussion in order to have students practice their speaking skills. Refer students to the Glossary on page 135 in their books to learn how to cope with new vocabulary.

Suggested answer It is important to know about a cultural habit because it helps us understand and respect the differences between people from different parts of the world. This knowledge is essential for building strong relationships and working effectively in a diverse environment. For example, knowing that some cultures prefer indirect communication can help us avoid misunderstandings and build trust.

Family and community

6 Work in pairs. Share your organizer with a different partner. Use it to start a discussion about the importance of learning about greetings in different cultures.



FOR YOUR PRODUCT

Use your organizer to start a discussion about the importance of learning about greetings in different cultures. Share your organizer with a different partner. Use it to start a discussion about the importance of learning about greetings in different cultures.

8 **Self-assessment** In pairs, reflect on what you've learned in this lesson and answer the questions.

- Which expressions can you use to give your opinion?
- What expressions are useful when you want to support your ideas?
- What expressions do you know that give examples?
- Was it difficult or easy to negotiate and reach an agreement? Why?

If you feel you are not prepared to negotiate a topic, go back to Activities 4 to 7.

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Activity 6 You may start this activity in pairs as suggested, but then you can open it to small groups or even to a whole class discussion. Sharing the organizer is crucial because that might lead to peer correction. Monitor the activity and help if necessary, but without interrupting the flow of the conversation.

Suggested answer

Use your organizer to start a discussion about the importance of learning about greetings in different cultures. Share your organizer with a different partner. Use it to start a discussion about the importance of learning about greetings in different cultures.

FOR YOUR PRODUCT

Activity 7 It is suggested that you remind the students to include the expressions from the Language skills box on page 119 during their conversation. You can also remind them that for the final product they need to discuss about a topic they are interested in with passion and knowledge. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answer Questions

1. Which expressions can you use to give your opinion?
2. What expressions are useful when you want to support your ideas?
3. What expressions do you know that give examples?
4. Was it difficult or easy to negotiate and reach an agreement? Why?

Media Resources

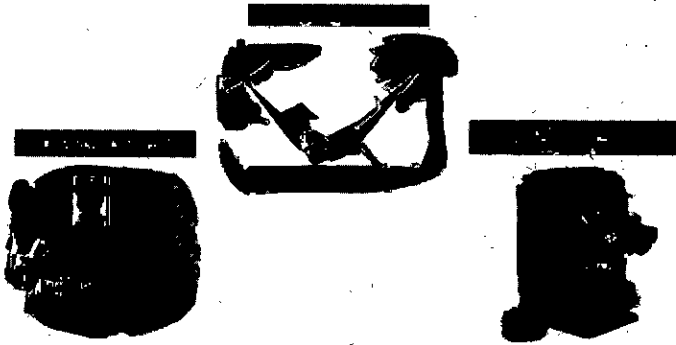
Print: photography or display: Use students' photos and drawings to create a display of the different ways to say 'hello'.

Self-assessment

Activity 8 It would be a good idea to start with an individual reflection and then open it to pairs. Such order would provide a clearer view of the individual process. As with all self-assessments, it is a good idea to promote an honest reflection beyond just answering the questions. If necessary, students may need to go back to Activities 4 to 7 as instructed to see if their reflection changes.

Product Step You are going to exchange proposals and opinions to open a conversation.

1. Work in groups of three. Look at the images below and their labels. Then start a conversation with your classmates using the questions below as a guideline. If you wish, you may suggest more questions to start a conversation about the images.



- a. Why do you think the girl is leaving her shoes out?
- b. Why do you think the man is shaking his jacket?
- c. Would you like to take a nap in a hammock?
- d. Did you know people in some countries keep their homes cleaner by leaving their shoes out?
- e. Would you shake your clothes every morning if you lived in a place with poisonous insects?

2. Read and listen to some students exchanging their ideas about cultural habits. In pairs, look at the words in bold and have a conversation with a classmate about them. Answer the questions on page 124 to guide the conversation.

Sara: Hey guys, did you know that **leaving shoes out** is still a common practice in some European countries such as Italy and Spain?

George: Seriously? That's interesting! I didn't know that.

Karla: Me neither. I thought it was an American thing.

I mean, a Latin American custom. People may think that only **people** take a nap, but it's a custom.

Sara: Well, it's also customary in Asian countries, like the Philippines. I agree with you; I think it shouldn't be **leaving shoes out**. It's not because you're lazy; it's a cultural practice.

George: I know that in Asian countries you must take your shoes off; did you know that?

Karla: I did. I have an Indian friend and I must take my shoes off when I visit. I like it; you don't bring dirt inside your home.

Sara: Oh! But, going back to napping, there's something called **siesta** in Japan. Have you heard about that?



Activity 2 ¹⁵ An alternative would be to go through the questions of the activity by asking them if they know how to do those things and asking for examples. You may write those examples on the board as a reference. This can be done as part of a whole class conversation. In addition to this you may profit the listening material for developing general comprehension before reading the script. You could play the audio more than once if you deem it necessary. Refer students to the Glossary on page 135 in their books to learn how to cope with new vocabulary.

Suggested answers: ...

Teaching Toolbox: ...

Activity 1 It would be interesting to ask students to go through the questions first to see what they know or what they can guess. Then, they may start a conversation using the questions as guidelines. Remind them to suggest other questions to start their conversations. During the discussion, you may promote an exchange of opinions, and impressions about how they imagine it would be to do that. Walk around and monitor, supporting students when necessary.

Suggested answers: ...

Family and community

- Have you ever used those phrases before? In which situations did you use them?
- Do you know some phrases to start a conversation about a specific topic?
- How would you interrupt a speaker politely?
- How would you change the subject of a conversation?

FOR YOUR PRODUCT

Did you know that people in Spain and Italy take naps?

Yes, I did! People in Japan also take naps during working hours. They call it *inansuri*.

Sorry to interrupt, but weren't naps also a habit here in Mexico?

Language skills

To introduce a topic use:
Have you ever wondered...?
Did you know...?
The other day
I saw / read that...

- Read the comments on a website about cultural habits. Think about a question you would ask someone about each topic in order to open a conversation. Write your three questions in the space provided on page 125. Then, in pairs, ask each other the questions and answer your classmate's questions.

Leave your comment:



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FOR YOUR PRODUCT

Activity 3 You may ask student to read the Language skills box as a reference for Activity 3. Remind students that though they are using the same expressions as in the texts and the Language skills box, they are supposed to create their own original sentences to open a conversation about their cultural habits. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answer:

Have you ever wondered how people in Spain and Italy take naps? Did you know that people in Japan also take naps during working hours? They call it *inansuri*. Sorry to interrupt, but weren't naps also a habit here in Mexico?

Language skills

Starting a conversation using *Have you ever wondered...?* and *Did you know...?* may use more interest on the conversation. *On the other hand*, *the other day*, *I saw*, *read*, is a more informal way to start a conversation.

Activity 4 You may want to go through the information on the website to make sure everyone knows what they are going to talk about. Remind students that they need to justify their answers with examples from the text.

Suggested answer: Have you ever wondered how people in Spain and Italy take naps? Did you know that people in Japan also take naps during working hours? They call it *inansuri*. Sorry to interrupt, but weren't naps also a habit here in Mexico?

Module 7

Would you like to eat sitting on the floor? I read that people in many countries do so!

a. _____

b. _____

c. _____



6 Self-assessment Check (✓) what you learned in this lesson. Then compare what you checked with a classmate. Discuss how to improve what you didn't check.

| | | | |
|---|--|---|--|
| Use expressions to introduce a topic in a conversation. | I used expressions to introduce a topic in a conversation. | I had trouble using expressions to introduce a topic in a conversation. | I couldn't use expressions to introduce a topic in a conversation. |
| Interrupt politely a conversation. | I interrupted politely a conversation. | I had trouble interrupting a conversation. | I couldn't interrupt a conversation. |
| Give my opinion about expressions to open a conversation. | I gave my opinion on expressions to start a conversation. | I had trouble giving my opinion on expressions to start a conversation. | I couldn't give my opinion on expressions to start a conversation. |

If you need help using the expressions you learned in this lesson, go back to Activities 2 to 5.

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FOR YOUR PRODUCT

Activity 5 It would be important to lead students to discuss different aspects of the cultural habits so to get a richer view of their characteristics. You may invite students to review previous pages to have a clearer idea about phrases they need to use to open a conversation. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answer

Example: I would like to eat sitting on the floor. I read that people in many countries do so!

Self-assessment

Activity 6 Being a self-assessment activity, it would be important to promote an honest reflection about the activities of the lesson. When comparing results, remind students that it is not a competition but an opportunity to find ways to help each other. Walk around and monitor, supporting students when necessary. You may refer them back to Activities 2 to 5 to review the expressions they learned in this Step.

Family and community

Product Step 3 You are going to ask and answer questions to go deeper in a conversation.

1. Work in groups. Look at the pictures and discuss the questions below.



baseball



American football



soccer



ice hockey



playing music



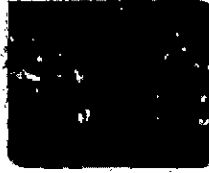
kendo



karate



basketball



dancing

- Which of the hobbies and sports in the pictures do you think are popular in Japan? How do you know?
- Which do you think are more popular among teenage girls and which among boys? Why?
- What other questions can you ask to know more about the activities?

2. Listen to a conversation about the sports and hobbies and answer the questions. Check the answers as a class.

- Do Ben and Liz sound interested in the topic? Why? _____
- Why does Ben ask questions about the text? _____

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Activity 2 ¹⁶ You may expand the use of the conversation by asking additional questions about general comprehension. It is important that students justify their answers. If there are doubts about the answers, you may want to form pairs to discuss the questions and reach to a single idea. You may play the CD again.

Answer 1. Yes, they are. They are talking about the activities and asking questions about them. They are also asking questions about the activities. They are also asking questions about the activities. They are also asking questions about the activities.

Activity 1 Before starting the activity you may invite students to review some important aspects they need to have in mind if they find it difficult to talk about the images with their classmates. First, remind them that they are working in teams, which means that they may help each other with any vocabulary or grammatical structure. Students with a higher level may help students with difficulties. Then, invite them to be respectful with each other and listen carefully to their classmates' opinions and feedback. You may also review the importance of supporting their ideas with examples, so the conversation is richer. Finally, encourage them to ask questions when talking to their classmates, so

they keep the conversation going. You may have a conversation with students about their own hobbies and sports before working with the pictures and questions. Such discussion could help delimiting the concept of hobbies. You may expand the activity by asking about their own interest in the hobbies and sports of the pictures.

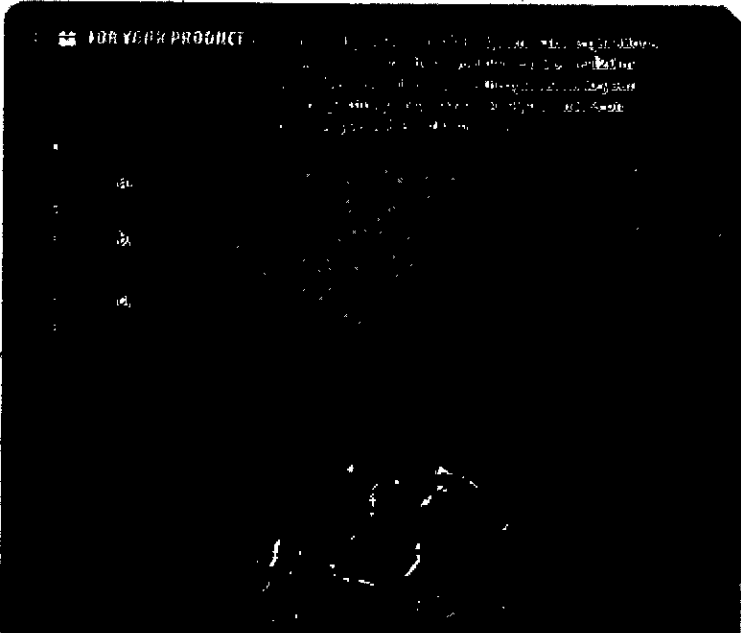
Suggested answers 1. Yes, they are. They are talking about the activities and asking questions about them. They are also asking questions about the activities. They are also asking questions about the activities. They are also asking questions about the activities.

Module 7

3 Listen to the conversation again. In pairs, write *GI* for the questions that ask for general information and *SJ* for the ones that ask for specific information. In pairs, focus on the questions that ask for specific information and start a conversation by asking them to your classmate. Continue the conversation by answering the questions using examples from the audio and your own knowledge and opinions.

- a. What countries does the text mention? _____
- b. What sports are popular in Japan? _____
- c. Did you know that? _____
- d. Is it popular only among boys? _____
- e. What other sports are mentioned? _____
- f. What kind of martial art is it? _____
- g. What equipment do you need to practice it? _____
- h. Are there competitions? _____

FOR YOUR PRODUCT



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Activity 3 16 You may want to ask students to read the questions before doing the following activity to make sure everyone understands it. If students have difficulty deciding if the questions are for general or specific information, you may want to remind them as a clue that the answer to Yes / No questions is very limited and specific and the answer for Wh-questions is open to many possibilities. Monitor the conversation and make sure they are answering the questions with examples from the audio or their own knowledge.

FOR YOUR PRODUCT

Activity 4 If students are working with new classmates you may want to lead them to exchange their topics and the basic details. If students don't know the answer to any of the questions, you might need to ask them to do a little research so to answer the questions as a group. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

a. Japan, USA, Brazil, France, Germany, Italy, Spain, Russia, China, India, South Africa, Australia, Canada, Mexico, Argentina, Colombia, Venezuela, Peru, Chile, Ecuador, Bolivia, Paraguay, Uruguay, Cuba, Haiti, Dominican Republic, Puerto Rico, Greenland, Iceland, Norway, Sweden, Finland, Denmark, Netherlands, Belgium, Luxembourg, Switzerland, Austria, Czech Republic, Slovakia, Poland, Hungary, Slovenia, Croatia, Serbia, Bosnia and Herzegovina, Montenegro, Albania, Bulgaria, Romania, Greece, Turkey, Cyprus, Israel, Jordan, Lebanon, Syria, Iraq, Kuwait, Saudi Arabia, United Arab Emirates, Qatar, Oman, Yemen, Oman, Bahrain, Brunei, Malaysia, Singapore, Philippines, Indonesia, Thailand, Vietnam, Laos, Cambodia, Myanmar, Bangladesh, Pakistan, Afghanistan, Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Georgia, Armenia, Azerbaijan, Republic of Moldova, Ukraine, Belarus, Lithuania, Latvia, Estonia, Malta, Cyprus, San Marino, Monaco, Andorra, Vatican City, Holy See, Liechtenstein, San Marino, Monaco, Andorra, Vatican City, Holy See, Liechtenstein.

Answers: a. GI, b. SI, c. SI, d. SI, e. SI, f. SI, g. SI, h. SI

Family and community

5 Work in pairs. Complete the phrases in the conversational organizer with the information from the text. Then role-play the conversation. Use the example provided in Activity 4 as a guide to ask detailed questions and have a deeper conversation.

Student A

I read about ...

...

...

... article ...

...

...

Student B

Sorry, to interest ...

what country ...

the article ...

OK! What do teenagers do ...

Is it popular ...

What other ...

or hobbies ...

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Activity 5 Students will follow the organizer as a guide, however it would be a good idea to promote the analysis and writing of the script. You may suggest students to leave some space for improvisation when role-playing their conversations even if they are following the elements of the previous activities. Have students review previous Steps if necessary. Refer students to the Glossary on page 135 in their books to learn how to cope with new vocabulary.

Suggested answers ...

... about ...

... about ...

... about ...

... about ...

... about ...

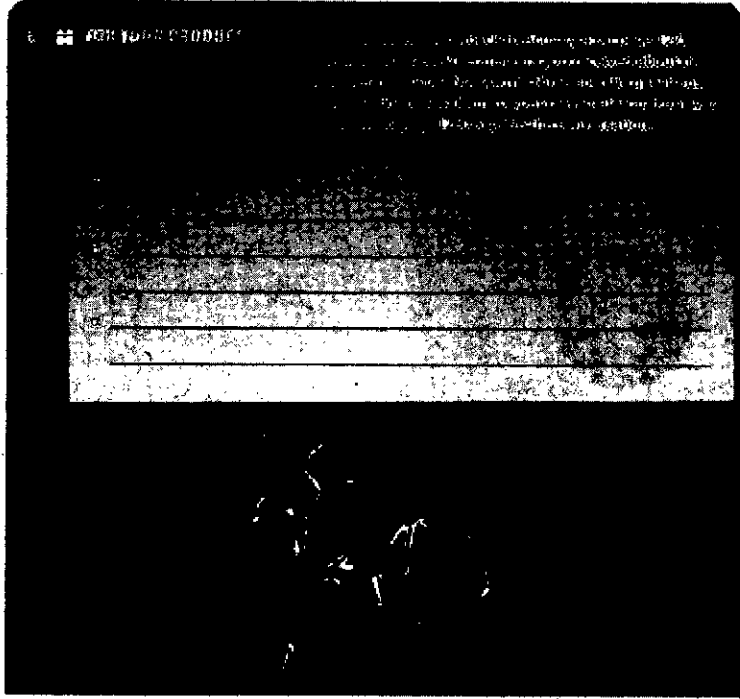
... about ...

Chapter 8

Reader - Different Cultures

Explain to students that they are going to read the chapter again. It is suggested to have a similar conversational organizer like the one in the Student's Book in a sheet of paper. You can ask students to exchange information about the topic from the chapter, but their compare that organizer with a different pair. It may be helpful to ask volunteers role-play the conversation out loud.

Module 7



Self-assessment In pairs, check the things you included in your conversation. Give and receive feedback.

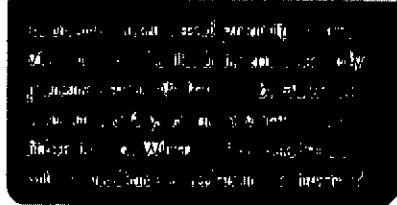
- We asked detailed questions.
- We expressed our opinions politely.
- We gave examples.
- We politely interrupted when necessary.
- We went deeper in a conversation.

If you need to review how to make questions or use expressions to continue a conversation, go back to Activities 3 and 5.

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FOR YOUR PRODUCT

Activity 6 You may start this activity individually with students writing their answers and questions. Remind them to use their notes from activity 4 on page 127 and use the organizer from page 128 as a guide to have their conversation. You may want to monitor the activity and make sure that they are asking detailed questions. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Media Resources

Point or photograph the **Keeping the conversation going** Communicative Expressions 2. Use boards to help students structure their conversation.

Suggested answer Question:

What are some of the most interesting things you have learned about the world?

Answer: I have learned that the world is a very diverse place and there are many different cultures and languages.

Self-assessment

Activity 7 Being a self-assessment activity, it would be important to promote an honest reflection about the activities of the Step. When comparing results, remind students that it is not a competition but an opportunity to find ways to help each other. Monitor the activity. An important part of this activity is to give and receive feedback, so you may want to make sure that it is done respectfully and always with the intention of improving.

Family and community

Product Step You are going to hold and end a conversation about cultural habits.

Read about cultural habits around the world to appreciate nature. In pairs, discuss which one you find the most interesting. Give reasons and examples. Follow the model below.

Strange Habits Around the World

Strangely, but it is true, there are habits around the world that are very different from the ones you know. Here are some of them.

Japan

Hanami (translated as "viewing flowers") is the tradition of cherry blossom viewing. This is a beautiful, ancient Japanese custom that occurs during spring, when the cherry blossoms are in bloom. Today, people celebrate *hanami* with numerous cherry blossom festivals around the country, visiting parks, and taking photographs.

Norway

In Norway, people have the custom of *friluftsliv*, a lot of time in nature. They even have a word for this: *friluftsliv*. There is no equivalent term in English, but it means "free air life." Throughout the year, people are encouraged to appreciate nature, go camping, and spend time in parks, and there are courses at some schools to teach *friluftsliv*. This is a unique, very old Norwegian custom.

India

Chipko is the custom of tree-hugging. It began in India, influenced by Hindu beliefs. In fact, Hinduism places a significant emphasis on the Earth and environmental preservation. Millions of Hindus recite beautiful, old Sanskrit mantras daily to venerate their rivers, mountains, trees, animals, and the Earth.

Cultural Note

Cherry blossom viewing is a traditional Japanese custom that occurs during spring, when the cherry blossoms are in bloom. Today, people celebrate hanami with numerous cherry blossom festivals around the country, visiting parks, and taking photographs.

Activity 1 You may start with a whole class discussion about good and bad practices around the world as related to the environment and nature. After the discussion in pairs about the text you may expand the activity with students looking for equivalent or similar activities in Mexico. Monitor the activity and help if necessary, with vocabulary and ideas for their initial discussion. Refer students to the Glossary on page 135 in their books to learn how to cope with new vocabulary.

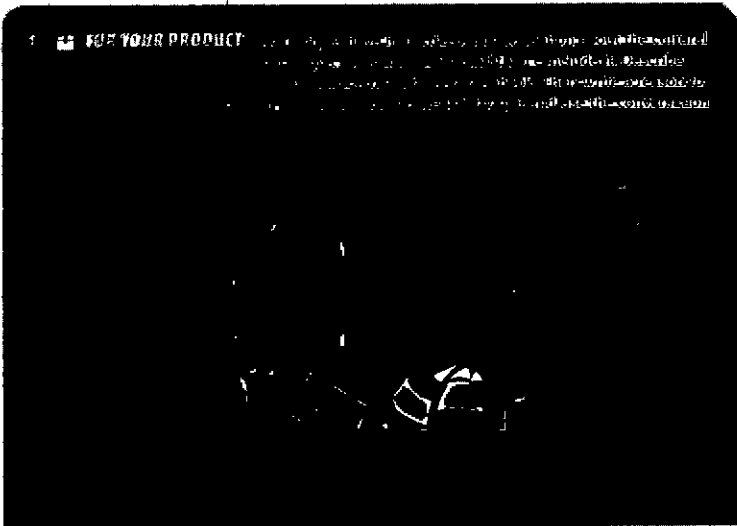
Suggested answers

The text talks about three different habits: cherry blossom viewing in Japan, friluftsliv in Norway, and tree-hugging in India. Each habit is described with its origin and how it is practiced today. Cherry blossom viewing is a beautiful, ancient Japanese custom that occurs during spring, when the cherry blossoms are in bloom. Today, people celebrate hanami with numerous cherry blossom festivals around the country, visiting parks, and taking photographs. In Norway, people have the custom of friluftsliv, a lot of time in nature. They even have a word for this: friluftsliv. There is no equivalent term in English, but it means "free air life." Throughout the year, people are encouraged to appreciate nature, go camping, and spend time in parks, and there are courses at some schools to teach friluftsliv. This is a unique, very old Norwegian custom. In India, tree-hugging is a custom called Chipko. It began in India, influenced by Hindu beliefs. In fact, Hinduism places a significant emphasis on the Earth and environmental preservation. Millions of Hindus recite beautiful, old Sanskrit mantras daily to venerate their rivers, mountains, trees, animals, and the Earth.

Family and community

FOR YOUR PRODUCT

1. **FOR YOUR PRODUCT** ...



Self-assessment Work in groups. Use the rubric to evaluate your conversation.

| | | |
|--|--|--|
| Expressions to continue a conversation | I used several expressions to continue the conversation. | I used few expressions. |
| Expressions to produce interest in the information | I used expressions and made my classmates want to know more about the topic. | I did not use many expressions, so my classmate lost interest. |
| End a conversation | I ended the conversation with a polite expression. | I ended up the conversation abruptly. |
| Reasons and examples | I gave reasons and examples to support my opinion in the conversation. | I didn't support my opinion with enough reasons and examples. |

If you need to review expressions used in a conversation, go back to Activities 3 and 4.

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FOR YOUR PRODUCT

Activity 4 You may need to clarify that the purpose is actually an interrupted conversation where one speaks first, and then the other speaks, always trying to use and integrate the expressions that are object of the activity itself. Encourage students to improvise if necessary, even though they can use the conversation below and the conversational maps from previous pages as guide. Invite some pairs to role-play their conversations in front of the class. Encourage feedback and remind students to be polite and respectful with each other. Monitor the activity and help if necessary, with the selection of

expressions and relevance. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

Person A:
I have a question about the ...
Person B:
The ...
Person A:
Yes, ...
Person B:
I ...
Person A:
I ...
Person B:
I ...
Person A:
I ...
Person B:
I ...

Media Resources

Print or photocopy the Keeping Conversations Going Communicative Expressions C flashcards to help students strengthen their conversational skills.

Self-assessment

Activity 5 You may link this activity to Activities 3 and 4 by asking students to write their strategies as they speak or even by writing the strategies used by their partner. You may include peer feedback by asking for comments about the effectiveness of the strategies used.

Closure

Module 7

Closure

Have a conversation about different cultural habits

PROCESS

- 1 I talked about cultural habits and reached a consensus to choose one.
- 2 I exchanged opinions about cultural habits to begin a conversation.
- 3 I talked about cultural habits and practiced asking and answering questions with my partner to go deeper in a conversation.
- 4 I talked about cultural habits and practiced using some strategies to make the conversation more engaging.

CREATE

- 5 Record your conversations using a cell phone or other recording device and present it to other groups in your school.



CONCLUSIONS

- 6 Work in groups. Read the questions and share your answers.

- a. What interesting information did you find about strange cultural habits?
- b. What strategies did you use to negotiate and choose a cultural habit?
- c. How did you have a deeper conversation about the cultural habit you chose?
- d. How did you keep the conversation going?
- e. Are you good at concluding conversations? Why?



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PROCESS

Activity 1 This part of the process was developed as part of Step 1.

Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2.

Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3.

Before proceeding with the product,

you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4.

Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 Before recording, it would be important to rehearse the conversation trying to integrate all the expressions and details that are

necessary. If possible, it would be convenient to record all the rehearsals; that will help to review their work and you never know sometimes the best version takes place during rehearsal.

Refer students to the How to Use ICT section in their books on pages 8-9.



CONCLUSIONS

Activity 6 You may use this conversation activity as a last reflection on the process of opening, hold and close a conversation. Lead students to reflect on any possible changes they would implement to their ideas based on the results of the activities. It would be important to promote a balanced distribution of the conversation so that everyone can participate and express their ideas.

Family and community

FINAL PRODUCT ASSESSMENT

7. Work with your partner. Use the table to evaluate your performance in the Final Product. Circle the criteria that best describes it.

| | | | |
|-------------|---|---|---|
| Preparation | I completed all the steps in the module to prepare my conversation. | I followed some of the steps in the module to prepare my conversation. | I followed a few steps in the module to prepare my conversation. |
| Structure | I was able to use all the strategies and expressions I learned. | I used some of the strategies and expressions I learned. | I used a few strategies and expressions I learned. |
| Fluency | I was fluent and always talked to my partner clearly. | I was able to keep the conversation going, even when my partner sometimes didn't understand me. | I had trouble making myself clear, and my partner didn't understand much of the conversation. |

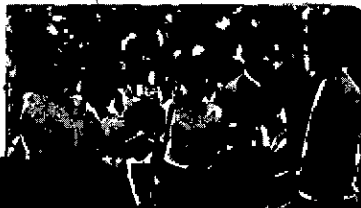
SET GOALS

8. Go back to the Opening activity on page 118. Complete the activity again. Add evidence to the Class Planner if necessary.
9. Reflect on your answers about the final product performance. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

10. Reflect on your interactions with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.



FINAL PRODUCT ASSESSMENT

Activity 7 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, you should be open to other elements that might lead to a better assessment work. Monitor the activity.

SET GOALS

Activity 8 It would be necessary to remind students that this activity is personal and requires an honest reflection: Remind students to go back to the Class Planner to revisit what they have learned and collected. You may ask some volunteers to share their results with the class so that everyone benefits from them.

Activity 9 Monitor the activity. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time.

TEAMWORK

Activity 10 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. Asking volunteers to share their results could be good idea.

ASSESSMENT TOOL

The Assessment Tool provided on the following page will help you and your students evaluate their performance according to their individual level. The Assessment tool gives you the opportunity to fill it in according to the specific needs of your students. You may want to observe closely your multilevel classroom and get to know the different abilities your students have to help them decide on which aspects they need to assess. Suggest that they do a list of the abilities they think should be reinforced and fill in the rubric. It will lead you to help your students work on their own abilities no matter the level they have. You may encourage peer feedback once they complete their assessment.

A *graded scale* is an instrument used to evaluate certain characteristics or aspects of your performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use; numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate yourself and determine your performance level.

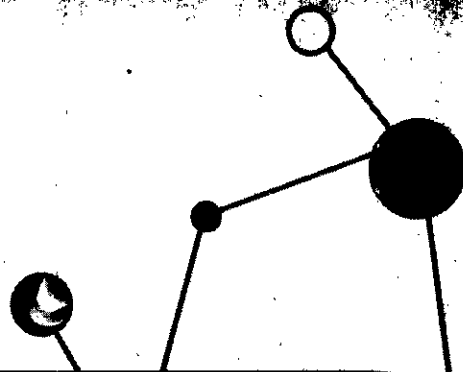
| | Criteria | Graded scale | | | | | Evaluation scale | | | | |
|----|----------|--------------|---|---|---|---|------------------|---|---|---|---|
| | | A | B | C | D | E | A | B | C | D | E |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |

Key:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

Module

8



| Step | Sessions | Activities | Assessments |
|-----------------------|----------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Answer questions about reading poems. • Ask and answer questions to assess what is the students' starting point. |
| Development Step 1 | 2-3 | Select and review poems. | <ul style="list-style-type: none"> • Value knowledge about and familiarity with the topic. • Enjoy and appreciate reading. • Connect with their emotions. • Relate their own repertoires of words and expressions with those of the poems. • Model reading poems out loud. |
| Step 2 | 4-6 | Understand general sense, main ideas, and some details. | <ul style="list-style-type: none"> • Read and reread poems. • Use different communication strategies (e.g. adjust reading speed, consult sources, etc.). • Identify high frequency words (e.g. reflexive pronouns, relative pronouns, etc.), types of sentences and adjectives (e.g. comparative, superlative, etc.). • Contrast rhythm in verses. • Distinguish clusters of words that correspond to the same sound (e.g. ea, ee, / oo, ue, etc.) • Make connections within texts using explicit and implicit information. • Infer main ideas based on details. • Share their own emotions and value those of others. |
| Step 3 | 7-8 | Describe moods. | <ul style="list-style-type: none"> • Create mental images based on the reading of poems. • Question themselves and answer questions to infer moods. • Associate their own moods with those expressed in poems. • Recall moments and memories to recognize feelings. • Express personal answers. • Exchange appreciations. |
| Step 4 | 9-10 | Write sentences based on words and expressions that communicate moods. | <ul style="list-style-type: none"> • Write sentences to describe moods (e.g. <i>I felt quite joyful because that description moved me so much; that image was so impressive... I was so compelled, etc.</i>). • Organize sentences to describe feelings and emotions. • Analyze the effect that punctuation marks (exclamation marks, question marks, etc.) and upper cases have in sentences about feelings. • Offer and receive feedback. |
| Closure | 11-12 | Socializing the product. | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environment

Social Practice of Language

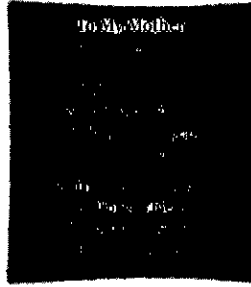
Communicative Activity

Final Product

Opening

Opening

1 Read the poem and check (✓) its characteristics.



- a. It is rhythmic.
- b. It includes rhymes.
- c. It includes vivid images.
- d. It elicits moods and feelings.

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|--|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Select and review poems. | Choosing a poem for your inventory p. 139 |
| | 4-6 | Understand general sense, main ideas, and some details. | Identifying implicit and explicit ideas p. 142 Identifying the main idea of your poem p. 144 Circling the rhyming words p. 145 |
| | 7-8 | Describe moods. | Discussing the images from your poem p. 147 Writing questions about your poem's mood and definition of its mood p. 148 |
| | 9-10 | Write sentences based on words and expressions that communicate moods. | Discussing about the feelings and moods your poem evokes p. 151 |
| Closure | 11-12 | Socialising the product. | A collection of poems p. 152 Self-assessment p. 159 |

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Activity 1 You may start the activity by reading yourself the poem and asking students to specify what makes the text special. If convenient to your group, you may also do it as a whole-class conversation. You may need to clarify that it is not about the actual act of reading, but about the intention of that reading. You may want to read samples of poetry so that students "see" the images that are depicted.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

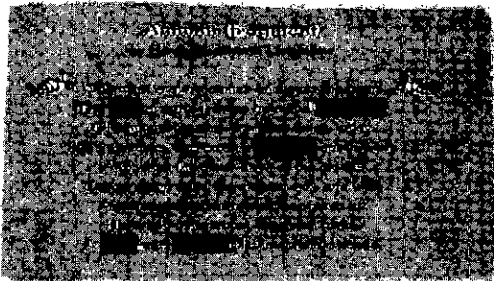
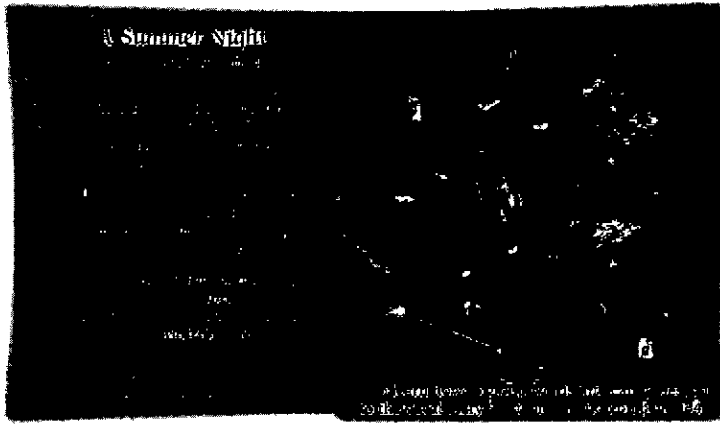
Answers

Step 1 Development

Development

Product Step 1 You are going to select and review poems.

1 Read the poems and discuss the questions below with a partner.



Language skills
To understand a poem better you ask simple questions like the ones in Activity 1. Reading poetry is challenging because its meaning may not be direct.

- a. What are the poems about?
- b. How do the poems make you feel?
- c. What feelings do people usually associate with summer and autumn?
- d. Do you think that landscapes or seasons can change your mood?
- e. Do you think seasons' characteristics can be used to describe a person or feelings?
- f. Did you like the poems? Why?

Activity 1 You may start by discussing with the group the characteristics of summer and autumn showing that a poem says the same but in a different way. You could ask students to describe a person using the characteristics of the seasons. It is suggested that all reading of poetry is done out loud. If necessary, ask students to go to the Glossary on page 154 to review the meaning of some new words.

Suggested answers:

a. The first poem is about a night in the country. The second poem is about a night in the city. The first poem is about a night in the country. The second poem is about a night in the city.

b. The first poem makes me feel peaceful. The second poem makes me feel busy.

c. Summer is usually associated with warm weather, sunny days, and relaxation. Autumn is usually associated with cooler weather, falling leaves, and harvest.

d. Yes, I think that landscapes or seasons can change your mood. For example, a sunny day can make you feel happy, while a rainy day can make you feel sad.

e. Yes, I think that seasons' characteristics can be used to describe a person or feelings. For example, a person who is 'summery' might be someone who is cheerful and relaxed, while a person who is 'autumnal' might be someone who is thoughtful and reflective.

f. I liked both poems. The first poem is beautiful and romantic. The second poem is more realistic and relatable.

Language skills

When students approach poetry in English, it is very important that students are free of preconceived ideas about poetry and feel confident to interpret what they understand. You could remind students that poetry takes practice and skills to improve its understanding. You may prompt students with questions to feed their curiosity about the topics of the poems.

Language skills

When students approach poetry in English, it is very important that students are free of preconceived ideas about poetry and feel confident to interpret what they understand. You could remind students that poetry takes practice and skills to improve its understanding. You may prompt students with questions to feed their curiosity about the topics of the poems.

Cultural Note

William Shakespeare's 'Summer Night' is a sonnet, a 14-line poem with a specific rhyme scheme. Robert Burns' 'Autumn (Season)' is a shorter poem, often called a ' Burns stanza'. Both poems are examples of traditional Scottish poetry.

Module 8

2. Work in small groups. Read and listen to the poems in Activity 1, on page 138. Circle words that can help you understand the general idea of the poems. Compare them with your classmates' words and discuss what the general idea of each poem is.



FOR YOUR PRODUCT

Activity 3 You might encourage your students to select different poems to work. It would be important to lead students to write a very brief description of the poems. Even if the Reader may be used as the source of their poem, it would be advisable to ask students to look for poems in other places. Monitor and help if necessary with the selection, reading, and interpretation of the poems. You can use this activity as portfolio evidence. Have your students work on a separate piece of paper if necessary.

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Activity 2 It would be interesting to read and listen to the poems simultaneously. You may form small groups for the general discussion of the activity but also for saving time and exchanging overall impressions.

FOR YOUR PRODUCT

Activity 3 You might encourage your students to select different poems to work. It would be important to lead students to write a very brief description of the poems. Even if the Reader may be used as the source of their poem, it would be advisable to ask students to look for poems in other places. Monitor and help if necessary with the selection, reading, and interpretation of the poems. You can use this activity as portfolio evidence. Have your students work on a separate piece of paper if necessary.

Suggested answers

Circle words that can help you understand the general idea of the poems. Compare them with your classmates' words and discuss what the general idea of each poem is.

Suggested answers

Circle words that can help you understand the general idea of the poems. Compare them with your classmates' words and discuss what the general idea of each poem is.

Reader

Our Purpose in Life

Divide the class in pairs or groups. To introduce strategies to the Reader, you may ask them to open their Readers to the cover pages 94-95. Focus students' attention to the pictures and what they think the text is about. Encourage students to use English. You could use as the actual questions of the text and have students discuss them. It might be helpful to assign or the activity. As a class, or in pairs, answers and write some of them on the board. Invite the students to write the chapter individually, in groups, in pairs, or on their own.

Media Resources

Print or photocopy the Reader's Writers Use of Media Library Dashboard. You may have students research about the activities or an extension activity.

Recreational and literary

FOR YOUR PRODUCT

Language skills

Remember that a poem is a piece of writing using beautiful language usually arranged in fixed lines or verses that have a particular rhythm (a beat like in songs) and often rhyme.

FOR YOUR PRODUCT

6) Self-assessment Answer the questions.

- How well can you identify a written poem when you see one?
 - Very well.
 - I need some help.
 - With difficulty.
 - I can't.
- How well can you understand the general idea of a poem?
 - Very well.
 - I need some help.
 - With difficulty.
 - I can't.
- How well can you review poems to select the one you like?
 - Very well.
 - I need some help.
 - With difficulty.
 - I can't.
- How well can you read a poem out loud?
 - Very well.
 - I need some help.
 - With difficulty.
 - I can't.

If your answer was *With difficulty* or *I can't*, review some strategies to understand the general idea of a poem and / or to review poems and select one going back to Activities 2 and 4 with a partner. Give each other feedback and record your progress.

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FOR YOUR PRODUCT

Activity 4 Depending on your class size, you may prefer to do this in pairs; that would be interesting in terms of clarity, but a whole-class activity would provide a greater variety of emotions. Walk around and monitor, supporting students when necessary.

Suggested answers

1. The poem is about a person who is very nervous and shy. It describes how they feel when they are in a new situation and how they try to overcome their fears. The poem is written in a simple, straightforward style and is easy to read.

Language skills

Poetry could sound like a boring subject to study for some students. A useful tip for changing this idea is to tell them that a poem is a composition, just like a song. Read out loud a known poem and let students perceive its rhythm, cliché, rhyming words, theme (main subject), lines (every separate string of words), verses (group of words or sentences that form one section of the poem or song) and stanzas (group of lines that form a unit in a pattern that is repeated through the whole poem).

FOR YOUR PRODUCT

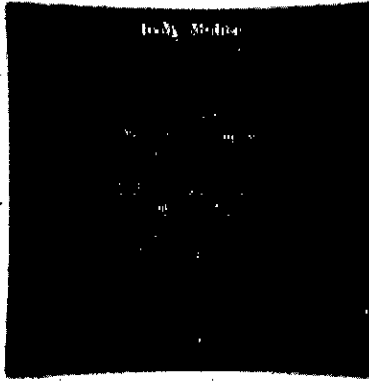
Activity 5 An alternative would be to do this activity with different pairs, switching when both students have read their poems. That would permit both practice and a variety of feedback elements. Monitor the activity and help with pronunciation and intonation. You may ask some volunteers to share their emotions when reading or listening to a specific poem and an explanation if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Self-assessment

Activity 6 As with every assessment, an honest reflection is fundamental, you may encourage students to pay attention to what they really think without the influence of others. You may insist on the point that this assessment is more focused on their impressions than on their learning. Monitor the last part of the activity for a respectful feedback.

Product Step 2 You are going to understand some general sense, main ideas, and some details from poems.

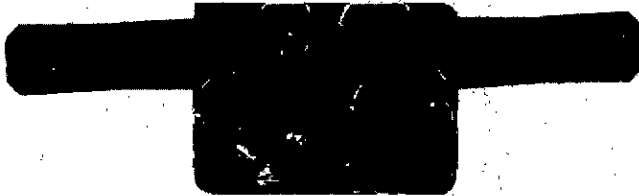
1 Work in pairs. Read the Language skills box and follow its instructions to read the poem. What is it about?



Language skills

To read a poem, first, pay attention to the title; it may tell you about the subject of the poem. Next, read the poem out loud and note the sound and rhythm.

2 Work in pairs. Read the poem in Activity 1 again. Discuss what new things you understood about it after reading it several times.



3 Work in pairs. Check (✓) the strategies that can help you understand the poem better.

- a. The title.
- b. To learn more about the author's story.
- c. To know key words.
- d. To read the poem out loud.
- e. To read the poem several times.

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Activity 1 You may do this activity as part of a whole-class introduction and keep the pairs for the next activity. Monitor the discussion and help them reach a conclusion about the topic of the poem. If necessary you may help them with clues and ideas, but try not to confirm the answer until Activity 2.

Suggested answers

The suggested answers are: a. The title. b. To learn more about the author's story. c. To know key words. d. To read the poem out loud. e. To read the poem several times.

Language skills

You can ask students to read the title first so they create a mind map or association to start with. You may ask them to count the lines and see the shape. Remind students that sometimes in poetry you won't understand the exact meaning at the beginning, but that there are other features to be noticed. Next, it is suggested they read the poem out loud more than one time. Help them if necessary. Ask them to listen to the sounds their voices make. Are there any words that rhyme? Does the poem have any special features, etc. If students

feel uncomfortable, encourage them to work in pairs or have a choral reading.

Suggested answers

The suggested answers are: a. The title. b. To learn more about the author's story. c. To know key words. d. To read the poem out loud. e. To read the poem several times.

Activity 2 You may ask a volunteer to read again the Language skills box, one sentence at a time. Then, after each instruction, you may ask pairs to follow it and discuss their results. In the final part they may discuss how each part of the process contributed to understanding the poem.

Suggested answers

The suggested answers are: a. The title. b. To learn more about the author's story. c. To know key words. d. To read the poem out loud. e. To read the poem several times.

Activity 3 You may treat this activity as a continuation of Activity 2. You may want to clarify that students can choose more than one strategy. This activity is for students to reflect on different strategies and share them. Walk around and monitor, supporting students when necessary.

Answers

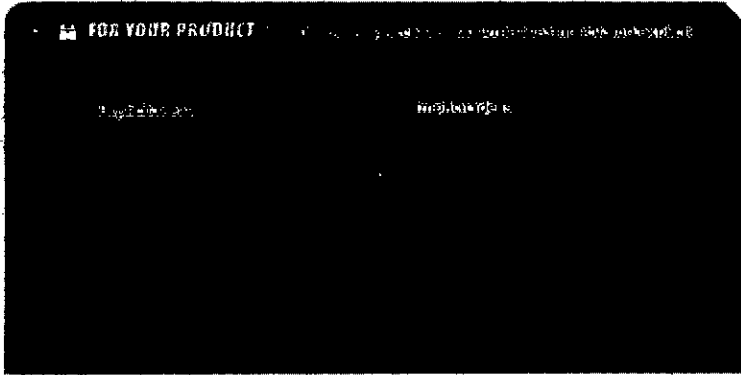
Recreational and literary

4. Work in pairs. Read the Language box and the sentences expressing the ideas from the poem in Activity 1. Discuss about each sentence and classify them by writing I (implicit ideas) or E (explicit ideas) next to each one. Repeat the activity with another pair.

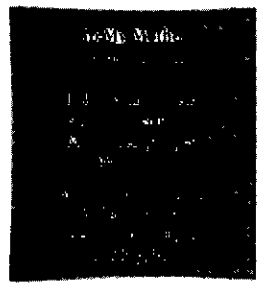
- a. The author loves her mother. _____
- b. Today is the mother's birthday. _____
- c. Good things are wished for the mother. _____
- d. The mother is being given a present. _____

Language skills
 Implicit ideas: not said directly, but can be inferred from the context. Explicit ideas: said or explained in direct, clear way.

FOR YOUR PRODUCT



6. Work in small groups. Read a paraphrased summary of "To My Mother" made by a student. Compare it to the original poem. What do you notice?



Activity 4 You may want to ask students to read first the Language skills box in order to clarify the two terms object of this activity. If students have doubts, lead them to the poem and ask them what parts of the statements are facts or true.

Answers: a. I b. I c. I d. I

Language skills

Implicit information is sometimes difficult to recognize because it implies vocabulary, grammar, and sometimes figures of speech like metaphors or similes. The most direct approach to poems is to pay attention to words. Once students understand the words, have them go to phrases or sentences, then they can continue to lines or stanzas.

FOR YOUR PRODUCT

Activity 5 You may ask students to do this activity individually first, so to see their own understanding of the concepts, and then use pair work for confirmation and enrichment of answers.

Suggested answers: **Implicit ideas:** The author loves her mother. Today is the mother's birthday. Good things are wished for the mother. The mother is being given a present. **Explicit ideas:** The author is giving a present to her mother. The author is wishing for her mother's health and happiness.

Activity 6 You may complete this activity as a whole-class discussion asking volunteers to read the completed sentences. You may connect this activity to Activity 7.

Suggested answers: The author is giving a present to her mother. The author is wishing for her mother's health and happiness.

Module 8

7 Read the Language skills box. Discuss with the same group: Do you agree this is the main idea of the poem? Why or why not?

Shilo River
 The river flows through the valley
 and the hills are green and blue.
 The water is clear and deep
 and the fish are jumping high.

Language skills
 The main idea of a poem is usually a single sentence that explains what it is about, in other words, the whole situation, not details. The details support the main idea.

8 Paraphrase the poem in Activity 1 by following the steps. You can use Activity 6 as a model.

Introduction

Main idea

Details

Activity 8 This is an individual activity, however, you may want to organize students in pairs for them to get some peer feedback for the writing of the main idea. It would be a good idea to encourage students to try to keep it unique and different from the examples.

Suggested answers
 The main idea of the poem is that the Shilo River is a beautiful place to visit. The details support the main idea by describing the clear water, the green hills, and the jumping fish.

Activity 7 It is suggested keeping this activity as a whole-class discussion. You may ask students to go back to the original poem in order to compare and verify if all the details are included in the main idea.

Suggested answers
 The main idea of the poem is that the Shilo River is a beautiful place to visit. The details support the main idea by describing the clear water, the green hills, and the jumping fish.

Language skills
 The technique suggested in this lesson is very simple. Students will have to put what they understood in their own words to then come up with the main idea of the text. You should let students use their imagination to say what they think the main idea is. There are no correct answers.

Recreational and literary

FOR YOUR PRODUCT

Bring back the rhyme.

Share it.

- 10 Read and listen to the poem from Activity 1 again. Read the Language skills box. Circle the rhyming words. Then compare your words with a partner.



Language skills

Remember that rhyme is a set of two or more lines that end in the same sound, like *Twinkle, twinkle, little star, / How I wonder what you are.*

- 11 Work in pairs. Take turns reading out loud the words from the poem in Activity 1. Then listen to the audio and provide feedback to one another on your pronunciation. Finally, classify the words where they belong and underline the letters that represent each sound.

| | | | |
|-------|-------|------|-------|
| bring | today | give | bless |
| | | | |
| | | | |
| | | | |

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FOR YOUR PRODUCT

Activity 9 Now it is time to follow the same process with the poem they are using for the final product. You may encourage students to be as creative and unique as possible. Monitor the activity and point out any mistakes you find but do not give them the exact answer. You can use this activity as portfolio evidence. Have your students work on a separate piece of paper if necessary.

Suggested answers Paraphrased

Summary: The poem is about a child who is looking at the stars in the night sky and wondering what they are. The child is asking questions and trying to understand the world around them.

Main idea: The poem is about a child who is looking at the stars in the night sky and wondering what they are. The child is asking questions and trying to understand the world around them.

Conclusion: The poem is about a child who is looking at the stars in the night sky and wondering what they are. The child is asking questions and trying to understand the world around them.

Activity 10 ¹⁹ You may need to ask students to read the poem highlighting the last word of each verse. Also you may use the listening for verification of rhymes. If there happened to be a discrepancy between students, you may ask them to read only the last word of each verse. Monitor the activity and help if necessary.

Answers: twinkle, twinkle, little star, / How I wonder what you are.

Language skills

Reinforce students' ability to identify rhyming words in English by exposing them to different known poems that may go from those for children to the classic ones from Shakespeare or Mary Lamb.

Activity 11 ²⁰ Before the actual activity, you may want to review with the students the sounds and the phonetic symbols. On the other hand, it would be advisable to remind students about the feedback rules: being objective and respectful to each other, mainly. Play the audio as many times as you consider it necessary for students to be clear about the pronunciation of words. After completing the activity in pairs and if time allows, it would be a good idea to join small groups to compare and discuss the answers. Monitor the activity and help if necessary with the right pronunciation of words.

Answers: bring, today, give, bless



Self-assessment Check (✓) in the table the options that best describe your learning about understanding general sense, main ideas, and some details of poems.

| | | | | |
|---|--|--|--|--|
| I can understand the general sense of a poem one. | | | | |
| I can identify implicit and explicit ideas in a poem. | | | | |
| I can identify rhyming words in a poem. | | | | |

If your answer was *With difficulty* or *I can't* to understand the general sense of a poem, go back to Activities 1-4, or go back to Activities 6 and 7 to review how to identify implicit and explicit ideas, or to Activities 10 and 11 to identify rhyming words in a poem with a partner. Give each other feedback and record your progress.

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FOR YOUR PRODUCT

Activity 12 By this time students should not have problems finding rhymes in their poems; however, the task may be difficult due to pronunciation issues. Monitor the activity and help if necessary with the right pronunciation of words they find hard to identify as rhyming words. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: Rhyming words:

... ..

Media Resources

Watch, listen, copy, or share by the
 Source: *Id* by William Shakespeare
 available to preview on [Khan Academy](#)
 Rhyming words

Self-assessment

Activity 13 You may want to encourage students to give honest and enriching feedback. You may ask them to suggest strategies to improve the results of their assessment and go to the texts to view the details and suggest the best alternatives.

Recreational and literary

Product Step 3 You are going to describe moods.

1 Read and listen to the poem. Then list two more images that come to your mind. Share your list with a classmate. Look at the examples below.



2 Work in pairs. Read the definition of mood related to poetry and circle the one you think corresponds to the poem in Activity 1.



- | | | |
|---------------|-------------|-------------|
| a. hopeful | e. romantic | i. [] |
| b. optimistic | f. happy | j. admiring |
| c. nostalgic | g. sad | |
| d. [] | h. [] | |

Activity 1 21 It would be a good idea to start with only listening for practice, but also to challenge the students to listen to uncommon words. You may need to clarify that they are listing images not emotions as in the previous lesson. Remind them that this is only about what they understand, there are no right or wrong answers. Refer students to the Glossary on page 154 for them to clarify the meaning of words.

Suggested answers: 1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10. [] 11. [] 12. [] 13. [] 14. [] 15. [] 16. [] 17. [] 18. [] 19. [] 20. [] 21. []

For your poems, explore the idea
 of mood. It is not just the words you use, but the way you use them. Think about the mood of the poem. How does the mood change? What words and phrases create the mood? What is the mood of the poem? How does the mood change? What words and phrases create the mood? What is the mood of the poem?

Cultural note The mood of a poem is often created by the words and phrases used. Think about the mood of the poem. How does the mood change? What words and phrases create the mood? What is the mood of the poem?

Activity 2 Even if the definition is clear you may need to clarify that the mood and the emotions are two different (though related) things. Refer students to the Glossary on page 154 for them to clarify the meaning of the highlighted words. You may need to remind students that though there is no wrong answer about the mood, it is important to try to find the mood intended by the author. Monitor the discussion in search for that intended mood.

Suggested answers: 1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10. [] 11. [] 12. [] 13. [] 14. [] 15. [] 16. [] 17. [] 18. [] 19. [] 20. [] 21. []

FOR YOUR PRODUCT



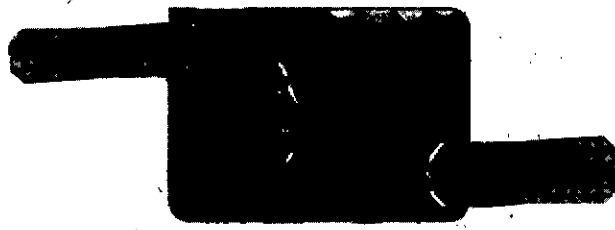
4 Work in pairs. Read the questions. Let your partner choose three of them and take the other three for you. Take turns asking and answering your questions one another about the poem in Activity 1.

- a. Why is the author comparing his beloved one to a summer day?
- b. How do summer days usually make people feel?
- c. What is his feeling when he says "she is more lovely and more temperate than a summer day"?
- d. When do the rough winds of May shake the darling buds?
- e. Apparently, "the darling buds of May" refer to something new. What mood do we usually associate with new things?
- f. What could the author feel when he refers to the end of beauty?

Language skills

The best option to ask for specific information is Wh- questions. They can't accept a simple yes or no as an answer. All of them start with Wh- words: what, who, when, where, why, except for how.

5 Do these questions help you guess the mood of the poem in Activity 1? Justify your answer to a partner.



FOR YOUR PRODUCT

Activity 3 In this activity, students need to apply what they did in the previous one to the poem they selected for the final product. Even if there are no right or wrong answers, the opinions and ideas of their partners will enrich their view of the poem. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Activity 4 If students have difficulty selecting the questions, you may suggest working by elimination, answering one by one to see what kind of answer they get. You may ask them to alternate questions and answer so to create a conversation-like activity.

Suggested answers

The author is comparing his beloved one to a summer day because she is more lovely and more temperate than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day.

Suggested answers

The author is saying that his beloved one is more beautiful and more pleasant than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day.

Language skills

Remind students how to form Wh- questions in simple present tense. Remind them that Wh- questions need more than a yes or no for an answer which make them suitable for the purpose of the Activity.

Activity 5 You may need to specify that the example is just one of many forms that the conversation can adopt. Encourage students to create conversations that are as original as possible. An alternative would be to repeat the activity with different partners in order to receive a richer feedback. Monitor the activity and help if necessary.

Suggested answers

The author is saying that his beloved one is more beautiful and more pleasant than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day. The author is saying that his beloved one is more beautiful and more pleasant than a summer day.

Recreational and literary

FOR YOUR PRODUCT

Self-assessment Work in pairs. Use the table to assess how much you learned in this lesson. Help each other with the aspects you are not good at.

| | | | |
|---|---|--|--|
| Write images after reading a poem. | I can easily come up with images related to the poem and give them meaning. | I can come up with images after reading a poem but I am not able to always justify them with the poem. | I cannot come up with anything after reading a poem. I hardly understand what it is talking about. |
| Recognize the mood of a poem. | I can easily read a poem and understand the mood it is talking about. | I can identify moods of poems, but not always. | I do not understand what the mood of a poem is. |
| I can make questions about a poem to understand its mood. | I can make precise questions that help me understand a poem's mood. | I can make questions but not all of them help me understand a poem's mood. | I cannot make questions about a poem and it's difficult for me to understand the poem's mood. |

If you need to practice more reading poems and understanding their moods, go back to Activities 1, 2, and 4 in small groups. Share your answers and keep record of what you need to improve.

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FOR YOUR PRODUCT

Activity 6 You may want to use the same pairs of the last activities in order to save time. If necessary, you may lead students to the previous activities of this lesson to get ideas about the questions they need to answer. Monitor the activity and help if necessary with clues and ideas. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

1. The mood of the poem is sad. The poet is talking about a person who is sad because they are not getting what they want. The poet is using a lot of metaphors to describe the person's feelings.

Media Resources

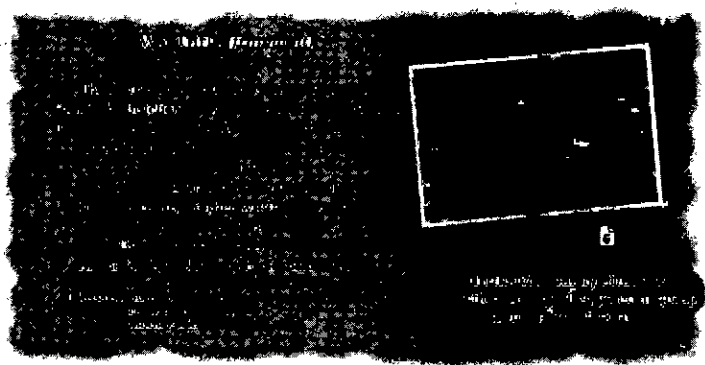
Print, photocopy, or display the *Social 12* by William Shakespeare poster to practice identifying its mood.

Self-assessment

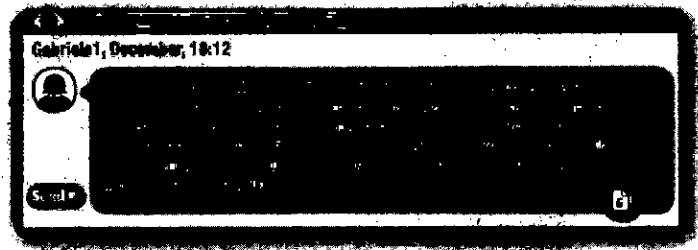
Activity 7 It is important to promote that students help each other to improve the lower points. The purpose of a self-assessment is that you may start the activity individually and then socialize the results in pairs. Walk around and monitor, supporting students when necessary.

Product Step 1 You are going to write sentences based on words and expressions that communicate moods.

1. Work in pairs. Read the poem out loud. Share the emotions the poem makes you feel.



2. Work in pairs. Read Gabriela's opinion about Jessie Pope's "War Girls" poem and circle the feelings you can find. Discuss whether you had similar feelings or not.



149

Activity 1 Students may read each other the poem so that they can focus on the meaning, the sounds, the feelings, the mood, etc. During the socialization of the activity, it would be important that students apply all the elements they have covered in this module about reading a poem. Monitor the activity and help if necessary. As a refreshing activity, refer students to the Glossary on page 154 for them to clarify the meaning of words.

Suggested answers

... the ...
 ... the ...
 ... the ...
 ... the ...
 ... the ...

... the ...
 ... the ...
 ... the ...
 ... the ...
 ... the ...

Cultural Note ... the ...
 ... the ...
 ... the ...
 ... the ...

Activity 2 This activity may be completed in a whole-class conversation contrasting Gabriela's and the students' feelings. Refer students to the Glossary on page 154 to see the meaning of the highlighted words. You may profit this conversation to discuss with the students their ideas about war, World War I, and other related issues from other subjects.

Answers ... the ...
 ... the ...

Media Resources

... the ...
 ... the ...
 ... the ...

Recreational and literary

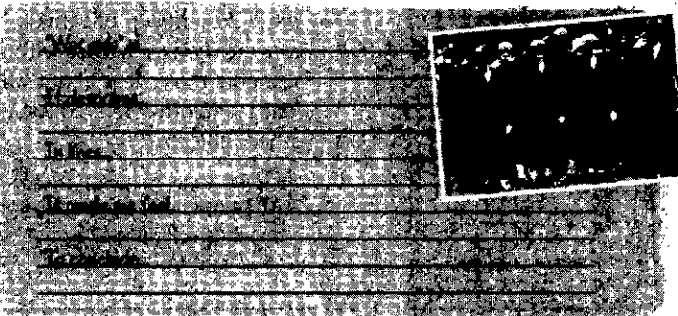
3. Work in pairs. Read the two Language skills boxes and order the sentences: 1 is for topic sentence, 2 is for secondary ideas, and 3 is for concluding sentence.



Language skills

Most of the times the first sentence is the topic sentence. It refers to what a paragraph is going to be about. Secondary ideas, or sentences, provide details, or examples. A concluding sentence can either summarize the topic or state the points of view expressed.

4. Reread the poem in Activity 1, on page 149, and write sentences to describe your feelings and emotions about it.



5. Work in pairs. Exchange your sentences in Activity 4 with a partner. Read the Language skills box and use the checklist to provide and receive feedback.



Language skills

Use a period (.) at the end of an affirmative sentence. Use a capital letter to begin a sentence or paragraph and to write the title of a poem. Use exclamation marks (!) to express strong emotions, such as extreme sadness, excitement, anger, or joy.

Activity 5 It would be advisable to review your classroom feedback policies before starting this activity. Students will follow the checklist, but it would be good to tell they are free to include any other respectful details they consider important. It would be a good idea that students engage in an actual feedback conversation. For this activity, answers may vary, so make sure their sentences use capital letters at the beginning, and punctuation is clearly indicated where sentences finish. Be sure exclamation marks are used correctly to emphasize emotions and sentences are coherent and in the right order.

Language skills

Ending punctuation and capital letters are topics that students should manage well at this point. It is recommended they exchange their written work and give each other feedback about it. You can write the sentences from Activity 3 on the board. Don't include periods, capital letters or exclamation marks. Have a volunteer read the Language skills box and ask him/her to write the punctuation marks of the sentences on the board.

150

Activity 3 Before doing the activity it would be important to read the two Language skills boxes. It would be important that students try to organize the paragraphs first without looking at the text in Activity 2, which then could serve as a guide for specific difficulties.

Activity 4 Some of these ideas have already been discussed, so you may start with a whole-class discussion recalling the first activities of the lesson. You may remind students of the three basic elements of a paragraph, as discussed in the first Language skills box, to work as a guide for writing their sentences.

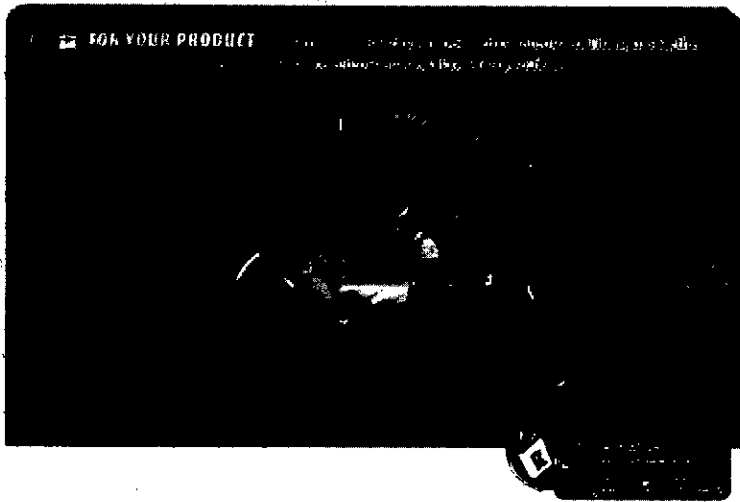
Answers

Language skills

The structure provided in the Language skills is the most common. Nevertheless, sometimes a paragraph starts with a concluding sentence and ends with a topic sentence.

Suggested answers

The first sentence is the topic sentence. It refers to what a paragraph is going to be about. Secondary ideas, or sentences, provide details, or examples. A concluding sentence can either summarize the topic or state the points of view expressed.



Self-assessment Answer the questions.

- a. How well can you describe moods and feelings?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- b. How well can you organize sentences following a logic order?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- c. How well can you write sentences about the moods and feelings that a poem evokes?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.

If your answer was *With difficulty* or *I can't*, review some strategies to write sentences to describe moods and feelings going back to Activities 1 and 2. Or go back to Activity 3, if you have difficulty to or you can't organize sentences following a logic order. If you find it difficult to write sentences about the moods and feelings that a poem evokes, go to Activity 4. Ask a partner to review these points along with you, and give each other feedback. Record your progress.

FOR YOUR PRODUCT

Activity 6 Encourage students to write different sentences instead of just repeating the ideas and structures of the previous activities. Students may use the checklist in Activity 5 as a tool for considering their own work. Peer feedback is a good idea for concluding the activity.

Suggested answers

The text in this block is extremely faint and illegible, appearing to be a list of suggested answers or a checklist.

Reader

Our Purpose in Life

For the 10 students that they are going to read the chapters again and read the feelings the poem evokes. Let them compare their emotions with a classmate. It may be helpful to ask the students say their emotions out loud.

Self-assessment

Activity 7 It is important to promote a real reflection for completing the rubric. You may want to explore with your students other basic (and not that basic) problems they might have when writing and organizing sentences about the moods and feelings a poem evokes in them. If students feel they might need extra practice, allow some time to review the activities as instructed and then ask them to go back to the assessment elements.

Closure

Recreational and literary

CLOSURE

Share a collection of poems and the feelings they evoke

PROCESS

1. I selected and reviewed poems.
2. I understood the general sense, main ideas, and some details.
3. I described moods.
4. I wrote sentences based on words and expressions that communicate moods.

CREATE

5. Work in groups. Select poems from the ones you worked with in this module to make your inventory.
6. Write for each poem, what it is about, the mood, and the feelings it evokes.
7. Share your collection of poems and the feelings they evoke with the class.



CONCLUSIONS

8. Work in groups. Discuss the questions.
 - a. What part of the process of reading and understanding poems was the most difficult? Why?
 - b. In what way did the strategies help you understand poems?
 - c. How did you like identifying the mood of poems and feeling what they evoke?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 Depending on your group size, you may prefer to work in pairs or even as a whole class. Monitor the activity.

Activity 6 You may ask students to go back to those activities and select the information that may be relevant.

Activity 7 It would be interesting if students found a creative way to bind their poems so to create a book of commented poetry. It would be important to promote that, while they are sharing their anthologies, they receive constructive and respectful feedback.

Refer students to the How to Use ICT section in their books on pages 8-9. Although the Internet is an essential tool, you need to establish a set of safety rules for students to avoid dangerous sites and practices when searching the web. You can start by discussing topics like cyberbullying or phishing, with them.

CONCLUSIONS

Activity 8 Lead students to reflect on any possible changes they would implement to their ideas. It would be important to promote a balanced distribution of the conversation so that everyone can participate and express their ideas.

Module 8

FINAL PRODUCT ASSESSMENT

9 Work with the same group. Use the rubrics to assess your performance when sharing a collection of poems and the feelings they evoke.

| | | | |
|---|--|--|--|
| Understanding the poem and writing the main idea. | Strategies to understand poems were consistently used. There was clear evidence poems were understood. | Some strategies to understand poems were used. It was often not clear that poems were completely understood. | Few strategies to understand poems were used. Students seem to have understood very little of poems. |
| Describing mood of the poems and feelings they evoke. | Sentences to describe moods and feelings were always connected with the ideas of the poems. | Some sentences to describe moods and feelings were connected with the ideas of the poems. | There was not clear evidence that the moods and feelings were connected to the ideas of the poems. |

SET GOALS

10 Go back to the Opening activity on page 137. Complete the activity again. Add evidence to the Class Planner if necessary.

11 Reflect on your answers about the final product performance. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

12 Reflect on your interactions with your classmates. Answer the questions.

- a. Was it difficult to interact with my classmates? Why? Why not?
- b. What things can I do to improve my participation or be more collaborative?
- c. Why is teamwork important?

Activity 11 Monitor the activity. Students might need to be helped to define feasible goals and actions: It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time.

TEAMWORK

Activity 12 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. Asking volunteers to share their results could be a good idea.

ASSESSMENT TOOL

The Student Self-Evaluation Chart is a tool designed to help students assess their performance throughout the unit. It also helps them to be aware of what they learned and of what they need to practice more. As you may need to coach students on the assessment criteria, you can use the achievements in the planner at the beginning of this module or the different steps to reach the final product as a reference.

FINAL PRODUCT ASSESSMENT

Activity 9 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it would be OK to be open to other elements that might lead to a better work in the future. Monitor the activity.

SET GOALS

Activity 10 It would be necessary to remind students that this activity is personal and requires an honest reflection. You may remind students to go back to the Class Planner and revisit their evidence. You may ask some volunteers to share their results with the class so that everyone benefits from them.

A student self-evaluation chart is a self-assessment tool that evaluates your achievements accomplished in a certain module.

Instructions:

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

My Self-Evaluation Chart

Student's name: _____

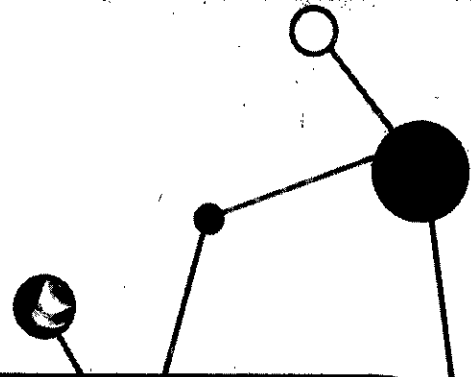
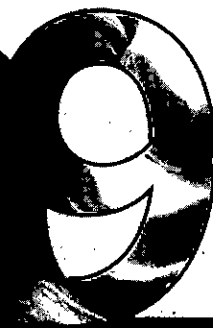
Teacher's name: _____ Date: _____

School: _____ Group: _____

| Criteria | Yes | No |
|----------|-----|----|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Notes: _____

Module



| | | | |
|-----------------------|-------|---|---|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> • Answer questions 'agreements' and disagreements in English. • Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-3 | <p>Review a topic of interest in several sources.</p> | <ul style="list-style-type: none"> • Review and select texts on controversial art topics. • Recognize textual organization and graphic components. • Determine purpose and addressee of the debate. • Detect the points to be debated. • Evaluate the reasoning behind the points being debated. • Develop a proposal of their own. • Praise others and encourage them to do the task. • Contrast their conclusions with others. |
| Step 2 | 4-5 | <p>Read texts and interpret general sense, key ideas, and details.</p> | <ul style="list-style-type: none"> • Identify key ideas that support and conflict with a personal position. • Make connections between a personal position and information that supports or conflicts with it. • Recognize expressions to express supporting or conflicting arguments or opinions on a topic. • Distinguish differences between written British and American English (e.g. <i>learned, learnt; dreamed, dreamt</i>, etc.). • Point out information that supports or conflicts with a personal position. • Share options about texts read. |
| Step 3 | 6-7 | <p>Evaluate agreements or disagreements about a topic of interest to write arguments.</p> | <ul style="list-style-type: none"> • Select information to write agreements or disagreements. • Organize information that supports or conflicts with a personal opinion. • Write statements to express arguments in favor or against. • Evaluate the use of passive voice, pronouns (e.g. personal, reflexive, etc.), and the possessive genitive (<i>human's features</i>, etc.) to write clear and understandable statements. • Paraphrase or choose information that expands, exemplifies, and explains arguments. • Recognize the importance of synonyms and connectors in paraphrasing. • Use emphatic words or expressions (<i>Exactly! That is just what I... / Of course...</i>), or nuances (<i>That might be... / Quite the opposite...</i>) for agreements or disagreements. • Use connectors to link statements in a paragraph. • Promote consensus. |
| Step 4 | 8-10 | <p>Participate in a debate.</p> | <ul style="list-style-type: none"> • Use neutral language (e.g. <i>Some people are forgetting to...; I feel frustrated when...; it might help...</i>). • Involve others to participate in a debate (<i>What do you think, Lola?</i>). • Ask for clarification or repetition (<i>I didn't understand the question, could you repeat it? etc.</i>), or offer help to improve communication (<i>Ah, do you mean...?, etc.</i>). • Give feedback and summarize comments (<i>So far, we have discussed / To summarize...</i>). • Evaluate their own performance and that of others. |
| Closure | 11-12 | <p>Socializing the product.</p> | <ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next module. |

Social Learning
Environments

Social Practice of Language

Communicative Activity

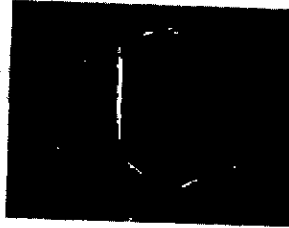
Final Product

Opening

Opening

1. Read the statements. Underline the expressions that introduce an opinion. Say if you agree or disagree with the opinion.

- a. I'm against abstract art because it has no coherence.
- b. In my opinion, graffiti is not vandalism.
- c. On the other hand, street art damages someone's property.
- d. I'm for abstract art because it encourages imagination.
- e. Rock music is better than classical music because it is adaptable.



2. When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|---|
| Opening | 1 | Know how ready you are. | |
| Development | 2-3 | Review a topic of interest in several sources. | Choose a controversial topic to debate about art p. 158 Decide the groups for and against in the debate p. 159 |
| | 4-5 | Read texts and interpret general sense, key ideas, and details. | List of key points to argue for and against p. 161 Notes on your opinion about the topic you chose p. 162 |
| | 6-7 | Evaluate agreements or disagreements about a topic of interest to write arguments. | Sentences to add ideas to support your arguments p. 163 Write sentences expressing arguments and reasons to support your stand. p.165 Paragraph about your stand for the debate p. 165 Practice exchanging your arguments p.165 Feedback for your paragraph about your stand p. 166 |
| | 8-10 | Participate in a debate. | Plan a debate p.169 Rehearse a debate about arts p. 169 |
| Closure | 11-12 | Socializing the product. | Have a debate with your classmates p. 170 Self-assessment p. 171 |

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Activity 1 Students might have different opinions about art in this activity. You may use those opinions as material for defining arguments, debates, facts and opinions in the future.

Suggested answers

a. I'm against abstract art because it has no coherence.

b. In my opinion, graffiti is not vandalism.

c. On the other hand, street art damages someone's property.

d. I'm for abstract art because it encourages imagination.

e. Rock music is better than classical music because it is adaptable.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them.

You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Step 1 Development

Development

Product Step ● You are going to review a topic of interest in several sources.

1 Work in pairs. Read the articles and discuss the questions.

What is art?
Art is the creative expression of humanity; it is usually the result of creativity and imagination that can be appreciated for its beauty. However, what is beauty? And most importantly, who states what is beautiful?

What is abstract art?
Any work of art that is not a realistic portrait or representation of an actual subject or object can be abstract art. Abstract art is loved and hated around the world.

Do some people love abstract art?
Some people love abstract art, but others do not. It should be decided whether it is loved or hated. If art is to be appreciated for its beauty, then abstract art may not be easily understood. Abstract art may not be easily understood, but its purpose is to provide the public with something new and interesting. Therefore, you may love it or hate it.

- What is the purpose of the texts?
- Who do you think it is written for?
- Where can you find these types of texts?

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Activity 1 You may give students some time to look at the texts and then read them. This activity is meant for students to familiarize with the texts and sources they will need to look for their debate. The activity will give them a frame of the purpose, type, and audience of the texts. After students discuss the questions, explain that the purpose of these texts is to inform and present a posture regarding a controversial topic. Moreover, the type and source are articles in a blog and in a magazine. You could make this activity as a whole-class discussion for a small class, or groups for a bigger class. Refer students to the Glossary section on page 172 in their books.

Answers
1. To inform the public about abstract art.
2. People who are interested in art.
3. In art galleries, museums, and online.

Media Resources
Video: [Abstract Art: A History of the Movement](#)
Article: [What is Abstract Art?](#)
Image: [Abstract Art: A History of the Movement](#)

Reading Toolbox
The information in this toolbox is for your reference. It is not part of the main text. You can use it to help you understand the text better.

Academic and educational

2. Read the texts again and discuss with a partner which characteristics each text has.



3. Read the strategies to look for information. Discuss with a partner which ones you use to look on the Internet and which ones to look in books and magazines.

How to look for information

Language skills

Scanning is passing through a text looking for key words and ideas that are related to the topic of your search.

FOR YOUR PRODUCT

Topic of Controversy

Language skills

Scanning is an ability that helps you identify quickly key words in a text without the need of reading it completely.

FOR YOUR PRODUCT

Activity 4 The instruction suggests using external research to try and apply the strategies seen in Activity 3. However, if it is not possible, students may use the module texts and topic, or the Reader Chapter 9.

Suggested answers

1. The text is a...
2. The text is a...
3. The text is a...

Reader - A Short History of Modern Art

Chapter 9

You could read the...
As a class, about... and write some of them on the board. Invite the students to read the chapters.

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Activity 2 To help your students analyze the texts you can break down the parts of the text to focus their attention on a specific part. After students express their interpretation you can ask them questions that prompt arguments to support their interpretation. Guide students to identify the characteristics and where they can find them.

Activity 3 These strategies are meant to give students tools to discriminate information and to guide them into finding helpful ideas for their debate, or other topics. Remind them to identify reliable sources such as books, magazines, and journals. Talk about the different domains, like .org and .edu.

Answers: Text 1

Text 2

Answers: Internet

Books and magazines

Module 9

5) In pairs, look at the texts in Activity 1 and discuss the questions.



FOR YOUR PRODUCT

Topic:

| | |
|--|--|
| | |
|--|--|

Self-assessment Work in pairs. Use the rubric to assess how much you learned in this lesson.

| | | | |
|--|---|--|---|
| Identify the purpose and characteristics of a text | I learned to identify the purpose and characteristics of a text. | I can identify the purpose of a text and some characteristics. | I cannot identify the purpose of a text nor its characteristics. |
| Use searching strategies | I learned to use searching strategies in books and on the Internet. | I learned to use some searching strategies in books and on the Internet. | I didn't learn to use searching strategies in books or on the Internet. |

For those aspects that in which you need help, ask a classmate to help. If you need to review the characteristics or searching strategies, go back to Activities 1 to 3.

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FOR YOUR PRODUCT

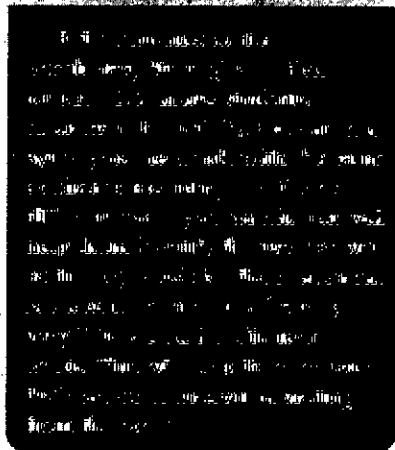
Activity 6 This activity may be linked to Activity 4. It is suggested assigning positions (for and against) at random. Such assignment fosters being open to other ideas, reduces potential conflicts, and enhances creativity. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Self-assessment

Activity 7 As with all self-assessment processes it is important to promote an honest reflection. It would be important to insist that the collaborative part is to help and compare answers but without influencing what they answer. Help creating this balance between collaboration and individual work.

Activity 5 The topic in a text is who or what is being discussed. Tell your students to answer the question *What is the text about?* Also, they could identify the words and concepts that are constantly repeated through the text, this includes synonyms. These words should be the key words that narrow the topic in a text.

Answers: ...



Academic and educational

Product Step You are going to read texts and interpret general sense, key ideas, and details.

1. Read the notes about street art made by a student. In pairs, answer the questions below.

Street art, also called urban art, has always been controversial because of its way of presentation. On the one hand, there are two types of street art for authorities: the legal and the illegal one. Private companies or public institutions legal art. Legal street art is pure vandalism and should be. On the other hand, for artists, street art is just another type of art that is often ephemeral—it won't last forever, and it won't be exhibited in a museum. Yes, it is still art because it is a creative expression that is appreciated by many.

You can find different types of street art such as graffiti (the oldest form of street art), murals decorating a wall of a building, sculptures in the busiest streets, squares or parks in a city, video projections, and art interventions.

In my opinion, street art is about exploring new ways of expression which the distance between the public and the artists. Therefore, street art should be promoted by authorities.

Language skills

When you debate a topic you need to state views for and against that topic. Expressions such as because help you give reason for your initial argument. On the one hand, On the other hand, and Yet are used to contrast ideas, and In my opinion, I believe are used to express an opinion.

- a. What does the student think about street art?
- b. What arguments does the student give to support his point of view?
- c. Do his arguments fully support his stand?

2. Read the notes in Activity 1 again. Circle the initial argument, underline the contrasting ideas, and highlight the opinion. Compare your answers with a classmate.

3. Read and listen to a fragment of a debate. Discuss the arguments that each speaker gives for and against street art.

Moderator: What do you think about street art?
José: In my opinion, street art can only be considered a type of art when it contributes to the and also respects public areas. Therefore, to be considered art, street art must have authorities' permission. If not, it is vandalism.

Moderator: Do you agree with him?
Lucía: I partially agree. Even though street art does not always contribute to the landscape, it shouldn't be restricted to what authorities. Artists should be free to express themselves.

Language skills

On the one hand and On the other hand are connectors that link two counter parts of an idea. Yet is used for introducing a word or idea that is surprising after what has just been mentioned, or to emphasize that something is even greater, better, worse, more, etc. than someone or something else. In my opinion is a phrase used to introduce a personal opinion.

Activity 3 First, try to complete this activity only listening and use reading for confirming or assisting the process. You may remind students that the arguments are not only about saying whether you agree or not, but about justifying such position.

Answers: Note each speaker's initial argument, underline contrasting ideas, and highlight the opinion.

Activity 1 You may show them some samples of graffiti and other forms of street art (both artistic and, why not, "vandalistic") to discuss. Even using the questions as a guide for the discussion, you may try to keep them in the background to keep the conversation as natural as possible. End this activity by reading the Language skills box and let students reflect on the expressions mentioned.

Answers: a. In my opinion, street art can only be considered a type of art when it contributes to the and also respects public areas. Therefore, to be considered art, street art must have authorities' permission. If not, it is vandalism.

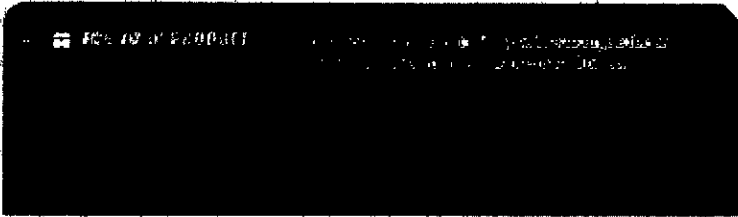
Activity 2 You may start by reading the Language skills box again. You may focus their attention to the linking devices. You can reuse strategies to identify main ideas and details to guide them. Point out that an argument has a similar structure to that of a paragraph.

Answers: Circled: In my opinion, street art can only be considered a type of art when it contributes to the and also respects public areas. Therefore, to be considered art, street art must have authorities' permission. If not, it is vandalism.

Underlined: On the one hand, for artists, street art is just another type of art that is often ephemeral—it won't last forever, and it won't be exhibited in a museum. Yes, it is still art because it is a creative expression that is appreciated by many.

Highlighted: In my opinion, street art is about exploring new ways of expression which the distance between the public and the artists. Therefore, street art should be promoted by authorities.

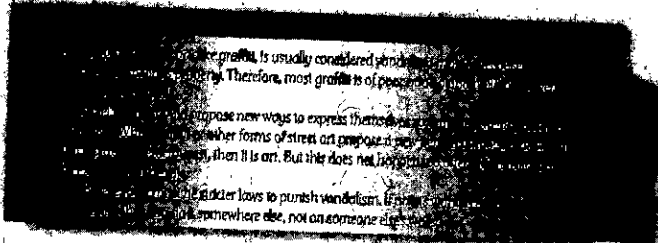
Module 9



5 Work in pairs. Look at the expressions in bold in Activity 3 and discuss which types of ideas they introduce.



6 In pairs, read a student's note. Discuss with a partner if you agree or disagree with the student's posture. Make notes to support your opinion.



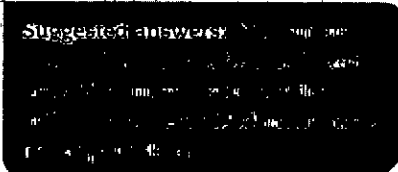
- a. Controversial topic: Graffiti is not vandalism.
- b. Argument: _____
- c. Opinion: _____

7 In groups, use your notes from Activity 5 to share your ideas about street art with your classmates.



FOR YOUR PRODUCT

Activity 4 It is important that they explore the topic from all the possible perspectives. You may need to mention that in life, even if we have a clear position about a topic, we always need to be aware of and open to other's ideas. You can use this activity as portfolio evidence.



Activity 5 As an extension and depending on the characteristics of your group, you may ask them to think of other expressions that work to introduce those ideas.

Activity 6 You may need to clarify that, as in any discussion, while reading they need to find aspects to agree or disagree with. During the interactive discussion there might be disagreements that can be used to enrich the activity. If that is the case, their final notes may be done individually, but considering the results of their discussion.

Suggested answers: Controversial

Topic: ...
Arguments: ...
Opinion: ...

Activity 7 This activity is an expansion from Activity 6 by taking to groups the results of their discussion in pairs. You may need to remind students that they need to use the expressions and details they have learned during the module.

Suggested answers:

...
 ...
 ...

Academic and educational

FOR YOUR PRODUCT

During this activity, you will be working with a partner to create a product that will be used to help you understand the process of the final product that needs to be completed individually. If necessary, you may have a class discussion to clarify details, but the end result must be individual.

Self-assessment In pairs, reflect on and check (✓) what you can do now.

| | | | |
|--|--|--|--|
| I can identify initial arguments, contrasting ideas, and opinions. | | | |
| I can identify arguments for and against a topic. | | | |
| I can use expressions to introduce ideas to agree and disagree, contrast, and conclusions. | | | |

Ask your teacher for help to understand those aspects that you checked "with difficulty." If you need to review how to identify arguments, expressions for a debate, or how to give your opinion, go back to Activities 2, 3, 5, and 6.

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Self-assessment

Activity 9 During this interactive activity it would be important to encourage students to justify their answers. You may want to monitor the activity in order to promote an enriching interaction where students help each other developing their ideas.

Media Resources

As an extension activity, you may want to provide the students with the following resources: Useful Vocabulary, Flashcards, and a list of questions about the opinions of how to use research information to share in class.

Media Resources

As an extension activity, you may want to provide the students with the following resources: Useful Vocabulary, Flashcards, and a list of questions about the opinions of how to use research information to share in class.

individual. As an extension, students may write notes for their "real" and their "assigned" opinions. Have students work on a separate piece of paper if necessary.

FOR YOUR PRODUCT

Activity 8 This is a very important part of the process of the final product that needs to be completed individually. If necessary, you may have a class discussion to clarify details, but the end result must be

Suggested answers: Controversial

Topic: ...

Arguments: ...

Opinion: ...

...

...

...

Product Step 2 You are going to evaluate agreements and disagreements about a topic of interest to write arguments.

1 Read and listen to a student's opinion about a music genre and discuss what controversial topic she is talking about.

Rebeca: In my opinion, the best music genre is traditional because it represents the values of a country, it can be very versatile as it changes from one country to another. Moreover, it can be influenced by other music genres and it can also influence other For example, Mexican folk music has influenced contemporary classical music. However, traditional folk music is usually not as popular worldwide as other music genres because it responds to regional or cultural aspects. Despite this, it can gain international recognition when it is performed in festivals or played by popular artists. I believe traditional folk music should be more appreciated because of its cultural value.



2 Read the student's opinion again and identify the ideas she presents. Then, in pairs, think of and add other ideas that could support her argument.

1. **Main idea**

2. **Supporting idea**

3. **Supporting idea**

FOR YOUR PRODUCT

Supporting idea

Teaching Toolbox

FOR YOUR PRODUCT

Activity 3 This step is meant to start the paragraph for their final argument. Ask them to go back to the arguments and opinions that they wrote in the previous step and to use their research from the first step to choose the examples and extra ideas to support their argument.

Suggested answers

Activity 1 You can make an activation of prior knowledge of what you have worked so far in the module. Ask volunteers to define what a topic is and how they can find it. Remind students of the strategies to look for main ideas (What is the text talking about? What words and phrases are constantly repeated?). Guide the activity as a whole-class discussion, or in groups as you see fit.

Answer:

Activity 2 This activity may be linked to Activity 1 where they identify the controversial topic. Explain that an

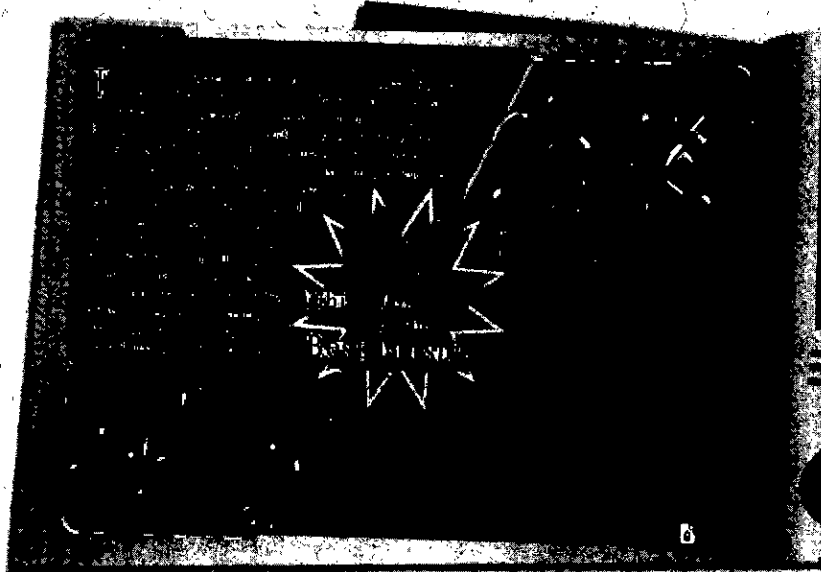
argument needs to be supported not only by opinions but also by facts and examples. These additional ideas work as details that support the initial argument and help a debate stand be clear and strong.

Answers:

Suggested answer:

Academic and educational

4. In groups, read the article. Discuss which arguments are for and against each music genre. Look at the model below.



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Activity 4 You may want to start by discussing some background about both music genres. Remind students that they are looking for arguments, not only opinions. If time allows, an extension may be to use these sentences to role-play a debate with arguments for and against. Students might see how both arguments get linked to each other.

Answers: Rock music: For:
 ...
Against: ...

Classical music:
For: ...
Against: ...

FOR YOUR PRODUCT

Write a paragraph that explains the controversy surrounding the topic. Use the structure below to help you write your paragraph.

FOR / AGAINST

FOR YOUR PRODUCT

Write a paragraph that explains the controversy surrounding the topic. Use the structure below to help you write your paragraph.

State a controversial topic and explain the controversy.

Give an example.

Contrast two ideas.

Add details.

Conclude.

Suggested answers: Controversial Topic: The use of nuclear power to generate electricity is controversial because of the risk of nuclear accidents and the long-term storage of nuclear waste.

Give an example: For example, the Fukushima Daiichi nuclear power plant in Japan experienced a major accident in 2011, which led to the release of radioactive materials into the environment.

Contrast two ideas: Some people believe that nuclear power is a clean and safe source of energy, while others argue that it is too dangerous and expensive.

Add details: Nuclear power plants produce large amounts of heat, which is used to generate electricity. However, the process also produces radioactive waste, which must be stored for thousands of years.

Conclude: In conclusion, while nuclear power has the potential to provide a large amount of clean energy, the risks associated with nuclear accidents and waste storage make it a controversial topic.

Teaching Toolbox

Activity 5: You may need to remind students that although they are following the structure and expressions of this Step, their topic is different, and it might require some specific expressions and ideas. As an extension, you may suggest that they work in pairs reading their sentences in order to receive peer feedback. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Activity 6: You may want to insist that students are writing their own paragraph, not only copying the sentences; paraphrasing is fundamental. Encourage students to follow the suggested structure; however, you may need to be open to students who want to explore their own structure as long as they can justify it. Monitor the activity and help if necessary, with ideas for paraphrasing.

FOR YOUR PRODUCT

Activity 5 You may need to remind students that although they are following the structure and expressions of this Step, their topic is different, and it might require some specific expressions and ideas. As an extension, you may suggest that they work in pairs reading their sentences in order to receive peer feedback. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

FOR YOUR PRODUCT

Write a paragraph that explains the controversy surrounding the topic. Use the structure below to help you write your paragraph.

FOR YOUR PRODUCT

Activity 6 You may want to insist that students are writing their own paragraph, not only copying the sentences; paraphrasing is fundamental. Encourage students to follow the suggested structure; however, you may need to be open to students who want to explore their own structure as long as they can justify it. Monitor the activity and help if necessary, with ideas for paraphrasing.

ANSWERS

Suggested answers: Controversial Topic: The use of nuclear power to generate electricity is controversial because of the risk of nuclear accidents and the long-term storage of nuclear waste.

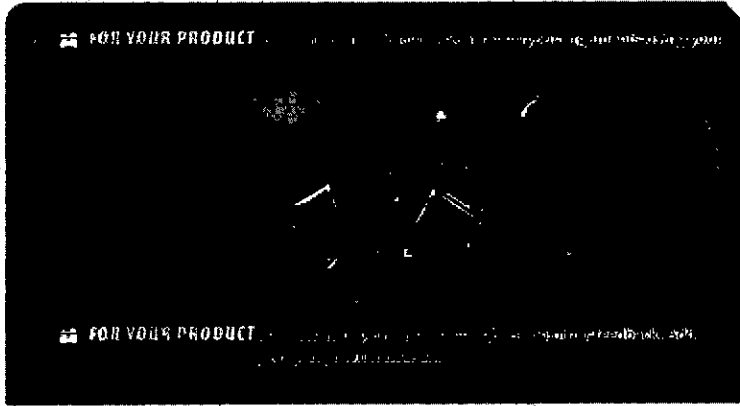
Give an example: For example, the Fukushima Daiichi nuclear power plant in Japan experienced a major accident in 2011, which led to the release of radioactive materials into the environment.

Contrast two ideas: Some people believe that nuclear power is a clean and safe source of energy, while others argue that it is too dangerous and expensive.

Add details: Nuclear power plants produce large amounts of heat, which is used to generate electricity. However, the process also produces radioactive waste, which must be stored for thousands of years.

Conclude: In conclusion, while nuclear power has the potential to provide a large amount of clean energy, the risks associated with nuclear accidents and waste storage make it a controversial topic.

Academic and educational



9 Self-assessment In pairs, reflect on what you've learned in this lesson and check (✓) the table according to what you can do now.

| | | | | |
|---|--|--|--|--|
| I can write sentences to express arguments against and for a topic. | | | | |
| I can write sentences to add information and examples to support my argument. | | | | |
| I can organize information to make an argument for a debate. | | | | |

If you need to review how to write sentences to add information or arguments, or how to write arguments go back to Activities 2, and 4. Work with a classmate to reinforce those aspects that you need to review.

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FOR YOUR PRODUCT

Activity 7 It would be important to encourage students to try a fluent natural conversation instead of only reading their notes. Students may need to be reminded about the basic expressions for exchanging their arguments in a debate. Monitor the activity and help if necessary, with ideas about connecting arguments.

Suggested answers: ...
...
...
...
...

Media Resources

Print or photocopy the **Media Resources** on a separate sheet of paper.
Expressions / flashcards to help students structure their arguments.

FOR YOUR PRODUCT

Activity 8 A very important element throughout the process of writing is peer feedback. This activity allows them to develop their critical eye. This will help students assess what works and what doesn't, and to detect future mistakes. Furthermore, it invites

students to interact with their peers, making the learning process easier and fun.

Suggested answers:

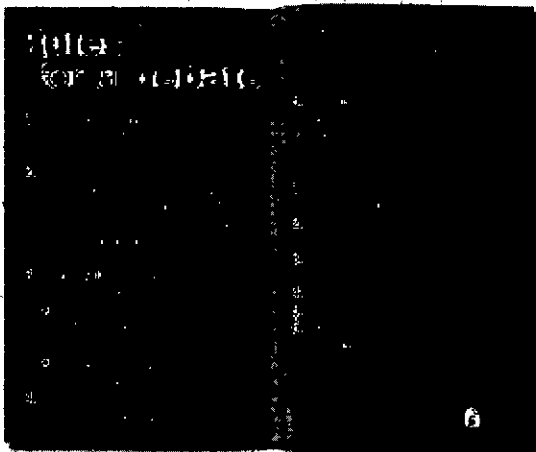
...
...
...
...

Self-assessment

Activity 9 This reflection is done in pairs, so it would be important to encourage students to ask questions and help their partner to develop a clear assessment. You may suggest using specific examples in order to justify their ideas. If there are doubts about the results or if students need to verify any details, you may suggest that they go back to Activities 2 and 4 as instructed. Monitor the activity and help if necessary.

Product Step 2 You are going to participate in a debate.

1 Work in groups. Read the rules for a debate and answer the questions below.



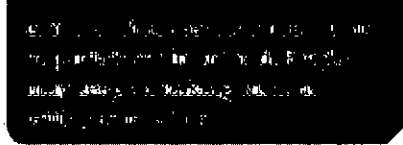
- Why are there two groups in a debate?
- Is the moderator necessary for a debate? Why?
- Do you think it is important to take turns? Why?
- What would you think will happen if there is no time limit?

2 Listen to a fragment from a debate among some students. Check (✓) the rules from Activity 1 that they followed.

- There is an initial proposition for the debate.
- There are two groups. One group is for and one is against digital art. The group for begins.
- They have a time limit.
- They take turns to give their arguments.
- The comments address the argument presented by the previous student.
- The participants can intervene whenever they want.
- There is a moderator to keep track of time and maintain order.

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Activity 1 Before reading, it would be a good idea to discuss about how students visualize a debate. You may talk about rules, structure, purposes, and other general details. Once the groups have reached to conclusions, you may want to ask volunteers to share their ideas so that everyone benefits from them.



Activity 2 You may need to listen to the debate several times for students to have all the information they need. For checking their answers, you may want to listen to the audio and stop it in the parts that correspond to the rules.



Answers:

- There are two groups in a debate: one for and one against digital art.
- Yes, the moderator is necessary for a debate. The moderator keeps track of time and maintains order.
- Yes, it is important to take turns. If there is no time limit, the debate could last for a long time and become boring.
- It would be chaotic and there would be no clear winner.

Teaching Toolbox

1. **Initial Proposition:** The student who starts the debate should state their position clearly and concisely. This sets the stage for the rest of the debate.

2. **Time Limit:** A time limit is essential to keep the debate focused and prevent it from becoming too long. It also helps to ensure that all participants have a chance to speak.

3. **Turns:** Taking turns is a key part of a debate. It allows each side to present their arguments and respond to the other side's points.

4. **Moderator:** A moderator is needed to manage the debate, keep track of time, and ensure that the rules are followed. They also help to facilitate a respectful and productive discussion.

Academic and educational

3. Read and listen to the debate again. Then, in pairs, read the Language Skills box and find expressions that fit the description.

Moderator: Okay, Susan, what do you think?

Susan: Digital art is very popular these days because it can be produced with few material resources and uses computers creatively. I think it is real art because you create images, video, and animation. You are the artist; the computer is just a means of doing it. It has an important advantage too: the possibility of creating a piece of work without wasting paper or other materials. Since it is digital, it can be stored, modified, and distributed without spending money.

Moderator: Thanks, Susan. Mark, what do you think?

Mark: Sorry, can you repeat that please?

Moderator: Sure, I asked for your opinion. Do you agree with Susan?

Mark: Not at all, quite the opposite! Despite its advantages, I mean, that digital art is practical, this type of art depends on computers and what they can do. It means that artists do not require real skills because it all relies on the computers. Anyone can be a digital artist if you have a computer and the suitable programs. Therefore, digital art should not be considered art art, (that) it is a technical skill applied to art, but it is not real art.

Moderator: Thanks, Mark. Well, so far you have mentioned that digital art is practical and you both agree on that, what you don't agree with is whether it should be considered real art or not, because it is done by means of a computer. Now, let's...

Language skills

In a debate, you may need to...

- Clarify what someone or you said.
- Say if you agree or disagree with your classmates' views.
- Summarize your ideas or your classmates' ideas.

4. Work in pairs. Say your opinion about digital art using the conversation in Activity 3 as a model. Make sure you give reasons for and against.



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Activity 3 24. You may want students to read the Language skills box before starting this activity. It would be important to try to keep the activity as a listening one, and only use the reading for confirmation and revision of the answers.

Language skills

You may keep these expressions at hand near the blackboard or have students write them in index card for them to use in further rehearsals of the debate.

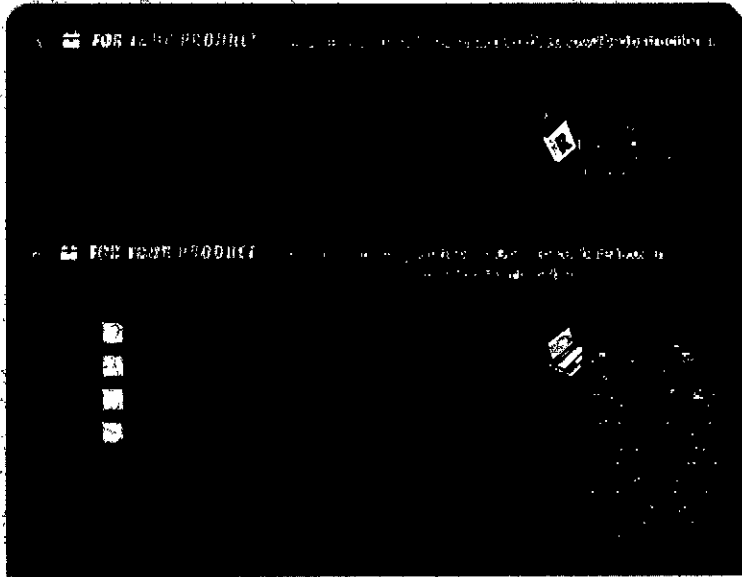
Answers: Clarify: Sorry, can you repeat that please?
 Agree or disagree: I agree with Susan. I disagree with Mark.
 Summarize your ideas: Well, so far you have mentioned that digital art is practical and you both agree on that, what you don't agree with is whether it should be considered real art or not, because it is done by means of a computer.

Activity 4 This activity is in itself the preamble of a debate so it would be important to encourage students to apply all the elements they have learned during the module. It is suggested that you encourage feedback from the pairs after the debate. Monitor the activity and help if necessary.

Suggested answers

Clarify: Sorry, can you repeat that please?
 Agree or disagree: I agree with Susan. I disagree with Mark.
 Summarize your ideas: Well, so far you have mentioned that digital art is practical and you both agree on that, what you don't agree with is whether it should be considered real art or not, because it is done by means of a computer.

Module 9



Self-assessment Work with your debate team. Evaluate how well you and your team did in the following aspects. Read the scale and grade yourselves.

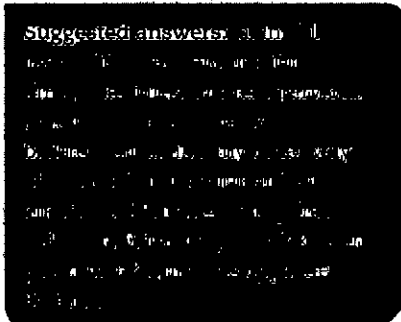
| | | | | |
|---|--|--|--|--|
| Giving clear arguments and counterarguments. | | | | |
| Showing respectful attitude. | | | | |
| Using expressions to repeat or ask someone to repeat something. | | | | |
| Following the rules of the debate. | | | | |

If you need to review the rules of a debate, or expressions used in a debate, go back to Activities 1 and 3. Work with your team to improve the aspects that you need to work on.

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FOR YOUR PRODUCT

Activity 5 Have students work with their debate team. You may ask them to read the text in Activity 1 out loud again. Monitor this activity.



Reader: A Short History of Modern Art

Chapter 9

Explain to students that they are going to use the debate again. If extra people for the debate are needed, have volunteers go through a short debate and monitor as learners perform the task. Let them provide and receive feedback as suggested in Activity 5.

FOR YOUR PRODUCT

Activity 6 It is time to rehearse before the final product. You may suggest that students go back to all

the activities they did during the module that are related to the final product. It is the final rehearsal, so you may encourage students to make any changes they need to their arguments and ideas. Peer assessment is a very important aspect for learning to debate. You may encourage students to honestly follow the checklist to provide and receive feedback.

Suggested answers

1. The first point is that the...
2. The second point is that the...
3. The third point is that the...
4. The fourth point is that the...
5. The fifth point is that the...

Refer students to the How to Use ICT section in their books on pages 8-9. A very useful tool in a debate is the cellphone. They can use it to record their debate and notice how they react and manage their tone.

Self-assessment

Activity 7 Since you are working with two big groups, this final assessment may be done as part of a whole class discussion. However, even if done in groups the answers to the checklist should reflect an individual reflection about the proper work and that of others.

Closure

Academic and educational

Closure

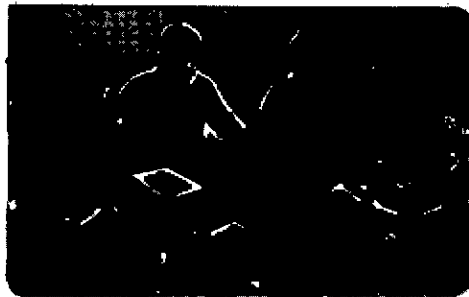
Participate in a debate about arts

PROCESS

- 1 I chose a controversial topic about art and researched about it.
- 2 I made notes on arguments for and against the topic I chose.
- 3 I evaluated agreements and disagreements to write a paragraph about my stand.
- 4 I participated in a debate about arts.

CREATE

- 5 Debate in front of the class or other classes. Have your classmates give you feedback on your performance.



CONCLUSIONS

- 6 Work in groups and discuss the questions.
 - a. Was it easy or difficult to find a controversial aspect about art to debate about?
 - b. Could you develop several arguments to support your idea?
 - c. Were all your arguments based on reasons?
 - d. Did your classmates come up with original ideas that made you reconsider your point of view?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Step 4. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 5 This is the final debate. You may need to remind students that they need to apply all the elements the covered during this module. After the debate, peer feedback is fundamental. Monitor the activity and help if necessary, to promote a fluent debate.

Media Resources

Watch or photograph the participants in a debate. Encourage them to express their ideas and to help students who are unable to debate.

CONCLUSIONS

Activity 6 You may use this conversation activity as a last reflection on the process of preparing and participating in a debate. Lead students to reflect on any possible changes they would implement to their arguments and expressions. It would be important to promote a balanced distribution of the conversation so that everyone can participate and express their ideas.

FINAL PRODUCT ASSESSMENT

7 Use the table to assess your performance in your debate.

| | | | |
|-------------------------------|--|---|---|
| Process to prepare the debate | I researched about the topic and organised my arguments to support my stand. | I researched about the topic, but the organization of my arguments can improve. | I did not research about the topic for the debate, nor prepared arguments to support my stand. |
| Arguments in the debate | My arguments were clear and convincing. They expressed good reasons to support my stand. | Most of my arguments were clear and convincing. They mostly expressed good reasons to support my stand. | Few of my arguments were clear and convincing. They did not express good reasons to support my stand. |
| Rules of the debate | I always respected my classmates' turns, the moderator, and my time for giving my arguments. | I mostly followed the rules. I respected my classmates' turns, and the moderator, but not the time for giving my arguments. | I rarely followed the rules. I interrupted my classmates' turns, and did not use my time for giving arguments properly. |

SET GOALS

- 8 Go back to the Opening activity on page 156. Complete the activity again. Add evidence to the Class Planner if necessary.
- 9 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

10 Reflect on your interaction with your classmates. Circle the option that suits you best:

| | | | | |
|---------------------------------|---|--|---|--|
| How well did you work together? | I didn't listen to my group much. I found it hard to give my ideas. | I sometimes participated in group discussions and tasks. | I participated as much as I could in discussions and tasks. | I participated in discussions and tasks and listened to my partners. |
|---------------------------------|---|--|---|--|

FINAL PRODUCT ASSESSMENT

Activity 7 It would be advisable to review your classroom feedback policies before starting this activity. Even if students need to follow the rubric for feedback, it would be ok to be open to other elements that might lead to a better work in the future. Monitor the activity.

SET GOALS

Activity 8 It would be necessary to remind students that this activity is personal and requires an honest reflection. Remind students to go back to the Class Planner so that they revisit and collect the evidence they have created so far. You may ask some volunteers to share their results with the class so that everyone benefits from them.

Activity 9 Monitor the activity. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time.

TEAMWORK

Activity 10 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. Asking volunteers to share their results could be good idea.

ASSESSMENT TOOL

The Rating Scale tool will help students assess their own performance. This scale will allow students to grade themselves and reflect on the stage of learning they are at. If possible, you could give students a photocopy of the Assessment tool with the aspects that you need them to reflect on. Think of competencies, attitudes, and abilities they must have developed throughout the module that helped them reach their goal. For example, writing abilities, their respectfulness towards others, their ability to follow rules, how much they participate, etc. You can use the achievements in the planner at the beginning of this module or the different self-assessments throughout the module as a reference for you to decide which aspects students must have to evaluate.

A rating scale is a set of categories to elicit information about a student's characteristics, qualities, or aspects, measured using a numeric or graphic scale. This is an individual evaluation.

Instructions:

- 1 Write the aspects (a competency, attitude, ability) to be evaluated in the heading section.
- 2 Write the indicators to be evaluated in spaces 1 to 10.
- 3 Assign a value for each indicator by checking the Rating Scale values. Then add them up to obtain the students' average.

Rating Scale

Student's name: _____

Teacher's name: _____ Date: _____

School: _____ Group: _____

| | Criteria | 5 | 4 | 3 | 2 | 1 |
|----|----------|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

Total _____ / 10

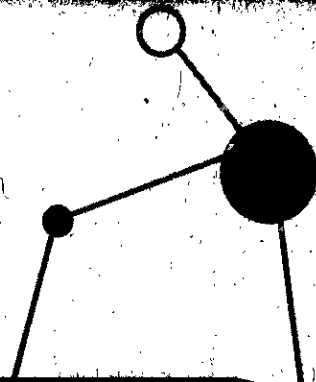
Key:

5 is the highest value and 1 is the lowest.

Notes:

Module

10



| Stage | Lesson | Activities | Assessment |
|-----------------------|--------|---|--|
| Opening | 1 | <p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p> | <ul style="list-style-type: none"> Answer questions about discussing in English. Ask and answer questions to assess what the students' starting point is. |
| Development Step 1 | 2-4 | Present starting proposals. | <ul style="list-style-type: none"> Define controversial points. Evaluate reasons for controversy. Build their proposal. Justify their opinions by giving reasons; Offer and receive feedback. |
| Step 2 | 5-7 | Assume a personal position and anticipate others' positions. | <ul style="list-style-type: none"> Make tentative proposals using expressions such as: 'Let's think for a moment... what would happen if...,' etc. Distinguish opinions from facts in their own arguments and those of others. Analyze evidence that supports arguments. Use expressions to compare (e.g. <i>as... as</i>), contrast (e.g. <i>although; while, etc.</i>), and show consequence (e.g. <i>so that, in order to, etc.</i>) in their own arguments. Evaluate their own progress and that of others in the competency and command of English. |
| Step 3 | 8-10 | Offer counterarguments and defend their position during a discussion. | <ul style="list-style-type: none"> Analyze facts, examples, and data that support their own arguments and those of others. Ask for clarification by means of a question (e.g. <i>When you say..., do you mean...?</i>) or an affirmative statement (e.g. <i>I think I don't get it...</i>). Express agreement (e.g. <i>I agree when you propose...</i>) or disagreement (e.g. <i>There could be another way to do it, why don't we...?</i>) Question evidence that supports others' arguments (e.g. <i>Are you sure that...? / Maybe that example is not the best...</i>). Reformulate positions (e.g. <i>Well, after listening to you, maybe you're right; It seems that your proposal is better..., etc.</i>) and review points of view based on contributions made by others. Explain strategies used to participate in a discussion. |
| Closure | 11-12 | Socializing the product | <ul style="list-style-type: none"> Collect evidence of the learning process. Socialize the results of the product with the class and other classes. Assess their performance throughout the module. Set goals for the next module. |

5. *Discussing*
1. *Opening*

Social Practice of Language

Competency of Ability

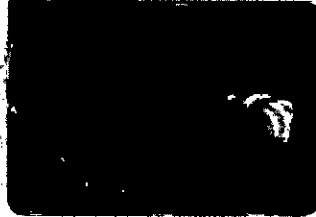
Final Product

Opening

Opening

1. Read the statements. Check those you believe are youth and children rights. Discuss your answers with a partner.

- a. Everyone should have access to the Internet.
- b. Everyone has the right to the highest standard of physical and mental health.
- c. Everyone should have at least one hour of recess.
- d. Children and young people should not work.



2. When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

| | | | |
|-------------|-------|--|--|
| Opening | 1 | Know how ready you are. | |
| Development | 2-4 | Present starting proposals. | Choose a right to discuss about p. 175 Make an initial proposal p. 176 Write and share a proposal with a partner. p. 178 |
| | 5-7 | Assume a personal position and anticipate other's positions. | Add reasons to your proposal p. 180 Facts to support your proposal p. 181 Notes to contrast and compare proposals p. 183 |
| | 8-10 | Offer counterarguments and defend your position during a discussion. | Organizer to have a discussion p. 185 Give and receive feedback about your discussion p. 187 |
| Closure | 11-12 | Socialize your product. | Discussion about rights p. 188 Self-assessment p. 189 |

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Activity 1 You may need to clarify the word "discussion" (a false cognate) and specify that a discussion is related to an analytical conversation and not to an argument with someone. Also, you could explain how a discussion is different from a debate. Follow up questions are fundamental to explore what students think about the topic. If suitable to your discussion, you may include that rights include obligations.

Activity 2 Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may

include other evidence during the module.

Suggested answers: Checked

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Step 1 Development

Development

Product Step 1 You are going to present starting proposals.

1. Work as a class. Read the school bulletin board and discuss the questions below.

- What rights are mentioned? Do you have access to these rights?
- Do you remember any other youth right? If so, which one?
- Do you know other sources of information where you can find more about youth rights?



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Teaching Toolbox

Use this toolbox to help you plan and deliver your lessons. It includes a variety of activities and resources that you can use to engage your students and help them learn more about youth rights.

Media Resources

Print, electronic, or display the *Where Do the Rights of the Children Belong?* poster to help students identify sources of information about youth rights and child abuse.

Activity 1 A suggestion would be to discuss the three questions one post at a time. However, if time is an issue you may ask them to read the post first and sustain only a general discussion. You may insist that students include some support to their own opinions about youth rights. Youth rights generally fall into three categories: provision, protection, and participation.

Answers

1. a. The rights mentioned are: the right to education, the right to play, the right to be heard, the right to have a say in decisions that affect them, the right to a fair trial, the right to be protected from violence and abuse, the right to a family, the right to a name and nationality, the right to be treated with respect and dignity, the right to be protected from discrimination, the right to be protected from exploitation, the right to be protected from slavery and trafficking, the right to be protected from child labor, the right to be protected from child marriage, the right to be protected from child prostitution, the right to be protected from child pornography, the right to be protected from child sexual abuse, the right to be protected from child sexual exploitation, the right to be protected from child sexual violence, the right to be protected from child sexual harassment, the right to be protected from child sexual abuse and exploitation, the right to be protected from child sexual violence and exploitation, the right to be protected from child sexual abuse and exploitation, the right to be protected from child sexual abuse and exploitation.

Family and community

2 Choose one right you agree with from Activity 1 and find out more about it. With a partner, share your answers.

a. Do you agree with the proposals Activity 1? Who do you agree with? Who do you disagree with?

FOR YOUR PRODUCT

FOR YOUR PRODUCT

3 Listen to Joanne and Charlie talking about the right of having free Internet access. Then in pairs, discuss the questions.

- What is the reason of the controversy?
- Why does Charlie think Joanne's idea is not a good idea?
- If the idea is to do concrete actions to help enforce human rights, how valuable is the reason Charlie gives to disagree with Joanne?
- Do you agree with Charlie, Joanne, or both?

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Activity 2 Transdisciplinary learning addresses students' individual differences and helps to develop social skills that makes students have a deeper understanding of real-life experiences.

FOR YOUR PRODUCT

Activity 3 It would be important to encourage students to research in books or the Internet in order to develop general research skills.

Suggested answers

Suggested answers

FOR YOUR PRODUCT

Activity 4 Once they have selected a particular right, students may have difficulty deciding what to research about it. This activity can be used as portfolio evidence.

Suggested answers

Chapter 11
Reader - Youth Rights and Responsibilities
You may ask students to open their Readers to the cover pages and then focus students' attention to the pictures and think what they think the text is about. As a class, read and discuss the companion question, then share answers.

Activity 5 It would be a good idea to read and understand the questions before listening. You may work with the students to go deeper into the questions and even suggest alternative ideas to discuss.

Suggested answers

Module 10

6 Work in pairs. Read an extract from the conversation in Activity 5 and underline Joanne and Charlie's proposals.

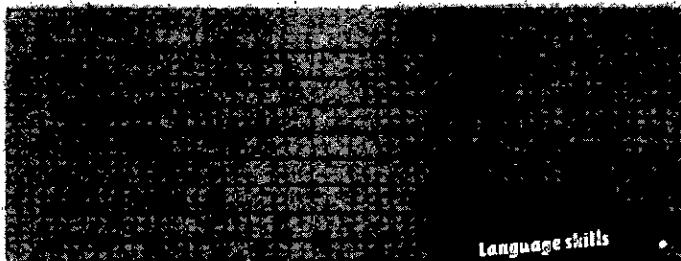
Joanne: I think that it is necessary to inform our community about the fact that access to the Internet is a human right, since we should know what our rights are in order to make them happen. It has been proved that information is power.

Charlie: I understand your point, but we need to do something practical. In my opinion, inviting kids who have Internet access to share it with those who don't can actually help, because not only does it help with the problem, but it also promotes solidarity and people working together have always helped changes take place.

Language skills

In a discussion or debate, a proposal is a statement that affirms or denies something. For example: We all can do something practical to favor human rights. It isn't good to be ignorant about our human rights.

7 Review the proposals in Activity 6. Discuss with your partner if you agree or disagree with them. Then read the information in the Language skills box and write your own proposal. Share it with another partner.



Language skills

To write your own proposal, you should start with an introduction, then you should state the problem, and finally you should propose a solution. Remember to use language that everyone can understand and keep short sentences that are clear and to the point.



Activity 6 This activity may be linked to Activity 6. You may suggest students to read the Language skills box first. If they have difficulty finding the supporting reasons, you may suggest them to read directly the sentences with the expressions in bold. It would be important to encourage students to express their results with complete ideas as in the example.

Suggested answers (underlined)

Joanne: I think that it is necessary to inform our community about the fact that access to the Internet is a human right, since we should know what our rights are in order to make them happen. It has been proved that information is power.

Charlie: I understand your point, but we need to do something practical. In my opinion, inviting kids who have Internet access to share it with those who don't can actually help, because not only does it help with the problem, but it also promotes solidarity and people working together have always helped changes take place.

Language skills

You could go back to the proposals in Activity 6, invite students to analyze the different proposals to the different youth rights.

Activity 7 You may point out that the Language skills box includes the basic steps to write a proposal. You may need to remind students that for writing a proposal they need to think of the right they are talking about, the problem they need to solve, and the solution they want to propose. If necessary, make a review of the simple present and should.

Suggested answers (underlined)

Joanne: I think that it is necessary to inform our community about the fact that access to the Internet is a human right, since we should know what our rights are in order to make them happen. It has been proved that information is power.

Charlie: I understand your point, but we need to do something practical. In my opinion, inviting kids who have Internet access to share it with those who don't can actually help, because not only does it help with the problem, but it also promotes solidarity and people working together have always helped changes take place.

Language skills

Proposals are solutions that students should present when they face a problem. They can use the simple present and should are usually used to present a proposal.

Teaching toolbox

Write a proposal for a youth right. Use the Language skills box to help you. Write your proposal in your notebook. Share it with your partner. Discuss the proposals and decide which one is the best.

Family and community



10 Self-assessment Work in pairs. Reflect on how well you do the things in the table. Check (✓) the aspects according to how much you learned. Compare what you checked with your partner and support each other to improve the aspects in which you need help.

| | | | |
|---------------------------------|--|--|--|
| Define a topic to discuss. | | | |
| Give reasons. | | | |
| State proposals. | | | |
| Justify proposals with reasons. | | | |

Work with your partner the aspects you checked with "Help is needed." If you need to review what a controversial point is, how to make proposals, or to give reasons to support it, go back to Activities 6 and 7.

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FOR YOUR PRODUCT

Activity 8 This activity may start in the form of brainstorming, however it would be important to lead students to develop and draft some concrete proposals. If they need to use Activity 5 as a reference, it would be a good idea to just listen to it instead of reading it.

Suggested answers ...

FOR YOUR PRODUCT

Activity 9 Building a good learning environment is really important when interaction is involved. As a life coach, your role as a teacher is to continually let your students know you believe in them. Then model the activity using the language you want them to use.

Suggested answers ...

Self-assessment

Activity 10 Students may follow directly the checklist, however it would be important to promote reflection and peer feedback. As instructed, it might be necessary to go back to Activities 6 to 8 just as a reminder of the work so far. Monitor the activity and lead students through their reflection.

Product Step 2 You are going to assume a personal position and anticipate others' position.

1 Work as a class. Listen to part of a radio program and circle the proposal mentioned to address the human right. Then discuss with a partner the proposals you agree with and the ones you disagree with.

Pedro: Hi everybody! Welcome again. In today's program, we will continue discussing actions to **1** human rights.

María: That's right, Pedro, and today it's time to talk about the right to health.

Pedro: If we search for information on the internet, we can find that the human right to health says that every person in the world has the right to the highest **2** standard of physical and mental health.

María: There are many government actions to **3** this goal but, how could we, children and teens help?

Pedro: Well, one of the actions of governments is prevention and I think this is where we can help the most.

María: Definitely! What actions do you think could help?

Pedro: I think it's a good idea to organize campaigns or implement courses to promote healthy habits. I'm sure the healthy habits we develop as children will **4** with us to adulthood.

María: Although it is a good idea, we need to focus on one aspect of health at a time in order to have better results. General campaigns aren't as effective as focused ones.

Pedro: Hmm... I see your point. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent **5**. This is important because our country is first place in child obesity in the whole world.

María: I'm sure we can have local campaigns at schools that will have a positive impact on students. It has been proved governments can work better on nationwide campaigns, whereas community members can work better at a local level because they know their community well.

Pedro: Now guys, take a **6**. Participate and share your ideas with us. Send us a message or **7**. Your opinion is very important to us. I think we have our first call...



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Activity 1 26 It might be necessary to divide the activity in stages, looking first to the proposals, then the supporting ideas and finally discussing the proposals. It might be necessary to listen to the radio program more than once. However, try to limit it to three times in order to promote listening skills. Finally, socialize the activity by starting a discussion where students agree or disagree with the proposals they circled. Remember to interact with your students while you monitor the discussion and help with ideas.

Answers: Circled proposals:

1. the right to health
 2. the highest standard of physical and mental health
 3. this goal
 4. will go with us to adulthood
 5. child obesity
 6. a poll
 7. send us a message

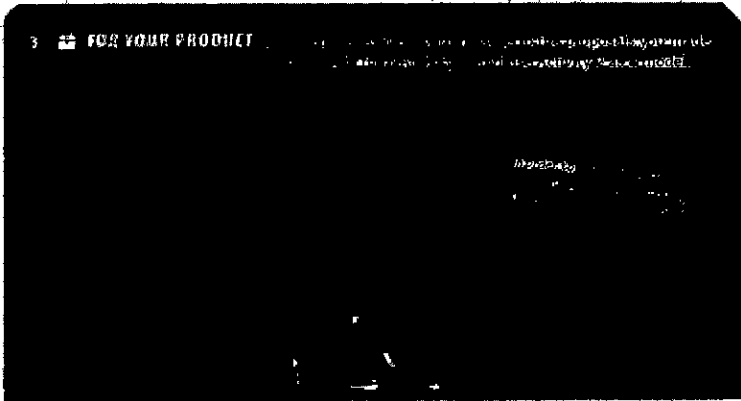
Discussion: The discussion should focus on the proposals that students circled. The teacher should monitor the discussion and help with ideas.

Family and community

2. Work in groups. Listen to the radio program again and choose a proposal that addresses the right to health. Then add some reasons or more ideas to enforce the proposal. Use the expressions in bold from Activity 1.



3. FOR YOUR PRODUCT



4. Work in pairs. Read the extracts from the radio program in Activity 1. Write Fact or Opinion next to each one. Review the proposal and the reasons you wrote in Activity 2 and discuss if you can support your reasons with facts or opinions.

- I think it's a good idea to organize campaigns or implement courses to promote healthy habits.
- This is important because our country is first place in child obesity in the whole world.
- I'm sure the healthy habits we develop as children will stick with us to adulthood.
- If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses.
- It has been proven governments can work better on nationwide campaigns.

Language skills

Pairs of arguments are statements or evidence that tell why the proposal is true.

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Activity 2 You may listen to the radio program to listen to the expressions in context. You may highlight that they are all in first person and they all express some certainty. Give students phrases that show them how to give reasons according to its purpose. To give some useful advice use *If you ask me ...*; to make tentative proposals: *I think it's a good idea to ...*; to express relevant reasons: *This is important because ... I'm sure that ...*. If time is available, you may ask each student to develop a proposal and its supporting ideas and discuss in groups using expressions they have learned during the module.

Suggested answers

1. I think it's a good idea to organize campaigns or implement courses to promote healthy habits. This is important because our country is first place in child obesity in the whole world. I'm sure the healthy habits we develop as children will stick with us to adulthood. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. It has been proven governments can work better on nationwide campaigns.

FOR YOUR PRODUCT

Activity 3 Students go through their proposals and develop them using expressions from Activity 2. You could encourage them to make any necessary changes to create a powerful proposal. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

1. I think it's a good idea to organize campaigns or implement courses to promote healthy habits. This is important because our country is first place in child obesity in the whole world. I'm sure the healthy habits we develop as children will stick with us to adulthood. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. It has been proven governments can work better on nationwide campaigns.

Activity 4 You may want to revise how to distinguish facts and opinions. You could encourage a simple discussion, reminding them to support their opinions with facts. Finally, start a discussion based on the proposals they wrote in the previous activities. Ask them to give ideas on how to add facts or opinions keeping in mind the advantages of adding facts and opinions to their proposals.

Suggested answers

1. I think it's a good idea to organize campaigns or implement courses to promote healthy habits. This is important because our country is first place in child obesity in the whole world. I'm sure the healthy habits we develop as children will stick with us to adulthood. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. It has been proven governments can work better on nationwide campaigns.

Language skills

It's important to state the difference between facts and opinions so students can understand that only facts can be verified. Help students with some questions so they can identify facts. You could tell your students that opinions are helpful to stand in a position or to predict something.

Module 10

5) Work in pairs. Read the fragments from the radio program in Activity 1. Circle the facts that support the underlined argument.

The image shows two fragments of a radio program transcript on the left and a photograph of a fish on the right. The transcript fragments are mostly obscured by black boxes, but some text is visible. The photograph shows a fish, possibly a shark, swimming in the water.

6) Work in pairs. Read the proposal and the reasons you wrote in Activity 2. Look for facts to support the reasons for your proposal.

The image shows a proposal and reasons for a proposal. The text is mostly obscured by black boxes, but some words are visible, such as "proposal" and "reasons".

A large black box with the text "FOR YOUR PRODUCT" at the top. The rest of the box is mostly obscured by black boxes, but some text is visible at the bottom right.

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FOR YOUR PRODUCT

Activity 7 You may start the activity individually so that all proposals are developed. When they get together and share their now supported proposals, you may encourage students to describe how the facts support the ideas and the proposals. Encourage students to ask questions in order to enrich the work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

The suggested answers are mostly obscured by black boxes, but some text is visible, such as "The suggested answers are mostly obscured by black boxes, but some text is visible, such as 'The suggested answers are mostly obscured by black boxes, but some text is visible, such as'".

Make sure students learn how to fact-check so they can apply this strategy in their final product.



Activity 5 It would be important that they justify their answers in a conversation with their partners. What is the main idea? How is it supported by the facts? How do they know? These are some of the questions you may use to lead their discussion if necessary.

A black box with the text "Suggested answers" at the top. The rest of the box is mostly obscured by black boxes, but some text is visible at the bottom.

Activity 6 This activity may be linked to Activity 5. Students may have discrepancies understanding the function of the facts in the arguments. Encourage them to discuss the point justifying their position with elements from the sentences or the text. It might be helpful to walk around and monitor helping students.

A black box with the text "Suggested answers" at the top. The rest of the box is mostly obscured by black boxes, but some text is visible at the bottom.

Family and community

8 Read the extracts from the radio program in Activity 1. Look at the connectors in bold and discuss what they are used for.



9 Work in small groups. Read and listen to the second part of the radio program. Analyze the words in bold and notice how Pedro, Sandra, and María compare and contrast their ideas. Then make another proposal to your partners and compare and contrast with them. Use the conversation as a model.

Pedro: I think we have our first call. Hello, welcome to the show. What's your name?

Sandra: Hi, I'm Sandra.

Pedro: Hi, Sandra. So what do you think?

Sandra: In my opinion, although the government makes a great effort, they should monitor that each school provides healthy diets to children. Education is as important as our health.

María: I agree with you, but, remember the government takes many actions but it isn't their responsibility only, we should help as well.

Sandra: Hmm... You are right. When we all work together, the impact is greater.

Pedro: Exactly! For example, whereas we can feel happy eating junk food, we should analyze if all the food they sell in the school cafeteria is healthy and ask the principal to make any necessary changes.

Sandra: In fact, I know about a school where they carried out a very successful campaign for healthy eating. Consequently, they improved the children's health and helped each other.

Answers: Comparing, contrasting, expressing consequence.

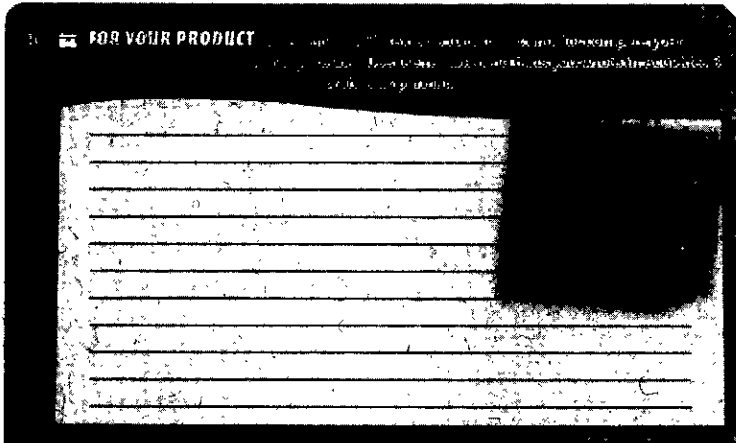
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Activity 8 Before starting the activity you may want to recall the radio program from Activity 1. Remind students that in order to understand the expressions it is important to read the complete sentences. Monitor the activity and help if necessary.

Suggested answers:

1. I think we have our first call. Hello, welcome to the show. What's your name?
 2. Hi, I'm Sandra.
 3. Hi, Sandra. So what do you think?
 4. In my opinion, although the government makes a great effort, they should monitor that each school provides healthy diets to children. Education is as important as our health.
 5. I agree with you, but, remember the government takes many actions but it isn't their responsibility only, we should help as well.
 6. Hmm... You are right. When we all work together, the impact is greater.
 7. Exactly! For example, whereas we can feel happy eating junk food, we should analyze if all the food they sell in the school cafeteria is healthy and ask the principal to make any necessary changes.
 8. In fact, I know about a school where they carried out a very successful campaign for healthy eating. Consequently, they improved the children's health and helped each other.

Activity 9 It is suggested to use listening to try to complete the activity and reading to verify answers. It may be important for students to know what they are looking for in the expressions. Walk around and monitor, supporting students when necessary. While you are monitoring the activity, interact with your students by discussing if Ana, Pedro, or Sandra are comparing, contrasting or expressing consequence. This will help students to infer what they need to do to create their new proposal and socialize it.



11 Self-assessment Work in pairs. Evaluate how well you and your partner did in the following aspects. Read the scale and grade yourselves.

| Using a variety of expressions to make proposals. | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| Distinguishing opinions from facts in arguments. | | | | | | | | | |
| Analyzing facts that support arguments. | | | | | | | | | |
| Using comparative, contrastive, and consequence expressions in arguments. | | | | | | | | | |

If you still need to work on using expressions to make proposals, or to support your arguments, go back to Activities 2, 5, and 6. You can also ask your teacher for help.

FOR YOUR PRODUCT

Activity 10 It would be a good idea to join pairs with similar rights to enforce so to have a real contrast of ideas. It is important that both students exchange their proposals. You may need to clarify that they are looking for differences, not judging the proposals. Monitor the activity and help if necessary, with ideas to contrast and compare. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers

A: It would be a good idea to join pairs with similar rights to enforce so to have a real contrast of ideas. It is important that both students exchange their proposals. You may need to clarify that they are looking for differences, not judging the proposals. Monitor the activity and help if necessary, with ideas to contrast and compare. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Self-assessment

Activity 11 This activity implies pair reflection so it would be important to use strategies to promote a relaxed and critic conversation. It would be important to note that they are not judging each other but working together for improving their individual and pair working skills. Monitor the activity and help if necessary.

Family and community

Product Step 3 You are going to offer counterarguments and defend your position during a discussion.

1. Read and listen to Mario and Marco talking. Analyze how they agree, disagree, or clarify their ideas. In pairs, discuss if you agree or disagree with Marco or Mario using the expressions in bold.

Mario: Hey, Marco! Have you seen the wall newspaper?
 Marco: Yes, I have.
 Mario: What do you think about it?
 Marco: Well, I don't remember all the youth rights, but I guess those two could be my favorite ones.
 Mario: I think so too. I agree with Rodrigo when he says that a long recess improves learning and relationships with classmates and reduces stress.
 Marco: Are you sure about that? I agree with the idea of having the right to some leisure time but that doesn't mean a long recess is a good idea.
 Mario: C'mon. Are you really saying that?

Marco: Of course I am. For me, that sounds more like an opinion that cannot be proved rather than valuable evidence. What is more, I don't see how a long break can help to make the right to rest and leisure true. The right to education and free time wants to protect children and teens who work long hours and do not have time to go to school and to rest.
 Mario: Well, after listening to you, I think that you are right. It seems that Abigail's proposal is better.



2. Work in pairs. Read the conversation in Activity 1 again and discuss the questions. Then in groups, choose one comment from the conversation and practice agreeing and disagreeing.



- a. Which ones are useful to question evidence? _____
- b. Which ones are useful to express you changed your position? _____



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Activity 1 28 You may ask students to read the conversation first in order to have an idea of what they are looking for. If you want to keep this as a listening activity, you may write the expressions on the board before listening to the conversation. Finally, you may ask them to read the script to verify their answers. Monitor the activity and help if necessary. To socialize the activity, it would be important that students use the expressions they have learned during the module, including the ones in the example. If necessary, they may go back to the previous Steps. Monitor the activity and help them use the right expressions for their ideas.

Answers: Expressions to clarify
 When I say... that's about it?
Expressions to agree:
 I think so too... I agree with...
Expressions to disagree:
 I don't remember... I don't see how...
 I think that you are right.

Activity 2 You may need to clarify the ideas they are looking for. If that were the case it would be important to avoid examples using the expressions of the task or similar ones. Monitor the discussion and encourage a respectful exchange of ideas.

Answers: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Module 10

3. Work in pairs. Listen to Marco and Mario again and choose one of their comments and make a discussion about it. You can use the conversation in Activity 1 and the questions in Activity 2 as a guide.

| Student A | Student B |
|--|--|
| <p>1. <u>Propose a change to the school.</u></p> <p>2. <u>Ask for one reason for the change.</u></p> | <p>1. <u>Question the proposal.</u> <u>Are you sure about that?</u></p> |
| <p>3. <u>Explain your proposal.</u></p> | <p>2. <u>Express Agreement/Disagreement.</u> <u>I agree with you.</u> <u>However, I don't think...</u></p> |
| <p>4. <u>Ask your partner if they will propose?</u></p> | <p>3. <u>Say your proposal include evidence.</u> <u>If you ask me, we should...</u></p> |
| <p>5. <u>Ask if your partner has changed their mind or not.</u></p> | |

Use the questions in the table to discuss the proposals in the conversation. Write your partner's responses in the spaces provided.

Media Resources

Print or choose any the Discussion about a topic. Common, effective expressions. Use them to help students structure their conversation.

Teaching Toolbox

Use the questions in the table to discuss the proposals in the conversation. Write your partner's responses in the spaces provided.

Activity 3 You may form teams and assign random proposals, otherwise several teams may choose the same proposal to discuss. Students may want to add details to their discussion; that would be a great idea as long as they keep and follow the basic structure suggested in the table. Monitor the activity and help them if necessary, to integrate the table in a natural conversation. As they finish, let students practice their conversations with a partner. Highlight aspects from the tone or expressions that might suggest the right body language.

Suggested answers

1. I think we should have a school garden. It would be a great place for students to learn about plants and animals. It would also be a nice place to relax and study.

2. I think we should have a school garden. It would be a great place for students to learn about plants and animals. It would also be a nice place to relax and study.

Family and community

FOR YOUR PRODUCT

| Student A | Student B |
|-----------|-----------|
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Media Resources

Print or download the conversation cards to use in class. These cards can help students engage in meaningful conversation.

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FOR YOUR PRODUCT

Activity 4 You may want to join pairs with the same proposal or similar. Remind students that they need to recreate both sides of the conversation before exchanging tables and practicing the interaction. Monitor the activity and make sure they use all the elements of the table in Activity 3. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answer: Monitor the activity time, ensure that students are using the cards, they have time to talk to present their proposals, listen to the other side, and exchange roles. Monitor the conversation well. Have students practice the conversation and be prepared to provide feedback.



6. Self-assessment Evaluate what you learned in this step. Assign one of the following values to each of the aspects in the rubric. Then compare with a partner.

| | |
|--|--|
| I learned to use expressions to agree or disagree. | |
| I learned to question evidence in a conversation. | |
| I learned to give arguments to support my proposals. | |
| I learned to express if I changed my position. | |

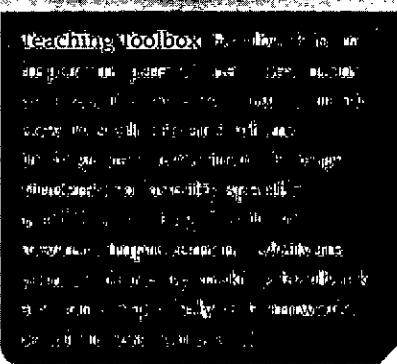
If you need to practice any of the aspects of the rubric, ask your teacher for guidance and go back to Activities 2 and 3.

Self-assessment

Activity 6 Being the last self-assessment before the final product it would be important to suggest an honest reflection. If students need to go back to the activities suggested by the instruction, it would be a good idea to go back to the checklist and repeat the self-assessment.

FOR YOUR PRODUCT

Activity 5 It would be a good idea to review the classroom feedback policies before doing this activity. It is important to follow all the elements of the checklist. If students want to give feedback on other aspects, it would be important to add them to the checklist. Monitor the activity and help if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Closure

Family and community

CLOSURE

Have a public discussion about concrete actions to address rights of the youth

PROCESS

1. I chose a right to discuss about and made an initial proposal to address it.
2. I developed my proposal by taking a stand and adding reasons to support it.
3. I offered arguments and evidence to defend my stand in a discussion.

CREATE

4. Take turns to discuss concrete actions to help the right you chose happen. Set a time limit. Reach an agreement.
5. You can invite another group to watch and listen to your discussion and provide feedback.
6. Prepare a summary of your discussion that states the rights you discussed, the main actions proposed, the aspects you all agreed with, and the ones there was disagreement to present it to the class.



CONCLUSIONS

7. Work in groups. Discuss the questions.
 - a. Why did you choose those specific youth rights to discuss?
 - b. Did you come up with several possible actions to help those rights come true?
 - c. Were your arguments supported with reasons and evidence?
 - d. What was the most difficult part of preparing yourself for the discussion?

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PROCESS

Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

CREATE

Activity 4 Before forming the groups it would be important to verify what rights they are working with. If there would be students left alone with a

different right it might be better to form groups with different criteria.

Activity 5 Students will be sharing and discussing their ideas and proposals. It would be important to set a time limit that is enough for reaching a conclusion, but sufficiently short as to generate certain pressure in the students. Monitor the activity and help if necessary, with ideas to reach an agreement.

Activity 6 Encourage students to be open to any new ideas that might arise as part of the reflection. If necessary, you may allow some time to make any final adjustments to their summary. Monitor the activity and help if necessary.

CONCLUSIONS

Activity 7 It would be advisable to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them.

FINAL PRODUCT ASSESSMENT

8. Work with the same group. Use the rubrics to assess your performance when having a public discussion about concrete actions to address rights of youth.

| | | | |
|---|---|---|---|
| Writing proposals with reasons and evidence | Proposals were consistently complete with reasons and evidence, and were clearly expressed. | Some proposals were complete with reasons and evidence, and were often clearly expressed. | Few proposals were complete with reasons and evidence. It was often difficult to understand them. |
| Using appropriate language and expressions | We used appropriate language and expressions to present the discussion. | Most of the time we used appropriate language and expressions to present the discussion. | We didn't use appropriate language and expressions to present the discussion. |
| Participation in a discussion | Everyone participated actively and respectfully in the discussion. | Most participants participated actively and respectfully in the discussion. | Few students participated actively or respectfully. |

SET GOALS

9. Go back to the Opening activity on page 174. Complete the activity again. Add evidence to the Lesson Planner if necessary.

10. Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

11. Reflect on your interactions with your classmates. Circle the option that suits you best.

| | | | | |
|---------------------------------|--|--|---|--|
| How well did you work together? | I didn't listen to my group much. I found it hard to share my ideas. | I sometimes participated in group discussions and tasks. | I participated as much as I could in discussions and tasks. | I participated in discussions and tasks and listened to my partners. |
|---------------------------------|--|--|---|--|



FINAL PRODUCT PERFORMANCE

Activity 8 It would be advisable to review your classroom feedback policies before starting this activity. Even if students will be following the rubric for feedback, it would be a good idea to be open to other elements that might lead to a better work in the future. Monitor the activity

SET GOALS

Activity 9 It would be necessary to remind students that this activity is personal and requires an honest reflection. Remind students to go back to the Step Planner and revisit what they have done in the module. You may ask if they added any evidence and share it with the rest of the class. You may ask some volunteers to share their results with the class so that everyone benefits from them.

Activity 10 Monitor the activity. Students might need to be helped to define feasible goals and actions. It would be important to promote that the notes in the notebook are written as clearly as possible so to go back to them at a later time.

TEAMWORK

Activity 11 It would be important to lead students to reflect about their work with all the class and not only with those with whom they worked in the activities of the module. Asking volunteers to share their results could be good idea.

ASSESSMENT TOOL

Assessment tools are part of the formative assessment because their results can immediately be used to make adjustments to help students learn in an effective way. A graded scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. They can be used to measure the range of certain aspects in terms of quantity and / or quality. To use this assessment tool, you should first determine a list of criteria or characteristics you want to evaluate in your students. Then you should determine the evaluation scale you will use. You might use numbers, letters, percentages, etc. Then you should write the criteria you selected before and evaluate your students. Finally, you can provide feedback by suggesting some ideas on how to improve and don't forget to recognize their strengths.

A *graded scale* is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

| | Criteria | Graded scale | | | | | Evaluation scale | | | | | |
|----|----------|--------------|---|---|---|---|------------------|---|---|---|---|--|
| | | A | B | C | D | E | A | B | C | D | E | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
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| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |

Key:

A: _____

B: _____

C: _____

D: _____

E: _____

Module 1

Track 02 Activities 1, 2, and 4, pages 12-13

Gaby: Hey, guys, how was your weekend?

David: Well... not good. I didn't do anything.

Allie: Did you stay at home all weekend?

David: Not exactly... I had a basketball game on Saturday morning, but I twisted my ankle just before the game began. It was totally unexpected! I was walking to the court when I slipped, so I couldn't play... and our team lost the match!

Gaby: That's bad luck!

Allie: Did you go to the doctor?

David: There was no need. In the end, it was nothing serious, but I couldn't go anywhere during the weekend. What about you two?

Gaby: I stayed home too. I had to look after my little brother. Grandma was at the hospital and my parents were taking care of her. But something funny happened...

David: Yeah? What?

Gaby: I promised my brother we'd make cookies and watch movies.

Allie: And what happened, Gaby?

Gaby: Well, when we were making the cookies, I asked him to get the jar of sugar, but he got the salt instead. We didn't realize until we tried them! We couldn't eat any of them!

David: Very funny! And what did you do?

Gaby: We had no time to bake more cookies, so we ate popcorn instead. What about you, Allie?

Allie: Hmm... On Saturday...

Track 03 Activities 6 and 7, pages 13-14

Allie: On Saturday we planned to prepare lunch for my mom's birthday, but it all went wrong!

Gaby: Seriously? What happened?

Allie: The plan was to ask my mom to take the cat to the vet while my brother and I cleaned the house. My dad was in charge of the food, so he was on his way to the supermarket when... he got a flat tire and couldn't buy anything!

David: Oh, no... so you didn't have a family meal? What happened?

Allie: We ordered pizza and we thought my dad would arrive in time to pay for it, but...

Gaby: The pizza guy arrived and you had no money to pay?

Allie: Exactly!

David: And what happened?

Allie: We asked the guy to wait for a while, and then... my mom arrived and she paid. We had no choice but to tell her that the pizza was to celebrate her birthday.

Gaby: That's so funny! Was she upset?

Allie: No, she wasn't. She was amused about what had happened, but a little bit worried about my dad... because he'd never changed a tire!

David: That's really funny!

Allie: It is!

Track 04 Activities 1 and 2, page 16

Ana: Hi, guys!

Pete: Hi, Ana! Did you bring the poster?

Ana: The poster? Do you mean the poster for the cake stand? Was it for today?

Jessy: Ana, it IS for today. Mr. Garcia said yesterday that we had to bring the posters today. He told us, "Have everything ready for tomorrow," and that was yesterday, Ana. Then, I asked you if you could finish the poster at home and you said, "Yes, Jessy. Don't worry, I'll finish it." Right, Pete?

Pete: Err... well...

Ana: Hmm... that's not what I understood. I'm very sorry. I thought that we had to bring the poster tomorrow morning for the school festival. And, when you asked me if I could finish it, I didn't understand I had to bring it today. Besides, the festival is tomorrow, right?

Jessy: But that's not the point...

Pete: Girls, girls... let's try to fix this, okay?

Jessy: Right. What do you suggest?

Pete: Mr. Garcia said that everything had to be ready at four. However, he also told us that if we needed more time to finish the posters or other materials for our stand, we could use our lunch break. What if we do that?

Jessy: Okay! Good idea! Ana, you can design the new poster. We can add drawings or some magazines cutouts and then show it to Mr. Garcia, together with the rest of the materials for the stand at four. Is that okay?

Ana: Sure! Let's do it!

Track 05 Activities 1 and 2, page 20

Kim: Hi, Liz! How was the party last Friday?

Liz: Hi, Kim. Well, something really funny happened.

Kim: I'm sorry, but I didn't catch what you said.

Liz: Oh, OK... I just said that something really funny happened at the party.

Kim: Oh! What happened?

Liz: A couple of days before the party, Clara asked me if I could go to the mall with her to pick a dress for the party. However, I couldn't go with her, sorry, with her, because I had other things to do. Besides, I already had something to wear for the party. But guess what happened?

Kim: What?

Liz: She bought the same dress that I did! When we met at the party we were wearing the same red dress. It was too funny!

Kim: Oh no, did Clara think it was a funny coincidence?

Liz: Of course. There was no way we could have known that. How could we have found out before? Besides, we had a great time, so nobody teased us about it.

Module 2

Track 06 Activity 4, page 37

Melissa: So, Pablo, what do you think of Dorian Gray?

Pablo: Well, in my opinion, he's an interesting character.

Melissa: Interesting? He's a monster.

Pablo: I think I know what you mean, but I still think that the story and the character are amazing.

Melissa: He's totally crazy! Throughout the story he transforms from being an amazingly handsome and rich young man who doesn't recognize his beauty, to a vain monster who behaves cruelly with everybody.

Pablo: Yes. At the beginning, he has it all; but then he becomes obsessed with beauty and begins to crazily pursue his own pleasure above all else.

Melissa: You see? Horrible.

Pablo: Well... I'm not saying he's a good person, but the character and the way the author wrote the story are fascinating. It gives me the chills when the painting starts showing Dorian's lies under the surface. All of his crimes and misbehaviors are reflected in the aging and malevolent face of his portrait, so we see what Dorian has really become.

Melissa: Okay, Okay. I hate the character, but I guess I like the story too.

Module 4

Track 07 Activities 1 and 5, pages 69-70

TV Program 1

And Marconi gets the ball and kicks it back to Rossi. Now, Rossi has the chance to score if he gets past the defense! Oh, well. Good try!

TV Program 2

Welcome to *Today's News*.
And we start today with international news. The president of France has received the visit of the president of Italy.

TV Program 3

But hippos are territorial. If they see a zebra getting into the water, they may push it out. Here's a zebra approaching the river, and a hippo spotting it immediately...

Track 08 Activity 6, page 70

TV Program 1

Now, add the flour to the beaten eggs, but don't forget to sieve it first. To do this you can...

TV Program 2

And now, our last question! Each team will have thirty seconds to answer. The first team to answer correctly will win the contest!

Track 09 Activities 1 and 5, pages 72-73

TV Program 1

Today the Summer Olympic Games have officially begun. The opening ceremony started at 10 a.m. with speeches by the presidents of the International Olympic Committee and the host country. Then, the ceremony continued with elaborately staged performances by 500 volunteers, all wearing colorful costumes. One group portrayed the evolution of sports from the Ancient Greek Olympic games to the present. After that, each country's delegation paraded into the Olympic stadium. The team of the United States is made up of 450 athletes, who marched in after the United Kingdom. They all have gotten to the top of their sports to join the Olympic team. The ceremony finished with the traditional lighting of the Olympic flame.

TV Program 2

The Summer Olympic Games began this morning. Two speeches by the presidents of the International Olympic Committee and the host country opened the games. The event continued with spectacular acts that involved the participation of 500 volunteers wearing colorful costumes. The evolution of sports was the main theme of the ceremony, from ancient Greek games to modern ones. The team of the United Kingdom is made up of 350 athletes from England, Scotland, Northern Ireland and Wales. They all have got to the top of their sport to compete in such prestigious international event. Once all the countries' delegations were in the stadium, the Olympic flame was lit.

Track 10 Activities 7 and 10, page 74

And now the diving results. First, men's synchronized 10-meter platform. The Chinese team, formed by Xi Lun and Yin Xiang, got the gold medal with two perfect dives. The first dive included a three and one half somersault pike, and the second dive included a two and one half somersault with two and one half twist. The American team, formed by James Craig and Tom Wharton, got the silver medal. Their first dive was almost perfect and included a three and one half somersault pike. However, their second dive was far from perfect, losing synchronicity at the very end.

Track 11 Activities 1, 2 and 4, pages 76-77

Interview 1

Interviewer: Excuse me, can I ask you some questions about a travel TV show?

Gina: Yes, sure.

Interviewer: Have you watched *Traveling around Mexico*?

Gina: Hmmm... I think I watched an episode, but that was a long time ago.

Interviewer: Oh, that's fine. And, what do you think about the program?

Gina: It was good. I liked it.

Interviewer: What was it about?

Gina: It was about San Cristobal de las Casas in Chiapas, I think.

Interviewer: How did you feel about the content of the program?

Gina: It made me feel curious because I want to go visit Chiapas! It's a place I would like to go to in the future.

Interviewer: You said you have watched it only once, but... why did you like the show?

Gina: I liked that the host is young. I think young people feel very motivated to travel around the country.

Interviewer: And, what would you change about the program?

Gina: Maybe the timetable. I usually get home late and that's why I haven't watched more episodes.

Interviewer: Oh, got it. Thanks for your help!

Interview 2

Interviewer: Hi! Can I ask you some questions about a TV program?

Santiago: I'm in a rush, sorry.

Interviewer: It will only take a minute.

Santiago: Oh, okay...

Interviewer: Thanks. Have you watched *Traveling around Mexico*?

Santiago: That's my favorite show! I always watch it. I've never missed an episode!

Interviewer: Wonderful! Then, what do you think about the program?

Santiago: I think it's excellent because of the host, the places he's visited, the information he shares with the audience. I simply love it!

Interviewer: When was the last time you watched it?

Santiago: Last Thursday, of course!

Interviewer: What was it about?

Santiago: It was about Veracruz.

Interviewer: Right. Of course. And how did you feel after watching the program?

Santiago: It made me feel excited because now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.

Interviewer: Great! Well, thank you very much for your time!

Track 12 Activity 1, page 79

Liz: Hey guys, what's going on?

Jeremy: Liz! Shh... we're watching *Mission Galaxy*. It's the last episode of the season.

Liz: What? Is this the show about a team of scientists in a new galaxy? The one you were talking about the other day?

Marissa: Yeah. It's over!

Jeremy: What a good program! But I felt very sad when Timothy had to say goodbye to everyone... you know, when they were in the cave.

Marissa: Agreed. Very sad!

Liz: I just can't understand why you like this show. To me it's... err... so boring!

Marissa: Boring? Come on, Liz. Be fair.

Liz: I am. I watched the first three episodes and I was bored and a bit angry, you know... with the main character. When he left planet Earth I just couldn't believe it! Of course... it's your favorite TV program and I should respect that.

Jeremy: Thanks, Liz! By the way, what's your favorite TV program?

Liz: Hmm... let me think... I think my favorite TV program is *The Animal Show*.

Marissa: Seriously?

Liz: Yes. Have you watched it? I love it because it's about animals in different habitats.

Jeremy: When is it on?

Liz: On Wednesdays. The last episode was amazing. It was about...

Module 6

Track 13 Activities 2 and 3, pages 111-112

Diego: So, what do you think happened to the *Mary Celeste*?

Andrea: I don't know. But it couldn't have been a sea monster as some people speculate. That doesn't convince me because monsters don't exist.

Diego: I agree. In my opinion, if the cargo was complete, pirates can't have been involved.

Andrea: Yeah. You're right. Another theory is that alcohol vapors may have escaped and caused an explosion. Maybe the Azores heat caused the evaporation.

Diego: Well, that may have happened.

Andrea: Now, I rather think that if they used the life boat, the captain must have given the order to do so.

Diego: Maybe your opinion is better than the ideas of a sea monster, pirates, or vaporized alcohol. And the captain must have had very good reason to order that.

Andrea: Look! It says in this website they have discovered new evidence using forensic technics.

Diego: Wow! That sounds interesting. They must have a different version of what happened.

Andrea: Well, it talks about a combination of factors...

Module 7

Track 14 Activity 2, page 120

Miguel: Claudia, did you know that in other countries people do not shake hands or kiss on the cheek to greet?

Claudia: Seriously? Where did you read that?

Miguel: Here. Look. Based on this article, greetings are different depending on where you live. For example, in

Saudi Arabia, people touch noses instead of shaking hands. What do you think?

Claudia: I think it's very interesting! What else?

Miguel: Well, according to this article, in Asian countries people prefer to bow. An example of this is Japan. People bow and use different inclination depending on formality. What do you think about this?

Claudia: Wow, I didn't know that. It shows how culturally diverse we are! In my opinion, I like how we greet others, because we have options, either with a kiss on the cheek or with a handshake.

Miguel: True.

Track 15 Activity 2, page 123

Sara: Hey guys, did you know that napping is still a common practice in some European countries such as Italy and Spain?

George: Seriously? That's interesting! I didn't know that.

Karla: Me neither. I thought it was an American, I mean, a Latin American custom. People may think that only lazy people take a nap, but it's a custom.

Sara: Well, it's also customary in Asian countries, like the Philippines. I agree with you; I think it shouldn't be misinterpreted. It's not because you're lazy; it's a cultural practice.

George: I know that in Asian countries you must take your shoes off, did you know that?

Karla: I did, I have an Indian friend and I must take my shoes off when I visit. I like it, you don't bring dirt inside your home.

Sara: Oh! But, going back to napping, there's something called *inemuri* in Japan. Have you heard about this?

Track 16 Activities 2 and 3, pages 126-127

Ben: Liz, what are you reading?

Liz: I'm reading an article about popular sports and hobbies among teenagers in other countries.

Ben: Sounds very interesting! And, what countries does the text mention?

Liz: Well, so far I've only read about sports and hobbies in Japan.

Ben: Oh, I see. What sports are popular in Japan?

Liz: Well, the most popular sport is baseball! Did you know that?

Ben: No, I didn't! Wow! But, is it popular only among boys?

Liz: No, it's also popular among girls.

Ben: And, what other sports are mentioned?

Liz: Well, martial arts like kendo.

Ben: Kendo? What kind of martial art is it?

Liz: It says here that it's an ancient art of sword-fighting.

Ben: And, what equipment do you need to practice it?

Liz: Well, you need a wooden sword, a training suit, and armor to protect your face and your hands.

Ben: Sounds a bit dangerous... Are there competitions?

Liz: Yes, there are. In fact, there's a world competition and also a European competition, because kendo is big in most European capitals.

Ben: I was not expecting that. Seriously? Amazing!

Track 17 Activity 3, page 131

Juan: Hey, guys! This is so cool! I've read about other fascinating cultural practices in other countries. Do you want to hear more?

María: Sure.

Juan: Well, did you know that in Japan there's the custom of cherry-blossom viewing? During spring the Japanese go to parks to appreciate cherry trees that are in bloom. Fascinating, right?

María: Yes! Speaking of nature, did you know that Norwegians spend a lot of time during the year in natural parks? They also go camping in forests and other similar activities. Isn't it great?

Juan: Oh! I didn't know that! Sounds amazing to me. What do you think, Diana?

Diana: I like going camping. I could live there!

Juan: Me too!

Diana: Well, believe it or not, I have a friend who once told me that in her country, India, they hug trees.

María: Really? I've never heard of that. Tell us.

Diana: It's based on religious beliefs. But that's not all! People also recite mantras in Sanskrit to thank rivers, mountains, and trees. In my opinion, this custom is peculiar, don't you think?

Juan: Yes, definitely.

Diana: I've read hugging trees and being in close contact with nature has proved to be good for your health. It has a healing effect.

María: Yes, I've read it increases your well-being and sense of happiness. Maybe we should try it.

Juan: Why not? Well, that was an interesting talk. See you around.

Diana: See you, guys!

Module 8

Track 18 Activity 2, page 139

A Summer Night

By Elizabeth Drew Stoddard

I feel the breath of the summer night,
Aromatic fire:
The trees, the vines, the flowers are astir
With tender desire.
The white moths flutter about the lamp,
Enamoured with light;
And a thousand creates softly sing
A song to the night!
But I am alone, and how can I sing

Praises to thee?
Come, Night! unveil the beautiful soul
That waiteth for me.

Autumn (fragment)

By Henry Wadsworth Longfellow

With what a glory comes and goes the year!
The buds of spring, those beautiful harbingers
Of sunny skies and cloudless times, enjoy
Life's newness, and earth's garniture spread out;
And when the silver habit of the clouds
Comes down upon the autumn sun, and with
A sober gladness the old year takes up
His bright inheritance of golden fruits,
A pomp and pageant fill the splendid scene.

Track 19 Activity 10, page 144

To My Mother

By Christina Rossetti

Today's your natal day;
Sweet flowers I bring:
Mother, accept, I pray
My offering.
And may you happy live,
And long us bless;
Receiving as you give
Great happiness.

Track 20 Activity 11, page 144

receive, receive
live, live
pray, pray
give, give
happiness, happiness
offering, offering
may, may
bring, bring
today, today
bless, bless

Track 21 Activity 1, page 146

Shall I compare thee to a summer's day? (Extract)

By William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed.

Module 9

Track 22 Activity 3, page 160

Moderator: What do you think about street art?

José: In my opinion, street art can only be considered a type of art when it contributes to the landscape and also respects public areas. Therefore, to be considered art, street art must have authorities' permission. If not, it is vandalism.

Moderator: Do you agree with him?

Lucía: I partially agree. Even though street art does not always contribute to the landscape, it shouldn't be restricted to what authorities allow. Artists should be free to express themselves.

Track 23 Activity 1, page 163

Rebeca: In my opinion, the best music genre is traditional folk music because it represents the values of a country. It can be very versatile as it changes from one country to another. Moreover, it can be influenced by other music genres and it can also influence other genres. For example, Mexican folk music has influenced contemporary classical music. However, traditional folk music is usually not as popular worldwide as other music genres because it responds to regional or cultural aspects. Despite this, it can gain international recognition when it is performed in festivals or played by popular artists. I believe traditional folk music should be more appreciated because of its cultural value.

Track 24 Activities 2 and 3, pages 167-168

Moderator: Okay, Susan, what do you think?

Susan: Digital art is very popular these days because it can be produced with few material resources and uses computers creatively. I think it is real art because you create images, video, and animation. You are the artist; the computer is just a means of doing it. It has an important advantage too; the possibility of creating a piece of work without wasting paper or other materials. Since it is digital, it can be stored, modified and distributed without spending money.

Moderator: Thanks, Susan. Mark, what do you think?

Mark: Sorry, can you repeat that please?

Moderator: Sure. I asked for your opinion. Do you agree with Susan?

Mark: Not at all, quite the opposite! Despite its advantages, I mean, that digital art is practical, this type of art depends on computers and what they can do. It means that artists do not require real skills, because it all relies on the computers. Anyone can be a digital artist if you have a computer and the suitable programs. Therefore, digital art should not be considered an art itself. It is a technical skill applied to art, but it is not real art.

Moderator: Thanks, Mark. Well, so far you have mentioned that digital art is practical and you both agree on that, what you don't agree with is whether it should be considered real art or not, because it is done by means of a computer. Now, let's...

Module 10

Track 25 Activity 5, page 176

Charlie: Hey, Joanne, did you know that Internet access is considered a human right?

Joanne: No, I didn't know that.

Charlie: I was surprised too.

Joanne: That means everyone should have access to the Internet.

Charlie: But how could we help to make that happen?

Joanne: I think that first we need to inform our community about the fact that access to the Internet is a human right, since we should know what our rights are in order to make them happen. It has been proved that information is power.

Charlie: I understand your point, but we need to do something practical. In my opinion, we should invite kids who have Internet access to share it with those who don't, because not only does it help with the problem, but it also promotes solidarity, and people working together have always helped changes take place.

Joanne: That's a very good idea. Though, the way I see it, we also need to inform people in our community about this right. Maybe we can create some flyers and include the invitation you said.

Charlie: What a fantastic idea! Let's do it then.

Track 26 Activities 1 and 2, pages 179-180

Pedro: Hi, everybody! Welcome again. In today's program, we will continue discussing actions to address human rights.

María: That's right, Pedro, and today it's time to talk about the right to health.

Pedro: If we search for information on the Internet, we can find that the human right to health says that every person in the world has the right to the highest attainable standard of physical and mental health.

María: There are many government actions to achieve this goal, but how could we, children and teens help?

Pedro: Well, one of the actions of governments is prevention and I think this is where we can help the most.

María: Definitely! What actions do you think could help?

Pedro: I think it's a good idea to organize campaigns or implement courses to promote healthy habits. I'm sure the healthy habits we develop as children will stick with us to adulthood.

María: Although it is a good idea, we need to focus on one aspect of health at a time in order to have better results. General campaigns aren't as effective as focused ones.

Pedro: Hmm... I see your point. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. This is important, because our country is first place in child obesity in the whole world.

María: I'm sure we can have local campaigns at schools that will have a positive impact on students. It has been proved governments can work better on nationwide campaigns, whereas community members can work better at a local level, because they know their community well.

Pedro: Now guys, take a stand. Participate and share your ideas with us. Send us a message or give us a call. Your opinion is very important to us. I think we have our first call.

Track 27 Activity 9, page 182

Pedro: I think we have our first call. Hello, welcome to the show. What's your name?

Sandra: Hi, I'm Sandra.

Pedro: Hi, Sandra. So what do you think?

Sandra: In my opinion, although the government makes a great effort, they should monitor that each school provides healthy diets to children. Education is as important as our health.

María: I agree with you, but remember the government takes many actions, but it isn't their responsibility only, we should help as well.

Sandra: Hmm... You are right. When we all work together, the impact is greater.

Pedro: Exactly! For example, whereas we can feel happy eating junk food, we should analyze if all the food they sell in the school cafeteria is healthy and ask the principal to make any necessary changes.

Sandra: In fact, I know about a school where they carried out a very successful campaign for healthy eating. Consequently, they improved the children's health and helped each other.

Track 28 Activity 1, page 184

Mario: Hey, Marco! Have you seen the wall newspaper?

Marco: Yes, I have.

Mario: What do you think about it?

Marco: Well, I don't remember all the youth rights, but I guess those two could be my favorite ones.

Mario: I think so too. I agree with Rodrigo when he says that a long recess improves learning and relationships with classmates, and reduces stress.

Marco: Are you sure about that? I agree with the idea of having the right to some leisure time, but that doesn't mean a long recess is a good idea.

Marco: C'mon. Are you really saying that?

Mario: Of course I am. For me, that sounds more like an opinion that cannot be proved rather than valuable evidence. What is more, I don't see how a long break can help to make the right to rest and leisure true. The right to education and free time wants to protect children and teens who work long hours and do not have time to go to school and to rest.

Marco: Well, after listening to you, I think that you are right. It seems that Abigail's proposal is better.

Reader

Track 29 Reader Chapter 2

People dressed in very luxurious clothes crowded all the chambers except for the black one, dancing and chatting and enjoying the night, until midnight, when the sound of the twelve strokes of the clock forced everyone into a longer silence.

During this silence, the crowd became aware of the presence of a masked figure that no single individual had noticed before. The rumor of his presence evoked disapproval, terror, and disgust. The figure was tall, very thin, and looked as the dead look in their graves. The mask which covered his face resembled a corpse that had died from Red Death. His clothes were dabbled in blood, and his face was sprinkled with the scarlet horror.

"Who insults us with this mockery?" the Prince yelled with rage. "Seize him and unmask him! We have to know who we will have to hang at sunrise."

The figure made his way uninterrupted out of the blue chamber, then past the purple, the green, the orange, the white, the violet, until he reached the black chamber. Prince Prospero, extremely angry, rushed hurriedly through the first six chambers, holding a dagger in his hand. No one followed him because of the terror they felt.

Track 30 Chapter 9

A Psalm of Life by Henry Wadsworth Longfellow

Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.
Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Find us farther than today.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.
In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;
Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

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- <https://americanenglish.state.gov/>
A community of teachers to share resources and discuss methodology.
- <https://www.coe.int/en/web/common-european-framework-reference-languages>
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