



GET

AHEAD! 2

Teacher's Guide

Margarita Dueñas Kittrell
Laura Alicia Meza Martínez



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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.

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GET AHEAD! 2

Teacher's Guide

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Unit	Environment	Communicative Activity	Social Practice
1 Environmental Emergencies	Academic and Educational	Interprets and follows instructions.	Produces instructions to prepare for an environmental emergency.
2 Public Service Announcements	Family and Community	Conducts exchanges associated with Specific purposes.	Expresses support and solidarity in the face of an everyday problem.
3 Reading Plays	Recreational and Literary	Literary Expression	Reads plays.
4 Complaints	Family and Community	Participates in exchanges associated with the environment.	Expresses complaints about a product.
5 This Is How It Works	Academic and Educational	Searches for and selects information.	Paraphrases information to explain the operation of a machine.

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	Evidence	Project (Final product)
<ul style="list-style-type: none"> • Selects and reviews instruction sheets. • Reads and understands instructions. • Writes instructions. • Edits instructions. 	<ul style="list-style-type: none"> • List with names of environmental emergencies. • Instructions to prepare for the emergency. • Graphic resources. 	Posters with instructions
<ul style="list-style-type: none"> • Expresses reasons to support a cause. • Contrasts effects of prosodic features and non-verbal language. • Defines ways to express him/herself depending on the audience. 	<ul style="list-style-type: none"> • Graphic resources for the situation chosen. • List of strategies for prosodic features. • List with expressions. • Script with sound effects. 	Public Service Announcement
<ul style="list-style-type: none"> • Chooses and reviews short plays. • Reads short plays. • Reads plays aloud. 	<ul style="list-style-type: none"> • List with plays selected. • Table with emotions generated by a play. • Recommendations to read aloud. 	Dramatic Reading
<ul style="list-style-type: none"> • Listens to and reviews complaints about products. • Understands general sense, main ideas and detailed information about complaints. • Makes and expresses complaints. 	<ul style="list-style-type: none"> • List with reasons to complaint. • Table with expressions. • Sketches with notes to use body language. 	Dialogue Expressing complaints
<ul style="list-style-type: none"> • Select and review materials. • Reads and understands information. • Writes information. • Edits texts. 	<ul style="list-style-type: none"> • List with sentences. • Notes. • Graphic resources. 	Infographic

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Unit	Environment	Communicative Activity	Social Practice
6 Anecdotes	Family and Community	Participates in exchanges associated with information about self and others.	Comments on own and others' experiences in a conversation.
7 The News	Family and Community	Participates in exchanges associated with the media.	Compares the same piece of news in different publications.
8 Literary Essays	Recreational and Literary	Understands oneself and others.	Reads short literary essays to contrast cultural aspects.
9 Round Table Discussions	Academic and Educational	Participates in exchanges associated with specific purposes.	Discusses points of view to participate in a round table discussion.
10 Improvising Monologues	Recreational and Literary	Takes part in a form of artistic expression.	Improvises a monologue on a topic of interest.

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	Project (Final product)	Project (Final product)
<ul style="list-style-type: none"> • Listens to and revises conversations about personal experiences. • Understands general sense, main ideas, and details. • Shares personal experiences in a conversation. 	<ul style="list-style-type: none"> • Chart with personal experiences. • List with questions. 	Autobiographical anecdote
<ul style="list-style-type: none"> • Revise and understand information about the human body systems. • Propose and answer questions about the human body systems. • Write notes to describe human body systems. • Edit diagrams in teams and with the guidance of the teacher. 	<ul style="list-style-type: none"> • Selected piece of news. • Notes with information that answers basic questions. 	Comparative Table
<ul style="list-style-type: none"> • Reviews short literary essays. • Reads and understands the general sense, main idea(s) and details in literary essays. • Describes and compares cultural aspects. 	<ul style="list-style-type: none"> • Questions and answers on content of essays. • Sentences to describe cultural aspects. 	Table with comparisons
<ul style="list-style-type: none"> • Revises and selects information from Civics and Ethics Education texts. • Understands general sense and main ideas. • Discusses points of view when participating in a round table discussion. 	<ul style="list-style-type: none"> • List of topics. • Cards with personal points of view. • Recommendations for monitoring the use of prosodic features. 	Round Table
<ul style="list-style-type: none"> • Revises genre of monologues. • Presents a monologue. • Gives and receives feedback. 	<ul style="list-style-type: none"> • List of strategies to use body language. • List of topics for the monologues. • Rules to play. 	Game: <i>Improvising Monologues</i>

INTRODUCTION

Welcome to

GET AHEAD 2

This book aims to help you learn English in a dynamic and practical way, so that when you finish, you can communicate in English for basic social and academic purposes. By the end of this level, students should be able to understand main ideas in spoken and written texts related to areas they are familiar with. They will also be able to interact in situations where English is needed developing the ability to express their ideas and improvise when necessary. Prepare your students to **Get Ahead** and become successful in English by using this educational package.

The Get Ahead 2 educational package is comprised of:

Student Book

A comprehensive guide and practice book that will guide students to learn English in the classroom or at home.

Reader

A collection of stories, essays, articles and other types of text that will complement what your students learn in class through interesting content.

Teacher's Guide

Detailed suggestions on how to conduct a class using **Get Ahead! 2**. There are suggestions for extra activities to challenge demanding classes or to support students who need more guidance, as well as different tools to enrich the teaching-learning process and simplify teachers' planning.

Electronic Component: CD

A CD with all the audio tracks from the Get Ahead program and images you can use to complement classes. The CD has been created to contain different types of audio so that students can develop their listening skill. The images contained here are support material for optional extra activities. The Teacher's Guide will suggest when and how to use them in **Poster Activities** boxes, but we are sure you will find other creative ways to exploit them as well.

INTRODUCTION

The Student Book

The **Get Ahead! 2** Student Book has been written taking into account all the requirements stated in the curriculum established by the Mexican Ministry of Education (SEP).

Units have been put together in such a way that Communication is highlighted from the start. We open each unit with a trigger question that invites the students to get into the topic and exploits their background knowledge.

The unit is then divided into sections that have different functions:

GET GOING

The unit starts with tasks in which students interact with a listening or written text, or complete a task that challenges them to use previous knowledge and to see new input in context.

STOP AND THINK about... Students solve reflective tasks that may deal with language, culture, self-awareness, learning to learn, or being with others. In this first reflective stop, they deal with one or two aspects only.

GET MOVING

Students are now ready to move on using the target language in scaffolded tasks that give them a higher challenge or where new content is integrated. This is the longest section of a unit.

STOP AND THINK about... This second reflective stop, will deal with four of the areas mentioned before: language, culture, self-awareness, learning to learn, or being with others.

GET AHEAD

At this stage, students can get together the information they generated towards their final product. They can put the skills they have acquired or practiced, in presentations. This page gives detailed suggestions on which information to recall and how to organize presentations. Here you will also find a task in which students reflect on the final product.



reading **CORNER**

This section connects students with their reading book, encouraging them to undertake simple tasks before, while, and after reading the material.

quick

CHECK!

Students solve here a short test that will help them evaluate how well they can deal with material from the unit. This is a formative evaluation tool

self ASSESSMENT

Students read an inventory of can-do statements that reflect the expected learning outcomes or achievements of the unit and decide how well they perform. This is an important tool for formative evaluation.

As students progress through the sections, they gain more confidence and develop their language skills in a practical and critical manner.

Throughout the Student Book units you will find different icons that can help you and your students make a better use of the different sections, and / or give you an indication of the type of activities at hand.



This icon indicates that the activity can or should be conducted in pairs.



This is used to indicate work in groups.



This icon tells you there is a recorded track listen to contained in the audio files of the CD. The number of the track will tell you which audio script to read in the section *Audio Scripts*.



This icon indicates work that students should save as evidence of their learning, and that the activity has information that will be useful to create the final project or product in the section *Get Ahead!* You might consider having a detailed look at the products created in these activities, as they will provide opportunities for formative evaluation.



When you see this icon, it means that the activity will be useful for a presentation of your work near the end of the unit. You can check the *Get Ahead!* page to find out what the presentation will be about and to understand how this information could help.



You will find interesting cultural aspects to learn or discuss in class.



These are brief recommendations on how or when to integrate information technology in the learning process.



This icon recommends the point when you can start reading the corresponding text for the unit.



This icon will direct you to work on different sections of the Reading Corner page so that you can relate the content of the reader to the content in the unit.



This icon will direct you to a language summary that can be useful to understand how specific aspects of the language work.



When you find this icon check the glossary at the end of the book (which starts on page 181 in the Student's Book and page 187 of this TG).

INTRODUCTION

The Student Book contains other useful sections that learners should get familiar with and that you can exploit to support them more in the process of learning.

After units 3, 7 and 10 you will find:

A **review unit** where students can revisit and consolidate knowledge covered in the period.

A **term test** that your students can complete so you can get an idea of their progress. You can use this test for formative or (informal) summative evaluation.

The review units and term tests have been placed after these units considering the most common distribution of a school calendar year. We believe that by having a period to review and evaluate content in these three moments, your planning throughout the year will be more productive and the learning outcomes will be better consolidated.

In the final pages of the Student Book you will find:

A **Language Reference** Section that complements some important language points of the target language of each unit. Within the units, the icon will tell you when to use it.

Glossary A comprehensive list of key vocabulary from each unit with simple and clear definitions.

Strategies Summary A section that summarizes the learning to learn strategies students cover in each unit. This section can be used at any point in the program and not necessarily in the order of the units.

Digital Skills summary. Throughout the book students will find IT Stop boxes that guide them to reflect on uses of technology in their learning process. This section summarizes the tips covered in the IT Stop boxes and, as the strategies summary, can be used at any point in the program and not necessarily in the order of the units.

Resources for students. Recommended print and electronic sources for students.

Reader

The Reader is an anthology with texts closely connected to the target language in each unit of the Students Book, but we have given texts a fresh outlook that will make the content different and more attractive to your students.

Texts in this book seek to motivate extensive reading through a variety of genres that includes articles, stories, a comic and a script. Each text is complemented with an optional set of activities that students can complete independently or working with you as part of their class. There is also a page with optional follow-up suggestions, recommending further reading of the same type and / or the same topic as well as additional projects connected to the texts.

Key vocabulary is highlighted and defined at the bottom of each page; it is also listed at the end of the book for comfortable reference that supports independent reading.

Content, questions and extra suggestions seek to help students engage in the reading and establish connections between the text, themselves and their world. Connecting a text at a personal level and then to our reality helps readers become critical thinkers, so we hope you don't miss the opportunity to exploit this component and the support material that accompanies it.

Teacher's Guide

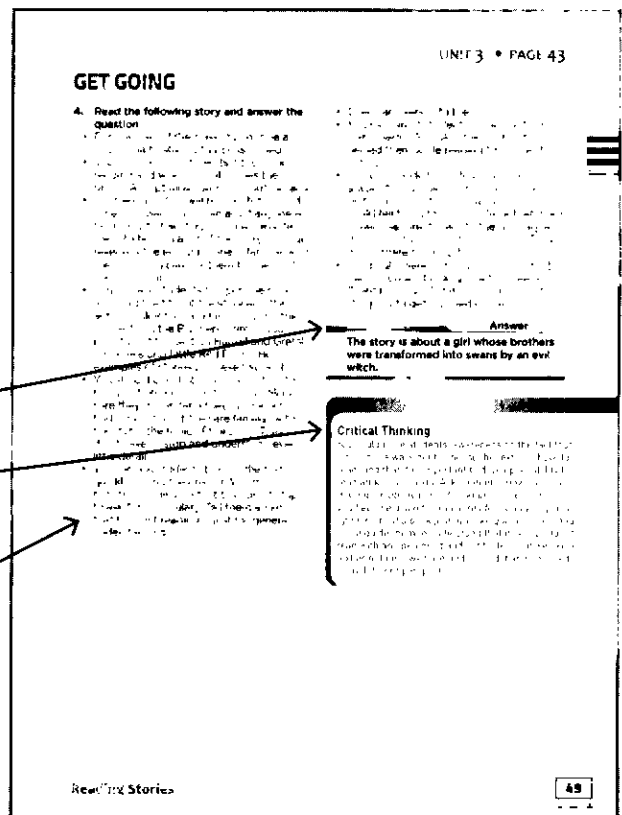
This Teacher's Guide gives you practical and step by step advice on how to use the Student Book in class.

A typical page of your TG has the following features:

The answers for each one of the activities.

Extra information that can be useful for the teacher.

Detailed suggestions on how to conduct each activity.



The extra information in boxes includes different ideas for different moments of the class:

Extra support: tips and ideas on how to direct students that need more support through some of the tasks..

Extra Activity: Ideas for activities independent of the material in Get Ahead.

Poster Activity: Ideas on practical application of the images included for each unit in your Teacher's CD.

Critical Thinking: Guidance in certain areas to help students become critical thinkers.

Reader: A box at the beginning of each unit with a recommendation on when to tell students to start reading the text that corresponds to the unit.

The Reading Corner page in this guide contains the answers to the exercises in the Reader. Answers for Review units and Term tests are also included for you. And you will find a **photocopiable evaluation tool** at the end of each unit.

In the final pages of this book you will find the same sections from the Student's Book for your reference. You will also find an alternative set of **photocopiable Term Tests** that will be more reliable to use as a summative evaluation tool or that can be part of the formative evaluation you conduct throughout your course. The answer key for these tests is included after the tests. And finally, there is a list of references for support material you can use to get more information or to find more activities so that you have more ideas to bring variety to your classroom.

Electronic Component: CD

23 Audio Tracks with different content such as dialogues, stories, pronunciation examples, interviews, model discussions, etc.

All of the audio material has been created to support the development of skills and knowledge the Student Book addresses.

5 Audio tracks that reflect the content of 5 of the texts of the Reader Book. This material might help you support reading and listening in class time, and might function the way audio books do for readers with different learning styles or needs.

10 poster-like images that can be used projected in class or printed to create extra activities connected to the contents of each unit.

We have written this guide with the hope of making your teaching experience with Get Ahead! 2 more enjoyable.

We wish you the best in this school term!

Sincerely,

The Authors

It is always a good idea to start a class with a short, fun activity that can engage students into the topic you will cover. Warmers can also bring students' attention into the classroom and into English. The list of activities we offer can also help you "fill-in" moments when you think a change of pace is needed or to end your classes on a nice note. Check this list regularly and vary ways to start or end your class!

These activities are 100% optional. In order to include them formally in your plan, you will need to consider if time is available, which depends on your particular context and class needs. All of the activities need very little preparation time and they would take 10 to 15 minutes to develop in your class.

Traffic Light

To poll opinions from the class you could bring colored cards (red and green) and give one of each color to every student, or you can ask your students to color two pieces of papers they have, one green and one red. You can tell the class that they will "vote" on an issue, a "yes" vote is green and a "no" vote is red. You can ask questions and students can raise the correct paper.

This activity can be used to check true/false answers for exercises in your program, to check how many people agree/disagree with an issue, or to decide if a sentence is correct or incorrect. Consider asking questions for the reason of the vote to individual students after they have expressed their opinion.

Yes / No Game

Have students ask you Yes/No questions on any topic. Tell them you will try to answer without using the words "yes" or "no". They can ask: Can you teach? And you can answer: Obviously! / Of course! / I do it all the time. / It's my job, etc. For a negative answer you can use: It's not my thing. / I'm bad at it. / I never thought about it. Have them ask you a few more questions in that manner until they get you to make a mistake and say yes/no or until you have modeled enough affirmative/negative alternative responses. Have a volunteer student come to the front and then the class follows the same procedure trying to get a "yes" or "no" from the student. The class can then play in teams.

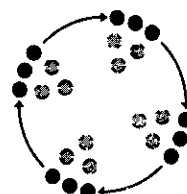
Mime this!

To practice use of body language in a fun way, you can ask students to write short expressions on index cards or separate pieces of paper. For example, they can write: *Oh, no! I ruined my blouse. / I'm very angry now. / Please, give me a refund.* or any other expression connected to the topic of the unit you are working with. Students write one expression per paper. Each student writes two or three expressions. Collect all the papers and mix them in a bag. Divide the class into groups of four or five and give each group a set of 8 or 10 cards. Students then take turns taking a card without showing it to others and mime the expression so that others can guess what it is.

You might want to demonstrate this activity with the whole class before asking them to play.

Correct the punctuation

For lessons where students need to work on punctuation or review and edit texts, you can ask students to make cards (or use pieces of paper for this) with sentences copied from the unit, from their reader book, or invented by them. The sentences should be copied with no punctuation signs whatsoever, and without using capital letters (e.g. first put chemicals in safe containers next make sure containers have labels - copied from page 18 of the Student's Book without punctuation). Students can make teams and exchange cards with other groups to correct the punctuation without using their books.



Timed Buzz Groups

For lessons where you want your students to discuss or reflect on a certain issue, you can ask them to get into pairs or groups of three. Ask them to arrange the desks as indicated in the diagram below. Write one or two questions to discuss for groups and tell them that they will have a set time to discuss the questions (1 or 2 minutes). When time is up you can ring a bell, and the teams in the outer circle move to the right. Students in the inner circle stay in their place and left face to face with a new team, with whom they can discuss the questions once more. You can move teams one or two more times so that students get an opportunity to discuss ideas with different groups.

Main Idea in a Bag

Before students read a text, you can prepare bags with cut outs that represent the main idea (1 bag per group of four students). Ask students to read the text of the lesson individually and then have them open the bags and relate the cut outs or illustrations to the main idea of the text. Alternatively, as students read, you can make two or three simple drawings on the board connected to the main idea of the text and then ask teams how the illustrations relate to the main idea of the text they read.

Flying Ideas

To share ideas with other students, you can bring balloons and markers to the class. Give students a balloon and ask them to inflate it. Students use the marker to write their idea on the balloon. After that, you can give students a minute to toss the balloons in the air and play with them until they are scattered all around the classroom. You can now ring a bell or clap to indicate that they should take one of the balloons near them, but they cannot pick up their own. Holding the new balloon, students can work in groups to discuss the ideas they have on their hands.

This activity works too with writing ideas on pieces of paper and then asking them to turn them into paper planes and fly them around the classroom.

Consider using this idea for closing a class by asking students to write what they have learned in the day.

Guess Today's Topic

To introduce the topic of a unit or of a lesson, you can write the title on a piece of paper and cut the letters out, one by one, separately. For example, for unit 7 "The News" you will need 7 cards or pieces of paper, and each of them will have one letter: T-H-E-N-E-W-S, but the cards will be shuffled. Prepare one set like this per group of four students. Divide the class into groups of four and give them the set of cards with letters. With books closed, ask teams to find out the topic of today's class by putting the word(s) together. The winner will be the team that finds the word(s) faster. To increase the level of challenge you can add two or three extra letters to each set and tell them they won't need all the letters.

Lucky Vocabulary Review

To review vocabulary from a text students have just read, or that you just presented and want to consolidate you can ask students to work in teams to make a list of important words in the unit (or you can write a list on the board). Working in teams, students take turns to flip a coin. Heads will mean that the first word on the list has to be defined by the person in turn; tails will mean that the person has to use the word correctly in a sentence. The groups will decide if the definition or sentence given is correct. If they are this student is awarded a point. The game continues and the winner is the student with the most points.

SOCIAL LEARNING ENVIRONMENT:

Academic and educational

COMMUNICATIVE ACTIVITY:

Interprets and follows instructions.

SOCIAL PRACTICE OF THE LANGUAGE:

Produces instructions to prepare for an environmental emergency.

Learning Outcomes	Activities	Assessment Recommendations
Select and Review Instruction Sheets.	Explain and show students how to access specific information to: <ul style="list-style-type: none"> • Take a look to get a general impression. • Think about the purpose. • Analyze repertoires of words and expressions to define intended audience. • Examine distribution and use of graphic and textual components. • Evaluate function of textual organization. 	Collect evidence such as: <ul style="list-style-type: none"> - List with names of environmental emergencies. - Instructions to prepare for the emergency. - Graphic resources.
Read and Understand Instructions	Help students to: <ul style="list-style-type: none"> • Make connections between the text and their background • Value how to determine importance of information. • Anticipate general sense. • Recognize steps and descriptions that explain or illustrate them. • Draw instructions to check understanding. 	Final product: Posters with instructions Suggested Evaluating Instrument:
Write Instructions	Help students to: <ul style="list-style-type: none"> • List words that determine the order of steps (first, next, etc.). • Write steps in statements. • While students write, teach, and strengthen processes to solve challenges. • Use expressions to show generic facts (e.g. It is important that... if it is not necessary, it is dangerous to..., etc.) • Use expressions to expand, explain, and/or illustrate steps. • Create instruction sheets from the wording of steps. 	<ul style="list-style-type: none"> - Evaluation Rubric
Edits Instructions	Create a positive and supporting environment where students have multiple opportunities to use and combine writing, reading, and speaking. Allow them to share their texts to. <ul style="list-style-type: none"> • Evaluate decisions about included and omitted information. • Value order of statements in sequences. • Point out and solve doubts. • Remove, add, or change information to improve a text. • Check punctuation marks and spelling of words. • Collaborate with students in the review of the reliability of the information that arises. 	

GET GOING

Lead-in

Start by eliciting from students names of natural disasters they are familiar with. Ask: *What happens to the environment when disasters hit? After accepting a few options and writing them on the board, you may want to introduce the topic of the unit. Discuss as a class: What do we do in case of an environmental emergency?*

1. Discuss with a classmate: What do you understand by the phrase “environmental emergency”? Give some examples of environmental disasters that cause emergencies.


- You may have students look at the pictures on this page and discuss as a group: Is there an environmental risk caused by these disasters?
- Students can then work in pairs and together write a definition of “environmental emergency.”
- Pairs can compare their version with another pair.
- You ask tell students to keep their definitions to check them a bit later.

2. Use the words in the box to complete the definition of Environmental Emergency.

- You may read the instructions with the class and check that they understand the vocabulary in the box, particularly the words “danger” (a risk or hazard) and “ecosystem” (community of living things).
- Students could quickly read the text with gaps to make sure they understand the task and most of the vocabulary.
- It is advisable to tell students that the words in yellow such as “according” can be found in the glossary in the back of the book and encourage them to use it.
- The class can be asked to work in the same pairs they worked with in Activity 1.
- Students complete the activity.
- Check answers as a class
- At this point, students can compare their definitions to the ones they wrote.

Answers

3 (and 4, but students should be critical about the source of posts and ads)

3.  Work with a classmate. Discuss: What are good sources for learning what to do in case of an environmental emergency? Why? Consider the options below and organize them from more reliable (1) to not reliable at all (4).

- Before starting the activity, you can ask the class if they know what to do in case of an environmental emergency like a hurricane or a tornado. If they do, ask them how they learned about it. If they don't, ask them where would they look for information to answer the question and the criteria they would use to decide whether the source is good or not for finding reliable information.
- Consider presenting the word “reliable” and the reading with the class the Get Smarter Box before asking students to complete the activity. This would be useful to have the class think about the reliability of the sources mentioned.
- You can then ask students to work in pairs to answer the exercise and to discuss why each source is more reliable than the other.
- Students can compare answers in pairs or groups before you check them as a class.

Answers

a2, b1, c3, d4

Critical Thinking

It would be good to let students know that while most friends and family, or even some media sources may have the best intentions, it is always better to go to experts to find out what to do in any type of emergency. You could mention organizations like fire departments or the Red Cross, who know and train in the appropriate responses to all possible disasters and emergencies.

GET GOING

Poster Activity



IMAGE 01

With books closed, you can use the image from your Teacher's CD for this unit and elicit the names of each of the events illustrated in the poster (tsunami, landslide, flood, earthquake, oil spill, chemical spill, wildfire, extreme weather, drought, and hurricane). Help them practice the pronunciation of each word, pointing to the relevant image. You could then divide the class into two large teams and have a competition. A student from team A points at a picture and a student from team B has to say the name of the event. They then reverse roles. Each correct answer is awarded a point, and the team with the most points at the end of the game, wins.

TRACK 02



4. **Work with a classmate. Listen to an expert talk about natural disasters and environmental emergencies and follow the instructions.**

- 1 Read the names of events a-j below and their definition in parenthesis. Briefly try to explain each event in your own words.
- 2 Decide if the events are caused by Nature (N) or Human Activity (H). Write N or H on the lines and listen to the recording to check your answers.
 - You can ask students to read the names of the events in this exercise and their definitions.
 - Students can work in pairs to explain the events in their own words, or it could also be a good idea to play charades in pairs. One student can mimic the movement or implications of the event, and the other can guess and explain why they made such guess.
 - You may now direct students' attention to the instructions in number 2 and ask them to discuss in pairs whether these events are caused by Nature (N) or Human Activity (H). After they discuss, you can check answers with the group.
- 3 Listen again if necessary to answer the question: *What is the main difference between a natural disaster and an environmental emergency?* Write the answer in your notebook.
 - You might want to ask students: *What is the main difference between a natural disaster*

and an environmental emergency? (an environmental emergency can be caused by a natural disaster or by human action)

- If necessary, play the track again.
- If time allows it, you can have students work in pairs and make a quick drawing that explains this main difference in a big piece of paper.
- Students can present their drawings and explain to the class.

Answers

a H, b N, c N, d N, e N, f N, g N, h H, i N, j N.

5. **Working in small groups, draw an organizer like this in your notebook and fill it in with names of environmental emergencies.**

- You can start this exercise by reviewing the list of events in Activity 4 with the class and then ask: *Which one is the least probable to ever happen here, where we live?* Discuss answers as a class and when you reach a consensus, you could ask students to write the name of the emergency in the correct column.
- Invite a student to read instructions or read them for the class.
- You can divide the class into groups of 3 or 4 students and ask them to copy the table in their notebooks, use the names of all emergencies, and write them in the correct column.
- To check answers with the class, you could ask volunteers to contribute options to a copy of the table on the board. Another option to check would be asking different students to read one of their options and then asking the rest of the class if they agree or not with their classmate.
- At this point, you could present the final project.
- Students can be asked to keep the list generated as evidence of their learning. You could invite them to prepare a separate file where they should keep the work directly connected to the final project, or they could just mark the page of their notebook with a sticker or bookmark, so that they can recall the information when they need it.

Answers will vary

GET GOING

6. Have a quick look at the emergency guides. Which natural disaster or environmental emergency are they for? Choose the correct answer from the box. There is an extra option you do not need.



- This activity could be started by inviting students to look at the posters and the illustrations quickly. Then have students close their books and ask them general questions like: *What type of texts are those? What do you think their function is? Where would you find information like that?* (They are easy guides on what to do in case of emergencies, they are normally designed to help the public in a practical manner, and you could find information like that in posters in public buildings or community spaces where authorities want people to see them, they could also be distributed as leaflets by some organizations.)
- You could read the instructions to the class or have a volunteer do it, and then check with the class to make sure they know what to do.
- Students can complete the activity individually and then compare answers with a classmate.

- After checking answers with the class you could ask questions about the contents of the posters, for example: Were you familiar with any of the recommendations? Which of the instructions are more difficult to follow? Why? Which one would be easier? Are there important recommendations missing?
- You could then direct students' attention to the last instruction on the page and have them work in pairs to discuss the last questions: *What is the purpose of these instruction guides? Are they useful? Why? / Why not? What is the function of the illustrations?*


Answers

1 a wildfire near your home.

2 an earthquake.

-  Page 10  At this point, you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 10). After discussing the title and the initial image with them, ask them to complete the section Get Ready to Read on page 23 of their Student's Book.

STOP AND THINK about...**...language**

1.  **Reflect on the language used in the guides on page 14. Work with a classmate and answer the questions:**

- You can direct students' attention to the instructions and have one of them read.
- Ask students to work in pairs and discuss the questions.
- Check answers as a group

Answers

1 ten, 2 answers could vary but can include, because they are instructions and it is important to be brief, direct and assertive during emergencies so that people do not hesitate and act quickly.

- You can direct students' attention to the purple text box and have them read the requirements in there. Ask: Which of these characteristics do you have? You can ask students to compare their answers with a classmate.
- After this, you can ask students to share their answers with the rest of the class. You can also make a quick game to group students who have each requirement as you mention them. For example: say "can stay focused under stress" and all students with this characteristic should find each other.

...self

Connect the content of environmental emergencies to real life. Follow the instructions:

1. **In small groups discuss: *What type of person should help others in an emergency? What characteristics does he/she have to have?***
2. **Consider the following requirements for a person who can help others during an emergency. *Which of these do you have? Are you a good candidate to help others in an environmental emergency? Discuss your answers with your classmates.***
3. **Share conclusions from activities 1 and 2 with the rest of the class.**
 - You can brainstorm with your group different characteristics of an ideal person who should help others during emergencies. Write answers on the board: some ideas could include a confident person, someone who works well under pressure, strong, agile, or resourceful.



PAGE 176

Poster Activity

You could use the image on the CD to play a game. Divide the class into four large teams and have a competition. Point to an event and have students write an instruction that should be followed to be safe during the event. The first team to turn in a correct instruction to you, gets a point for their team. The winner is the team with more points.



GET MOVING

TRACK 03



1. **You will listen to a radio program where an expert on emergency responses explains what to do in case of a chemical spill. Work with a classmate and circle the words you think you might hear.**
- Before reading instructions, you might want to consider writing the phrase "chemical spill" on the board and elicit ideas from the class as to what that is. Students can also share if they have ever witnessed or heard about such an event in real life. Ask students what a chemical spill would look like if it happened at/near the school. (e.g. a truck with chemicals could have an accident in the area, substances from the lab might get spilled, gas emissions from a spill nearby could reach the school, etc.) Ask students if they would know what to do.
 - You could now introduce the topic of the audio, read instruction for the activity to the class and check understanding of the words.
 - Students can complete the activity individually or in pairs.
 - You could then play the audio a first time without stopping for students to check if the words they chose were mentioned in the recording
 - Students can compare answers in pairs or groups.
 - After checking the answers with them, you might want to emphasize the fact that even though some guesses are logical, the answers will not always be correct. Encourage students to share if they were surprised not to hear any of the words they chose.
 - At this point you could play the recording again to ask some general comprehension questions like: *What is the purpose of the conversation? How many steps did the expert mention? Which step do you remember?*

Answers

The words that appear in the recording are: danger, emergency control, and substances.

TRACK 03



2. **Listen to the beginning of the interview again. Number the steps in the correct order. Then, match each step to the correct illustration by drawing a line.**
- Invite a student to read the instructions for this part or read them for the class.
 - If students hear the recording twice, you can ask them to complete the activity from memory and then play the track for them to check. Otherwise, play the recording and ask them to complete it as they listen to it.
 - Students can compare answers in pairs or small groups before checking them with you.
 - Organize the class into small groups and ask them to discuss the question *Which words helped you identify the sequence of the steps?* You can play the recording again after the discussion for them to compare their answers.
 - Still working in groups, students could analyze the illustrations for each of the steps and draw or just outline what would be better options. It is important to limit time for the illustrations, as some students might want to do something complex. Praising good effort or ability to draw can encourage creative students, but it is also essential to tell them to pay more attention to the explanation in English about why their illustration is better than the ones on the page.

Answers

Control the spread is step 2, illustration c; **Make the area hygienic and safe again** is step 3, illustration a; **inform others** is step 1, illustration b

GET MOVING

TRACK 04



3. Listen to the last part of the interview and complete the following paragraph.

- This activity requires closer attention to listening for detail. For that reason, it would be a good idea to recall the three steps with the class (communicate, control, and clean up) and the words or phrases they remember connected to the steps.
- Reading instructions with the class and also allowing time to read the paragraph with gaps in silence can simplify the task.
- Students can complete this activity individually or in pairs. After comparing answers in pairs or groups, they can check them with you or the recording can be played again to verify answers.
- Once the answers to this part are checked and the texts are correctly completed, you can direct students' attention to the bullet point and ask them to find the phrases that mean the same. To simplify the task, you could tell them they will find the answers in the words they completed.
- Once this part has been completed, you might want to check answers with the class and highlight the fact that it is important to vary language in the text we write so as not to sound repetitive. Direct their attention to the fact that, to highlight instructions and give them a sense of urgency, we use phrases like "it is important to" and then the imperative.
- Students can be invited to check this last point in the language reference section on page 176.

4. Reflect on your progress. Mark (✓) what you can do now.

- This activity is designed to help students reflect on their progress so far in the course. To start, you might refer them to the unit cover page and ask them what the purpose of the unit is (read, interpret, and follow instructions and also to produce a set of instructions).
- You could tell students that, while they might not be ready to write instructions yet, they have made some progress so far, and it is time to reflect on that.
- Read the instructions and the four statements with students, making sure they understand the task and the meaning of the sentences.
- Students should complete this activity individually.
- Ask students to discuss the reasons for their answers in pairs.
- Survey the group quickly to make sure there are no general issues.

Extra Support

You can give students examples of activities you did with them to cover the four statements in the self-assessment chart. The examples could be examples from activities in the book (e.g. to cover point, 1 they did exercises 1 and 2 on page 12) or activities you conducted in class without the textbook.

Answers

1 it is essential, 2 since, 3 as, 4 For instance, 5 it is better.

for example - for instance, **it is important** - it is essential, **because** - since / as

GET MOVING

5. Choose the correct illustration (A-C) and phrases (a-d) to complete the steps in the poster below.

- Before starting the activity, you could once more review the steps to follow in case of a chemical spill that students heard in the radio program before (communicate, control, and clean up). You can ask the class: *When do you follow those instructions, before or after a chemical spill has happened?* (before) and then elicit from them a few ideas on what to do to prevent a chemical spill.
- You could write some of the students' ideas on the board and then ask them to compare their ideas with the reading on this page. If you decide to do this activity, tell students to read quickly without completing the task yet and to tell you how much of the information they gave you is on the page.
- Consider pre-teaching words like "label," "waste," "storage," "cabinets," "safe," "biohazard," and "poison."
- The class can be organized into pairs to complete the activity. Invite a student to read the instructions or read them to the class and then check to make sure they understand the task and most of the vocabulary on the page.
- Students can compare their answers in groups before they check them with you.
- After checking answers, you can ask the class questions to check general understanding of the instructions, such as: *What is considered "safe storage?" Why do containers need labels? What is considered careful use of materials? Should we separate waste? Why?*
- Still working in pairs, have students discuss the questions in the last point of the page. *Where would you find this poster? Is it useful/practical? Why? / Why not?* You can also ask students to write a simpler version of the poster.

NOTE: This might be a good point to highlight the fact that instruction guides should be easy to read. Visual elements such as different sizes for letters or different fonts (types of letters) help attract attention to specific phrases or words you want the readers to remember. The design has to be easy to follow (usually left to right instructions or from the top down). Illustrations can be photos, icons or drawings. Many times, simple drawings or icons, are easier to understand than photos or realistic illustrations.






**Do sections 2 and 3 on the Reading Corner page.**

- At this point, students should have progressed in the reading of the unit if you asked them to do it. If they are reading through the book, ask them to complete sections 2 and 3 of the Reading Corner Page.

Answers

1 B, 2 b, 3 C, 4 a, 5 A, 6 d, 7 c

GET MOVING

- 6.**  Work in small groups and analyze the following essential instructions for an emergency. Discuss: *In what order would you write them in a poster? Which ones would you illustrate? Why? What other graphic resources (beside illustrations) should an instruction guide for this information include?*
- Consider bringing to class a poster with instructions for emergencies and show it to students. Ask: What graphic resources does it have?
 - Direct student's attention to the purple text box in page 19 and ask students to work in pairs or small groups and discuss:
 - *In what order would you write them in a poster?* (Possible answers: Stay informed, stay away from electronics, turn off electricity and gas, evacuate if necessary, move to higher ground, don't drive or walk through flooded water)
 - *Which ones would you illustrate? Why?* (Answers can include all of the instructions, but it could be a good idea to make sure students explain their reasoning behind each decision)
 - *What other graphic resources (beside illustrations) should an instruction guide for this information include?* (Possible answers: signs, icons, different fonts)
 - Check answers as a group.
 - You might want to ask students to circle the instructions they would illustrate and then draw them in their notebooks.
-   **Work in small groups. Think about the environmental emergency you chose for Activity 5 on page 13 and brainstorm ideas about essential instructions to follow. Write them down in your notebook.**
- Students can be reminded here about the final project.
 - Students can work in their groups to decide on the instructions they want to include on their posters.
 - You may want to encourage fast finishers to start thinking about their poster designs, but they will have an opportunity to do so in a different lesson.
- 7.** Choose three steps from the box in Activity 6. In your notebook, expand the instructions following the order proposed in the graphic organizer below.
- Students can work in teams for this activity.
 - You can invite a student to read the instructions or read them to the class.
 - You may want to copy the graphic organizer on the board and show them an example sentence to use. The example sentence can be elicited from the class, so that they produce something like this: **Turn off the gas.** *It is important to turn off gas valves since gas can be dangerous. Unattended gas valves under water may open by accident and cause an explosion.*
- 8.** Exchange instructions with a classmate. Check your classmate's instructions using the following checklist.
- You might want to go over the categories to check that students understand what they will be checking for others and in their own texts.
 - Students can exchange texts and check their classmates' ideas. Feedback should be given and received with a helpful spirit.
 - Once texts are checked, they can review the chart and ask questions in order to decide if they want to make changes to improve their sentences.
- 9.**   In small groups, follow the instructions from activities 7 and 8 to write a set of instructions for the emergency you chose in Activity 5 on page 13.
- Students have now chosen an emergency to work with and written some basic instructions for it (in activity 6 on this page).
 - You can tell them to use the sentences they wrote and expand on them using the graphic organizer in Activity 7.
 - They can then exchange their texts with classmates to get feedback and correct themselves if themselves necessary. They can use the chart in Activity 8 for feedback.

STOP AND THINK about...

...language

1. Analyze the following structure and write three examples in your notebook about what to do before, during, and after an earthquake.

- This section can be started by asking the class what they would do in an earthquake. The class can provide two or three examples that you can write on the board.
- You can then read instructions aloud with the class and ask them to look at the structure presented.
- You could now ask volunteer students to come to the board and re-write the sentences using the structure. Alternatively, you can ask the class to write the sentences in their notebooks and to compare with a classmate when they finish.
- Consider comparing the initial sentences with the new versions in order to highlight the differences in the sense of importance for the instructions.
- Students can then find examples of similar sentences on page 18.
- After that, this would be a good opportunity for students to work in their groups to check if they used a similar way of expressing importance in their texts. They can decide to further edit in their work if they haven't.

2. Analyze the following paragraph and complete the punctuation rules. Write the correct symbol in the space provided.



- You can ask the class which punctuation symbols they know and write them on the board. You might remind students that punctuation symbols like periods, question marks, and exclamation points are only used at the end of the sentence in English.
- For this activity, students could work in small groups to read instructions, analyze the paragraph, and complete the activity together.
- You might want to copy the chart on the board and invite volunteer students to contribute to completing it to check answers.

- Once answers have been checked, students may benefit from knowing that an exclamation mark in an imperative becomes a very strong command or suggestion. You might also want to make sure that they understand that sequence words (like *first*, *next*, *finally*) help make clear what sequence of events or steps should be, making texts easier to read.
- Invite students to check the punctuation they used in the text for their final project.
- You may want to discuss the use of spell checkers as a class by directing students to the IT Stop box. If students have access to computers or mobile devices, they can use the settings feature to choose English as a language and check spelling. Students should know that even if they use this feature, they should always revise their texts carefully as spell-checkers may not correct everything they need (e.g. if they missed a letter while writing the word "chart" and wrote "char" instead, the computer would recognize "char" as a correct word that means "to burn" and not detect that it does not belong in the text.)



Answers

1. a comma (,) 2 capital letters (no symbol), 3 a period (.), 4 an exclamation mark (!)

NOTE: The process of editing the text for their final project should be almost complete at this stage. It would be a good idea to check those steps and review the process for the class, telling them that for editing, they need to read the texts they produce and revise them before asking someone else to do it for them. Asking for help reading a text we write and having people make comments within specific guidelines is always helpful (as they did following the instructions of Activity 8 on page 19). A last review to check the language they need has been used (as done in Activity 1 on page 20), and the punctuation is correct (as done in Activity 2 on page 20), helps produce a final version.

STOP AND THINK about...

...learning

1. **Review the design of the posters from Activity 6, on page 14 and Activity 5, on page 18 with the following checklist.**
 - The aim of this activity is to help students critically evaluate the design of their posters, so that they can make decisions about the final design of their posters with instructions.
 - In order to gain some practice with objective evaluation of posters, you can do the activity as stated on the page, reading instructions with the class and asking them to work on teams to complete the task.
 - You can have teams choose just one of the posters and prepare to present their results and conclusions with the class.
 - Teams can compare their evaluation with the rest of the class explain why they decided on a specific score for their posters.
 - You can also have a quick count of scores to check which poster has the highest or the lowest score and discuss why.
 -   Students can now be invited to work in their project groups to prepare a final version of their posters. They could do this now or wait until they have finished Activity 2 on this page. Remind them that they have already produced a final version of the text and explain to them that now they have to decide how to distribute the information and make it visually accessible for others.
 - Once they have decided on the design, students can produce their final version in the classroom or at home, as you see fit. Finally, they can use the chart to grade their own work before presenting it to others.
2. **In preparation to share your poster with the rest of the class, analyze it by discussing the following questions with your classmates:**
 - For this activity, you can ask students to work in pairs.
 - You can tell them that it is time for checking if their work is ready to be shown in class or if it is time for some final corrections.
 - Direct students' attention to the four points in this exercise.
 - Ask students to evaluate each other's work with these questions.
 - After their discussion, they should make changes to their posters if necessary.
 - It could be a good idea to ask each one why they are making changes or why they aren't.

Answers

1 d, 2 c, 3 a, 4 b

GET AHEAD

1.  Preparing

Work in groups. Review the steps you have followed to create a poster on what to do in case of an environmental emergency.

- This is the last phase of the unit project. You can start by explaining this to students and by telling them that it is time to review the steps they have followed in order to create their posters with instructions.
- Direct their attention to the list of work they have developed so far. You might want to have them discuss in groups how each stage helped in the development of the poster and how easy or difficult the stages were to complete and why.

2. Presenting

- For this activity, you can read the instructions with the class, asking questions to make sure everyone knows how the projects will be shared and then follow the steps listed in the SB.
- Students can then be given time to paste their posters on the walls and walk around silently to write possible questions they have for each poster.
- Students can take turns standing by their posters to answer questions while other students walk around and ask other teams questions. It is important to establish time limits for this part.
- You should walk around with students to take feedback notes that you can use for their final evaluations.
- When time for walking around and asking questions is over, you can ask the class questions about what they read, such as: *Did you learn something new about how to respond to certain environmental emergencies? Which poster was most clear? Which was the least clear? Why? What poster design did you like the best? Why? Were there new words for you in any of the posters?*

- As a class, brainstorm ideas about where to display the posters so that more people can have access to their work. Consider publishing on educational pages online, places within the school where other students can read them, or community centers that may require a version in English for visitors.

3. Reflecting on My Progress

Think about your work throughout the unit and for the poster you presented. In your notebook, finish the following sentences.

The objective of this point is final individual reflection.

- Read the instructions with the class and make sure they understand what the task is. You can give an example for the first sentence so that they understand exactly what to do.
Example: *When reading instructions the easiest thing was... to connect words with pictures to understand the main idea.*
- Ask students to complete the sentences in this section. Some students might find it easier to write what the most difficult parts were. Consider letting them do it, as reflection is the important thing to achieve.
- When they have had enough time to write, you may want to ask them to share the ideas they wrote for point four, so that you know which lessons they learned as they developed their posters.

reading CORNER

-  Page 10

GET READY TO READ!

- Before asking students to read you can brainstorm the vocabulary students might connect to droughts. You can write the words in a mind map on the board.
- You can ask students to look at the picture and title of the text and ask questions to get their initial reactions: *How does this picture make you feel? Where do you think it was taken?*
- Pairs can discuss the questions in this section and write their answers.
- You might check answers as a class or organize students in large groups to compare.

Answers will vary

GET TOGETHER

- You may divide the class into groups of 4 or 5 students for this activity.
- Read the instructions and task for the class to make sure they understand what to do. You could tell them to make the lists as long as possible.
- The activity of writing lists can be conducted as a competition if you assign a limited time (e.g. 10 minutes) for writing the lists. When the time is up, the winner is the team with the longest lists.
- You could invite the winning team to share their lists with the rest of the class and then have the rest of the group add to their lists, or give their opinion on different points.

GET INTO THE TEXT!

- After students have read the text, you can invite them to copy a concept map like the one in their notebook and finish completing the information.
- Students could do this individually and then compare answers with a classmate.

Reader

Answer key

GET THE MAIN IDEA

1 Yes it is, because it tells you what to do in case of a drought. **2** People who live in dry areas or people who would like to prevent droughts.

GET THE DETAILS

1 A long period of time without water. **2** No, they can't. **3** Learn about the environment, conserve water, and plant trees. **4** Follow rules, conserve water and plan for the next drought. **5** They lower the temperature and help conserve humidity. **6** She is a role model who inspires action.

GET THE WORDS

1 dryness, **2** reducing, **3** prevent, **4** related, **5** shade, **6** aim, **7** notable, **8** deforestation

QUICK CHECK

- We recommend that students work on this page individually.
- Before they start, you can read the instructions for each part of the Quick Check aloud and check that they know what to do for each task.

Answers

Part 1: (Answers will vary, but can include) 1 a natural event or people cause danger to life and property, 2 one or more huge waves that cover land along the coast, 3 an accidental release of petroleum-based substances, 4 (two options in any order) illustrations, distribution of steps, types of letters that are easy to read.

Part 2: 1 pack, 2 Next, 3 take cover, 4 such as, 5 Do not

SELF-ASSESSMENT

- You can start this point by reminding students that this section helps them understand where they are in order to improve.
- Together with the class, read all of the statements in the self-assessment box. Make sure students are clear about every I can statement.
- You can also help students' motivation by asking them to draw a star for every "Outstanding" they chose, and you can also ask them to think of a strategy they can use to transform every "Needs work" into a "Good." You should guide them a little, depending on each case, but foster their learning independence at the same time.

Evaluation Instrument

Name of student: _____ Date: _____

This evaluation rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
Select and review instruction sheets				
Identifies the main idea(s) in instruction sheets.				
Can decide how useful information will be.				
Identifies reliable resources.				
Recognizes graphic elements that make an instruction guide effective.				
Read and understands instructions				
Determines importance of different pieces of information.				
Makes connection between the text and his/her background knowledge.				
Recognizes steps and descriptions that explain or illustrate them.				
Can decide how to graphically illustrate an instruction.				
Write instructions				
Writes steps in statements.				
Uses expressions to highlight generic facts (it is important to...)				
Can expand, explain and exemplify on instructions as needed.				
Can write effective instruction sheets.				
Edit instructions				
Reviews own work by evaluating decisions to include or omit information.				
Removes, changes, or adds information to improve a text.				
Checks spelling and punctuation.				
Helps others to check their written work				

SOCIAL LEARNING ENVIRONMENT:

Family and Community

COMMUNICATIVE ACTIVITY:

Conducts exchanges associated with specific purposes.

SOCIAL PRACTICE OF THE LANGUAGE:

Expresses support and solidarity in the face of an everyday problem.

Learner Outcomes		Assessment Recommendations
<p>1 Express interest about a problem.</p>	<p>Provide students of feedback when:</p> <ul style="list-style-type: none"> • Determining speaking situations (family, school, etc.). • Defining key ideas about reasons to support others based on purpose and intended audience. • Including details and information of interest about key ideas. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> – Graphic resources for the situation chosen. – List of strategies for prosodic features. – List with expressions. – Script with sound effects.
<p>2 Contrast effects of prosodic features and non-verbal language.</p>	<p>Offer students models to:</p> <ul style="list-style-type: none"> • Vary prosodic features and clarify word repertoires used. • Alternate non-verbal language. • Use non-verbal language and prosodic resources to create an effect. <p>Help students so that they can examine the consequences of providing support and solidarity to others at appropriate times.</p>	<p>Final product: Public Service Announcement.</p>
<p>3 Define ways of expressing him/herself, depending on the audience.</p>	<p>Promote discussions about student opinions about what they need to know how to do and offer examples in order to:</p> <ul style="list-style-type: none"> • Decide how to express their opinions, recognizing the effects of prosodic resources. • Choose strategies for influencing the opinions of others. • Propose and suggest alternatives and action plans, adjusting word repertoires and expressions. • Show initiative, spirit, and empathy, using non-verbal language. • Adjust the language to intended audience and purpose. • Show students how to recognize different points of view when analyzing oral texts. • Encourage students to display resilience when facing complex tasks. 	<p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> – Scale of descriptive assessment.

GET GOING

Lead-in

You can start by eliciting from students some problems they have noticed in their community. Ask them to discuss in groups whether they have seen media being used in order to help solve these problems. You may want to introduce the topic of the unit at this point and then ask the question that is in the cover of the unit, *Why do we need public service announcements?* Accept all reasonable answers at this point.

1. Discuss in groups. *What do you think a public service announcement is?*

- You may have students look at the pictures in point 2 and discuss in groups: *What do you think a public service announcement is?* Elicit answers and tell students that you are going to read a definition of a Public Service Announcement.
- You can elicit some answers and write them on the board.

2. Read the following definition of Public Service Announcement and complete it by using the words from the box.

- You may ask a student to read the instructions.
- You can have students work in teams of three or four to answer this exercise and then check answers as a class.
- You may want to check with the class which of the definitions written on the board best matches the completed answer.

3. Read the following information and circle the most important words. Work with a classmate and discuss the reasons for your choices. *How similar or different were they?*

- To start this activity, you can read with the group, but instruct students to circle the words they consider to be the most important.
- Students can then compare in pairs or groups if they circled the same words. After this, it could be a good idea to ask students to explain in their own words what a PSA is.
- You can also brainstorm with the group different PSAs that they know and ask them to describe the campaigns.
- You can direct students' attention and ask them to read the following point: *Discuss as a class: Did you learn something new about PSA's from this text? Where can you learn more?* Students can work in pairs to discuss these questions and you can ask them to mention at least two sources per team.

Answers

1 message 2 action 3 problems
4 importance 5 audio 6 short

GET GOING

TRACK 05



4. Listen to a PSA from a radio broadcast. What is the everyday problem it talks about? Mark (✓) the correct answer.

- Consider starting this activity by having students listen to the first couple of sentences on the track with their books closed and then pause. Ask *What do you think this PSA is about?*
- You can also elicit from students or introduce the words “shelter” (accommodation), “to commit” (to seriously promise to do something), and “present” (a gift), before listening.
- Ask students to open their books and read the instructions with them.
- Play the whole audio once and have students answer the question individually. Check the answer with the group.

Answers

Dogs should have responsible owners.

TRACK 05



• Listen again and complete the information about the PSA.

- Direct their attention to this part of the activity and have them read the instructions and the information they must complete.
- Introduce the concept of “target audience” and elicit examples. You may also elicit examples of sound effects.
- Have students listen to the track, answer individually, and then work in pairs to compare their answers.
- You can play the track again and ask students to double check their answers.
- Check answers with the group.

Answers

Answers can vary but may include: 1. Get a pet only if you are going to commit for life; you should be responsible for life if you get a pet. 2. Happy and sad music, happy and sad puppy noises. 3. Adults, parents, kids.

5. What image would you use for a poster to represent the PSA you just heard? Mark (✓) the best option.

- You can start this exercise by telling students that another way to convey a message is by using visual or graphic resources. With books closed, ask them to imagine what kind of image they would use for a poster to represent the PSA they just heard.
- Ask students to work in pairs or groups of three to choose which image in Exercise 5 they would use to represent the PSA.
- ‘Check and compare answers as a group’.

Answers

C, that image shows a cute puppy as a present. The PSA warns against giving pets as gifts when the owner is not ready to commit to taking care of it.

6. Read the following extract from an article. Underline the information that was used in the PSA.

- You can start this activity by eliciting from students different things that having a pet requires. Point out that sometimes people don’t consider all of these things before getting a pet and that they will read now an article about this.
- Read the instructions with the students and ask them to answer individually.
- Check the answers with the group.
- Direct student’s attention to the Get Smarter! Box and read it with the class. Ask students to infer the meaning of the words “grab” and “reliable.” You can also ask them to look for these words in the glossary.
- Discuss the question at the end of the page as a class, you can also ask: *Why is it important that PSAs provide reliable information? What could be the consequences of not having reliable sources?*

Answers

About 3.3 million dogs end up in animal shelters every year; owners are responsible for a life.

Extra Support

- After giving students time for individual reading, encourage stronger students to infer the meaning of words they didn’t understand or have them look them up in the dictionary.
- Allow students to work in pairs to do the activity.

GET GOING

7. The following is an extract of an interview with the creator of the PSA you heard in Activity 3 on page 27. Read and answer the questions below.

- You can start this activity by directing students' attention to the photo. Ask a volunteer to describe the photo.
- Read the instructions and the questions with the class. You should also consider asking students to underline the sentences in the text that led them to each answer.
- Students can answer individually or in groups in order to compare answers. Check answers with the group.

- You may also extend this into a vocabulary activity that can be used in the discussion point. In teams of three or four, ask students to find images or make quick drawings that exemplify words from the article they don't understand such as: "ID tag" (identification plaque), "mean" (not nice), "mistreat" (treat badly), or "helpless" (without protection).
- You can mix the teams you formed for the previous activity to form new teams of three or four and invite students to share their opinions with their classmates when answering the question at the end of the page:

Do you agree with this person? (the PSA creator) What is your opinion about this problem?

Encourage students to use the vocabulary from the previous point and the phrases presented in this discussion point.

-  Page 23  Do section 1 on the Reading Corner Page.

At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 23). After exploring the title and the initial image with them, ask them to solve the section Get Ready to Read on page 38 of their Student's Book.

Poster Activity



You could display the image corresponding to this unit and elicit from the class the name of the problem the illustration represents, encouraging them to explain why they think the image represents that problem.

After this, you could invite the class to conduct a *Spelling Bee* in teams of three or in pairs: one student points at a picture and another one on the team has to spell the name of the problem represented. Each correctly spelled problem gets that student a point. The winner is the student with the most points. This could also be conducted as a class with two large teams.

Answers

- 1 The owner didn't want him anymore.
- 2 They lost interest in taking care of him once Christmas was over.
- 3 She couldn't believe it.
- 4 To stop similar cases from happening

STOP AND THINK about...

...culture

1. Write the following everyday problems in the correct box. Some problems can be put in more than one box!

- You can start this point by directing student's attention to the options in this exercise. Ask: *What are these words?* (Everyday problems).
- Elicit meaning, invite students to infer or to look up in the dictionary words or concepts they may not know such as "healthy screen time," "inclusion," "peer pressure," or "literacy."
- Read instructions with the class.
- Consider reproducing the chart in a bigger size on poster paper or on different sections of the board. Divide the class into teams of four or five and ask them to write the options/problems in the chart and to think carefully before writing them.
- As a class, compare the charts and ask students to explain their reasoning for placing the problems in each column.

Answers will vary

- Tell students that they will develop their own PSA to share as the unit project.
- Ask them to work in groups of three or four. You might want to ask them to make a mind map in which they brainstorm problems they are interested in and their reasons why that problem is important.
- After looking at their mind map, they must decide which problem will be the topic of their PSA, and you can ask them to present the reasons behind their choice to the class.
- Ask students to save their lists or mind maps in their portfolio, as this information will be useful for their project.

...language

1. Which of the following phrases are OK for a teen audience and which are better for serious adults? Write T for Teens and A for Adults.

- Ask students if they talk in the same way among themselves as when they direct themselves to a teacher or their parents.

- Elicit from students examples of the media in which they can tell the language used is for an adult or for a teen audience (e.g. in radio programs, podcasts or vlogs, or T.V. commercials). Ask: *What makes the language different in each situation?* You can give them some examples such as:

Language for teens:	Language for adults:
Hey, man! Pls dnt txt + drive (when texting) Dude, check this out!	Good evening, Mr. Jones. Please don't text and drive Why don't we try this?

- Read instructions with the class and have students work in groups to answer the exercise.
- Check answers with the group.
- In the same groups, ask students to discuss: *Why do -in general- teenagers and adults prefer different types of language?*


Answers

1 A 2 T 3 T 4 A 5 A 6 T

Extra Activity

As a challenge, you can divide the class into groups of three or four. Ask each group to make a list of five phrases directed to either teens or adults on a piece of paper. For extra support, you should consider showing them some graphic PSAs to help them get ideas. After that, swap the pieces of paper among the different teams and ask them to first identify if each phrase is directed to a teen or adult audience and then to transform it to make it suitable for the other audience. While monitoring this activity, you can direct students' attention to the language used in these points for teens (Let's, guys, cool) and for adults (more formal language).


GET MOVING

- 1.  Work with a classmate. Read the PSAs below and discuss with your classmate the following questions.**
- You can direct students' attention to the photos in both PSA's and ask them if they have seen similar situations in their school or community.
 - You can have students read instructions and questions and work in pairs in order to answer.
 - Check answers 1 and 2 with the class and then you can ask some pairs to present their answers 3 and 4 and to explain their reasoning behind them.

- You can ask students to present their answers or their charts.
- In pairs, ask students to discuss: *What actions do you need to follow for the unit project? What resources do you need?* While they discuss, you can monitor the groups and listen to their dialogues. You may want to make a conclusion as a group and correct some generalized mistakes you heard while monitoring.

Answers

1. A the need for access for people with physical disabilities. B too much screen time for teenagers.
2. To teens/young people.
- 3, 4 Answers will vary.

- 2.  A group of students used the following resources to plan the PSA's in Activity 1. Work in small groups and assess why and how they used each of the resources. Write your conclusions in your notebook.**
- With books closed, you can ask students to brainstorm resources for making a PSA. *Answers can include: searching reliable websites, interviewing people, using photo databases, using university journals.*
 - Read instructions with the class and ask students to work in pairs or small groups. You can also ask them to draw and complete a chart like this in their notebooks as they discuss:

Resource	A	B	Why?	How?
US census website				
Articles on the issue				
Conversations with people affected by the issues				
Research on teenagers' habits				
A photo database				

GET MOVING

3. Work with a classmate and analyze the information in the PSAs in Activity 1, page 31. Copy forms like the following into your notebook and complete the essential information for each of the posters.


- Read instructions with the class and ask students to work in pairs to complete the information.
- Check answers with the class.

Possible answers

A. Attention Grabber: The photograph
 Catch phrase: We all want to go to places!
 Graphic resources: Photo of a person with a disability moving towards stairs.
 Different colors and types of letters.

B. Problem: Unhealthy screen time and teenagers.
 Main message: We should all take care of our minds.
 Graphic resources: Person in front of two screens. Different colors and types of letters.

- The objective of this activity is to show students how a PSA is built so that they create their own more easily.
- You can transform this activity into a Project Plan. Tell students that each of the points mentioned in the forms are a step for their PSA.
- Ask students to make a chart like the following in their notebook.
- Students should answer questions and revise sections as they progress in the unit.



4.  Work with a classmate. Go back to review the PSA's you have seen so far in this unit. Find one phrase to match the

intentions below and write them on the lines.

- You can start this activity by reminding students that you can use language intentionally in different ways for a specific purpose.
- You can ask the class: *How is language used in a PSA? (to persuade)*
- Ask students to work in pairs and answer the questions in this exercise.
- Check answers as a class.

Answers

- 1 They deserve our attention and we can do something.
- 2 Let's tell adults that we care./Let's take care of our minds.
- 3 There are more than 20 million people with physical disabilities/Teenagers spend 6.5 hours a day in front of a screen.

-   Working in groups, brainstorm expressions you can use in your PSA. Write a list and add more expressions to it as you advance in the unit.




5. Reflect on your progress. Mark (✓) what you can do now.

- Read instructions with students and ask them to work individually.
- Ask students to discuss the reasons for their answers in pairs.
- Survey the group quickly to make sure there are no generalized issues.
- If there is a point that several students are struggling with, you can form teams and ask them to provide a couple of suggestions to revise and learn the information they need.

PSA Plan Chart	
Problem and why I chose it:	
Main message:	
Reliable information (important facts and their source):	
Attention Grabber (considering target audience)	
Catch phrase:	
Graphic resources (Which ones? Source?)	
Useful language (considering target audience):	

GET MOVING

TRACK 06

6.   Read and listen to the radio broadcast of PSA B on page 31. Pay attention to the underlined sentences and write the tone that the speaker is using. Choose the correct word from the box.
- Before reading instructions, consider directing students' attention to PSA B on page 31 to remind them of its main message and intention.
 - Elicit or introduce the meaning of the words "tone" (attitude in the voice), "skeptical" (disbelieving and cynical), "script" (the text to be followed in TV or radio speech), and "doubtful" (not sure).
 - You can then write a phrase of your choosing on the board and ask students to try to say the same phrase with the different tones from the box of options.
 - Explain that we need the script, voice, and sound effects in order to make a radio broadcast.
 - Read instructions with students and ask them to work individually. Play the track once.
 - Ask students to compare answers with a classmate. Play the audio again and ask them to check their answers.
 - Check answers with the group.
 - Ask students to discuss in small groups: *How do speakers communicate emotion? How do sound effects help the message?* Ask students to share their findings.
7.  Work with a classmate. Imagine you will record a video for the PSA in Activity 6 (starting in sentence "c"). In your notebook, plan the gestures and correct body language for the PSA sentences. Follow the example given.
- You can start this activity by asking students if body language can affect a message being transmitted. Ask: *How?*
 - Read instructions and ask students to work in pairs.
 - Ask pairs to present each line of the PSA with their intonation and to explain the reasoning behind each choice they made.
 - Alternatively, you may want to form groups of three or four and tell them to practice saying each phrase in the PSA with the correct body language and tone of voice.
 - Groups can then go to the front of the class to act the PSA.

Answers

1 doubtful, 2 neutral, 3 skeptical,
4 optimistic.

Extra Activity

You can make cards in which you write the different tones seen on this page. Fold and put these cards in a jar. Make another set of cards with phrases, fold, and put them in another jar. Divide the class into groups and tell them you will play a version of Charades: one person from each team will go to the front of the class to say the phrase with the correct tone and body language. The teams must guess what tone it was. The winner will be the team with the most correct guesses. After each performance, you can take a little time to give feedback about tone, pronunciation, and body language.

GET MOVING

8. Look at two examples and write the correct arrow in sentence c. Does the intonation raise (↗) or fall (↘)?

- Direct students' attention to the Get Smarter! Box. Elicit examples of yes/no questions and wh-questions.
- Use those examples to show rising and falling intonation.
- Ask students to answer the exercise in pairs.
- Check answers with the group and then ask pairs to change the intonation of those sentences. Ask specific students to read the sentences with the intonation changed aloud and ask the group: *How different is the effect they cause?* Discuss briefly.

NOTE: Rising intonation will indicate more emotion in Wh- question, a sense of urgency. See notes in the Language Reference Section page 176.

Answers

The intonation falls.


9. Look at two examples that mark the stressed words in a sentence. Use lines to mark the stress in the last sentence.

- You may read instructions with students and analyze the two examples presented in the exercise. You might want to read the examples or play the track from Activity 6 on page 33 again so that they notice the natural rhythm of the sentences.

- Ask students to work in pairs to mark the stress in the last sentence.
- Check answers as a group.
- Direct students' attention to the Get smarter! Box.
- Try to exemplify how stress can change meaning by saying the same phrase of your choosing with emphasis on different words. (e.g. She will meet with you tomorrow.)
- You can have them work in pairs again and change the stress in the sentences. Ask them to discuss: *How different is the effect they cause?*
- Students can be directed at this point to the Language Reference Section on page 176 for further analysis of sentence stress and ideas for the point that follows.
- You may also help students create a chart. In the first column they can write the different tones they'd like to convey in their PSA and in the second column strategies to convey them. (e.g. For sentence 1, I can stress the number of hours to highlight the point that it is a long time.)

Answers


c. And then let's do something about it

-  Consider going to the Reading Corner page at this point. Before checking instructions, you can check how much of the article students have read in the Reader Book. You can go to page 44 of this guide to check ideas to do it.

STOP AND THINK about...**...learning**

1. Copy a table like the one below into your notebook and use it to organize the information you have generated so far for the unit project. Make sure to choose sound effects that help you project the right message to your target audience.
 - If students have been using the Project Plan chart, you can ask them to use it in order to develop a script. If they just wrote a list of ideas, ask them to organize them into a formal script. Ask them to imagine the voice tones and sound effects.
 - Remind students they can use the script on page 33 as an example.
 - Tell students to work in pairs to practice reading their PSA so that their tone projects the emotions they want to communicate. Each pair must help each other to achieve the best result.
 - For completing this unit project, you should also consider having students develop the poster for this PSA. They can use the graphic resources they chose in Activity 3 on page 32 and the information they have written in their PSA Plan Chart.

...being together

1.  Work with a classmate. Brainstorm examples of natural reactions or consequences of supporting a cause through a PSA. Write your ideas in the correct group. There is an example done for you.
 - Make students aware that there are both positive and negative consequences of supporting a cause.
 - You can elicit examples of such consequences.
 - Ask students to work in pairs or groups of three to answer this exercise.
 - Check answers as a group.
 - Ask pairs or small groups to discuss: *How could you prepare for the negative consequences of supporting a cause?* You can also ask students to come up with a strategy to solve or reduce frustration for each negative consequence mentioned in the exercise.
 - You might want to stress the fact that it is important to respect differences of opinion and maintain civility even when the responses are not ideal. Introduce the concept of *resilience* (strength of will or spirit) and invite students to believe in the final objective of the cause they chose and focus on the positive responses.

Answers will vary but could include:**Positive:**

More people in the community will be informed about the problem.
 Some people will give you more ideas on how to solve the problem.
 Some people might offer their help to support the cause.

Negative:

Some people might not want to listen to the message you try to send.
 The solution to the problem will not be immediate or may not come.
 Some people will not believe what you say.

STOP AND THINK about...

...self _____

1. What do you want to do as a follow up to this unit? Mark (✓) the option(s) that are true for you.
 - You can start by reading the instructions with students.
 - Ask them to work in pairs and answer the exercise, explaining their reasons for choosing each option.
 - You can also ask students to discuss in groups of three or four: *What can you do as a class to communicate important messages from your PSAs to a wider audience? Are there any causes you wish to support throughout the school year?*
 - You might want to check answers from each group and guide the students to find some plausible actions to take in the future. You can then assign a group and group leader in charge of each one.

Extra Activity

An extension for this activity could be to ask students to create an action plan for one of the options they chose. You can ask them to decide on three actions in order to achieve their objective. Example: "Learn more about the problem in my PSA." 1. I will read two articles from reliable sources about the problem. 2. I will interview a teacher or adult in my community who knows about this problem. 3. I will look for information on how other communities solved this problem.

...learning _____

1. Look at the following chart about the features of a good PSA. Use it to check the PSA you created as the unit project in Activity 1 on page 35.
 - The objective of this activity is to help students develop a critical view of their own PSAs, so that they make them more effective.
 - Read instructions with students and check the chart together to make sure the meaning is clear.
 - You can show students different PSAs and analyze them as a group in order to standardize criteria as much as possible. Then, students can analyze their own results. Ask students to decide what to change and to explain why.
 - You can also make groups of three or four and ask students to give feedback to others, considering the information in the chart.

GET AHEAD

1. Preparing

Work in teams. Prepare and revise the information you have assembled throughout the unit.

- This is the last phase of the unit project. You can start by explaining this to students and by telling them that it is time to put together all their work in order to later share the final version of their PSA.
- You can ask students to read the list of work they have completed, so they can find it in their portfolios or notebooks, in order to revise it.
- This might be a good moment to give clear instructions to your students about what you will expect from the presentations of their PSAs.

2. Presenting

- For this exercise, you might consider following the steps listed in the SB.
- It is recommended to establish some ground rules before the presentations. For instance: respect, appreciation of others, responsibility, and constructive criticism.
- You can also ask students to structure their presentations by not only describing the PSA, but also mentioning why they consider that an important problem; why they chose it; and different ways to solve it.
- It is also advisable that you take feedback notes that you can later give to students in which you highlight both positive aspects and points to improve.
- Guide the group so that their PSAs reach a wider audience through plausible, realistic actions.

3. Reflect on my progress

Think about your work throughout the unit and the PSA you created. Copy and finish the following sentences in your notebook.

The objective of this point is final individual reflection.

- You can start this point by creating a relaxing environment in your class. You may want to play some music the students like; allow them to sit more comfortably or take them outside the classroom to a different space.
- Ask students to complete the sentences in this section.
- You can then ask students to sit in a circle so they can share their reflections with the class. It's always a good idea to make sure that sharing happens in a relaxing and respectful environment.

reading CORNER

GET READY TO READ!

- You can start by telling students that they will read an article about PSAs.
- Before reading, read instructions with students and make groups of three or four to complete the first part of the chart (K). Monitor groups and help them recap what they know so far about PSAs.
- Ask groups to discuss together what they'd like to find out about PSAs and remind them that this is the unit project. *What should they know in order to make a great PSA?*

Possible answers

K-PSA means Public Service Announcement; PSA's are about a problem in a community
W-PSA forms, elements.

GET INTO THE TEXT!

- After students read the text, ask students if the information they filled in columns 1 and 2 is similar or different to the article.
- You can ask students to read in silence, but ask them to underline information they didn't know before. After they finish, ask them to work in pairs and compare the information they underlined. Then, they can complete the last section of the chart.

GET TOGETHER

- You may ask students to work in groups of three or four and decide which is the most useful tip for writing PSAs cited in the article.
- You can then write each tip on the board and decide as a group which is the best tip. Encourage students to explain their reasons for their choices.
- You can also quickly survey the group to check if they found out all the information they wanted to know.
- You may also want to challenge students to come up with two or more sources of information about PSAs in pairs and have them look up information as homework.

Reader

Answer key

GET THE MAIN IDEA

1 b, 2 c, 3 a

GET THE DETAILS

1 Know the cause 2 Choose content well.
3 Grab audience's attention 4 Create a script 5 Make a draft 6 Get feedback
7 Publish your PSA.

GET THE WORDS

1 awareness, 2 problem, 3 action, 4 grab

QUICK CHECK

- Have students work in pairs or small groups in these activities.
- You can check instructions as a group to make sure they can work more independently.
- Monitor students and Ask them to compare their answers.

Answers**Part 1:**

1. a Public Service Announcement is a message that invites people to gain awareness, reflect and take action on everyday problems.

2. PSA's are short and direct.

Part 2:

1. people who can't read or write

2. the image

3. actions you can do to help

SELF-ASSESSMENT

- You can start this point by reminding students that this section helps us understand where we are in order to improve.
- Read all the statements in the self-assessment box together with the class. Make sure students are clear on every I can statement.
- You can also help students' motivation by asking them to draw a star for every "Outstanding" they chose, and you can also ask them to think of a strategy they can use to transform every "Needs work" into a "Good." You should guide them a little, depending on each student, but foster their learning independence at the same time.

Evaluation Instrument

Name of student: _____ Date: _____

This Descriptive Rating Scale can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

	Outstanding	Good	Needs work
Expresses reasons to support a cause	Can easily explain the reasons to support a cause to others. <input type="checkbox"/>	Can explain the reasons to support a cause to others. <input type="checkbox"/>	Finds it difficult to explain the reasons to support a cause to others. <input type="checkbox"/>
Plans essential information for a PSA	Can plan essential information for a PSA, adding extra details and good ideas. <input type="checkbox"/>	Can plan essential information for a PSA. <input type="checkbox"/>	Finds it difficult to plan essential information for a PSA. <input type="checkbox"/>
Analyzes effects of tone in expressions	Can hear and produce a difference in the tone to achieve effect in sentences. <input type="checkbox"/>	Can hear and understand the difference in tone which achieves effect in sentences. <input type="checkbox"/>	Finds it hard to hear and produce difference in the tone of sentences. <input type="checkbox"/>
Uses body language to support a message	Can easily use body language to support the message of a PSA. <input type="checkbox"/>	Can use body language to support the message of a PSA. <input type="checkbox"/>	Finds it difficult to use body language to support the message of a PSA. <input type="checkbox"/>
Adapts language to the target audience	Can adapt the message of a PSA depending on the audience the student wants to reach. <input type="checkbox"/>	Can adapt most of the message of a PSA depending on the audience the student wants to reach. <input type="checkbox"/>	Finds it hard to adapt the message of a PSA depending on the audience the student wants to reach. <input type="checkbox"/>
Writes a script for a PSA detailing sound effects to be used	Can write a script for a PSA detailing sound effects to be used to create an impact on the audience. <input type="checkbox"/>	Can write a script for a PSA detailing sound effects to be used. <input type="checkbox"/>	Finds it difficult to write a script for a PSA detailing sound effects to be used. <input type="checkbox"/>

SOCIAL LEARNING ENVIRONMENT: Recreational and Literary
COMMUNICATIVE ACTIVITY: Experiences literary expression.
SOCIAL PRACTICE OF THE LANGUAGE: Reads plays.

Learning Outcomes	Activities	Assessment Recommendations
<p>1. Select and review short plays.</p>	<p>Convey the like for theatre. allocate specific times to the exploration of texts and help their students to:</p> <ul style="list-style-type: none"> • Review the order of actions and their function in the text • Understand stage directions and analyze how they contribute to the development of actions. • Create links between senses of sections and general sense. • Express purpose of the author (s) and transmitted emotions. • Compare themes and intended audience. • Determine genre. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Selected theater plays. - Graphic with caused emotions - Tips to read out loud <p>Final product: Dramatic reading.</p>
<p>2. Read short plays.</p>	<p>Help students become aware of the value of their knowledge about the world and the culture to understand the meaning of the text to:</p> <ul style="list-style-type: none"> • Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. • Value purpose of punctuation marks in dialogues • Practice intonation and pronunciation of words and expressions. • Establish a relationship between main character (s), secondary character (s) and/or incidental character (s). • Analyze ways to express details • Compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present. 	<p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Graphic organizer.
<p>3. Read plays aloud.</p>	<p>Involve students in decisions about which parts emphasize and how to do it while reading aloud. Promote that, with your guidance, by themselves organize the reading to:</p> <ul style="list-style-type: none"> • Repair errors • Use gestures, eye contact, body language and pauses. • Link non-verbal language with the meaning of dialogue to reinforce the message. • Solve difficulties of pronunciation • Monitor speed, rhythm, intonation and volume to improve fluency. 	

GET GOING

Lead-in

You can start this unit by asking students the types of stories they like and the reasons for it, write a few of their answers on the board. You could then direct students' attention to the unit cover and ask them what they see in the picture. You can ask the unit question: *Why do we tell and act stories? And How do we tell stories?* (people tell stories to inspire others, to illustrate points, to entertain, to teach, etc. and stories can be told in books, movies, blogs, theatre plays, etc.) You may want to introduce the topic at this point.

1. Work in small groups. Discuss: Do you like theater? Why? / Why not? Have you ever seen a play? If the answer is yes, which one(s)?

- You can start this activity by dividing the class in small groups and have them discuss the questions in the instructions.
- You can check answers as a class to get a clearer picture of how many students like theater and have seen a play. For this, you might want to use the "Traffic Light" idea in the warmers and fillers section in this guide.

2. Read statements from students who are talking about plays. Write the genre each student refers to on the lines below. There is an extra genre you do not need.

- You may start this activity by introducing the words "genre" (type of play), "stage" (the platform used to perform a play) and "fate" (destiny). You can direct students to the glossary section of their book or guide them to infer meaning from context. Consider introducing other words students may not know such as "protagonist" (main character) and "defeat" (loss in battle).
- Ask students to work individually and then compare their answers in pairs.
- Check answers as a group.
- You can then ask students to discuss in pairs the last question in this activity.

Answers

1 Musical, 2 historical, 3 drama, 4 comedy, 5 tragedy


Critical Thinking

You can invite students to reflect in the audience profile for different types of plays For example: The audience profile for historical plays could be:

- People who like history, who are realistic, who might like to see action scenes, might have read about the historical event or admire an important historical figure.

3. Label the pictures of actors on stage with one of the genres from Activity 2.

- You can start this activity by asking students what they see in the pictures. You can ask questions like: *What do their clothes say? Look at their body language, what does it tell you? Is this a happy or sad scene?*
- Ask students to work in groups of three to complete the activity.
- You may ask them to discuss together the question under the photos at this point.
- You can check answers as a group and then survey quickly to find the favourite genre of the class.

-  You can organize students into project teams of four or give for the last task.
- You can also ask students to make a list of plays they could read in English. Guide them in this process and ask them to make this list in their notebooks. See the recommendations for this on page 187 or help them find versions (in print or online) of titles such as "The Loman Family Picnic" by Donald Margulies, "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett or "From Up Here" by Liz Flahive

Answers

1 musical, 2 drama, 3 comedy

GET GOING

TRACK 07



4. Read and listen to an extract from a play. Complete the chart.

- You can start this activity by dividing students in groups of three or four and ask them to discuss: If you had the possibility of becoming king of your country, would you accept or not? Why? After listening to a few answers, you could then tell students they are going to read an extract from a play, and that “ambition” is one of the major themes. You can ask: How do you think ambition can affect a person?
- It is advisable to introduce some words students might not know that are key for understanding the extract: “Thane” (a noble title in UK from a long time ago for a person who ruled over lands of the king), “traitor” (a person who betrays the trust of someone), and “dagger” (a small knife used as a weapon).
- You can then read instructions with students. Play the track once and ask them to read along.
- It may be a good moment to check understanding. You can ask students to work in pairs and summarize in three or four sentences what happens in the scene:
 - Macbeth is a warrior who just came from winning a battle.
 - Three witches told him that he would receive a noble title and then become a king.
 - His wife tells him that he should help his destiny happen and gives him a dagger.
- You can play the track again if you consider it necessary.
- After checking comprehension, ask students to work in pairs and complete the activity. You can ask them to underline the parts of the text that helped them find the answers.
- You could then ask the questions in the last part of the activity to students, or write them on the board for them to discuss with their classmates.

Answer

1 tragedy, **2** dramatic, **3** teenagers/adults


GET GOING

5. Read the text again. Working in pairs, discuss and write the answers to the following questions.

- You can read instructions with students and ask them to work in pairs.
- Check answers as a class.

Answers

1 Husband and wife, **2** Macbeth's friend, **3** They predicted Macbeth would become king

6.  Work with a classmate and discuss the emotion that each of the following lines should project and why. Write your conclusion on the line.

- You may want to start this activity by explaining what "convey" means (reflect or project) and going over the emotions listed on the table explaining or acting what they mean.
- You could read the extract aloud to the class or play the recording once more.
- You can ask students to work in pairs and complete the activity as you read.
- Students can compare answers in pairs and then check them with you.
- You can direct students' attention to the **Get Smarter** Box and read it together.
- Invite a few students to experiment saying some of the sentences in the extract with emotion.
- It may be a good idea to ask some students to go to the front of the classroom to read the expressions and try saying them with the correct emotion and gestures.

Answers

1 enthusiastic, **2** surprised, **3** firm, resolved, **4** surprised

Extra Activity

An extension of this activity and introduction to the following could be to ask students to make a mind map in order to understand both Macbeth and Lady Macbeth, and their emotions. They can even make drawing of the characters so that they imagine them better and then add aspects of their personality like (for Macbeth): husband, warrior, ambitious.

TRACK 07





7. Listen to the extract from Macbeth and follow the instructions:

- You can start this activity by telling students that you will practice dramatic reading. You can tell students that dramatic reading involves providing emotion and gestures.
- It may be a good idea to re-read the extract and elicit from students the gestures and emotions for each bit if they haven't done this already.
- You can ask students to work in pairs to practice dramatic reading. You can monitor and give feedback on gestures, intonation and pronunciation.
- You can ask students to switch roles and repeat the same dynamic.

Answers

1 b, **2** b, **3** b, **4** a

-  Page 36  Do Section 1 of the Reading Corner page.
- At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 36). After exploring the title and the initial image with them, ask them to solve the section Get Ready to Read on page 53 of their Student's Book.

STOP AND THINK about...**...language** _____

1. **Work in groups. Review the text on page 43, Activity 4, and discuss the function of the different punctuation marks: Which symbols indicate pauses? Which change the intonation? After that, write a phrase or sentence from the play that is an example of the following:**
 - You can start by making students aware of the fact that punctuation can be a major determiner of meaning and intonation. It could be a good idea to show the difference a clear example such as:
 - o Let's eat, grandma! (You are inviting your grandma)
 - o Let's eat grandma! (You will eat your grandma)
 - This could also be a good moment to remind students that in English we only use the final exclamation and question marks.
 - You can direct students' attention to the Get smarter! box and read it with them.
 - Read instructions with students and have them work in pairs or in small groups.
 - You can then ask students to compare with other pairs or to present their sentences to the class.

Answers will vary

...learning _____


1. **Reflect on your progress so far. How confident do you feel to do the following? Mark (✓) the correct box.**
 - For this activity, you can start by telling students that it is time to reflect on their progress.
 - You can start by reading instructions with students and then ask them to answer individually.
 - To make this activity more objective and help students identify their progress, you can ask them to find the activities in the unit in which they practiced each of the statements. For example: Identifying the genre of a play or a scene of a play (page 43 exercise 4)
 - After students have answered, you can check if there are any general problems so that you can prepare extra practice on this point. If there aren't any, you can help students who are struggling with any of the options by asking them to do an activity connected to that point at the beginning or before the start of the class during a week. For example: Reading lines of a play showing emotion-provide the student with some lines to read for a couple minutes every day.

GET MOVING

Extra activity

After a brief lead in as described below, you might want to conduct activity 1 in a more fun way. You could photocopy the Student's Book page and cut the dialogues so that you have three pieces of paper. Reproduce one set of three pieces of paper per group of four students and have them work together to put the dialogues in the correct order. You can then check answers as a class.



TRACK 08

1.  **Read and listen to the scene from the play "Sending a Man to the Moon." Work with a classmate and discuss the following questions.**

- You can start by reading instructions with students and elicit what they know about space traveling. From that information, you can introduce the words "NASA" (National Aeronautics and Space Administration of the US), "trajectory" (path of a moving body), "fashion" (style of dress), "Apollo 11" (the mission that successfully took the first men to the moon), and "aerospace agency" (a department of the government in charge of travel to or research on space).
- You can ask students to work in pairs and read and try to answer the activity questions. After that, they can listen and discuss their answers in pairs.
- Check answers as a group.
- Ask students on clues that help them find the answers.

Answers

Lauren and Steve are friends from school, travelling to the moon, comedy, doubtful, happy, insecure, surprised.

-   Revise the list of plays you started on page 42. Discuss these questions in groups: Are there other plays you wish to add? Is there one you can choose not to read to your class as part of your final project?
- Now that they have read a different type of play (*Macbeth* is a classic tragedy and *Sending a Man to the Moon* is a historical play). You can ask students to work in groups in order to revise their lists.
- This may be a good moment to decide how you will handle the dramatic reading of unit project. Teams can choose a different play each or the whole class could work on the same.
- If the unit project will be conducted in teams, this may be a good moment to form them, have them compare their lists and decide on the play they want to read.
- If you plan to handle this as a class, you can help the class decide on the play they want to read.

GET MOVING



2. Match the sections from the scene of the play “Sending a Man to the Moon” to their correct function.

- For this activity, you can start by reading instructions and asking students to work in groups in order to decide and discuss their answers.
- Check answers as a class and ask students to explain the reasoning behind their answers.

Answers

1 b, 2 a, 3 c

TRACK 09

3.   **Listen to a student reading the last line of the play with a director. Working with a classmate, discuss and write the answer to the following questions:**



- You can read instructions with students and ask them to listen and then try to answer individually. Ask students to compare answers and then ask them to listen again.
- You can recommend that they underline any clues in the text that help them find the answers.
- Check answers as a class.

Answers

1 She is auditioning for the part of Lauren in a play. **2** She doesn't pronounce correctly and does not convey emotion. **3** Practice pronunciation, body language and practice listening.

4. Work in small groups and brainstorm more tips to read a play aloud in front of an audience. Once you finish, write the tips in your notebook in the order you would follow them. Use the example below to help you.

- Read instructions with students and ask them to work in small groups.
- Check answers with the group and ask students to complete the list of tips they already have..

-   You can ask students to copy these tips in their notebook.
- Students can get together in groups to add extra tips or you could assign this for homework, asking them as well to add more as the unit progresses.

Extra Activity

You can transform the list of tips from the last point in this activity into a Unit Project checklist. As students progress with their project, they can check [✓] what they have done and be more aware of how ready they are for the dramatized reading.

GET MOVING

5. In your notebook, draw a chart like the one suggested below and complete the list of emotions projected in each character's turn in the scene of the play on page 46.
- You can use this activity to practice for the unit project.
 - You can start by reading instructions with students and by telling them to copy and complete the chart in their notebooks.
 - You can ask them to work in groups and then present their charts to the class.
 - It would be a good idea to ask them to assign different colors to each emotion and to color each cell in their chart according to that.
 - At the end, you can ask students to discuss in groups the feelings they experienced as they read the scene of *Sending a Man to the Moon*. If students are not very willing to share their feelings, you can ask them to just say the feelings the author was trying to generate in his/her audience.

Answers

1 F, 2 F, 3 O, 4 O


Extra Support

Even in their own language, students may struggle to identify emotions. It could be greatly beneficial if before this activity you create a "Mood meter" as a class. A "Mood meter" is a chart in which students map emotions depending on pleasantness and energy levels. You can find an example here: <https://www.teacherspayteachers.com/Product/Mood-Meter-A-Socio-Emotional-Resource-3207663>. You can use the chart already made from the site, or create one with your class.


Poster Activity



You can display the image for this unit. You will see three scenes from "The Phantom of the Opera" (a novel by Gaston Leroux which has been made into movies, plays and a very successful musical). You can explore the images with the class to try to guess what is happening in each scene and identify the emotions of the characters. Students could write a short dialogue for the scenes working in groups, and then exchange them with other group to practice dramatic reading. (Illustration 1 shows the dancers gossiping about the Phantom of the Opera. In 2 we see Christine asking Raoul to leave – she loves him, but the Phantom has her under his control. In 3 Christine shows pity to the Phantom who, in a fit of jealousy captured Raoul. The Phantom finally lets Christine and Raoul go hoping they can be happy together.

6.  Work in groups of three. Follow the instructions.
- You can read instructions with students and then divide them in groups of three.
 - You can make sure instructions are clear by having some students paraphrase what they need to do.
 - Remind students that feedback must be done with respect and always trying to provide possible actions to improve.
 - As you monitor the activity you can take notes that will help you in the formative evaluation of the class.


GET MOVING


7.  In your notebook, draw a chart like the one suggested below and complete the list of emotions shown in each act of the play you have chosen to read aloud as a final project. Write your feelings about each scene in the second column.
- Below, there are two suggestions to conduct this activity:

Option 1:

 - Assign this as homework. You can read instructions with students and tell them that as they read, they should paste adhesive notes on the play they chose. The notes must contain observations on the emotions that are shown on the page and the emotions they are experiencing as readers.
 - The notes could be color-coded according to what they did in activity 5, or according to the mood meter suggested in the Extra Support box on page 49 of this guide.
 - After they read, they can complete the chart of this task more easily.
 - Ask students to compare their charts in groups.

Option 2:

 - Do this activity in the classroom. Set a relaxing environment and ask students to bring the text of the play.
 - Ask students to work individually to complete the chart and to go back to the text in case they need to refresh their memories.
 - Students can compare their charts in their project groups when they finish.
 -  Do Sections 2 and 3 of the Reading Corner page.
 - At this point you can check with students the progress they have achieved in the reading text for this unit and, if they have finished, ask them to complete sections 2 and 3 of the Reading Corner page.

8.  Working in groups, prepare to read the play you have chosen to your classmates by following these instructions.
- For this activity, you can ask the students to work in groups.
 - Read instructions with the class.
 - Consider the idea in the IT Stop. Recording this practice will help students be more aware of areas of improvement.
 - It would be good to have students make a chart per team with the following information. This chart can help students organize information and it can also be further evidence of their work.

Play:	(Write here the title of the play)
Main idea:	What is the main message of the play?
Roles and Readers	Who is playing who? Make a list of the cast.
Emotions:	What emotions need to be projected? Make notes in your text using post-its or cards.
Tips followed:	Check in your notebook ✓ each tip you followed (from the list on activity 4, page 47)
Evaluation chart:	Evaluate yourselves according to the chart on page 48.

STOP AND THINK about...

...language

1. Label the parts of a script with their correct name and function.

- For this activity, you can ask students to read instructions and then answer individually.
- Students can compare their answers in pairs before checking them with you.
- You can then discuss as a class the importance of stage directions.

Answers

c, d, a, b, a

2. Work in groups and analyze the following aspects of the play you will read as a unit project by discussing the following questions.

- For this activity, consider asking students to bring to class the play they will read as unit project.
- Organize students in small groups and ask them to answer the questions in this activity.
- You can then ask them to compare answers with other groups.
- Monitor students' work as they discuss and provide feedback according to what you listen under the correct column of the table.

Answers


1 b, 2 c, 3 a

Extra Activity

In order to highlight the importance of stage directions, you can divide the class in teams and, using one of the scenes in this unit, ask students to change the directions and notes in the scene. When they finish, ask teams to read their scenes and have the rest of the class discuss how the change in their directions affected the story.

STOP AND THINK about...

...self _____

1. **Can you express emotion when you read aloud? Take this quiz to find out! Circle the correct option.**
 - For this activity, read instructions with the group.
 - Ask students to answer individually and to check their score.
 - You can ask students to compare their results in teams and have students give recommendations to each other in the items they may have a low score.
 - You might want to highlight the fact that each point can be turned into a recommendation if they complement each point with answers "b" - e.g. for item 1: *I always read at the same speed*, option "b" in the answers states "*Not always, depends in the context*" - the tip that can be deducted from here is: 1) *Vary the speed depending on the context*.
 - Students could work in groups to write the other 3 tips that can be taken from the table.
2.  **Work as a class and draw a graph that shows the results of the class. When you finish discuss the questions below.**
 - For the second part of this activity, you will need to take all the information of the group.
 - You can write all their names on the board and then ask them to share their results.
 - Together as a class, you can transform the data in a bar chart.
 - Ask students: What do the scores show? What can you do as a class to improve results?
 - It could be a good idea for you to put these ideas in a big piece of paper and to ask students to write their names there as a sign of commitment.

GET AHEAD

1.  Preparing

Work in groups. Review the steps you have followed when reading plays or extracts of plays in this unit.

- Review the activities students have done so far in order to finish the unit project.
- You can ask students to review all the work listed in this activity so that they feel better prepared for the final dramatic reading.

2. Presenting

Work with two other teams. Take turns reading your play to others. As you listen to the other presentations, answer the questions:

- Students can organize themselves to decide on the order of presentations.
- As they listen to others, students can take notes on each of the presentations as directed in the Student's Book (writing title and genre of the play, the theme and what they liked about each presentation)

2. Share your answers with the class and reach an agreement on what makes good dramatic reading. Discuss: *What strategies did you notice in your classmates' work that you can use to improve your dramatic reading?*

- You can ask students to share the notes they took when answering the questions in Activity 1.

- After this, you can mix the presentation teams and ask them to discuss and reach an agreement on what makes good dramatic reading and what effective strategies they noticed their classmate using.
- If time allows, have teams make a quick guide on how to be a good dramatic reader and ask them to present it briefly.

3. Reflecting on my Progress

Think about your work throughout the unit and the opportunity to read a play aloud to your classmates you just had. Complete the information in the boxes:

- You might want to start this activity by setting a relaxing environment.
- Ask students to work individually. You can ask students to fill out the chart in this activity and remind them to be honest and objective about it.
- You can also ask students to compare their answers in pairs and share tips or strategies they found useful so that they can help each other with ideas if they need them.

reading CORNER

GET READY TO READ!

- For this activity, you may consider asking students to investigate beforehand what the characteristics of a play are.
- You can then ask students to answer this activity in pairs.

Answers

Answers will vary but may include:

1 It is divided into acts and scenes; it includes notes for knowing the setting, movement and emotion of the actors; there are different genres like comedy, tragedy, historical, and drama.

2 Answers will vary.

GET INTO THE TEXT!

- You can ask students to work in pairs and compare their predictions to what actually happens in the story.
- For point 2, you can ask students to answer individually and then compare answers in pairs.
- You can ask students copy the events from the play in order in their notebook, and then, still in pairs, ask them to explain why these things happened.

Answers

a 4, b 6, c 5, d 1, e 3, f 2

GET TOGETHER

- For this section, you can ask students to work in small groups and discuss how the story ends. Groups can then decide on a better ending for the story.
- Students can briefly describe their alternative ending and present it to the class, or you can ask them to write it down and perform a dramatized reading of it.

Reading Book

Answer key

GET THE MAIN IDEA

c - Macbeth gets the crown through murder

GET THE DETAILS

1 Answers will vary but may include:

Line 1: My king, we have won the war.

Line 2: This is incredible! I sense evil from this.

Line 3: Life has no meaning now!

GET THE WORDS

1 lucky, **2** greet, **3** brave, **4** right, **5** worried, **6** grave, **7** blood

QUICK CHECK

- Have students work individually on this page.
- Read aloud the instructions for each part of the Quick Check.
- For part two, students have to work in pairs. It is important to make sure there is an environment of respect and positivity in the classroom.
- After students did this part, ask them how they feel and how they think they can improve.

Answers

Part 1:

1 The Hound of the Baskervilles Adapted from the book, 2 Drama, 3 Sherlock Holmes' office in London. 4 worried, calm and serious,

Part 2: Answers will vary

SELF-ASSESSMENT

- It may be useful to tell students that assessments help us know where we are in order to take actions and improve.
- Read together with the class all the options in this chart.
- Explain that they have to decide if they complied with each criterion or not.
- It is important that students fill out all the "Comment" column. In this way, they will have an opportunity to cite the evidence that supports their answer.
- Monitor the class as they answer to make suggestions.
- If a student marked "no" to any of the statements, it would be good to have a quick chat with him/her to make a quick action plan so that he/she can improve.

Evaluation Instrument

Name of student: _____ Date: _____

This graphic organizer will help you identify what your students were and were not able to do. Consider the formative aspect of evaluation as you fill in the form. Keep this instrument as evidence of your students' learning

Recognize and review short plays

recognizes different genres of plays
Yes /No

expresses preferences on types of play to read and explains reasons
Yes/No

Read short plays

reads and understands the main ideas in a short play
Yes /No

understands the order of actions when reading a play
Yes /No

understands the emotions in a play
Yes /No

Read plays aloud

interprets the function of punctuation in sentences
Yes /No

reads lines in a play script and project the emotion of the character
Yes /No

gives classmates feedback on their dramatic reading
Yes /No

Comments:

Comments:

Comments:

Review Units 1-3

- You can read the introduction to the review unit together with the whole class. You can then tell students to go back to the activities they completed in the different units as well as the notes they took in case they need further help to complete the activities in this section.
 - You can set up each activity by reading the instructions with the class. You may assign a time limit for each activity if you consider it useful. It might be a good idea to monitor students' work as they complete the different activities in order to assist them when necessary.
 - For those activities that involve writing or speaking skills, we recommend using the writing scale template on page 63 or the speaking scale template on page 64 to guide you in this assessment stage. Bear in mind that level 4 is the highest level in the Writing scale. You might make a photocopy per student, so you can keep it as evidence of their learning.
- Please bear in mind that the assessment of grammar and vocabulary in the speaking and writing tasks should mainly be focused on the linguistic aspects covered in units 1 to 3.

Note: You might want to assess other Writing or Speaking activities from units 1 to 3 with the Assessment Scales provided in this section.

Answer key

Part 1

1 Answers may vary

Part 2

1 Answers may vary

Part 3

1 Answers may vary

Part 4

Possible answers

a Pollution caused by

garbage

b Stop polluting the

environment

c Do something NOW!

d Striking image,

variations in size and

color of the fonts, use

of capital letters

Part 5

1 Answers may vary

Part 6

1 b and a

2 a and b

3 c and a

Part 7

1 Answers may vary

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The reader can clearly understand the text. The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connectors to join ideas. Only minor spelling and grammatical mistakes occur.
3	The reader understands the text. The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur.
2	The reader has to make some effort to understand the text. The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency.
1	The reader would have to make a great effort to understand the text. The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited.

Adapted from Cambridge English Preliminary Handbook

Review Units 1-3

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate column

SPEAKING ASSESSMENT FORM

	Very good	Good	Not so bad
Communication			
The student can maintain simple exchanges with no difficulty.			
The student can produce extended discourse of language with no or only some hesitation.			
Grammar and Vocabulary			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language of the corresponding unit.			
Pronunciation			
Most of the times, it is clear although there may be mispronounced words:			

Adapted from Cambridge Assessment Handbook

Term test 1

Part 1

- 1 Before the hurricane you should: c, e, g, h
- 2 After the hurricane you should: a, b, d, f, i, j
- 3 Answers may vary for the additional instructions

Part 2

- ✓ Answers may vary

Teacher's notes

Term test 1

Part 3

- 1 Patty is probably Jay's boss
- 2 Patty: impatience and anger, Jay: surprise and confusion

Part 4

- ✓ Answers may vary

Teacher's notes

SOCIAL LEARNING ENVIRONMENT:
COMMUNICATIVE ACTIVITY:

Family and Community
 Participates in exchanges associated with the environment.

SOCIAL PRACTICE OF THE LANGUAGE: Expresses complaints about a product.

Achievements	Strategies	Evaluation Recommendations
<p>1. Listen and review complaints about products.</p> <p>2. Understand general sense, main ideas and details of complaints.</p>	<p>Offer several examples of complaints and focus students' attention on what the interlocutors say and how they say it.</p> <ul style="list-style-type: none"> Analyze topic and purpose. Value the effect of modality of communication. Contrast attitudes adopted by interlocutors. Detect ways to adjust the action of speaking and listening. <p>Model your behavior when hearing complaints and explain out loud the processed followed to understand and respond to them, invite your students to try these processes to:</p> <ul style="list-style-type: none"> Clarify the meaning of words. Infer general sense. Establish motive or reason for a complaint. Compare expressions to propose solutions. Classify, by their meaning, expressions to convey emotions when speaking: 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> List with motives or reasons for complaints. Charts with expressions. Sketches with notes for using body language. <p>Final product: Complaints</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> Interview
<p>3. Make and express complaints.</p>	<p>Create the need to use rely on and use of knowledge and skills that students already have, about a language in general and English in particular, in order to:</p> <ul style="list-style-type: none"> Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Prioritize information to be used in complaints. Express motive or reasons and create expressions to propose solutions: Use strategies to influence the meaning and repair failed communication. Express complaints and make adjustments to improve fluency. 	

GET GOING

Lead-in

You may refer the students to the question on page 6. Elicit / give the meaning of complaint = expressing a reason for not being satisfied with something. *Why do people make complaints?* Then have students work in pairs. Ask them to list three reasons for making a complaint. Elicit students' answers. Then you can tell them that in this unit they will learn about when and how to make a complaint.

GET GOING!

- 1. Label the pictures with the words from the box. With a partner talk about the things you can buy in each store.**

 - You can draw students' attention to the words in the box. Then you can have a volunteer read the instructions and the options aloud.
 - You can then organize students in pairs to look at the pictures and match the words with the images. Elicit students' answers.
 - You could now ask students to work in pairs and discuss what they can buy in each store. To check further their understanding of vocabulary, ask pairs to write examples of names of stores in each category they might be familiar with, or where they identify the nearest one of each type could be.

Answers

a Bookstore, **b** Supermarket, **c** Shoe store, **d** Computer store, **e** Cellphone store, **f** Clothing store.

Extra Support

Before doing Activity 2, you might copy two questions on the board, e.g. *Where is the conversation taking place? What is the customer doing? Underline Where and What.* Elicit from students what these question words refer to: Where = a place, What = an action, a thing; an attitude, a feeling; a service, etc.

TRACK 10



- 2. Listen to the first part of the conversation between a customer and an employee: Mark (✓) the correct answer. Then compare your answers in pairs.**

- As this listening task is aimed at having students identify the general idea of the conversation and the speakers' intonation and attitude, you can model a friendly client, e.g. *"Hello, my name is... and I would like to make a complaint."* Also an angry customer, e.g. (angrily say the following) *"Hello, this is ... and I have a complaint."* and ask them to identify the mood of the customer.
- You may read the instructions and the questions aloud. Tell students they will listen to the audio, focusing only on identifying the information that answers the four questions. Give / elicit the meaning of *upset = unhappy, disappointed*. Play the audio once. Have students mark their answers and then compare them with a classmate. Play the audio a second time in case the students found it difficult and need to confirm or complete their answers. Elicit the correct answers.

Answers

1 a, 2 b, 3 b, 4 a

GET GOING

TRACK 10



3. Listen to the conversation from Activity 2 again and mark (✓) the correct answers. Then compare your answers in pairs.

- You can have a volunteer read the instructions aloud, including the two questions and the options. Elicit / give a synonym for *receipt* = *sales slip*.
- Play the audio once for students to mark their answers.
- You can play the audio a second time for students to confirm or complete their answers. You can ask students to compare their answers in pairs, and then check them as a class.

Answers

1 a, 2 b

TRACK 11



4. Listen to the last part of the conversation and discuss the questions with a classmate.

- Before you play the recording, you can have students read the three statements. Elicit the meaning of / give a synonym for: *give you a refund* = *give your money back*.
- You can play the audio twice; the second time, pause the recording to allow students to confirm and complete their answers. Then you can check the answers as a class.
- Invite students, as they work in pairs, to reflect on the pros and cons of the two possible solutions the audio mentions (replacement and refund).
- SS will discuss their preference of the solution and optionally, you can ask some of them to share their choice.

Answers

1 A replacement. 2 She wants her money back.

5. Read the first part of the dialogue from Activity 2 on the left box. Then, read a dialogue about a similar situation in another store on the right box. With

a partner discuss: Whose attitude is different? The customer's or the employee's? How do you think a person's attitude helps reach (or not) a solution to a problem?

- Read the instructions with the class to make sure everyone understands the task.
- Have pairs discuss between them the differences they find in attitude.
- Consider inviting two pairs of very outgoing students to roleplay the dialogues for the rest of the class using a polite tone for the dialogue in the left and a more direct/demanding one in the dialogue of the right.
- Pairs may discuss their opinion on the attitude in the two dialogues and the consequences. They can compare their ideas with other pairs.
- While there will be no correct answers for this activity, it is always a good idea to promote civility and the idea that a good attitude promotes a good response.

Extra Activity

You can ask students to practice the conversation in pairs. Then you can have some volunteers act out the conversation to the rest of the class. Alternatively, you can just ask the students to act the conversation out and monitor as you walk around the class.

Critical Thinking

You can ask the students **what results** the following different approaches to making a complaint will have. For example, 1) being friendly while you're making a complaint, 2) being upset, or 3) staying calm and focus well on the issue. Write the three possible approaches on the board. Have students discuss in pairs for a few minutes and then elicit students' answers. Possible answers: 1) Being friendly most likely leads to the company being willing to come up with a good solution. 2) When you show that you are upset, it usually has no positive effect. 3) Staying calm and focus well on the issue helps to not make it a personal thing, though focus clearly on the defect, which will more likely result in an also constructive approach on behalf of the company and the customer.

GET GOING

6. Read the conversation below. Then answer the questions.

- You can have a volunteer read the instructions aloud, including the three questions. Elicit / give a synonym for *reimbursement* = *refund*
- Ask students to read the conversation individually and answer the questions. Then you can have them compare their answers in pairs. Check answers as a class.
- You can ask the students to practice the conversation and take turns playing the role of the client or the shop assistant.

Answers

a. A client and a shop assistant. **b.** The book has blank pages. **c.** The book will be replaced for a new one.

Answers

I'd like to make a complaint.	How can I help you?
I'd like a replacement.	We can give you a full reimbursement.

7. In your notebook, draw a table like the one below. Look at the underlined expressions from Activity 6 that you can use in the dialogue for the unit project, and write them under the correct column.


- You can direct students to the image of the table. Explain that employees working at a store are also called shop assistants. Direct students to the example sentence. Then ask them to fill in the columns individually as you monitor and guide them. Have them compare their answers in pairs.

-  Page 49  **Do section 1 on the Reading Corner Page.**

At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 49). After exploring the title and the initial image with them, ask them to solve the section Get Ready to Read on page 73 of their Student's Book.

STOP AND THINK about...


...language

- 

Look at some expressions that can be used in complaints. Discuss with a partner which expressions match the functions in the box. Then, think of two additional expressions for each function and write them in your notebook.

 - The objective of this activity is for students to identify the meaning of sentences / parts of complaint dialogues, as well as to practice intonation for being polite, upset, angry, etc. This will enable them to become more aware of the possible impact the way they choose to express themselves. Explain to students that every person deals with complaining in different ways, either making or receiving them. The attitude of either party determines the process and outcome a lot.
 - You can tell them to do the first activity and ask them to check their answers in pairs. Before they complete the exercise you may highlight the meaning of *assistance = help*, which is a false cognate.
 - Invite pairs to now write more options for this category in their notebook. You may allow them to browse through the pages of this unit for that purpose.
 - Pairs may compare answers with other students, or complete the categories they need help for with the ideas others want to share.
 - Students can then work in groups of four and reflect on the tone of voice needed or recommended for each of the expressions

Extra Activity


 In small groups students write a short dialogue on a separate piece of paper regarding a complaint about a game or a phone that is faulty. They can use the dialogue in exercise 1 as an example. They can paste the written dialogues on the wall. Invite everyone to read each other's writings. Choose some dialogues at random and invite volunteers to act the dialogue in their small groups.

they wrote. Invite them to explain why they believe a certain tone may be needed or preferable.

Answers

a. Excuse me? b. I'm not satisfied with this product c. How can I help you? d. I understand, but... e. We can give you a refund. f. I'd like to change it.

...learning


- 

Read the beginning of a conversation between a customer and an employee. In your notebook, write the rest of the dialogue with your own ideas, you can use expressions you have learned so far.

 - You could start this activity by writing the 4 lines of the dialogue on the board and asking students what happened before this dialogue started (someone bought a product, tried it and it didn't work) and what could happen later, as the dialogue continues (there might be -or not- a resolution to the problem).
 - You can divide the class into pairs and ask them to read the instructions and complete the activity in their notebooks. Encourage them to be creative and imagine situations that could actually happen.
 - When students have finished, have them practice their dialogues as they will role play them for another pair of classmates.
 - Invite students to work now in groups of four and roleplay their dialogues. Groups can reflect on their performance using the questions at the bottom of the page.

Answers

1. I, 2. M, 3. M, 4. I, 5. M, 6. I

-  Consider going to the Reading Corner page at this point. Before checking instructions, you can check how much students have read of the article in the Reader Book. You can go to page 73 and have students complete sections 2 and 3.

GET MOVING

TRACK 12



1. **Listen to a conversation between a customer and an employee. Discuss the questions with a partner.**

- This listening task is aimed at having students identify the general idea of the conversation and to connect to situation to their own experience.
- The class can be divided into pairs before reading the instructions for the activity.
- Read instructions with the class and ask them to discuss the questions
- Conduct class feedback so that students have an opportunity to share their (or their acquaintances') experiences with customer service.

Answers

a The customer is not satisfied. He expresses being upset and then angry at the end of the conversation. His tone of voice shows that.

TRACK 12



2. **Listen to the conversation again and complete it with the missing phrases. Then, discuss with a partner which other phrases you could use for expressing the same purposes.**

- You can read the instructions aloud and then check that students understand the task, before playing the recording again, invite pairs to read the text and predict or remember what should go on the lines.
- You can play the recording again, pausing for students to have time to write the answers. Then you can play the recording once more for students to complete or check their answers.
- Check answers as a class and ask for the purpose or function of the phrases. (1 is meant to clarify a problem, 2 to rephrase what you want to say and 3 to show (harshly) you do not agree with a response).
- Students can continue working in pairs or you can ask them to work in groups to brainstorm more phrases for each purpose, they can compare these phrases with the list they wrote on Activity 7, page 64, and add to their list if they have new options.

Answers

1. What's the problem? 2. What I mean is... 3. That's unreasonable.

- Remind students to add the sentences from the conversation above (the ones underlined and the ones in the box) to the table with expressions you started in Activity 7, student book page 64.

3. **Read the conversation and answer the questions below.**

- You can ask a volunteer to read the instructions and the questions. Then tell students to answer the questions in pairs.
- Refer students to the **Get Smarter** box, have a volunteer read the note. Have students notice the position of the adverbs before the adjective: *very, really, and extremely*.
- You can refer students to the Language Reference section on page 177 for further explanation on the use and meaning of adverbs.

Answers

- a. Because he bought the phone a few days ago and it doesn't work well.
 b. Because he cannot run any app; the phone freezes and he can only make phone calls. c. Because it will take about 30 days to have it fixed.


Extra Activity

You can have students listen again to the recording and focus on how the following aspects: *the attitude of the speakers, the volume of their voice, and if they think it was appropriate*. Students discuss in small groups what they observed. Also, they can see how much stronger the conversation could be made by adding the words to emphasize the meaning of adjectives, using the **Get Smarter** box in which they provide examples of those words. You can ask the students to share some opinions regarding the recording and one or two examples, e.g. *I'm extremely disappointed!*

GET MOVING

TRACK 13




4.  Look at the pictures of different products and discuss: *What seems to be the problem with them?* How would you express a reason for a complaint for each product? Then, listen to the complaints and write the number of the conversation under the correct image.

- In this listening Activity students will focus on possible purposes for making a complaint.
- Students can discuss the questions in the instructions working in pairs and then report their conclusions or main ideas as a class.
- Tell them they will listen to short conversations where the problems with the products in the pictures will be the reason for a complaint.
- Before they listen to the recording, write the following words on the board and ask them for their meaning: “*cracked*” (an object being damaged with one or more thin lines on its surface), “*spoiled*” (not to be used or consumed any more).
- You can have students match the pictures and the conversations individually. Then have them compare their answers in pairs. Do not confirm students’ answers now, as they will check them in Activity 5.
- Invite students to work in groups to predict how each conversations could end and then comment on similar situations they may have heard about or experienced themselves.

TRACK 13




5.  Listen to the conversation again and write the reasons for the complaints on the line. Then discuss with a partner: *Were your ideas about the problems and reasons for the complaints correct?*

- You can read the instructions and tell students to check their answers. Play the recording once. Then you could play the recording again, stopping after

each complaint and ask the students to tell their answer, checking all the answers this way.

Answers




1. c, 2. b, 3. a, 4. f, 5. d, 6. e

6.  Work in pairs. In your notebook, make a list of reasons for making a complaint that you can use in the dialogue for the unit project. You can get some ideas from Activity 4 and add some reasons of your own.
- Follow the instructions and monitor while students do the Activity. You can elicit reasons for complaints and write them on the board before the students get to work with writing a list for complaints in their notebooks.
 - You can also ask them how they would feel if they had to make a complaint. *Would they feel upset, angry, calm?*
 - You can ask students how they would prefer to make a complaint: *by phone, or at the physical location, e.g. the Customer Service Department of a store.* Elicit a few answers and help students express their reasons for their choice.

Extra Activity



Once students have finished writing a list of reasons for making a complaint, you can organize them in small groups and encourage them to exchange their reasons. In this way they can extend the number of reasons they can use in the dialogue for the unit project. Optionally, you might invite students to write their reasons on the board to share with the whole class.

GET MOVING

7.    **Work in pairs. In your notebook, make some sketches that illustrate lines from the dialogues on pages 63, 64, and 66. Add notes on how body language helps show the emotion of the characters.**

- Before they start, ask the students in pairs or trios to discuss and show gestures plus other forms of body language that express feelings and/or opinions.
- You can tell the students to come to the front of the class, one pair/trio at the time, and show their gestures and body language to express lines from the dialogues on pages 63, 64, and 66.
- Afterwards, you can ask students to make the sketches in pairs and in groups they will discuss and take notes about how body language can help express the emotion of the characters.

- You can then ask students to draw a sketch that goes with the parts of the dialogue.
- Have students choose a role and take turns practicing the dialogues on pages 63, 64, and 66. They can use the sketches from Activity 7 and from the Extra Activity to get ideas regarding how to express how they feel using body language.

8.   **Reflect on your progress. How easy or difficult are the following tasks for you? Mark (✓) the correct box.**

- You may tell the students that the aim of this activity is for them to reflect on their progress in this unit so far. Filling the chart as honestly as possible will help them achieve better results.
- Once student finish, you can tell them to work in groups of 4 to discuss their areas they can improve and give advice to one another.
- Then you can invite them to share their ideas with the whole class, and give your own input as well in order to enrich the guidance and write some tips on the board for them to copy. This will increase their engagement and improve their understanding.

Extra Activity

You can write the following short dialogue on the board:
 Client: "Hello, good morning." Customer Service: "Good morning Sir/Madame." "How can I help you today?"
 Client: "I am here to make a complaint" Customer Service: "Ok, what is it about?" Client: "I bought an electric screwdriver but it doesn't work." Customer Service: "Oh, I am sorry to hear that. When did you buy it?" Client: "I bought it three weeks ago." Customer Service: "Do you have the receipt?" Client: "Yes, I do, here it is." Customer Service: "I could send the device for repair, which will take only one week." Client: "That sounds reasonable to me, thanks."

GET MOVING

9. Work with a partner to write a dialogue about a complaint. Read the situation below and follow the guidelines to help you.

- You may tell the students that they are going to do an activity that will help them, so that they can organize parts of a dialogue in the correct order.
- Read the instructions and the information in the boxes with the class. Clarify any doubt in vocabulary.
- Explain the division in the dialogue between *Employee and Customer*. Invite pairs to complete both parts together discussing different possibilities.
- In pairs, students can practice role-playing the dialogue, as they will have to do this later in groups. Ask them to use body language to help them express their feelings and intentions.
- Depending on the size of your class, you can ask students to form groups of four or six students and then have pairs role-playing their dialogues as their classmates listen.

- As they finish role-playing, groups can discuss on options to make their dialogues longer, more interesting, more challenging or simpler. Groups can also reflect in their use of tone of voice and body language.

Example answers


1. Excuse me. **2.** Hi, how can I help you? **3.** I want to make a complaint. **4.** What is the problem? **5.** I bought this milk and it is spoiled. **6.** I'm sorry to hear that. Do you have the receipt? **7.** Here it is. I'd like a refund, please. **8.** I can give you another carton of milk. **9.** No, thanks. I think I'd prefer a refund. **10.** OK, I'll give you the money back right now.

Extra Support


You can ask the students to work in pairs or trios, and choose expressions they have learned in the unit for making complaints and then practice saying them with the appropriate body language and have their classmates give their opinion on how they have done it. It is advisable to perform this activity in small groups so that students do not feel any pressure on how they do it. Above all, explain to students that the aim of this activity is to practice body language and have a bit of fun!

STOP AND THINK about...

...self _____

1.  Working in the same pairs as in Activity 9 on page 69, reflect on the following questions:
 - Consider starting this activity by sharing with students your personal answers to the questions in the activity. You can tell them what your answers would have been when you were learning a second language. This may encourage students to be more open and honest about their own answers.
 - In this Activity students will reflect upon and refer to their own language with regard to some expressions that can be used when making complaints.
 - You can tell your students to do the reflect on the questions individually and then discuss their ideas and concerns with a classmate.
 - Because the nature of the activity is very personal, it might be a good idea for students to discuss with a classmate they trust. You may want to assign pairs at random in groups where you know the environment is supportive and friendly.

...being together _____



1.  In preparation for your oral complaint, complete the tips below with a word from the box. Discuss and decide which tips are the most useful.
 - In this Activity students will focus on tips in relation to the dialogue presentation they have to give later on.
 - You can ask a volunteer to read the words in the box.
 - Have students complete the tips working in pairs and then invite them to compare with others.
 - Check answers as a class.
 - Working in groups, students can go over the tips to check which ones are useful, which ones aren't. Groups could rank the tips from the most to the least useful.
 - Have groups discuss which tips they already know and follow, and which ones they need to work on. Explaining their reasons for this will enrich the discussion, so you may want to encourage them to do it.

Answers

- a. Keep, b. Use, c. Explain, d. Be, e. Show, f. Tell
-

STOP AND THINK about...

...learning

1.   **Work in pairs: Student A and Student B. You will write a dialogue between a customer and an employee about a complaint. Read the instructions for each role.**
 - You can read the instructions for the activity, and then invite students to read the instructions for student A and student B. make sure they fully understand what is being asked here.
 - Ask students to work in pairs, to review the phrases and sentences they have learned in this unit before. Tell them to check the notes for the unit project. You may want to tell them that they can use the format in Activity 9 on page 69 as a model to create the dialogue in their notebook. Allow them enough time to write their dialogues.
 - You can monitor the activity and make sure that the students are on the right track writing their dialogue. You can help them individually and if you notice they all struggle with the same parts, feel free to pause the activity and clear their doubts.
- Once they have finished the dialogue, tell them to make the necessary changes to improve it and have the final version ready for the final part of the unit project. Your role in this Activity would be to support them and help them to improve parts of the dialogue.
 - Read the note in the **Get Smarter** box; explain to students that these tips can be used in many situations in which they use English. Especially "*I don't how to say it, but it's...*" This is a helpful sentence which they can use it in different situations.
 - Now you can tell your students to practice their dialogue with their partner and to try to memorize their lines before they act it out to their classmates. Encourage them to use body language to express their feelings and intentions.

GET AHEAD

1. Preparing

Work in teams. Prepare and revise the information you have prepared throughout the unit.

- This is the last phase of the unit project. You can start by explaining this to students and by asking them to read the list of work they have done so far, in their portfolios or notebooks, so that they can revise it.
- This can be a good moment to give clear instructions to your students about what you expect from their acting out their dialogues, e.g. *a well-organized dialogue, a solid reason for complaining; a variety of expressions, and use of body language.*

2. Presenting

- You can go through the list of steps listed in the SB.
- It can be recommendable to establish some ground rules before students' present the dialogue. For instance: respect, attentive listening, responsibility and constructive feedback.
- Encourage students to take notes and once their classmates finish, make appropriate comments, such as their opinions on the structure of the dialogue, how effective body language was, the variety of expressions used, and so on.
- It is also advisable that you take feedback notes that you can later give to students in which you highlight both positive aspects and points to improve.

3. Reflecting on my Progress

Think about your work throughout the unit for your dialogue. How easy or difficult is it for you to do the following? For each line; mark (✓) the option that best applies to you.

- The objective of this point is final individual reflection.
- You can start this point by creating a relaxed environment in your class. You may want to play some music the students like; allow them to sit more comfortably, or take them outside the classroom to a different space.
- Ask students to complete the sentences in this section.
- You can then ask students to sit in a circle, or form small groups and sit in a circle as well, so they can share their reflections with their classmates. It's always a good idea to make sure that sharing happens in a relaxed and respectful environment.

reading CORNER

GET READY TO READ!

- Before students start reading the article about *complaints*, have them work in small groups, discussing the questions 1 and 2.
- You can tell them to write their answers after the discussion with their peers.
- Optionally, you can change the sitting arrangement and have them share their answers.

Answers

Answers will vary from student to student.

GET INTO THE TEXT!

- You may tell your students that they need to read the text, starting on page 49 of the Reader and as they read the text they need to check how many of their recommendations (if any) are listed there. They can put a mark (✓) next to the recommendations in their notebooks that they found in the text as well.
- Then, ask the students to complete a chart copied from the example in question 2 in their notebook.

- You can encourage them to compare their charts in pairs and add things to do before making a complaint and recommendations.
- Invite the students to share their information of the charts as a class.

Answers

What to do before making a complaint: **1.** Know the answer to the question: What is a faulty product? **2.** Know the purpose the products were sold for. **3.** Know that the products must match any description given by the consumers:
Recommendations for making a complaint: **1.** Know what you want to get. **2.** Get ready to discuss. **3.** Know how to discuss a problem. **4.** Consider the response you could obtain.

GET TOGETHER

- You can tell students to work in small groups and discuss the questions.
- Ask each group to report to the rest of the class their answers to the questions.

Reader Book

Answer key

GET THE MAIN IDEA

1 It tells you what you need to know before you make a complaint as well as your rights as a consumer. **2** Answers may vary.

GET THE DETAILS

1 c, **2** b **3** c

GET THE WORDS

1 valuable **2** unusual **3.** goods **4.** standards **5.** guidelines **6** refund

QUICK CHECK

- Students should work in pairs or groups for the activities on this page.
- You can read aloud the instructions for each part of the Quick Check so that students are clear on what they have to do.

Answers

Role-plays and their feedback will vary from class to class. The role of the teacher is to monitor the activities as they progress and take notes so that he/she can give class or individual feedback to students. Overall, students should be encouraged to evaluate their performance independently, as suggested in activity 2.

SELF-ASSESSMENT

- You can start this point by reminding students that this section helps us understand where we are in order to get better.
 - Read together with the class all the statements in the self-assessment box. Make sure students are clear on every I-can-statement.
 - Explain the meaning of each option 1,2 and 3:
- 1: This was easy for me: = *I can do this with no problem.*
- 2: I had some trouble with it = *I can do this but sometimes I have some problems to do it.*

3: This was difficult = *I can't do this, or I find this very difficult to do.*

- You may tell your students that when they finish describing their achievements, they will interview their partner and should write their answers in the correct column. Demonstrate by asking the first question to any student in the class: *Can you identify the topic and purpose of a complaint?*
- When the interview finished, you can have students discuss in pairs how similar or different their results are. Then plan what they can do together to improve what they learned in this unit.
- You can ask the students to reflect on the steps they might follow to improve their performance. Have them write their ideas. This increases their autonomy. Now elicit / give some ideas, for example. a) *Learning more vocabulary and expressions* b) *Playing an active role as I perform the dialogue, etc.*

Evaluation Instrument

Name of student: _____ Date: _____

This Evaluation Rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

1. Have students work in pairs: Student A and Student B
2. Give students the following instructions (you can write them on the board).
3. Set a time limit of 4-5 minutes.

You are going to perform a complaint dialogue between a customer and an employee. Read the instructions for your role.

STUDENT A

Play the role of a customer. Complain to the employee about a faulty product you bought, a spoiled product, a damaged book, a broken glass, etc.

STUDENT B

Play the role of the employee. Respond to the customer making the complaint with the best options to offer a fair solution.

You have one minute to plan your dialogue.

3. Once students have performed the dialogue, answer the following questions by writing brief observations for each.

Question	Student A Name:	Student B Name:
1. How well did the students perform?		
2. Did they understand each other?		
3. Did their body language match what they wanted to express?		
4- Did they use a variety of expressions from the unit?		

SOCIAL LEARNING ENVIRONMENT:

Academic and educational

COMMUNICATIVE ACTIVITY:

Searches and selects information.

SOCIAL PRACTICE OF THE LANGUAGE:

Paraphrases information to explain the operation of a machine.

Learning Outcomes	Activities	Assessment Recommendations
<p>1. Select and review materials.</p>	<p>Offer materials such as computer graphics, graphically showing the operation of a machine and guide students' attention to the interpretation of images and texts to:</p> <ul style="list-style-type: none"> • Evaluate textual organization and determine patterns. • Think about the use of images and/or illustrations. • Express purpose and intended audience. • Define criteria to select information. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - List of statements. - Notes. - Graphic resources.
<p>2. Read and understand information.</p>	<p>Help and explain students how to monitor, evaluate and reaffirm the understanding of the text and support them to:</p> <ul style="list-style-type: none"> • Activate previous knowledge. • Infer implicit information, considering plausible alternatives. • Explain technical terms. • Distinguish between terms and expressions used in British and American English. • Evaluate main ideas and information complementing them. • Establish relation between text and images. 	<p>Final product: Infographic.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Anecdotal record.
<p>3. Write information.</p>	<p>Think aloud the steps and actions that you follow to write and sort information, paraphrase information and help students to:</p> <ul style="list-style-type: none"> • Paraphrase information, using a relevant range of expressions and linguistic resources. • Use synonyms to express the same concept. • Order and link ideas and explanations in a diagram. • Write main ideas. • Complete a diagram with notes that explain main ideas. 	
<p>4. Edit texts.</p>	<p>Promote feedback between students, give them time and opportunities to share their texts. Help them to:</p> <ul style="list-style-type: none"> • Read to check spelling and punctuation. • Order statements in a sequence. • Remove, add or change information. • Explain reasons to include or not include information. • Adjust language according to intended audience and purpose. • Develop final versions. 	


GET GOING

Lead-in

You can start by eliciting from students some major inventions in history. Then ask them the question in the cover of the unit: *How do these machines work? Do you know?* It is okay if at this point they give you brief answers or if they don't know how they work.

You may want to introduce the topic of the unit at this point.

GET GOING!

1.  **Work in small groups and discuss: Have you ever been on a plane? What do you know about planes? How do they fly?**
 - You can follow up on the lead-in questions and direct students' attention to airplanes.
 - You can work in small groups and discuss the questions in the instructions. Then, ask students to share their answers.

2. **Read the information in the infographic below and answer the questions in your notebook.**
 - You can start this activity with books closed and writing on the board the word "infographic". Guide students to infer what it means (information in a graphic/visual way).
 - Ask students to open their books to page 77 and direct their attention to the infographic. You can ask different volunteers to read each part of the infographic and then ask different students some basic comprehension questions such as: *What is this infographic about? What parts of the engine are mentioned? What are some new words for you?*

- Once you identified the new words with your students, you can ask them to infer the meaning from the context suggest looking for the words that come in the glossary at the back of their book.
- You can then ask students to work in teams of three or four and write the answer to the questions in this activity in their notebooks.
- Check answers with the group.

Answers

Answers may vary but can include:

- 1 Explain how jet engines work
- 2 Technical information about engines
- 3 Information is numbered and there is a diagram. The diagram illustrates the flow of air and helps understand the text.
- 4 You can find information like this in manuals, magazines, or science publications.

GET GOING


3. Match the steps that explain how a jet engine works with their equivalent from the infographic in Activity 2.

- You can do this activity as a quick game provided you have some space in or outside the classroom.
- You can make seven big posters with numbers (1-7) and reproduce the options (a-g) in different cardboards.
- Tell students they will work in teams of three or four (you must have seven teams) and give them one cardboard with one option. Place the numbers in order on the floor with enough space between them.
- You can tell students that they have to organize themselves as quickly as they can to find out which step in the infographic they are. When they find out, all the members of the team have to place themselves behind their number. The winner is the team who first finds their number.
- Another way of doing this activity is by telling them that as a group, all teams must help each other to find the correct order in a specific range of time (5-10 minutes should be enough).
- It might be important to highlight the fact that there are different ways of communicating the same idea (paraphrasing). This might be an excellent moment to refer your students to the Get Smarter! Box and read the definition of paraphrasing.
- Divide the class into groups of four to complete the next part of the activity (the chart with versions of the same sentence). Students can copy and complete the chart in their notebooks to then compare versions with another group
- After checking versions with the class, you can ask them to work in pairs, close their books and practice explaining to each other how an engine works using their own words.

- For class feedback, consider asking different students to go to the front of the class and explain how a jet engine works in their own words.

Answers


a Answers may vary

4.  Work with a classmate and try to find a way to express how an engine works in your own words. Write ideas in your notebook in a table like the one below. There is an example done for you.

- For this activity remind students that for paraphrasing there are multiple ways of expressing the same idea.
- Ask a student to read instructions for the group and then divide them in pairs to make the chart in their notebooks.
- You can ask them to compare notes between teams and then share them with the class.

Answers will vary

GET GOING

5.  The following words are synonyms of technical vocabulary found in the infographic on page 77. Write the correct word on the lines and then check if you used any of these synonyms in the sentences you wrote in Activity 4 page 78.

- You can assign this activity as homework so that students investigate at home different synonyms for each word.
- In class, you can write this exercise on the board, and then ask students to write the answers there. At the end of the activity, you can have a chart with more than one synonym per word.
- After this, you can ask students to discuss in pairs whether they used any of these synonyms in the sentences in Activity 4. While working with their classmate, ask them to reflect on the following: *would these synonyms help to simplify the sentences you wrote?*


Answers

1 fuel, 2 engine, 3 spark, 4 spin,
5 squeeze, 5 fan

 **Page 62**  Do section 1 on the Reading Corner Page.

- At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 62). After exploring the title and the initial image with them, ask them complete the section Get Ready to Read on page 88 of their Student's Book.

TRACK 14

6.  Listen to a conversation between two students discussing the infographic on page 77. Complete the sentences with the information you hear.


- You can start this activity by having students make a quick list in pairs of things they imagine must be considered when making an infographic. Have them share their ideas to the class and then

direct them to the instructions in this exercise.

- Students can read the incomplete items 1-5 and try to predict which words could fill each gap.
- You can play the track once and have students compare their answers in pairs.
- The recording can be played again before checking answers with the group.
- Direct students' attention to the Get smarter! Box and read it with the group.
- You can elicit some other examples about similar synonyms to the one presented in the box and have students explain the difference in meaning. For example: "ventilator" and "fan"; a ventilator is any device that supplies air; while in some contexts, the words mean the same, in other cases, a fan can be a part of a ventilator.

Answers

1 read, 2 dictionary, 3 where, 4 easy,
5 temperature / air

7.  Work in groups and brainstorm names of machines you would like to read about. Choose one and do research throughout the unit as you will prepare an infographic for the unit project.

- You can divide the class into small groups that will continue working together to develop the unit project.
- You can read the instructions with the class and have them ask questions about the final project. Students can do the research for the machine they choose as a homework.

Extra Support

Model / Explain / Guide the research process for your students by showing them some possible places to look for interesting information. See the back of the student's book for suggestions. Another possible website you can check is: <https://computer.howstuffworks.com/> or you can look for clips of T.V. shows like *Beakman's World* to show how different things work. This idea is to help students find and select information without overwhelming them with too much technical information.

STOP AND THINK about...

...language

- 1. Work with a classmate to analyze the use of language in the infographic on page 77. Write the answer to the following questions:**

 - You may want to direct their attention to their books and read instructions together. They can go back to the infographic on page 77 to remember the context.
 - Write complete sentences on the board:
 - When the gases heat up, they expand with great force.
 - When the turbines move, they make the compressor spin.
 - You can also ask students to work in pairs and then check answers as a class.
 - Ask: What tense is used to express condition and result (Simple Present) *Where does the comma go in sentences of condition and result? (at the end of the condition clause).* You can refer them to the **Language Reference Section** on page 178 to find the answers.



Answers

1 When the gases heat up, 2 When the turbines move, 3 When the gases escape

Extra Activity

You can start this activity with books closed and a quick and easy chemical reaction to show cause and effect. For example, bring a jar, vinegar, baking soda and a latex glove (the wrist of the glove must fit around the mouth of the jar). Pour vinegar up to 1/4 of the jar. Put baking soda inside the fingers of the glove. Then, put the wrist part of the glove around the jar and help the baking soda fall into the jar. Make sure to grab the glove against the edge of the jar and watch how the glove grows with the carbon dioxide from the reaction. You can use this quick experiment to elicit from students the structure:

When the baking soda touches vinegar, carbon dioxide comes out.

Help students identify the condition and the result.

...learning

- 1. Working with a classmate, complete the following tips to select information for an infographic using 1 - 3 words.**

 - For this activity you can ask students to work in pairs and read instructions.
 - It may be a good idea to help them with the first item so that you model what they need to do.
 - Ask students to compare answers in small groups and then ask them to discuss the questions in the last bullet. Where could you find information about how a machine works? (online, in a manual, magazine, book) What steps will you follow to create the infographic for the unit project? (Research steps, the steps shown in this book)

Answers

1 Use different media 2 Sources, reliable 3 On the objective 4 is understandable


Critical Thinking

Ask students what criteria reliable information should have (sources should be trustworthy, information is backed with evidence) and give you some examples of reliable and unreliable information. Examples of reliable information: Scientific websites, specialized magazines, books. Examples of unreliable information: social network chains, websites with no author or clear sources.

Extra Activity

You can assign as homework a Flow Chart with the process for making an infographic. Students can present them to the class and you can decide the best criteria for this process as a group.

GET MOVING

1.  Work in small groups and discuss the following: **What is your dream car? How do cars move? What type of fuel do they need? What do you know about electric cars? How do they work?**
 - Ask students to work in pairs and answer all the questions.
 - You can then check answers as a class.
 - Before reading, you can brainstorm names of companies that make electric cars and their opinion about electric cars.
 - You can then show them some videos or images of electric cars from TV ads or magazines. Ask students to make the noise a gas powered car makes when one turns it on. You can then point out to the fact that electric cars engines do not make any sound. You could ask students to tell you if they know of any advantages or disadvantages of electric cars. Accept all answers at this point.

NOTE: Electric cars do not contaminate, they don't make noise and the motor works in a simpler way. However, they are more expensive, they are usually not as fast as gas-powered cars and charging stations for these cars are usually limited.
2. **Complete the infographic with the ones from the box.**
 - Tell them that the infographic in their book explains how those engines work.
 - You can ask students to work in groups of three or four to complete the exercise.
 - Check answers as a group and then you can ask students to tell you something they remember from the process they just read about. You can have some students share their answers.
 - To close the activity you can ask students if they maintain or have changed their opinion on electric cars. You can also ask: *Did you learn something new with this infographic?*



Answers

1 a; 2 d; 3 c; 4 b

GET MOVING

3. Read the following notes a student wrote to create the infographic on page 81. Match the notes to the correct part of the infographic.

- Read instructions with the class and ask students to work in pairs to complete the information.
- You can check the answers as a group.
- If students did the extra activity suggested on page 86 of this Teacher's Guide, you can close the idea of this activity by asking students to compare the process proposed here with the Flow Chart they made. Otherwise you can tell students that to create a good infographic a plan and a process must be followed and tell them to reflect on how these notes helped a students prepare his/her infographic.
- In order to boost reflection, you can ask students to discuss in pairs the questions in the bullet point below the notes.

-   As a final activity, have students write the name of the device they want to talk about at the center of a piece of paper, then ask them to write notes in their notebook about how the device works and the infographic they will create.

4. In the text on page 81, find a word/phrase that means...

- The aim of this activity is to help students identify technical terms and infer their definition.
- Read instructions with students and ask them to work individually.
- Once students have completed the activity, you can ask them to discuss in pairs the reasons for their answers.
- To check answers with the group you can write them on the board and ask them to exchange books to grade the work of a classmate.

Answers

1 copper coils **2** rotor **3** poles **4** gas




Do sections 2 and 3 on the Reading Corner page.

- At this point, students should have progressed in the reading of the unit if you asked them to do it. If they are reading through the book, ask them to complete sections 2 and 3 of the Reading Corner Page.

Answers

1 b, **2** c, **3** a, **4** d

GET MOVING

- 5. Work in small groups. Read the recommendations a teacher gave a student to improve the infographic on page 81. Answer the questions the student has about the comments and then give your opinion.**
- The objective of this activity is to help students analyze different components of an infographic critically. You can share this information with them so they can discuss freely what their opinions are.
 - You can read instructions with students and ask them to complete this activity in pairs.
 - It might be a good idea to review or present language for giving suggestions and expressing opinions politely: The student should try...I think...Well...Maybe he/she could...
 - Monitor students' performance as they discuss and conduct class feedback when the time for the activity is over so that they can tell you what recommendations they could give the student who designed the infographic.
 - Then, students can use the questions below the illustration to discuss in groups. You could tell the class that the objective is to have brief pieces of information supported by effective visuals which make a process easy to understand.
 -  You can then go to the last point of this exercise and tell students to organize the graphic resources they will use for the infographic they will prepare as their final project. Students can start to work on a draft of visual design implementing some of the ideas discussed during the class.
- 6. Reflect on your progress so far. In your notebook, finish the following sentences so that they are true for you.**
- You can start by reminding students that reflection leads us to improvement as we can work on weaknesses and rely more on our strengths. Encourage them to take this opportunity to reflect on their progress so far.

- Read instructions with students and have them work individually.
- You may want to monitor to check if individual students are having trouble with a particular point or if there are any generalized issues. You could write brief notes with recommendations for individual students, and brainstorm ideas on activities to improve on a particular area if many students are struggling with it. Remedial work can also be planned for generalized issues.

Extra Activity

For students struggling with one or more points, you can ask them to make a quick presentation working with a classmate about how to overcome that problem and have them present it to the class. This might be a good way of helping them learn during the research process and helping other struggling students at the same time.

Poster Activity



To help students practice describing how a machine works as well as paraphrasing you can use write the following sentences in 5 separate pieces of paper and make a set per group of 4 students.

- *Levers are simple machines we can use to lift weight.*
- *The effort required to lift a load, changes if you change the distance from where the force is applied.*
- *The lever is a beam that pivots at a fixed fulcrum.*
- *A longer beam, with a strong fulcrum, can move heavier weights.*
- *The change in direction of the force makes work easier.*

Explain what a lever is and ask if they have seen one at work, you can tell them that the seesaws are levers and scissors work as two levers. Distribute the pieces of papers and display the image from the teacher's CD. Students can copy the image on a piece of paper and decide where they want to stick the sentences to form a simple infographic. They then describe how a lever works using their own words.

GET MOVING

7. Read the information below about how pulleys work. Number them in the correct sequence.

- You can start this activity by introducing the word “pulley” (a simple machine used to lift heavy weight by changing the direction of the force applied). You can draw a diagram on the board to show them what a pulley is and then ask them to mime how a pulley works.
- You can then read the instructions with the class. Students can work in pairs.
- Students can compare their answers with another pair or in groups before you check answers as a class.
- Once you have checked the correct answers, and to close this activity on a fun note, you can ask the class to mime each step as a group.


Answers

a 5, b 6, c 1, d 4, e 3, f 2



8. Create an infographic following these steps:

- The objective of this activity is to give students practice in making an infographic together.
 - You can read the steps presented in this point to the class and ask students to work in teams of three. It is important to remind students that while they work in teams, they must keep a respectful environment as they work and as they provide feedback.
 - Students can produce a quick draft of the infographic working together, but each one of them should have a copy to work on.
 - Remind students to follow a process and to select information carefully and according to their audience (e.g. instructions should be simple for people who don't understand much of physics).
- Students exchange drafts with another classmate and ask them to give feedback using the chart in point 6.
 - As they give back the completed evaluation charts to their classmates, invite students to discuss reasons for the marks given. Monitor closely during this part of the activity to make sure students are being respectful and feedback is productive, as well as to offer some suggestions as well.
 - You can assign a final draft of the infographic as homework or have students work on it in a following class.



-  Work in groups to develop the infographic you will present as the unit project. Follow the instructions.
- Once students have practiced developing an infographic for pulleys, they might feel more confident to work on producing their own for the final project. You can read instructions to the class, making sure they understand the task (producing a first draft that includes the list of sentences they have produced by now as well as sketches for illustrations and/or graphic resources they will use).
- It is advisable to be very clear with students and let them know that the intention is to produce a first draft that other teams can check for them using the evaluation chart that is on the page. Students should know they will have an opportunity to work on and polish their final version.

STOP AND THINK about...**...learning**

1. **Work in small groups to analyze the design of the infographic you created for the unit project (the draft you wrote in Activity 8, page 84). Discuss: What is the objective of your infographic? Who will read it? Is the message clear? Use the following checklist to evaluate your work or ask another group of students to do this for you.**
 - Read instructions with students. A good idea may be to analyze one of the infographics as a group and then allow them to work in pairs on the second infographic.
 - Check answers as a group.
 -   Students can exchange their infographics with another group and use the checklist to provide feedback to each other. You can mix all the infographics in the group to assign reviewers at random. Monitor their progress and ask them to provide useful and constructive suggestions to their classmates.
 - After students have shared feedback, you can ask them to produce a final version in class, if there is time, or as homework.
 - For their final draft, depending on your students' and school resources, you can invite students to use some free online apps for infographics such as <https://piktochart.com/> or <https://www.canva.com/>. These apps are really intuitive and provide useful graphics and templates for students. If students don't have access to apps, you could provide some examples of

designs from different publications so that they can get an idea of what they want to create as a final version.

Answers will vary**...being together**

1. **In preparation for sharing your infographic with the rest of the class, read the question below and mark (✓) the correct answers.**
 - We suggest to start this activity by helping students become aware that respect is crucial all the time and especially when we are sharing our work.
 - You can read instructions with students and ask them to complete this activity individually.
 - You may want to consider asking students to decide on one or two things they can promise to do during the infographic presentations. They could also come up with more ideas that are not stated in this exercise. You can also create a list of rules made by the group in order to have a respectful presentation.

Answers will vary

STOP AND THINK about...**...language** _____**1. Working in groups, use the following words to compare two of the machines described in this unit and/or their infographics.**

- You can start this activity with books closed.
- You can show your students three photos of cars (one very old, one new and one futuristic). Then, tell students to rank them from 1 to 3, assigning number 1 to the oldest and 3 to the newest. According to their ranking, make sentences using comparatives, e.g. *The Tesla is more expensive than the Chevy.*
- It might be useful to elicit more examples from students using the adjectives in the activity like interesting, boring, etc.
NOTE: When comparing, it is important to make sure that students understand how to use the language. For this, you may refer them to the **Language Reference Section** on page 178 or read that section together with the class exemplifying the rules with the sentences they produced when comparing cars.
- Now, you can ask students to use the words in the activity in order to compare two of the machines described in this unit.
- Remind students to check how adjectives change when comparing.
- Ask students to check if their infographics have any comparisons, and if so, ask them to check if there are corrections needed.

**2. Working in groups, use the following words to compare two of the machines described in this unit and/or their infographics.**

- You might want to start this activity by eliciting from students the comparative forms from the words in the box and write them on the board so that they have some visual reference.
- You can ask students to form groups of three or four and ask them to choose two machines from their infographics or the ones presented in the unit.

- Students can then compare the machines they chose. (e.g. *A pulley is simpler than an electric motor.*)
- It may be a good idea to ask students to present their comparisons in order to provide feedback and have the possibility to correct mistakes, if there are any.
- Students could now check if their infographics have any comparison sentences and, if they do, to check if they need any correction. Encourage them to add comparisons if there aren't any.

...culture _____**1. Read the sentences from the infographics in this unit. Then complete the sentences on the right with the correct British word from the box. Use a dictionary if necessary.**

- You can start this activity students that there are differences between American and British English.
- You can read instructions with the class and have them answer in pairs.
- Pairs can compare answers before checking them as a class.
- Direct students' attention to the **Culture Stop** box. Remind them that consistency is important because mixing varieties might lead to think we are making mistakes and/or confuse a listener.
- It may also be a good idea to ask students to check their infographic and see if their language has been consistent until now.

Answers

1 petrol, 2 bonnet, 3 lifts

GET AHEAD

1. Preparing

Work in groups. Review the steps you have followed to create an infographic that shows how a machine works.

- Review as a class all the activities you have done so far in order to create an infographic.
- You can also ask students to revisit the steps of the process and reflect on how each one helped enrich the final draft of the infographic.

2. Presenting

- For this presentation session, you can divide the class into two large groups.
- Ask all students to walk around the classroom and write one question per infographic.
- Students can decide which of the two groups will present first. You could even flip a coin to decide that.
- Presenting students (Team 1) must stand by their infographic to present while the other students (Team 2) listen and then ask questions.
- You could transform this activity into *Timed Buzz Groups* (see the warmers and fillers in the front pages of this guide) in which you rotate students in Team 2. You can give 40 seconds for students in Team 1 to explain their infographic and 20 seconds more for answering a question from students in Team 2. When one complete round has finished, Teams 1 and 2 reverse roles.

3. Reflecting on my Progress

Think about the work you have done throughout the unit and for the infographic you presented. In your notebook, follow the instructions..

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Since they will be writing, you can go outside the classroom to a place in which they can lay down comfortably to write.
- Students can finish the sentences in their notebooks, or to make this different and more fun you can tell them to use a piece of paper and not to write their name. Students could then transform their reflection into a paper plane.
- Ask students to throw their paper plane as far as possible inside the classroom. Each student then takes some else's plane and reads what they wrote. You can then work together to comment in a positive way and provide constructive feedback.

reading CORNER

-  p. 62

GET READY TO READ!

- Before students start reading the story, you can direct students' attention to the cover of the RB unit and ask them what they think is behind the characters.
- You can then ask them to answer the questions in this section in pairs.
- You could conduct class feedback and see which the most popular ideas are.

Answers will vary

GET INTO THE TEXT!

- You can revise with students the graphic organizer in this section making sure they know how to fill it in.
- Invite students to fill it in as they read the text.
- Once they have finished reading, you can ask students to work in pairs and compare their organizers. Compare as a group: Did you decide on the same events?

GET TOGETHER

- For this section, you can time the activity so that students quickly rank the characters from most likable to the least working individually. For even faster results, you can use a voting system.
- Invite students to share their reasoning behind their votes or individual rankings.

Extra Activity

An extension of this activity could be to ask students work in pairs and to write down an imaginary interview with their favorite character. Students can then act this interview for the class.

Reader

Answer key

GET THE MAIN IDEA

1 It will be used to help in constructions. It has parts of an excavator. **2** They are very clear. The robot has similar parts to human beings.

GET THE DETAILS

1 pilot **2** a battery **3** construction **4** a human's / army boots / metal plates.

GET THE WORDS

1 a, **2** b, **3** c, **4** a

QUICK CHECK

- We recommend that students work individually on this page.
- You can read the instructions for each part of the Quick Check to students to make sure they understand what they have to do.

Answers

Part 1:

3 At the bottom of,

4 Pulls down,

5 Measure

Part 2: Answers will vary

SELF-ASSESSMENT

- It could be a good idea to tell students that assessments help us know where we are in order to take actions and improve.
- Read together with the class all the options in this chart.
- Explain the meaning of each heading: 1 = I can definitely do this! 2 = I can do this most of the times, even if I doubt sometimes 3 = I can't do this or It is very difficult.
- Have a class discussion on what students with low scores could do to revise and improve the points they are not very confident in. For this discussion, students shouldn't have to share what their score is so that they can openly participate and take (or not) the ideas suggested by others.
- To promote students' cooperation and commitment, you can assign an accountability partner. Ask students to make one or two commitments to improve. Tell them that they will all have an accountability partner that will be reminding them weekly about their commitment to improve. These commitments must be really clear. For example: *I will ask my classmate a question about how something works every day for one week so that he/she can improve on point 4.*

Evaluation Instrument

Name of student: _____ Date: _____

This anecdotal record can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Student's name _____ Date: _____

Achievements:

- Revise samples of written forecasts.
- Listen to and identify ways to express future actions.
- Formulate and respond questions to understand forecasts.
- Write sentences that express future to create forecasts.

Evidence of student's performance (related to expectations)

Date: _____

Notes:

Date: _____

Notes:

Date: _____

Notes:

Recommendations for next steps:

SOCIAL LEARNING ENVIRONMENT:
COMMUNICATIVE ACTIVITY:


Family and Community
 Exchanges associated with information about
 yourself and of others.

SOCIAL PRACTICE OF THE LANGUAGE:


Comments own and others' experiences in a
 conversation.

Achievements	Guidelines	Evaluation Recommendations
<p>1. Listen to and revise conversations about personal experiences.</p>	<p>Offer examples of conversation and allocate time to explore the concerns, fears, and difficulties to share personal experiences to support students to:</p> <ul style="list-style-type: none"> • Ask questions about how the ideas and people can be represented in different ways. • Value the effect caused by non-verbal language. • Analyze choice of expressions and repertoires used. • Identify modality of communication. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Chart with personal experiences. - List with questions. <p>Final product: Autobiographical anecdote.</p>
<p>2. Understand general sense, main ideas, and details.</p>	<p>Direct attention on conversation skills and offer help to:</p> <ul style="list-style-type: none"> • Anticipate general sense and main ideas. • Analyze use of connectors to link ideas. • Value structure of expressions. • Contrast sequence of enunciation. 	<p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Observation guide.
<p>3. Share personal experiences in a conversation.</p>	<p>Challenge students to expand and develop their repertoire of words and expressions and support them to:</p> <ul style="list-style-type: none"> • Compose statements and sort them out into a sequence. • Include details in main ideas, specifying time, place and way in which the events occurred. • Ask questions to get more information and check understanding. • Express personal experiences using direct and indirect speech. • Use strategies to give the floor to others. 	

GET GOING


Lead-in  **Look at the pictures and discuss: *Where are the people in each picture? What are they doing? What is their relationship?***

- You can start the lesson by asking students the meaning of “anecdote” (a short, interesting story about a real person or event.)
- To introduce students in the topic of the unit, you can ask Who likes telling anecdotes? and elicit a few answers.
- You may refer the students to the question on page 91: *Why do people like to share experiences? You can have students work in pairs to discuss the answer to the question. Ask them to list some elements that they think a good anecdote should have, e.g. include details about people or places, the time when it happened, feelings.*

1.  **Look at the pictures and discuss: *Where are the people in each picture? What are they doing? What is their relationship?***

- You can direct students’ attention to the pictures and ask where they think people are in each photo. You can also ask them what they think these people are doing and what their relationship is.

TRACK 15


2.  **Listen to the first part of a conversation and mark (✓) the picture in Activity 1 related to it.**

- Tell students that they will listen to a conversation.
- Read instructions with students and after listening, ask students to compare with a classmate and then check answers as a group.

Answers

B

TRACK 15

3.  **Listen to the conversation again and answer the following questions.**

- Tell students that they will listen again and read the questions with them. Play the recording for them to complete the task.

- Compare your answers in Activities 2 and 3 and give your reasons. Then, discuss: Do you like to share your experiences? Why or why not? *Who do you like to share your experiences with? Why?*

Answers may vary, but could include:

- a. Yes, because he asks questions and seems interested in her.
- b. Yes, she concludes people were nice to her.


4. Look at the different ways in which you can share anecdotes in the chart below. Discuss advantages and disadvantages of sharing anecdotes in these ways and fill in the chart with your ideas.

- You can start this activity with books closed and ask students: What are some ways in which you can share anecdotes?
- Elicit from students the ways in which you can share that are at the top of the chart.
- Ask students to open the books and read instructions. Students can then work in pairs and then you can check answers as a class.

Answers will vary but can include:

face-to-face; advantages: You can use body language to add meaning, disadvantages: You could get nervous and not express what you really mean.
 Phone conversation; advantages: You can convey your tone, it is immediate if you are alone, disadvantages: You could get disconnected.
 Instant messaging; advantages: It’s okay if you don’t feel like saying much. You can use emojis, disadvantages: It is easier for people to interpret what they want and not what you mean.
 By writing a letter or e-mail; advantages: You can write freely and edit what you say, it requires more thought, disadvantages: It takes longer to write.

GET GOING

5.  Read the following part of the conversation and discuss with a classmate which information you might need to complete the spaces and write your ideas on the lines.

- You can start this activity by telling students that you will practice predicting.
- You can tell them that when we read or listen to a story, we usually think in our minds how that story will continue or end.
- Ask students to work in pairs and try to complete the conversation before listening.


TRACK 16



After students listened, check answers as a group and ask:
How accurate were you? Did you predict correctly?

Answer

Something happened, we had no idea, with no phones, were going down, we saw them, Tell me!, the following day, with no phones, were going down, we saw them, Tell me!, the following day.

6.  Discuss how you could express these ideas from the conversation using other words or expressions.


- You can remind students that you can express the same idea in different words.
- Read instructions with students.
- You can do this activity by asking students to work in pairs and giving them six pieces of cardboard so that they write their answers.
- You can then write the six phrases in the chart separately on the board.
- After students finish, ask them to paste them so that you form a sort of mind map for each phrase with the different alternatives provided by students.
- You can then check which ones are similar and how many were repeated. You can lead them to the conclusion that one idea can be expressed in many ways.



Answers will vary but can include:

a. We were exhausted b. We were afraid	a. We felt joy/happiness b. We noticed a shining light	a. This is the most interesting bit of the story b. No way!
---	---	--

- Compare ideas with another pair of students and discuss: Do you think Sheila shared an interesting anecdote? Why or why not? Which details in Sheila's anecdote were the most surprising for you? Why?
- You can invite students to discuss the questions and then share conclusions with the class.


GET GOING

7.  When someone is sharing an anecdote with you, you can show your interest by asking a few questions along the conversation. Discuss which questions you could ask to fulfill the following purposes. Look back at the questions Paul asked in Activity 5 to help you.
- You can ask students to mimic how they show interest when they are listening to a story. Then you can ask them to share phrases they say when trying to show interest.
 - After this little warm up, you can tell them to work in pairs and answer this exercise.
 - Check answers as a class.
 - After checking answers, you can ask students to work in groups and explain which questions they normally ask.

9.   In your notebook, make a similar chart to the one above and complete it with notes for an anecdote you would like to share.
- You can assign this activity as a homework.
 - Check instructions with students and in case they decided that the charted needed more information in the previous point, make sure that they include it in their charts.
 - Once they have their charts written, they can share as a class.

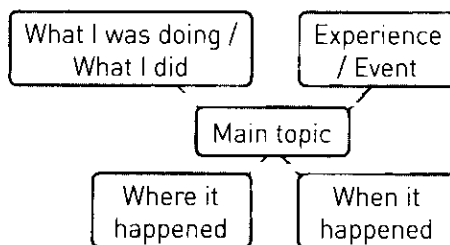
Answers

1 What happened? 2 How long did you sleep? 3 What was it? 4 Why? Tell me!

8.  Work in small groups to analyze Sheila's chart with details of her anecdote. Discuss: *How useful is the chart to help you prepare to share an anecdote? Would you add more information? If so, what and why?*
- You can start this activity with books closed. Elicit from students what is important to mention when sharing an anecdote (when, where, who, what). Write their answers on the board.
 - Ask students to open their books and read instructions.
 - Compare the items in the chart with what you wrote on the board and ask students to work in pairs in order to decide how useful the chart is for preparing to share an anecdote.
 - According to what you initially wrote on the board, and students' new ideas, ask if they would add more information.
 - Check answers as a class.



Extra Support

You can tell students to make use of a mind map to brainstorm their ideas. You can copy the example below and suggest that students develop the branches of the map with their ideas on a topic you choose to work with the class.



STOP AND THINK

...language

1.  When telling an anecdote, you can use connecting words to join sentences. Look at the examples below. With a partner, analyze the function of the words in bold and complete the descriptions below.
 - You can start this activity by telling students that when communicating, the way in which you phrase things affects meaning.
 - Tell students that they are going to analyze language in order to better tell stories.
 - Ask a student to read instructions and have them work in pairs.
 - Check answers as a group.
 - After this, ask students to work with another pair and make a list of other connecting words (and, but, however).
 - You can also ask students to present these connecting words to the class with an example of how to use them.
2.  Work with a classmate and discuss which connecting words from Activity 1 you would use to join the sentences below. Then, write your ideas in your notebook.
 - Consider working with books closed and having these four sentences in little pieces of paper with each word cut separately (including the four connecting words). The best would be to prepare a set of pieces of paper per pair or team of students. You can give them the paper cutouts organized by sentence, or for extra challenge, all mixed up.
 - You can then ask them to order the sentences and connect them.

TRACK 17



After this, you can play the audio and ask students to correct their sentences.

- Check answers as a group.
- After this, you can ask students to write some sentences of the story they want to share using connecting words. You can assign this part as a homework.

Extra activity

You can invite the students to practice reading the sentences of the text in exercise 1 and ask them make pauses and change the volume as they read the sentences. You can have volunteers to read the sentences to the class. Encourage students' participation as this could help them to get used to using these strategies in a natural way as they tell their anecdotes to their classmates.

Answers

a. as, so b. when, that

Answers

a as, b that, c when, d so

Extra Activity

On the board, you can write some sentences of your own about a personal anecdote. Write 2 or three sentences with "minor" mistakes. Then together as a class, encourage students to analyze the use of linking words and the correct form of the verbs. Motivate them to make the necessary corrections.

GET MOVING

1. To have a repertoire of words to use when sharing your anecdote, copy the table below in your notebook and classify the words into the correct category.

- You can tell students that this activity can help them learn more vocabulary and make their anecdotes more interesting.
- You can ask them to copy the table in their notebook and leave enough space to add more words later.
- You can ask a volunteer to read the instructions and then have students fill the chart individually.
- Ask them to work in pairs to check their answers and to add at least another two words to each category in their lists of their own.
- You can check as a class by writing the four categories and having students write their answers on the board.
- At this point, you can also check the meaning of new vocabulary if necessary.

Answers

Time/Moment: autumn, midday, midnight, morning, night. **Place:** beach, library, movies, museum, school. **Words to describe people, places or things:** bright, dangerous, dark, noisy, quiet, scary, silent, strong, terrible. **Words to describe how events/actions happen:** fortunately, silently, slowly, suddenly, unexpectedly.

2. Complete the beginning of the anecdote below with words from the boxes in Activity 1. The number in parenthesis indicates the box to get the word from.



- You can read the instructions for Activity 2 aloud and have students work on completing the spaces individually.
- You can have the students check their answers in small groups and see if they can add more possibilities to the spaces; they can use all the words from the chart, including the additional ones, e.g. It was a bright, silent, quiet, etc. summer.

Answers

Possible answers: (3) quiet (1) night (2) beach (4) slowly (4) suddenly (3) strong

Extra activity


Adjective Alphabet. Tell students that a soft ball will be used to throw, gently, to chosen "next participant" to play a game. Explain the rules of the game. Leave or write the categories of the table on the board. Throw the ball to one student and ask him/her to think of a letter in the alphabet, except for the letters "x" and "z". Then they choose one person to come up with one word from the table that starts with the letter chosen. Then ask the first student to choose another letter and another throw the ball, repeat the previous sequence. Set a time limit of 6-8 minutes.


3.   Write the beginning of your anecdote in your notebook. You can use some of the words from Activity 1 to add a few details.

- You may ask one student to read the instructions and elicit some example sentences from the class to start their anecdote. Encourage them to check their anecdote and notes they have made so far.
- You can tell students that you will monitor and guide them in their writing.
- Draw their attention to the Get Smarter box that gives them some ideas on how to set the time of the event, elicit some examples of their own before starting the exercise.
- Once students finish writing the paragraph, you can ask them to work in pairs. They should take turns sharing the beginning of their anecdote. Emphasize the importance of pausing and changing the volume of their voice to make it sound more interesting.

GET MOVING

TRACK 18

4.  **Read and listen to an anecdote a girl wrote. Find and underline the main event and the most important details of the anecdote.**

- You can start by reminding students that when sharing a story, it is very important to know your main idea.
- You can ask: how do you identify the main idea in a story? (it is the problem or climax of the story)
- Ask students to read instructions and tell them that they will read and listen at the same time.
-  Invite students to compare answers in pairs and discuss which details form the anecdote they found the most interesting or fun. Then, you can invite some volunteers to share conclusions with the class.

Answers

Main event: The girl was asked by the manager to leave the movie theatre when she was innocent.

Details: She was innocent, she explained, she was allowed back in the movies, she was offered free tickets and free popcorn.

5. **When you tell stories or anecdotes you can mention what other people said in two ways: You can use the speaker's exact words, or you can report what the speaker said. In the text, find the sentences that Harriette uses to report what the manager said.**

- You can start by directing students' attention to the instructions. Then proceed to explain the difference between direct and indirect speech.

- Ask students to identify which sentences Harriette uses to report what the manager said (He looked at me and told me to stand up and get out, He said he was sorry, and he asked me to go back to any other seat. He apologized and he asked if I wanted free tickets for another movie).
- Explain to students that they can report sentences, questions and commands.
- You can then ask students to answer the exercise.
- **Trabajo en pares** Then, you can invite students to analyse the reporting sentences in pairs. After learners reflect, it could be a good idea to explain how you report sentences:

o **Sentences:** He said/he told me that + verb in the past form of the original sentence.

o **Commands:** He told me to + verb in base form


o **Yes/No Questions:** He asked me if + subject + verb in the past form of the original sentence.

o **Open questions:** He asked me + wh word + subject + verb in the past form.

Answers


1 to stand up and get out, 2 to go back to any other seat, 3 if I wanted free tickets for another movie.

GET MOVING

6.  Read the following anecdote a student is sharing with a pair of friends and discuss with a classmate which questions the friends are probably asking and write your ideas on the lines.

- Ask students to read the instructions. Then ask them to discuss their ideas in pairs and write them on the lines.

TRACK 19

-  Then, ask students to listen and check their ideas.
- Invite students to discuss the questions and check answers as a group.
- You can now ask students to create a table with different categories such as questions about time (What time...), about place (Where...?), about reason (Why...?). Create others about feelings (How did you feel...?), so they can use them to ask others about details in their anecdotes. Students can work in pairs or small groups for this activity.

Answers

- a. Why did you feel sad? b. Why couldn't you sleep? c. And what did you do? d. And then what happened? e. Why did you do that?


Extra Support

You can explain to students that using appropriate language when we speak depends on where, with whom and what we are talking about. If they are with their friends at a party or at school, they would normally use informal words. When they talk to their parents or teacher, the language changes. This situation is the same in any language. Demonstrate by asking how they greet their parents, their friends or their teachers when they meet them.

Extra activity


Have students find examples in each version of the text that illustrate the difference in the use of language, e.g. "A young woman was sitting next to me." = "...and there was this woman next to me." "Suddenly, her cellphone rang" = "Then what a loud ring!"

GET MOVING

7.  With a partner discuss the main event and the details of the anecdote in Activity 6. Then, prepare an anecdote to share by following the guidelines below.
- For this activity, it is highly recommended that students work in pairs.
 - Tell students that they need to prepare an anecdote.
 - Make sure students are clear on the levels of respect expected during this activity.
 - Read instructions carefully and then check answers as a group.

Answers

Answers will vary

-  Consider going to the Reading Corner page at this point. Before checking instructions, you can check how much students have read of the article in the Reader Book. Students can go to page 103 and complete sections 2 and 3.
8. Think about the skills you've practiced so far in this unit. Read the statements and write: 1 = Yes, 2 = Yes, but it's a bit hard! 3 = No, it's really hard! next to each statement.
- Ask students to read the four statements before grading them.
 - Clarify any doubts students may have.



Poster Activity




You can display the image for this unit. You will see photographs of young people in different situations: *in a concert, playing a sport, watching a movie, in a school trip*. You can explore the images with the class and have students describe what they see. Have students in pairs think about a situation they have been which is similar to the ones depicted in the pictures. Ask students to write a short anecdote telling about their experience. Monitor the activity and help students when needed. You can have volunteers share their anecdotes in small groups or with the whole class.

STOP AND THINK about...

...learning _____

-  Read the strategies below to improve your conversation skills. Discuss with a classmate: *Which strategies do you find most useful and why? Have you noticed which strategies you use when talking to someone? Which strategies have you noticed other people use when having a conversation?*
 - Ask students to read the instructions. Then ask them to discuss their ideas in pairs.
 -  You can then group students in groups of four for them to compare ideas and write a list of strategies that can help them for sharing anecdotes.
 - You may want to invite some volunteers to share their strategies with the class

...being together _____

-  Work in groups of three. Take turns to share an anecdote by following the guidelines below.
 - For this activity, guide students through the instructions and make sure they have no questions.
 - Ask students to work in groups of three and tell them to follow the guidelines below.
 - In case you notice students need additional practice, repeat the process as many times as necessary.

Extra Activity

Have students practice in pairs with the anecdotes on page 98, or the anecdote they are working on for the unit project, trying to follow one or more of the tips of this page. Have an "observer" take note of the tips he/she notices and give feedback to their classmates.

STOP AND THINK about...

...learning

1. Look at the notes you wrote about the anecdote(s) in Activity 6, on page 94 that you want to share with your classmates. Write your anecdote(s) in your notebook. Consider the following recommendations:

- You can ask students to review what they have done to prepare their anecdotes in previous activities.
- You may read the instructions and go over each recommendation, making sure that the students understand what they mean and what they have to do.
- Draw students' attention to the **"Get Smarter!"** box; you can ask a volunteer to read it. Then you can write the following sentences on the board: *"Guess what!"*, *"Now, listen!"*, and *"You won't believe this..."* Model the way of saying and ask students to repeat. This will help them to get more ideas for their task.
- You may monitor and make sure that the students are on the right track writing their anecdote.
- You can help students individually and if you notice they struggle with some parts, clear their doubts.
- Once they have finished the anecdote, ask students to revise and make the necessary changes to improve it, e.g. *use of verb tenses, linking words, descriptive words*, etc. and have the final version ready for the final part of the unit project.

2. Work in pairs: Students A and B and follow the instructions below. Practice the conversations skills suggested on page 100.

- You can ask one of the students to read the instructions, and then ask other volunteers to read the instructions for Students A and B.
- Make sure students understand what they have to do.
- In order to help students have the tools they need to practice their anecdote with their classmates, refer them to conversation tips suggested on page 100 to refresh their minds on that.
- You can tell students that they should try to memorize their anecdote (or as many details as they can) before telling it to their partners.
- Before students start, refer them to pages 98 and 100 to review the questions and expressions they can use when they practice.
- You can direct students to the **Get Smarter!** box to help them with ideas on how to indicate the sequence of events.
- Once students finish, they can change roles and, after that, give feedback to each other considering the questions given as a guide.
- You may want to ask for some feedback from students as a class so that they have more tips before telling their anecdotes in the unit project.
- Read the note in the **IT Stop** box. You can suggest that students listen to the recording in pairs and/or listen to the recording at home, so they can note of things they would like to improve.

GET AHEAD

1.  Preparing

Work in pairs or in small groups. Review the steps you followed to write and tell an anecdote.

- As a class, you can go over all the activities students have done so far in order to write and tell their anecdotes.
- This can be a good moment to give clear instructions to your students about what you expect from when telling their anecdotes, e.g. *use the expressions they learned, apply strategies such as making pauses and changing the volume as they speak, follow the tips suggested, trying to use the correct verb tenses, making use of sequence words to indicate the order of events, etc.*

2. Presenting

- You can go through the list of steps listed in the SB.
- It can be recommendable to establish some ground rules before students tell their anecdotes. For instance: show respect, listen attentively and actively (so they can ask questions on what they hear), give constructive feedback.
- Encourage students to recognize all the effort everybody in the class has made to develop this project.
- It is also advisable that you take notes so that you can give students individual feedback, emphasizing strengths and giving advice on what they can improve and how.

3. Reflecting on My Progress

Think about your work throughout the unit to prepare your anecdote. How easy or difficult it is for you to do the following? For each line, mark (✓) the option that best applies to you:

- You might want to start this activity by setting a relaxing environment by playing soft music or asking students to pause for a moment and take a deep breath.
- Ask students to work individually. You can ask them to fill out the chart in this activity reminding them to be honest and objective about it.
- An option for closing this activity could be to make a handout with a list of suggestions on how to improve each of the points. You can give it to students and ask them to work in pairs in order to select the best suggestion for each case.

reading CORNER

GET READY TO READ!

- Before students start reading the story about Campfire Stories, have them work in small groups, discussing question 1
- You can tell them to write their answers after the discussion with their classmates.

Answers

1. Answers will vary. 2. Personal anecdotes about something peculiar that happened to them during a trip or a day out.

GET INTO THE TEXT!

- Tell students that as they read the text, they can take notes of important scenes, the ones they find more interesting or amazing.
- Then ask the students to make the drawings of these scenes.
- Encourage students to compare their drawings in pairs and discuss why they chose that scene as being the most important one in the stories.

GET TOGETHER

- You can ask students to work in small groups and discuss the questions.
- Ask each group to report to the rest of the class their answers to the questions.

Reader

Answer key

GET THE MAIN IDEA

1. Because it is an activity that the camp leader proposed to do on the first night of camp.
2. Lisa fell from the kayak the first time she tried kayaking, Sam heard an annoying noise during a hiking trip.

GET THE DETAILS

(answers may vary a bit) 1. The camp leader is responsible for planning and leading activities for the children being on the campsite. 2. Because Sally was ready to do everything, and Martin said that he was so thrilled and he said, "This is going to be super fun!" 3. No, it was optional. 4. True stories: anecdotes. 5. Using catchy phrases. 6. Yes, he is an experienced kayaker. 7. No, he was excited. 8. Because they couldn't believe such a tiny bird could make so much noise.

GET THE WORDS

1. thrilled, 2. to gather, 3. A tale, 4 safety, 5. the lead, 6. surrounded, 7. powerful, 8. tiny

QUICK CHECK

- For this quick check, tell students they will work with a classmate. Tell them that they should consider the points on page 104.
- After students finished with part 1, tell them that they will be sharing their anecdotes and their friends will grade them.
- Ask students to read the chart and to make some final corrections in their anecdote.
- Ask students to correct each other and complete the chart.
- This could be a good moment for students to write down what they did well or wrong in order to correct their anecdote even more.

Answers will vary

Part 1: 1. As, 2. so, 3. that, 4. when

Part 2: 1.f, 2.e, 3.b, 4.a, 5.c, 6.d

Part 3: 1. to be quiet, 2. to go to the principal's office, 3. to get two copies of the report.

1: I get it! = *I can do this with no problem. / piece of cake.*

2: I almost get it! = *I can do this but sometimes I have some problems to do it.*

3: I need more work to get it! = *I can't do this, or I find this very difficult to do.*

- Ask students to check the column that best applies to them.
- You can tell students that when they finish, they may reflect on the steps they might follow to improve their performance. Have them write their ideas. This increases their autonomy. Now elicit / give some ideas, for example: Review the past tense of verbs. *Learn more vocabulary and expressions*, and so on.
- Finally, you can ask students to talk about what they can do together to improve what they learned in this unit.

SELF-ASSESSMENT

- Read together with the class all the statements in the self-assessment box. Make sure students are clear on every I-can-statement.
- Explain the meaning of each option 1,2 and 3

Evaluation Instrument

Name of student: _____ Date: _____

This Observation Guide will help you identify the achievements and activities your students were able to do throughout this unit. It indicates the degree of frequency displayed of the achievements while the observations took place.

Achievements / Descriptors	Yes	No	Date
Listen to and revise conversations about personal experiences			
Value the effect caused by non-verbal language.			
Analyze choice of expressions and repertoires used.			
Identify modality of communication.			
Understand general sense, main ideas and details.			
Anticipate general sense and main ideas.			
Analyze use of connector to link ideas.			
Contrast sequence of enunciations.			
Share personal experiences in a conversation.			
Composes statements and sorts them out into a sequence.			
Includes details in main ideas, specifying time, place and way in which the events occurred.			
Asks questions to get more information and check understanding.			
Expresses personal experiences using direct and indirect speech.			
Use strategies to give the floor to others.			
Generates alternatives to share identical experiences to different people.			

SOCIAL LEARNING ENVIRONMENT:

Family and Community

COMMUNICATIVE ACTIVITY:

Participates in exchanges associated to the media.

SOCIAL PRACTICE OF THE LANGUAGE:


Compares the same news in different publications.

Achievements	Learning Objectives	Evaluation Recommendations
<p>1. Review pieces of news.</p> <p>2. Read pieces of news.</p> <p>3. Compare the same news in different newspapers.</p>	<p>Provide students with conditions and examples to:</p> <ul style="list-style-type: none"> • Choose news from headlines and headings. • Analyze ways to discuss points of view on news headlines and headings to exchange them with others: • Identify if the review approach requires adjustments. <p>Demonstrate explicitly the use of reading strategies and guide students to:</p> <ul style="list-style-type: none"> • Anticipate news content from graphic components. • Make connections between previous knowledge and reported success. • Organize information that answers basic questions. • Differentiate ways in which statements of news main characters are presented. • Infer implicit information from journalistic notes, making connections between headlines and initial paragraphs. <p>Monitor students and support them to find solutions so that they:</p> <ul style="list-style-type: none"> • Compare changes proposed to describe identical facts. • Classify resources used to describe main characters, where the event took place, time, etc. • Exchange points of view about the same news stories. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Selected news. - Stories with information that answers basic questions. <p>Final product: Comparative table.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Questionnaire.

GET GOING

Lead-in

- Ask the students: *Do you follow the news every day? What means of communication do you use to follow the news? Do you think the news you read are reliable?*
- You can tell students to look at the question on page 106. You can have students work in pairs. Ask them to list three reasons for reading the news, e.g. *because they want to know about sports, they want to check the movies showtimes, they have to do research*, etc. Elicit students' answers. Then you can tell them that in this unit they will learn about how to read and compare pieces of news.

1.  **Label the main parts of the front page of a newspaper with the words from the box and then discuss in pairs: Do you think it is important to learn about the local and global news? Why? Do you read newspapers? Can you name some newspapers in your region or country? Is the front page similar to the one below?**
 - Refer students to the pictures on the frontpage of the newspaper and ask them what picture of it looks the most interesting to them and why. Ask: *What would make you want to read the articles related to that images?* Ask them which article they would read first and/or last and why. Elicit a few answers.

- You can now have students discuss the questions. It can be a good idea that you bring one or two local newspapers (or ask them to bring them) so that students find the similarities and differences with the front page illustrated in their books.
- Ask students to label the parts of the newspaper with the words from the box. Then you can check as a class.

Answers


(from top to bottom) name of the newspaper, place and date, main headline, headlines, photograph, captions.

Extra Activity

Have students identify the sections on the newspaper: World, National, etc. Organize them in small groups: Then have them think about other sections they might find in newspapers, e.g. *Culture, Business, Science, Health, Arts, Books, Travel*.

Assign a section to each group. You can ask students to think of a headline they might write for each of the topics, e.g. *Science: A Mexican chemist discovers the material to replace plastic* You can ask students to write / paste their headlines on the board as if they were working on the design of a newspaper frontpage.


GET GOING

2.  Look at the newspaper front page in Activity 1 again and discuss the questions.


- You can have a volunteer read the instructions and then refer students to the questions. Have them go back to the front page and identify the headlines before they discuss, in pairs, the answers to the questions.
- Have students discuss the contents of the news they find more interesting and important. Encourage students to give their reasons for their opinions.
- You can ask for whole-class feedback. Help students express their ideas and back up their answers. Explain that reading and interpreting the news is something personal and that they will focus in this unit on different styles of news from various sources.

3. Look at the main headline from the newspaper on page 107: Canada is Ranked as The Second World's Best Country for Immigrants to Live. Read the questions below and write your answers.

- You can tell students to have a look at the main headline of the newspaper on page 107.
- Motivate students to reflect on their answers to the Why questions. Tell them that this can help them become more aware of their own assumptions and beliefs and what they are based on. As you walk around help students express their ideas, and write their answers. They will discuss them in the next activity with a partner.

4.  Compare your answers to Activity 3. Look at the examples below to share your opinions. Discuss: How similar or different are your ideas?

- Organize the class in pairs. Ask students to underline the phrases in the speech bubbles they can use to give express their opinions: *It seems to me that... I think... I believe...*
- You can also ask students to note the questions the speakers use to ask for the other's opinion: *What do you think?*• You can ask students to discuss their answers to Activity 3, making use of the expressions used in the examples given. Monitor the activity and help where necessary.

5.  Read some students' reactions to the headline: Canada is Ranked as the Second World's Best Country for Immigrants to Live. Discuss: Which phrases do the students use to introduce their opinions? Which other phrases to express your opinions do you know?

- This activity is aimed at students' sharing their opinions in a larger group so that they can listen to other classmates' opinions about the topic of the article they will read in Activity 6. The discussion will also help students make predictions about the contents of the article.
- You can have volunteers read each of the questions from Activity 3, and then conduct a class discussion. After that, students can discuss the questions in the instructions of this Activity.
- Monitor the activity and make sure that the discussion goes smoothly and that students come up with enough ideas. You can elicit one or two reasons from each group and write them in the form of a bulleted list. If you feel students are interested in the topic, have students discuss for 5-6 extra minutes as a class.

GET GOING

6. Look at the picture and discuss with a partner: What do you think the map below illustrates? Then read the newspaper article and discuss: Is the text related to the map? Why or why not?

- You can refer students to the map and briefly discuss what it is about. Elicit the answer to the first question: The map illustrates migration as a global issue. You can ask: What is migration? and then have students read the introduction of the article. Elicit the definition and the types of migration.
- You can ask students to check in the glossary in the final pages of their book, or in a dictionary, the meaning of the highlighted words: *surveyed, criteria, welfare and strength*.
- Now you can have students read the rest of the article. Set a time limit as they will focus their reading on finding the main idea. Once students have finished reading, elicit the question to the second question.

-  Page 124  Do section 1 on the Reading Corner Page.


- At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 88). After exploring the title and the initial image with them, ask them to solve the section Get Ready to Read on page 118 of their Student's Book.

Extra activity

You can have students work in small groups and assign each group one country from the article. Ask them to do some research on the refugees / immigrants topic, e.g. what makes that country particularly good for immigrants, how many immigrants live in that country, which is the origin of most of the immigrants, etc. Ask the teams to share with the class what they found or what learned about the country they researched.


Critical Thinking

Acknowledging Sources. You may ask students who noticed the link to the source at the bottom of the text why it has been shared. You can explain to them that sharing the sources is part of acknowledging the author, not doing that is plagiarism and it is illegal. If you use a text or parts of a text that someone else wrote, you have to acknowledge the writer. In case you use a part of the text and make changes to it, in the reference you write "adapted from" plus the source.

7.  Work in groups and discuss the questions below.


- Before you have students discuss the questions in groups, read the questions aloud and ask them to work in pairs.
- Encourage students to reflect on the answers.
- After that, you can have students work in small groups and compare their answers to the questions. Help students express their ideas and provide support with vocabulary if necessary.

STOP AND THINK about...**...learning**

1.  **Images in a newspaper help us anticipate the content of a piece of news. Look at the photograph below. Then read the options (a-c) below and decide in pairs on the headline you think would be the best for the piece of news.**
 - Ask students to keep their books closed. To start the activity, you can write on the board the following statement: Migrants. Refugees. What's the difference? You can have students discuss in pairs and then elicit a few ideas. Accept all reasonable answers. Then you can write on the board the following definitions: *A refugee is someone who has been forced to leave a country because of war or for religious or political reasons. A migrant is a person who goes from one place to another especially to find work.* (source: www.merriam-webster.com)
 - With books still closed, you can write on the board, the following headlines from their books: *Migrants and Refugees on the Margins of Society / Refugees Travelling Around the World / Welcome Refugees!*
 - Ask students to work in pairs to define what type of photograph they would expect to see with each headline. Elicit a few answers from the whole class and tell them to give reasons for their choices.
 - You can now ask students to open their books. Before you read the instructions to the activity, ask students if any of the photographs they thought of is similar to the one in their textbooks.
 - You can ask students to choose the best headline for the picture individually and then compare in pairs. Check the answers as a class. Bear in mind that as it is possible that students come up with different answers, it is a good idea to have them back up their answers.

Extra activity

Organize the class in new pairs and have them make a drawing for the headline: *Refugees do not have access to medical care.* After they finish, tell them to work with other pairs and discuss their drawings and explain the choice of specific elements in the image.

2.  **Read the beginning of the piece of news related to the picture in Activity 1. Work with a partner and decide if the headline you chose is appropriate for the information in the text.**
 - Have students read the text individually. Clarify any doubt in vocabulary if necessary, e.g. shelter = a place to live, to stay. Then you can ask students to work in pairs and decide if the headline from activity 1 they chose is appropriate for the text.
 - Ask students to read the text again and with a partner, think of another headline. After that, you can ask students to compare their headlines with another pair of classmates and talk about which one they think is the best. You might ask them to combine their ideas and have them come up with a new headline from the group. Remind them that the headline should reflect what the article is about.

Possible answers

a and b

GET MOVING

1. Look at the graphic of a newspaper article. In pairs, discuss what you think the news is about. Give reasons to support your opinions.

- You can read the instructions aloud or have a volunteer read them to the class.
- Ask students to look at the graph and discuss with a classmate what they think the different colors in the image may mean, without checking any text yet. Encourage students to give their reasons for their opinions.

3. In pairs compare the news in Activity 2 with the news Activity 6 on page 109. Discuss the questions.

- You can ask students to have a small discussion in groups and to try to come to an agreement.
- Then have a short discussion involving the whole class.

Answers


The expected answer is: "Best countries to live in." but accept all reasonable ideas at this point.

2. Read the article below and check your predictions.

- You can ask students to read the article individually. Then have them share if they were right in their predictions.
- After that, you can organize students into pairs. Ask them to compare the news in Activity 2 with the news in Activity 6 on page 109.
- You can ask students to discuss the questions at the bottom of the page.
- Encourage students to be objective and analytical as they compare the articles.
- During the activity you can monitor and guide them with any doubts they may have. You might bring up other issues in case students don't mention them, e.g. *the source is the same, and the news was published on the same year, with only a month of difference*, so students should wonder about the reason for publishing different information. Also, in the article on this page; countries from Africa are included in the survey while they are not in the first article.
- To get feedback from the whole class you can draw a comparative table on the board and elicit answers. This will also help students to get prepared for the table they will make for the unit project. Look at some examples in the table below.

	News page 109	News page 111
Headline 1		
Headline 2		
Similarities		
Differences		
Criteria for the survey		
No. of people interviewed		

GET MOVING


4.  **Work in small groups to analyze the structure of the piece of news published in a newspaper. Read the article quickly and answer the following questions.**

- Read the instructions aloud. Organize students in small groups. You can have volunteers read the questions and clarify any doubt on vocabulary, if necessary. e.g. purpose = objective.
- Have students explore the texts individually and then compare their answers in their groups. Check answers as a class.
- You might ask students a few questions about the content of the article. It may be a good idea to write them on the board for students to answer in pairs or in a small group. *How many active volcanoes are there on the island? (five) How long has the Kilauea been erupting? (for more than a month) Has the volcanic activity had the same intensity at all times? (No, there have been a quiet few hours with less volcanic activity)*

Answers

a. five paragraphs, b. The first line is indented, c. to attract the reader's attention, d. to introduce the main content of the piece of news, e. to to help the reader know what happens, to support what is conveyed in the text.

TRACK 20

5.  **Listen to and read the second part of the article. Complete the spaces with the words you hear.**

- Before listening to the audio, you can have students scan the text and look for specific information. Tell students not to worry about the missing information. You can write on the board the statements below and have students read the text individually.
- You can set a time limit for the reading (5-6 minutes) and then check answers as a class. Encourage students to give reasons for their answers.
Answer True or False.

- a. *The eruptions will continue for a short time.* ___ False
 b. *There hasn't been any earthquakes in Hawaii since 1975.* ___ False
 c. *People shouldn't go near the affected areas.* ___ True
 d. *Living in Hawaii can be difficult.* ___ True
 e. *All the people on the island can't go to work.* ___ False

Answers

a. earthquakes, b. areas, c. social, d. volcano, e. else, f. airports, g. lava

- You can ask students to discuss the questions in pairs. Check answers as a class.

Expected answers: The headline is appropriate, because it is related to the contents of the text.

The tone of the closing paragraph is optimistic, it says: business as usual, tourists are safe.

Extra activity

You can have SS talk about the volcanos in Mexico, for example the *Popocatepetl* and the *Iztaccihuatl*, what they know about them, if they have been there, what other volcanos they know or have heard about in Mexico or Latina America. You might have students do research on a volcano and share the information with their classmates in a following class.

Critical Thinking




Organize students in small groups and invite them to discuss the following questions: *What is the purpose of warning the local population? What is the purpose of reporting these events on the international news? How important is social media now for warning the population?*

Possible answers: To prevent risks for the locals. To prevent tourists from travelling to Hawaii. It's very important because the news can now reach many people before, during or just after a natural disaster happens.

GET MOVING

Extra Support

Before students read the article, explain to them that there are different ways to read and these depend on their purpose for reading a text. For example, they can read the text quickly if they are looking for specific words in the text. They can also read the text quickly to guess the main idea of the text. And they can read the text slowly when they need to find longer pieces of information or more specific details, for example when they are finding the answers to a number of questions.

- 6.**  **With a partner discuss the questions: Do you think the headline is appropriate for the piece of news? Why? What is the tone of the closing paragraph? Pessimist? Neutral? Optimistic?**
- Ask students to read the instruction. Then clarify any doubts they might have.
- 7.**  **In pairs, which of the questions below are useful to find relevant information in the news article on page 112 and circle them.**
- You can read the instructions aloud. Go through the questions together with the class. Have students work in pairs, and decide on the relevant questions. Check answers as a class.
 - Organize students in small groups and ask them to compare their answers. You can ask them to think of a couple of additional questions they might add to their list, e.g. What did people do? Which areas were affected? What are the local authorities doing?, e.g.
 - Now you can ask students to read the text again and find the answers to the questions. Check answers as a class.
- 8. Read the statements and answer E (Easy), ME (Mostly Easy), D (Difficult).**
- Ask students to answer the statements individually. Then ask them to get into small groups and discuss the areas of difficulty.
 - It may be a good idea to encourage students to identify in their group those who marked all or most of the options with an E, as they could support the classmates who had more trouble in the mentioned areas.
 - You can ask the whole class to share tips on how to improve.
- 9. Choose a topic you would like to know about. In your notebook, write several questions with the question words below. Then with the help of your teacher, read a piece of news in English and find the information to answer those questions.**
- You may start telling the students that this activity will help them in preparation for their unit project.
 - You can ask a student to read the instructions and then suggest choosing a topic of interests that is being discussed in the news as a class. Then elicit some questions from the whole class before students work in pairs on the topic they select.
 - At this stage it is helpful to guide students as much as possible to select topic, to write meaningful questions and to obtain the information they require.
 - You may ask students to compare their information with another pair of classmates and make some notes of their questions if they find them helpful.
 -  Consider going to the Reading Corner page at this point. Before checking instructions, you can check how much students have read of the article in the Reader Book. You can go to page 118 and have students complete sections 2 and 3.

Answers




Questions c and e are not relevant as they are not related to the main topic of the piece of news.

a. The eruption of a volcano, b. May 6, d. In Hawaii

GET MOVING

10. Read the piece of news below. Compare it with the news on page 112. In your notebook, make a table to compare the information given by both newspapers. Include in your table:

- You can read the instructions aloud and then organize students in pairs.
- Ask students to read the article on this page and then read the article on page 112, both about the same topic. Have students notice that they can check the glossary in the final pages of their books to check the meaning of highlighted words in the text.
- You can refer students to the words / phrases in the box and clarify any doubt in vocabulary.
- You can ask students to copy the table in their notebooks, leaving enough space to write information about the topics in the box.
- Allow enough time for students to do the task. Monitor to ensure that they know what to do and help them in case they need it.
- Afterwards you can invite students to compare their table with another pair of classmates. Then as a whole class you can go over the table and check the answers. Alternatively, you might copy the table on the board and elicit the information from the whole class.

11.    With a partner, find a piece of news reported by two different newspapers. Make questions, read the news, and write the answers. Then make a comparative table like the one in Activity 10 for your unit project.

- You can ask a student to read the instructions. You can tell students that they can look for pieces of news on the Internet. Remind them of the importance of finding information in reliable sources (see the recommendations for sources on page 187).
- Explain that the Comparative Table they

will create is the one they will use for the unit project.

- Tell students that they can get ideas from the questions they made in Activity 9, on page 113. You can also tell students that they may apply some reading strategies from the Extra Support note, on page 113). You can refer them back if they already have them or go through the strategies now.
- You can ask students to make a similar table to the one they made in Activity 10 in their notebooks, including the topics in the box.
- Students can work on this task as homework or in a future class with the articles they will write about.



IMAGE 06

Poster Activity

You can display the image for this unit. You will see photographs published in a newspaper. You can explore the images with the class and have students describe what they see, e.g. a *march of young people*, a *natural disaster*, a *person receiving an award*. Have students in small groups write the first paragraph of the pieces of news. Remind them that the beginning paragraph of an article, usually restates what is being mentioned in the Headline. You can assign the same topic to more than one group, so they can compare what they write. Assign a classroom wall for each of the headlines/ piece of news and ask students to paste their paragraphs on the corresponding wall.

STOP AND THINK about...**...self** _____

1. In pairs, look at the sentences below and match the ones that express the same information. Discuss: Which sentence in each pair do you think would attract the reader's attention? Which would be more impressive? Why? Which words, in your opinion, make the difference in each pair of sentences?
 - You can read the instructions and have students work in pairs to match the sentences.
 - Then you can check the answers as a whole class. Elicit a few answers and encourage students to give reasons for their answers, e.g. the sentence that says Hawaiians are scared and... sounds more impressive than People fleeing..., the same happens with ...spewed enormous fountains compared to ...spews lava.
 - You can invite students to give an example of the different styles used by newspapers in their country.

2. Find other examples of sentences that express similar ideas in the texts about the Kilauea on pages 112 and 114, and the best countries for migrants to live in on pages 109 and 111.
 - Read the instructions aloud. Have students read the texts and look carefully for the right information.
 - Monitor the activity and help students with the task if necessary.
 - You can ask students to compare their answers in pairs, and then check them as a class.
 - You can write one example on the board: Kilauea (page 112) *There was a powerful 6.9 magnitude earthquake on the volcano's south side last Friday; this was the strongest earthquake since 1975. (Page 114) One 6.9 magnitude quake, south-east of the volcano, was the most powerful to hit the US state since 1975.* Ask students which words are different and how that changes their perception of the same news.

Answers will vary

STOP AND THINK about...**1. Read the following tips to help you become a critical reader of news. Discuss with a classmate how relevant (or not) they are.**

- You can read the instructions and the introduction to the activity aloud. Then have a volunteer read the rest of the information aloud.
- You can ask students to list the tips they can find in the activity and then discuss if they are useful or not.
- You can explain to them that the tips given in the Activity basically refer to the importance of asking ourselves the questions suggested so that we can be sure of the source of the information. If in doubt, we should research the source of information, and ask questions such as: *Is it a respected newspaper? Is it a website that may publish fake news on social media? Give* elicit the meaning of “fake news” (not real).
- Finally, explain to students that we should analyze the information given. For this last point, we might ask ourselves: *Is the information relevant? Is it focused on the topic? Is it information based on facts, in informed opinions?*
- After students have finished, you can ask them to compare their ideas with another pair of classmates. Then you can discuss the ideas as a class.

- You can draw students’ attention to the **Get Smarter!** box and ask one of the students to read it aloud. Emphasize that they should not try to understand each single word in a piece of news they read.
- You can tell students that when they read a difficult text, they should not try to find all the words they don’t understand in a dictionary. Instead, they should try to infer their meaning from the context. In this way they will stay motivated to continue reading.

2. With a classmate, choose an article in the unit and write the answers to the questions in Activity 1.

- Read the instructions aloud. You can ask students to work in pairs.
- You can read the headlines from the articles in the unit. Then ask students to go back to the texts and try to answer the questions above. Elicit a few answers from the whole class.
- You can ask students to discuss the two final questions of the page. Encourage students to give reasons for their answers. Ask: *Why do you think the article is reliable? What information can you find in an article that can make it more reliable than another one?*

GET AHEAD

1. Preparing

Work in pairs. Review the steps you followed to explore, read, and compare news in this unit.

- As a class, you can go over all the activities students have done so far in order to make a comparative table of pieces of news.
- You can also ask students to review each activity in more detail, e.g. exploring the structure and elements of the news, the sources of the news, the way we can anticipate the contents of a piece of news from its graphic elements, how the same piece of news can change from one newspaper to the other and some points to consider to become a critical news reader.

2. Presenting

- You can go through the list of steps listed in the SB.
- It can be recommendable to establish some ground rules before students present their information. For instance: show respect, listen attentively and give constructive feedback at the end of each presentation.
- Encourage students to recognize the effort everybody in the class has made to develop this project.
- It is also advisable that you take notes so that you can give students individual feedback, emphasizing strengths and giving advice on what they can improve and how.

3. Reflecting on my Progress

Think about your work throughout the unit. How easy or difficult it is for you to do the following? Mark (✓) the option that best applies to you:

- You might want to start this activity by setting a relaxing environment by playing soft music or asking students to pause for a moment and take a deep breath.
- Ask students to work individually. You can ask them to fill out the chart in this activity reminding them to be honest and objective about it.
- An option for closing this activity could be to make a handout with a list of suggestions on how to improve each of the points. You can give it to students and ask them to work in pairs in order to select the best suggestion for each case.

reading CORNER

-  Page 88

GET READY TO READ!

1. Working with a classmate, write a definition for the following words. Use a dictionary if necessary.
 - Before students start reading the articles Students Lead Rallies for Gun Control in D.C. and Across the U.S., and NRA criticizes students ahead of "March for our Live" Rally, have them work in small groups, and answer questions 1 and 2.

Possible answers

1 A demonstration is public meeting or march at which people that stand together show that they disagree with something or someone or that they support someone or something. A gun is a weapon used for firing bullets.

GET INTO THE TEXT!

- As students read the text they can confirm the predictions they made in the previous section about the words they might find in the text.
- Ask students to write and then compare their answers to question 2.

Possible answers

1. Banning guns leads to more safety. 2. Defending the second amendment (the right to have a gun) is highly important.

- You can ask a volunteer to read the instructions. Have them discuss the topics. You can then ask the students to share their points of view with the rest of the class.

GET TOGETHER

- Organize the class in small groups. Set a time limit to discuss the answers to the questions (4-6 minutes). You can ask students to take notes of their discussion and then name a representative to report their ideas to the class.

Reader

Answer key

GET THE MAIN IDEA

1. b 2. c

GET THE DETAILS

1. The first article, 2. At Douglas High School in Parkland, Florida, 3. To compare the number of dead people, to support the use of armed guards at school: in the shooting at Great Mills, and officer killed the shooter. 4. Possible answers: March for our Lives, #nevergain, March & Vote; Enough, etc.

GET THE WORDS

1. frustration, 2. peaceful, 3. graduation, 4. manipulating, 5. shooter, 6. tragedy

QUICK CHECK

- You can have students work individually on this page:
- You can read aloud the instructions for each part of the Quick Check so that students are clear on what they have to do.

Answers

Part 1: Possible answers. Runners are going through a difficult period, the reasons why runners are going through a difficult period.

Part 2: Main idea: A recent economic recession hit the industry very hard and there is no money to sponsor athletes.

Details: Athletics is the main industry in Kenya. Athletes are disappointed, After training for months, athletes are told they can't come to the Marathon events, Some athletes have to get a second job.

SELF-ASSESSMENT 

- You can tell students that this section helps us understand where we are in order to improve.
- Read together with the class all the questions in the self-assessment box. Make sure students are clear on every I-can- statement.
- You can have students discuss in pairs how similar or different their results are. Then plan what they can do together to improve what they learned in this unit.
- You can ask the students to reflect on the steps they might follow to improve their performance. Have them write their ideas. This increases their autonomy. Now elicit / give some ideas, for example: a) *Read more news in English* b) *Analyze information in the news,* d) *Learn how to organize information for charts* c) *Work with a classmate on using the right information in a comparative table.*

UNIT 7

Evaluation Instrument

Name of student: _____ Date: _____

This evaluation questionnaire can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Can the student...	Yes	No	Evidence
choose news from headlines and headers?			
analyze ways to ask for points of view on headlines and news headings to exchange them with others?			
anticipate news content from their structure?			
anticipate news content from graphic components?			
organize information that answers basic questions?			
infer implicit information from journalistic news, making connections between headlines and initial paragraphs?			
compare changes proposed to describe main characters, where the event took place, time, etc.?			
exchange points of view about the same pieces of news?			
organize information in a comparative table?			

Review Units 4-7

- You can read the introduction to the review unit together with the whole class. You can then tell students to go back to the activities they completed in the different units as well as the notes they took in case they need further help to complete the activities in this section.
- You can set up each activity by reading the instructions with the class. You may assign a time limit for each activity if you consider it useful. It might be a good idea to monitor students' work as they complete the different activities in order to assist them when necessary.
- For those activities that involve writing or speaking skills, we recommend using the writing scale template on page 128 or the speaking scale template on page 129 to guide you in this assessment stage. Bear in mind that level 4 is the highest level in the Writing scale. You might make a photocopy per student, so you can keep it as evidence of their learning.
- Please bear in mind that the assessment of grammar and vocabulary in the speaking and writing tasks should mainly be focused on the linguistic aspects covered in units 4 to 7.

Note: You might want to assess other Writing or Speaking activities from units 4 – 7 with the Assessment Scales provided in this section.

Answer key

Activity 1

Answers may vary.

Activity 2

3, 1, 4, 5, 2

Activity 3

Answers may vary

Activity 4

Possible answers

- 1 the headline for the first article indicates that it probably focuses on the disadvantages of immigration whereas the one for the second article indicates that it probably focuses on the advantages of immigration
- 2 Article 1: Immigration causes problems, Article 2: Immigration has benefits
- 3 both quote results of research reports
- 4 they both talk about immigration

Review Units 4-7

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The reader can clearly understand the text. The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connector to join ideas. Only minor spelling and grammatical mistakes occur.
3	The reader understands the text. The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur.
2	The reader has to make some effort to understand the text. The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency.
1	The reader would have to make a great effort to understand the text. The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited.

Adapted from Cambridge English Preliminary Handbook

Name of student: _____

Date: _____ Unit: _____

WRITING EVALUATION FORM

	Very good	Good	Not so bad
Communication			
The student can maintain simple exchanges with no difficulty.			
The student can produce extended discourse of language with no or only some hesitation.			
Grammar and Vocabulary			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language of the corresponding unit.			
Pronunciation			
Most of the times, it is clear although there may be mispronounced words:			

Adapted from Cambridge Assessment Handbook

Term test 2

Answer key

Activity 1

Answers may vary

Activity 2

Answers may vary

Teacher's notes

Activity 3

Answers may vary

Activity 4

b

Teacher's notes

Reading Literary Essays

SOCIAL LEARNING ENVIRONMENT: Recreational and Literary
COMMUNICATIVE ACTIVITY: Understands oneself and others.
SOCIAL PRACTICE OF THE LANGUAGE: Reads short literary essays to contrast cultural aspects.

Learning Outcomes	Guidelines	Assessment Recommendations
<p>1. Reviews short literary essays.</p>	<p>Provide various examples and model strategies you use to review essays to:</p> <ul style="list-style-type: none"> • Value the choice of texts from indexes and publication data. • Analyze textual organization to determine patterns (e.g. comparison and contrast, cause and effect, problem and solution, etc.). • Use previous knowledge to recognize topic, purpose, and intended audience. • Clarify purpose of reading. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Questions and answers on content of essays. - Sentences to describe cultural aspects
<p>2. Reads and understands the general sense, main idea(s), and details in literary essays.</p>	<p>Say aloud the steps and actions that you follow to read an essay and direct the students' attention to the use of reading strategies to:</p> <ul style="list-style-type: none"> • Make connections between personal experiences and information that is read. • Monitor comprehension. • Reread information to solve understanding issues. • Infer implicit information, asking questions about the text. • Paraphrase read information. • Create images from what has been read. • Analyze resources to describe cultural aspects. • Distinguish examples and explanations of key ideas. • Understand resources used to compare cultural aspects <p>Involve students in actions that promote the questioning and analysis of texts to:</p> <ul style="list-style-type: none"> • Make explicit the beliefs and values behind the text and the emotions that it causes in readers. • Answer questions about cultural aspects. 	<p>Final product: Table with comparisons.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Questionnaire.
<p>3. Describes and compares cultural aspects.</p>	<p>Help students to decide what they need only practice and what is required to be learned, so that they can continue to develop their skills independently to:</p> <ul style="list-style-type: none"> • Analyze characteristics of cultural aspects. • Contrast cultural aspects with those described in the text. • Propose titles for descriptions. • Create statements to describe cultural aspects • Order statements in paragraphs. 	

GET GOING

Lead-in

You can start by eliciting from students what an essay is (an informed piece of writing), and after getting a few ideas, ask them to define what a literary essay may be. Once you all agree on an answer you can ask *Who writes them? or Where could you read one?* Accept all ideas from the class before giving them definite answers.

NOTE: A literary essay is an academic piece of writing that gives an informed point of view about a literary piece. They can be found in academic publications or books written for literature students or researchers.

GET GOING!

1. Discuss in groups: After seeing a movie or reading a book, how do you express your opinion? Who do you share your opinion with? Why? What can you do if you want to find out someone else's opinion about a book?

- You may want to start a class discussion with books closed and first ask the students the questions, about the last movie they saw or the last book they read.
- The class can be divided into groups and the rest of the questions written on the board to continue the discussion.
- You could clarify and consolidate the definition of literary essays and mention resources for reading short literary essays (see recommendations in the back of the Student's book).

2. Mark (✓) the correct source to use if you want to learn about the opinions of others about a book called "Lord of The Flies."

- Before starting this activity, you might want to ask the class if they know anything about *The Lord of the Flies*. If they don't, you could share a very brief summary of the story with them (see note below).
- You can read instructions to the class and then check that they understand the task.

- Students could complete the activity and then compare answers with a classmate before checking with you.
- After checking the answers with the class, you could direct their attention to the questions at the end of the page and organize them into pairs to discuss them.
- In group feedback after the discussion, you could have students tell you where the texts come from (The first is from the actual novel, *Lord of the Flies*, the second is from a book of essays about the novel, and the third is from an art pack inspired in the novel).

Answers

option b lists different interpretations of the novel, they would have informed opinions on what the book is about.

NOTE: *Lord of the Flies* is a novel written in 1954 by William Golding. It is about a group of boys who were being evacuated from a place in Britain in the middle of the war, but their plane was shot down. They ended up on a deserted island with no adults to take care of them. The boys organize themselves for survival and elect Ralph as a leader. Soon, the leader is challenged by Jack, the boy who was leader of the hunters. The book describes how fear starts to permeate the children's actions leading them to chaos. Turned practically into savages, the boys who follow Jack kill one of the boys. Ralph and his best friend Piggy are horrified and, because of that, the now savage tribe hunts them down. Piggy dies, and before they can kill Ralph, they are rescued. Overwhelmed with emotion, Ralph cannot explain to the rescuers what happened and starts to cry. Soon, all of the boys follow and cry as well.

GET GOING

Extra Support


If possible, make copies of the essay (one copy per group of 4 or 5 students). Cut the copies into different paragraphs, eliminate the numbers next to each, and shuffle them. After analyzing the title of the essay and the image on the page with students, ask them to close their book and organize the paragraphs in the correct order. Once they have done that, they can check their decisions by opening their books and comparing with the text.

words to answer the questions, as the questions will just help them check general understanding.


- Students can compare answers in small groups before checking them with you.
- After checking answers, you might want to discuss the function of the essay with students and have them use the glossary or dictionaries for words they don't understand.

Answers

1 c, 2 a, 3 b

3.  **Read the following text. Working with a classmate choose the best option to complete the sentences below and explain why your choice is the best.**
- You can direct students' attention to the cover of the book that illustrates the reading. You can ask questions like: What is the expression of the boy on the cover? What do you think is going through his mind?
 - You can read the title of the essay with students and ask them to tell you what common sense is and why they think the author of the essay wanted to discuss common sense in a novel about lost boys.
 - You can invite students to read the questions below the text and the possible answers before reading. This will make the reading task faster and more accessible for them.
 - You may suggest that students read quickly and without stopping for difficult

GET GOING

- 4.  Work with a classmate. Analyze the text to discuss the main idea . Use the following questions in your discussion and write the answers in your notebook.**
- You can read instructions with the class and then ask questions to make sure they understand the task.
 - Students could work in pairs or teams of three to complete this activity.
 - Students can underline the evidence for each answer the text as they complete the activity.
 - Students can compare their answers with other pairs before checking them with you.

Answers

1 Common sense and barbarity **2** Jack represents physical strength and power and Ralph represents common sense. **3** The author makes it clear that the book favors rationality in the story. **4** "The need for the strong and convincing presence of rationality is a central value in the story."



- 5. Work with a classmate and discuss the answers to the following questions. Write them in your notebook when you reach an agreement.**

- Consider reading with the class the Get Smarter! box before starting the activity. You can give examples of implicit and explicit information by using the phrase "an award-winning novel" from the text: it says *explicitly* that the book has won a prize, and *implicitly* that the book is good. This would answer question 1 and students can continue to answer the remaining questions.
- Students can work divided into small groups. You can ask them to read the instructions together and discuss the questions of the activity. They can take notes and write complete answers when they reach a consensus.
- Monitoring the activity closely and to go back, analyze the text and underline evidence for their answers, can motivate students to think more about the answers.
- Students can then work in small groups to copy and complete a table like the one on the page. With that information, they can now analyze which information was explicit and which was implicit.
- When checking answers with the class have

them refer to the text for the evidence telling you where they found the information. With this they can realize that they had to infer the answers to questions 1, 4 and 5.

Answers

1 Yes (*It's "an award-winning novel"*) **2.** Yes (*he's "the face of rationality"*) **3.** Yes (*"he uses fear to convince..."*) **4** No (*"he becomes more brutal and more ambitious"*) **5** Probably (*The author mentions the award and he says the story is "intriguing and interesting" but the rest of the text is neutral towards the book*)

- 6.   You will use information from an essay in the unit project. There are two in your Reader Book, check if you can find more in your local or school library, or in sites like <http://www.teenink.com/nonfiction/academic>. As you start reading the essay(s), write a list of questions about the information in them. Write also the answers.**

- Students should choose one short literary essay to work on as part of the unit project. You can give them alternatives for finding information for this or use the texts in their Reader Book for this purpose.
- Divide the class into groups and have/help them discuss the text. They can choose as well as to plan questions that can help them explore the text. You can give them a few questions as examples for this activity: *What is the central idea of the essay? Where does the story happen? Why is the writer interested in the story? What does the writer want the reader to believe? What does the main character represent?* etc.
- Students could start working on this once they have chosen the text they will use.

 **Page 101**  **Do section 1 on the Reading Corner Page.**

- At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 101). After exploring the title and the initial image with them, ask them to discuss the question in the section Get Ready to Read on page 38 of their Student's Book.

STOP AND THINK about...


...culture

1. Complete the following definition with words from the box.

- Before starting the activity, you might want to invite volunteers to write any word they connect to the word "culture" on the board. Leave the words there for the time being.
- Read the instructions with the class and ask them to complete the definition in pairs.
- Pairs may compare answers before checking them with you.
- After that, go back to the words on the board to check how many of them are connected to the definition they just read.
- Students could now write the definition of cultural aspects in their own words.

Answers

1 behavior, 2 living, 3 community, 4 culture, 5 specific

- 1.**  **Work with a classmate. Taking into account the definition of cultural aspects stated above, list the cultural aspects mentioned in the essay on page 128.**

Poster Activity

To do a matching activity, copy the following sentences on cards (one sentence per card) and create a set of cards per group of four students.

1) Before reading, ask yourself: What do I know about this topic already? 2) Look for implicit information in what you read. Ask yourself: What is the intention of the paragraph/phrase? 3) Reorganize the information in ways that are easier for you to visualize. 4) Try to imagine scenes described in the text you are reading. What do they look like? 5) Find words that are used constantly and make sure you understand what they mean. 6) Before reading, look at the title of the text and the images and ask yourself questions. Then, try to find answers to your questions in the text.

Divide the class into groups of four and give each team a set of cards. Display the image of this unit and have teams match the explanations on the cards to the reading strategies illustrated.

Answers: 1 Activate prior knowledge, 2 Read between the lines, 3 Use graphic organizers, 4 Visualize, 5 Locate key words, 6 Use questions




- You can read the instructions to the class or ask a volunteer student to do it.
- Students can complete this activity in pairs by going back to the essay and checking the cultural aspects that were mentioned in the essay. Encourage them to reflect on words that reflect thought that affects behavior.

Answers

ambition, brutality, common sense, fairness, rationality

...learning

- 3**  **Work in small groups to reflect on the strategies that have helped you read and understand an essay or an academic text. Discuss: Why are these strategies useful for you? Which new strategies can you try to better understand a text?**

- Consider reviewing reading strategies students have learned and used throughout their education. Examples can be: read the title and predict content, underline the main idea of the text, create mental pictures, find the writer's purpose, re-read content and guess meaning of words using the context.
- You might invite students to brainstorm strategies on the board.
- Divide them into small groups and invite them to read the instructions and complete the activity working together.
- When groups have finished the discussion, conduct class feedback inviting students to consider using strategies they haven't tried before for the rest of this unit.

GET MOVING

1. Discuss with a classmate: How important is humor in your culture? When do people use humor? When is it appropriate/inappropriate to use humor?

- Consider introducing the concept of humor by asking students to tell you what they understand by it and then ask them about fun books to read.
- You could invite a volunteer to read the questions in the instructions and conduct a class open discussion.

2. Read the following essay and match the titles to the correct paragraph.

- Before starting this activity, you may want to invite your students to guess the meaning of “hitchhiker” (a person who travels by asking for free rides) and then explore the book cover illustrated on the page and tell you what they think a book like this may be about.
- Explain to students that *Hitchhiker’s Guide to the Galaxy* is a comic science fiction book and quickly summarize the story for them.
- Read options a-e from this activity to the class and make sure each phrase is understood in order to facilitate the task for students. You may want to clarify vocabulary such as “silly” (funny and foolish), “thought” (an idea), and “size” (magnitude or dimension).
- Read the instructions with the class.
- You can direct students, attention to the **Get Smarter Box** and discuss the strategy suggested there.
- Consider timing the activity so that students don’t spend too long on their first reading. You could tell them that for this first reading, they should focus on the main ideas and completing the task.
- Students can compare answers in pairs.
- As you are checking answers with the class, you can nominate individual students to tell you their answer and ask them to justify their choice.


- You might also want to ask volunteers to tell you the reading strategy they used to complete this activity and how effective it was.

Answers

1 e, 2 d, 3 b, 4 a, 5 c

NOTE: *Hitchhiker’s Guide to the Galaxy* was originally a series that aired on BBC Radio in 1974. Douglas Adams was then asked to convert the series into a book. First published in 1979, it became a best seller. A series of other books continuing the story followed. The story starts with Arthur Dent trying to prevent his home from being destroyed by city authorities. His friend, Ford Prefect, convinces him to go with him and explains that Arthur is an alien and knows that Earth is going to be destroyed by other aliens. After the aliens announce the destruction of Earth, Arthur and Ford manage to escape and start hitchhiking on different ships. In their adventures, they learn that Earth was actually a supercomputer. Another computer named *Deep Thought* had been built to find the answer to life, the universe, and everything. *Deep Thought* produced the answer after millions of years: 42. The computer explained that it had calculated an incomplete answer because there wasn’t a question. What they needed to find was the correct question. So, Earth was commissioned as a super computer to find that question. Earth was 5 minutes away from producing the expected question when the aliens destroyed it to build a new super galactic highway. Two mice, who were in charge of the construction of Earth, believe that if they dissect Arthur’s brain, they may find the question they are looking for. Arthur escapes with his friends, and they decide to go to the *Restaurant at the End of the Universe* (which is the title of the second book in the series). The mice are left to invent a question as they don’t want to build a new computer.

GET MOVING

3.  Discuss the following questions in small groups.
- This activity has the aim of having students share ideas after careful examination of the essay. Students can work into small groups you assign or that they voluntarily form.
 - Invite students to read the instructions and the questions, clarifying any difficult words they may find.
 - You can elicit from them the definition of "cultural aspect" so that the task becomes more accessible.
 - Considering limiting the time for discussion so that students don't get stuck in just one answer as well as monitoring the activity closely.

Answers

Oral answers will vary but could include: **1** their opinion on the story (would they read the book or not?) **2** humor, powers outside an individual's control, scale of tragedies, government or laws, the belief of humans as superior beings **3** comparisons between local and British humor.

4. **Mark (✓) the sentence that best paraphrases the main idea of the text.**
- You could start this activity by reading the main idea to students and asking them what the author is criticizing (cultural aspects of society, i.e. behaviors, ideas or objects).
 - Have students read the main idea and the option in the activity to choose the correct one.
 - You can ask volunteers to share their answers, explaining why they chose this option before telling them what the correct answer is.
 - Answer: 1 – the author is not only given information but criticizing, which means he does not approve of some of the behaviors, ideas, or objects he includes in the book.
 - Students could now write their own version of the main idea while working in pairs. You can invite volunteers to write

their version on the board and discuss with the class how important paraphrasing is to understand a point or to share it with others.

5. **The following sentences support the main idea of the text. Write Example or Explanation depending on the function of the sentences.**
- Before starting the activity, you could read with the class the Get Smarter Box at the bottom of the page to clarify the meaning and function of examples and explanations in an essay
 - You could write *Example = What? Explanation = Why?* As a guide so that students can have this in mind when completing the activity.
 - Invite a student to read the instructions and options for the class.
 - Students can complete the activity individually and then compare answers with a classmate before checking with you.
 - They could then read the text again and underline one more example and explanation (*Example: The president of the galaxy has to take a test... Explanation: ambition for an important job is not the right reason... Example: Earth is a super computer built by mice. Explanation: ... challenges the beliefs of the origin of the planet and humans as superior beings*).

Extra Support

To facilitate completing activity 5, you can write the examples and explanations on the board in random order and analyze with the class which sentences answer the question: *What happened in the story? And which ones answer the questions: Why is this example used? What does it demonstrate?*

GET MOVING

6. Find the following phrases in the essay on page 131 and underline them. All of the phrases have the same purpose. Which one is it? Circle the correct answer.

- You could read instructions to the class as well as the phrases in the box, and then ask questions to check that students understand the task. You may have to reinforce the idea that the four phrases have just one purpose.
- Students could do this activity individually and then compare answers in pairs before checking as a class.
- After they have finished, you can ask them to find similar phrases to introduce a cultural aspect on the text on page 128 (where we see... This is a clear representation... This part of the story highlights... we can say that...).



Answers

b

7. Finish these sentences about the essay on page 131.

- This activity gives students the opportunity to express their critical views on what someone else explains in an essay, which is why it is important to find ways to let them complete the task individually and help them gain confidence in expressing their ideas.
- You might want to complete the first item on the board working with the whole class asking where they can find the information to complete the sentence (first and last paragraphs of the essays where the main idea will be stated).
- Students could try completing the remaining sentences individually as you monitor closely. You might have to remind them that for items 3 they have to choose the number of the paragraph they want to discuss.
- Check answers as a class by inviting

volunteers to read their sentences to the rest of the class. Make sure you acknowledge each effort. If students produce a completely wrong sentence, it may be better to delay feedback in order to offer personalized help.

-   Students could copy the beginning of sentences and experiment with the phrases they analyzed in activity 6 to write about aspects of the essay they will use for the final project. Encourage them to write as many sentences as possible since they will have an opportunity to revise them and choose the ones they like the most.

Critical Thinking

Explain to students that interpretations on a work of art, no matter how informed they are, are not the final word. People are free to agree or disagree with ideas. The point is to acknowledge someone's effort and careful analysis and then, express our own views in an informed and polite manner.


8. Reflect on your progress. Circle the correct option to finish the sentences.

- This activity is designed to help students reflect on their progress so far in the unit. To start, you might remind them of the unit's objective (read literary essays and contrast cultural aspects).
- Read the instructions and the four statements with students, making sure they understand the task and the meaning of the sentences.
- Students should complete this activity individually.
- Ask students to discuss in pairs the reasons for their answers.

GET MOVING

9. Work in groups. Follow the instructions.

- This activity might develop better if it is conducted in stages. Start by reading instruction 1 with students and have them complete the first column of the table.
- To fill in the first column you could divide the class into two groups and have each group fill in the section for just one essay.
- You could then ask the class to work with someone who worked with the other essay, and then help each other complete the first column for the two essays.
- When the first column is complete, you could explore the beginning of the sentence given in the second column (Common sense where I live is...) and write an example on the board (e.g. Common sense where I live is highly appreciated / the result of education / acquired with age / represented by).
- Allow students to complete the second column with their ideas working individually or in pairs.


-  **In pairs, write sentences about the ideas of those cultural aspects in your country / community in the second column.**

- Students could now work on the essay they selected for the final project.
- Students could copy a similar table in their notebooks and write sentences about the cultural aspects mentioned in the literary essay they will discuss.
- You can ask students to review the sentences they wrote for their final project in Activity 7 on page 133 to help them fill in the first column. After that, they can develop their ideas for the second column of the table.

Answers

For column 1: Common sense should be stronger. Ambition can lead to tragedy. Civilization is essential / rational. British humor is dry. Irony helps to criticize scale of problems.

TRACK 21

10.  **Listen to a student who filled in a table like the one in Activity 9 and is discussing a cultural aspect.**


Work with a classmate to discuss the following questions. Write the answers in your notebook.

- You could start this activity with books closed and tell students to listen to a recording and tell you after it is finished the number of people in the conversation and the purpose of the conversation (two speakers, students, discussing ideas about an essay).
- You can then read the instructions with the class and encourage them to try to answer from what they remember.
- You could play the audio a second time for them to check their answer.

Answers

1 Lord of the Flies 2 manipulation 3 curious, interested in what the classmate is saying.

TRACK 21

11.  **By the end of the unit, you will share the content of the table you created in Activity 6 with the rest of the class. Listen again to the student discussing his table and write one example of phrases used for the following.**


- You can divide the class into project groups and ask them to reflect on the language they will need to discuss cultural aspects. Read the instructions with the class as well as the options.
- You can tell the students to clap or signal to you when you need to stop the recording so that they can write an answer.
- Check answers as a class and then discuss with students the last questions on the page. You may decide to brainstorm some phrases on the board (*Examples can be: I think the essay tells us..., A point I'd like to share..., To conclude..., What I mean when I say (something), is...*).

Answers

1 From what I read, I think.../ This is the second point... 2 I believe it says... 3 What I am trying to say is...

STOP AND THINK about...

...culture

1.  **Essay 2 discusses one important cultural aspect: humor. Working in small groups, discuss the following questions.**

- This activity aims to provide a space for students to compare and contrast an aspect of culture.
- Divide the class into small groups and ask them to read the instructions and the questions before starting.
- Have groups discuss the questions and take notes so that they can later share with the rest of the class.
- Hold a group discussion where teams compare their answers and discuss similarities, differences and the reasons for that.
- You might want to close the activity by reading the *Culture Stop* box with the class.

- You can read the instructions and the options with the class to make sure everyone understands the task.
- Students could complete the activity individually and then compare answers with a classmate.
- You could ask students to copy and answer the questions for one of the essays on their reader book. Alternatively, they can do the same for the essay they chose for their project. If the latter alternative is taken, you can ask students to revise their tables after this and make amendments if they feel is important, as a bit more understanding may result from answering the questions.

Answers will vary

Answers

Oral answers will vary, but may include:
1 Because humor is also a form of behavior. **2** Characteristics of humor in the community/region **3** From family, friends, school, the media, etc. **4** Humor tends to vary between regions. **5** Yes, families can have their own special sense of humor.

...self


1. **Mark (✓) the questions that can help you form your opinion and explore the feelings that the essays on pages 128 and 131 generated.**

- You might want to start this activity by asking students about their opinions and feelings of at least one of the essays they have read so far.
- You could ask the class how they came to the conclusions they are sharing with you and then explain to them that this activity can help formalize the process of generating opinions and analyzing the feelings generated by an essay (or any other text).

Critical Thinking

Ideally, all questions will be marked (✓) as sometimes. Even looking for the meaning of a key word can help us understand a text better and increase our capacity to understand and form a critical opinion, as well as allow for a feeling to emerge. Essays can generally generate confusion or frustration (if students don't understand the ideas), anger (if they disagree with the author), happiness (if they share the same ideas), or surprise (if they discover something new or interesting). It is important for students to recognize these feelings and understand where they come from and also tell them that any feeling generated by a text is valid. The reaction to the feeling is what is important to control.

STOP AND THINK about...**...learning**

1. **Compare the following aspects of your culture with the cultures of other communities or countries. Write sentences to compare the aspects.**
 - Perceiving your own culture is an interesting exercise, but it can be sometimes difficult if students have not worked on this in other subjects. Consider reviewing quickly what makes national culture special (behavior, attitudes, and objects of the students' country) before starting this activity. You could offer one or two examples to make the brainstorming of ideas easier, e.g. you could say something like *I believe our food is more varied than in many other countries, or hand icrafts are more colorful here than in many other places.*
 - You can read instructions to the class and invite a volunteer student to read the comment on humor in the table. You could have a class discussion on that point by asking students if they agree with this comment or if they would make any changes for their own culture.
 - Divide the class into groups of three and have them complete the activity.
 - You can conduct class feedback by inviting volunteer students to read their answers and discuss the ideas as a whole class.
 - Students could then review the tables they have created for their final project and make changes or additions to it if they think comparisons are missing from their accounts.
 - Students can check the language reference section as they do this.
-  Do sections 2 and 3 on the Reading Corner page.
- At this point students should have progressed in the reading of the unit if you asked them to do it. If they are reading through the book, ask them to complete sections 2 and 3 of the Reading Corner page.

...being together

2. **Prepare to listen to your classmates when you share information about the essays you have read! Mark B for what you should do before you listen to a classmate present, W for what you should do while you listen, and A for what you should do after they finish presenting.**
 - You can read the instructions for the class and then ask them questions to make sure they understand the task.
 - Students can complete the activity individually and then compare answers with a pair or in small groups before reviewing them with you.
 - You could ask students to copy these recommendations in their notebooks in the correct order (before, while, and after) so that they can have them at hand and take them into account when they share the final product with the rest of the class.

Answers

1 A, 2 W, 3 W, 4 B, 5 W, 6 B, 7 W and A

GET AHEAD

1. Preparing

Work in teams. Review the information about the essay(s) you have read. Get the information together

- This is the last phase of the unit project. You can start by explaining this to students and telling them that it is time to review the steps they have followed so that they can now share their tables with other classmates.
- Direct their attention to the list of work they have developed so far. You might want to have them discuss in groups how each stage helped in the development of the table with information on cultural aspects and how easy or difficult the stages were to complete.
- Students can have a few minutes to read the information in their tables and highlight or underline the points they want to share with their classmate as well as select questions they can ask others about the essay they read.

2. Presenting

- For this activity, you can divide the class into groups who read the same essays so that they can compare the ideas they wrote. Or, if they read different essays and the class is strong enough, you can have them work on teams with different essays. For this second case, you might want to ask students to start their discussion by sharing a quick summary of the essay they read and why/how they chose it.

- Students can discuss the content in their tables following the recommendations they reviewed in Activity 1 on page 136.
- You can tell students to take notes about the interesting or important points they shared so that they can report later to the rest of the class.
- Conduct class feedback and highlight important cultural aspects mentioned and comment on the comparison with local culture.

3. Reflecting on my progress

Think about your work throughout the unit and the table with comparisons you created. Complete the information in the boxes.

The objective of this point is final individual reflection.

- Read the instructions with the class and make sure they understand what the task is. Students can copy the table in their notebooks to fill in there.
- Ask students to complete the chart and then share their answers with a classmate.
- You could take notes on what students fill in for the last box (*What I need to do better next time...*) to prepare remedial work or offer personalized suggestions to improve to individual students.
- You can take notes on aspects to improve for the whole class, write them on the board, and then ask students for possible ways to revise or learn these points independently, e.g. to improve reading strategies they could find texts at their level A2+/B1- and practice different reading strategies at home.

reading CORNER

GET READY TO READ!

- Before asking students to read the essays in their reader book, you can have them look at the illustration on this page and ask students if they know either of the two stories in the essays and the types of reading they are (*Dune*, science fiction and *Little Women*, classic novel).
- Students could then tell you other science fiction books or classic novels they are familiar with.
- You can brainstorm ideas for other types of literature: romance novels, gothic or classic horror novels, biographies, historical accounts, fictionalized history, essays, comics, manga, graphic novels, etc.
- Students can answer the first question individually. After that, you can divide the class into small groups and have them share their answers by asking each other questions like: *Why do you like this genre? Which books have you read on that genre? Which book/ genre is your favorite?* etc.

Answers will vary

GET INTO THE TEXT!

- After students have read the text, you can ask them to complete the first column of the table.
- Students could do this individually and then compare answers with a classmate or in groups.
- Afterwards, they can finish the table with their own ideas which may include comparisons of cultural aspects.
- You can encourage students to justify their ideas by showing others where exactly in the text they got their information from or by explaining what previous knowledge helped them write the ideas in the second column.

Answers

(for the first column) Example 1 dress code in Arrakis and Caladan; Example 2 Spitting as a greeting. Expectations: quiet, discreet in control and kind. Values: honesty, hard work, kindness, family and love.

GET TOGETHER

- You may divide the class into groups of four or five students for this activity.
- Read the instructions and task for the class.
- If possible, you could ask students to do research on both of the books mentioned in the essays and write short summaries of each. Stronger groups may write a review inviting others to read one of the books.

Reader

Answer key

GET THE MAIN IDEA

1 Little women and 19th Century American Culture. 2 Dune and the Culture of Frank Herbert.

GET THE DETAILS

1 Conflict between the Atreides family and their enemies over the planet Arrakis. 2 The Fremen are desert people who value water and humidity more than the Atreides, who come from the water planet. 3 The person who spits is giving his/her water to the other. This is consider a sign of respect as water is valuable. 4 The life of four sisters in the 19th century. 5 They should be in control of themselves, quiet, kind, and discreet. 6 She is rebellious and wants to be like a man, but then she finds her own role as a woman.

GET THE WORDS

1 emphasis 2 status 3 offense 4 fortune 5 hardworking 6 ambition

QUICK CHECK

- We recommend that students work in pairs or groups on this page.
- Before they start, you can read the instructions for each part of the Quick Check aloud and check that they know what to do in this task.

Answers

The oral discussion is open and answers will vary, but they may include:

- 1** To discuss an aspect of a book. **2** Fire as the symbol of order and hope. **3** Jack and his followers let the fire die and the children miss an opportunity to be rescued. **4** (answers will vary, but fire is usually important in most cultures, it might represent hope, civilization, creation, transformation, destruction, eternal suffering, etc.) **5** (answers will vary, but the flag or the shield of a country generally can do that)
- 6** (answers will vary but students may mention the flag, its colors, the symbol that represents their state, etc.)

SELF-ASSESSMENT

- You can start this point by reminding students that this section helps us understand where we are in order to get better.
- Together with the class, read all of the statements in the self-assessment box. Make sure students are clear about every question.
- You can encourage students to cite evidence in the “comment” section by saying, for example, which activity connected to that question they successfully did or which product they produced that can indicate they have covered the objective for every “yes” answer. The same can be done for every “No” answer, as they can cite a particular task that was very difficult for them and in which they did not feel so successful.
- You can have the class work in teams and help each other find strategies to improve in the points they answered “No.” If there are groups who answered, “Yes,” to every point, you can ask them to write three recommendations for classes that may have problems with any of the points in the future.

Evaluation instrument

Name of student: _____ Date: _____

Activity: _____

This evaluation questionnaire can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Can the student	Yes	No	Evidence
use index and publication data to choose an essay?			
recognize the purpose of literary essays?			
identify the general structure of an essay?			
use different strategies to read and understand an essay?			
explain to others the strategies used to understand an essay?			
express the information from an essay in his/her own words?			
identify the examples and explanations that support the main idea?			
recognize and analyze cultural aspects described in a literary essay?			
ask and answer questions about an essay?			
compare cultural aspects described in an essay to those in his/her own culture?			
create a clear and helpful table with information on cultural aspects in a literary essay?			
describe and discuss the information in his/her table with others?			

SOCIAL LEARNING ENVIRONMENT:
COMMUNICATIVE ACTIVITY:

Academic and Educational
 Participates in exchanges associated with specific purposes.

SOCIAL PRACTICE OF THE LANGUAGE:

Discusses points of view to participate in a round table discussion.

Learning Objectives	Tasks	Assessment Recommendations
<p>1. Revise and select information from Civics and Ethics Education texts.</p>	<p>Foster the exploration of sources and guide students' attention to detect their strengths and needs to:</p> <ul style="list-style-type: none"> • Define purpose of finding information. • Ask questions that guide finding information. • Locate adequate sources. • Select, and register information that answers questions. • Compare components involved in the textual organization. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - List of topics. - Cards with personal points of view. - Tips for monitoring the use of prosodic resources.
<p>2. Understand general sense and main ideas</p>	<p>Help students to:</p> <ul style="list-style-type: none"> • Anticipate general sense. • Contrast personal points of view with main ideas of a text • Detect meaning changes caused by variations in the words. • Establish connections between personal points of view and information that extends, exemplifies and explains them. • Think about what you want to say and how to say it. 	<p>Final product: Round table.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Checking and matching lists.
<p>3. Discuss points of view when participating in a round table.</p>	<p>Offer enough models so that students can explore not only different discussions but also different ways to do it. Help them to determine when they need help, when not, and to:</p> <ul style="list-style-type: none"> • Decide how to express their opinions based on prosodic resources. • Monitor use of prosodic resources (e.g. volume, tone, rhythm, clarity and pronunciation). • Use non-verbal language and prosodic resources to create an effect. • Use strategies to influence the opinion of others 	

GET GOING

Lead-in

You can start this unit by eliciting from students different ways to know other people's opinions on a certain topic. You can also use pictures to elicit the words "debate" or "discussion".

You may want to introduce the topic at this point and ask students to guess what round table discussions are and what they are for. You can accept all ideas at this point.

1. Work with a classmate and complete the text below with words from the box. There is an extra word you don't need.

- Consider starting this activity by reviewing quickly the words in the box and eliciting definitions from students. You could write their ideas on the board and tell them you will check them after the activity is completed.
- You can divide the class into pairs and ask a volunteer to read the instructions from the activity.
- Pairs could compare answers with other students before you check them as a class.
- The class can then be divided into small groups where they discuss the questions at the end of the activity. The questions can also be discussed with the class as a whole so that they relate the topic of the unit to their reality and experience.
- To close the activity, go back to the definitions you elicited at the beginning (if you did) and ask students to change them if necessary.

Answers

1 round tables **2** debates **3** discussions
4 moderator **5** panel

Extra Activity

An extension of this activity could be to assign students to watch a debate or round table as homework. You can ask them to check different aspects like: behavior of the participants, type of language, non-verbal communication, and content. Students can share their findings in the class and compare them.

2. Work with a classmate. Read the following poster and discuss the questions below.


- You may start this activity by telling students you are going to read an invitation. Elicit from them what kind of information an invitation usually has (type of event, time and place, details about the event).
- You can ask students to read the text in silence and then divide the class into pairs so that they can discuss the questions. Students may take notes of the answers but they do not need to write.
- After this, you can check some vocabulary your students might not know such as the phrase "first come, first-served basis" (the places are limited and they will be given to the first people who register). You can ask them to infer the meaning before giving it to them.
- Check answers as a group.

Answers

Oral answers will vary but may include:
1 To have students discuss or listen to a discussion on an important issue. 2 At a school (it mentions Civics and Ethics which is a school subject, the School Auditorium and Mrs. Keurig as a moderator, this is a common way to refer to female teachers.)

GET GOING


TRACK 22

3.  **Two students decide to participate in the round table advertised in Activity 2. Work with a classmate, listen to the conversation and mark (✓) the topics mentioned.**
- You can start this activity by asking students to discuss in pairs if they would rather go to a round table as a panel member or as member of the audience and why.
 - Check some of their answers and tell them that you are going to listen to a conversation between two students (Noah and Silvana) who want to participate in the round table advertised in Activity 2.
 - You can read the instructions together and play the track.
 - Ask pairs to compare their answers and then check answers with the group.

Answers

2, 3, 4, 6

TRACK 22

4.  **Listen to the audio again and complete Silvana's and Noah's research questions. After that, discuss: Why are these questions important for them?**
- You can start this activity by asking students to work in pairs and try to recall or guess which words could go in each gap. Tell them not to worry if they don't remember or if they are not sure about some of the gaps as they will listen to the audio again.
 - Play the track again and ask pairs to compare their answers.
 - As they report finishing, have pairs discuss the importance of the questions. (Research questions, and questions about a topic in general, guide us in tackling a topic without distractions or overwhelming information). Check answers as a group.

Answers

1 what / why / important; 2 factors / possible; 3 Am

5. **Look at a short list of books Silvana and Noah are considering for their research. Mark (✓) the ones where you think they could find answers to their questions.**
- You may want to start this activity by reminding students that when doing research it is very important to find the right sources of information.
 - Ask students to work in groups of three or four and to decide which books could be better to find the answers to Silvana and Noah's questions.
 - You can increase the level of challenge of the activity by telling students they must share with the class two good reasons for their choice.
 - After this, you can ask students to work in pairs and discuss: *What other resources can Silvana and Noah use to prepare for the round table?*

Answers

Book 1 could be a good book to start, but it will provide very basic information since it is targeted to children 4-8.


Book 2 could be the best book to find information since it explores key concepts from different perspectives. This book could have the answers to all questions as it introduces key concepts and the ideas that invite for debates.

Book 3 could be a good choice for further reading, because it helps readers reflect on their current situation. This book could answer questions 2 and 3 from the previous exercise.

Extra Activity

An extension of this activity could be to assign students to continue working in pairs and to create a mind map with valid sources of information and the criteria to consider each source reliable. For example: for Websites they should check if they come from an authority in the field or academic authority (like a college) and the site must have other valid references such as books and journals

LISTENING



6.  The following is an e-mail Silvana and Noah received from the organizers of the round table. Read it and, in small groups, discuss and answer the questions below.

- You could start this activity by directing students' attention to the subject of the e-mail and have them predict what type of information they believe the e-mail will contain.
- Students can work for this in small groups or in pairs to read the short text and answer the questions.
- The objective of the activity is having students reflect on the importance of rules to conduct a successful round table. So, it would be important to follow the instructions of the last bullet so that the class can agree on the rules they will follow when conducting their own round table.

Answers

Answers will vary but may include: 1 To make sure the event is successful. 2 Everyone should have an opportunity to speak. Only one person speaks at a time. The indications from the moderator should be respected. Time should be respected... etc.

TRACK 23

7.   Listen to an extract of the round table discussion on Global Citizenship. Work with a classmate to answer the questions in your notebook.

- You can start this activity by elicit from students some things they have observed in round tables they have seen in the past. They may have seen round tables at school events or on TV news broadcasts or sports broadcasts. You can guide them with questions about the role of the moderator and attitudes of the panel members.
- Read instructions and questions with students and play the track once.



- Ask students to discuss their answers and write them in their notebooks once they agree.
- You may want to play the track again for students to complete missing information or check their answers.
- Give students a chance to finish, discuss their answers with other students and then check answers as a class.

Answers

Answers will vary slightly but can include: 1 Direct the conversation through questions and give everyone a chance to participate. 2 Polite but firm as moderators need to have some control of the conversation. 3 They mainly discuss opinions (they use phrases like I think, I know, I don't understand), but they use facts from their experience. Silvana mentions a source (Oxfam) to give a factual definition of "global citizen". 4 Convincing, interested, enthusiastic about their opinions.

Critical Thinking

This would be a great opportunity to ask students to reflect on prosodic features. You can ask students why or how the volume and tone change the meaning of a phrase (high volume all the time may project anger, high volume in some words emphasizes meaning, the tone of voice is also important, it can be polite or rude, warm or cold). You can explain that choice of language also affects meaning. You can also find examples of round table videos in a foreign language (not necessarily in English) so that students observe how volume and tone of voice convey meaning.

-  Page 114  At this point, students can be invited to read the essay on page 114 of their Reader Book. You could tell the class the reading will describe contrasting points of view on an idea that can be discussed in a round table.
- Consider directing students to the Reading Corner page at this point and do section 1.

STOP AND THINK about...

...learning

1. Read the information Silvana consulted to define global citizenship and compare it to what she said in the round table. Work in groups and discuss: Why did Silvana mention this definition? How is she using information from the source?
 - For this activity, you can start by playing Silvana's participation bit from the track in exercise 7. It may be a good idea to ask students to follow what they are listening by reading Silvana's participation in this exercise at the same time.
 - Read instructions together and introduce the word "sustainable" (able to continue existing without damaging the environment). You can ask students to infer from context or to go to the glossary section at the back of the book.
 - You can ask students to work in pairs to underline the parts Silvana used for her definition.
 - Ask students to work in groups of three or four and discuss the questions.
 - You may want to make sure students understand that by supporting any type of information you share with reliable sources, what you say gains more credibility. It is also important to discuss Silvana's source briefly. (Oxfam is a respected coalition of charity organizations with headquarters in London, UK. They focus on helping relieve poverty worldwide).

Extra Activity

This could be a good moment for students to practice paraphrasing. For this, you can find different quotes about global citizenship. Give them to students and ask them to work in groups in order to paraphrase them. Students can present their work and you can provide them feedback making sure they get the main idea of what they read.

...language

1. Complete the following sentences from the round table discussion in Activity 7, on page 144. Listen to the audio track again if necessary.
 - For this activity, it is highly recommendable that you play the track again.
 - You can start by reading instructions with students and then play the track.
 - You can ask students to compare their answers in pairs.

Answers

1 could / would; 2 thought / acted / be; 3 wanted / start

2. Read and circle the correct answer.

- For this activity, you can ask students to work in pairs to choose the answer that completes the statement.
- You can direct them to the **Language Reference Section** so that they consider that information for their answers.
- Check answer as a group.
- You can explain the structure by asking: *Can Noah vote now?* (No). *Can he vote for someone who worries about the environment...?* (No)
- You can then explain: *If this situation were real (Noah being able to vote), then the second situation would be too. (He would vote for someone who worries about the environment)*
- You can repeat this reflection process with the two other sentences in order to help students reflect more on language.

Answers

b

GET MOVING

- 1. Work in groups. By the end of the unit, you will hold a round table discussion in small groups. Brainstorm steps you need to follow to organize the presentations. Make a plan in your notebook using a chart like the one suggested below or any other that you think will help.**

- The aim of this activity is to help students organize the unit project. You could divide the class into project groups and give students the date to present as well as the time they will have to conduct the event.
- You may explain to the class that, as preparation for the project, it may be a good idea to plan steps so that they can consider how to manage their time.
- Read instructions with the class and direct their attention to the examples on the table.
- Allow groups to work on their plan and then invite the class to share their answers so that they can all together agree on a class plan.

Note: Steps may include: *Prepare guidelines for panel members, assign a moderator, prepare guidelines for the moderator, invite other teachers or an audience, summarize points after the event, hold a feedback session, etc.*

Extra Activity

You can transform these steps into a project plan. To do this, you can discuss as a group and decide on which steps students will follow for their round table. List the steps in order in a chart, and next to each step students can write the date when the step will be followed and comments, like the topic chosen and the time and place they selected. The project plan can be pasted at the front of the classroom.

- 2. The following is a list of topics that you can use in a round table discussion. Number them from the most interesting or important for you (1) to the least interesting or relevant (9). Consider the following points:**


- You can do this activity as part of the project plan mentioned in the Extra Activity, or as a warm up for the entire unit project.
- Ask students to work individually and rank the topics in the book.
- After this, ask students to work in teams of five and to decide on a top five list of topics. At this point, they can add any other topics they think of and get ideas from their civics and ethics education program in their school.
- Join teams to make now groups of ten and tell them to do the same. They must give reasons for their choices and listen to everybody.
- You can decide to continue joining teams once you have two top-five topic lists and then call on a vote to decide on the most interesting topic for the group.

Poster Activity



IMAGE 09

You can display the image of this unit and elicit from students the topics from Civics and Ethics that are illustrated here. You can also elicit some reactions and opinions for each of the topics. The topics are: discrimination, gender differences, cyber bullying, freedom of speech, justice, and friendship or teenage relationships.

- 3.  Still in your groups, copy the list of topics into your notebook and add more that could be interesting to discuss in a round table. Get ideas from your Civics and Ethics education program!**


- The class can now be divided into the groups that will work together in the round table at the end of the unit. Each team can make a new list of topics for their own preferences. You can tell them to list all interesting choices and decide together on their favorite topic as homework or in a new class. The class has already voted for just one topic, but smaller groups may decide on a different idea.

Answers will vary

GET MOVING

- 4. Reflect on your progress. Mark (✓) the correct box.**
- Remind students that reflection is a very important part of the learning process since it will allow them to gain awareness of strengths and weaknesses and plan to move towards the objectives.
 - Read instructions with students and ask them to answer individually.
 - It may be a good idea to prepare a couple of extra activities for each point in this activity in order to give them to students who have problems. For example: for point 4, you can prepare a video and a handout and assign it for further practice in which students write down the main ideas.



TRACK 24

- 5.**  **Think about the following topics and write a sentence you might hear in a round table discussion about them. After that, listen to a round table discussion and mark (✓) the topic that is being discussed.**
- You can start this activity by going over the discussion topics with the class and asking them to look at the illustrations to tell you if they match the topic described.
 - Read instructions with students and ask them to work individually.
 - Play the track and tell them to compare answers with their classmates and discuss: *Was your classmate's answer similar to the one you predicted?*

Answers

2

TRACK 24


- 6.**   **Read and listen to the script of the round table discussion. Work in small groups and decide if the conversation centers around facts or opinions. When you have decided, discuss: What information in the text helped you reach that conclusion?**

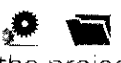
- Before starting the activity, consider eliciting the definition of "fact" and "opinion". Write the words on the board and ask students to give you examples of each.
- Read with the class the information on the Get Smarter! Box and check with them if the examples they gave you were correct.
- You can ask a volunteer to read the instructions for this activity and then direct students' attention to the script on page 148. You can tell students that the track will be played once so that they can answer the question.
- Play the recording and allow students to discuss their answers in groups.
- Check answers as a class.

Answers

Students are discussing mainly opinions. Even if they mention sources (a dictionary, and a human rights advocate) the discussion centers about what they believe, think and feel. Students use "I believe", "I think", "In my opinion". This is OK as very often round tables are about sharing opinions.

GET MOVING

7.  Work with a classmate to find at least three opinions in the text. Discuss: How do the students introduce their opinions? What are some of the phrases they use? Do you know any other?

- Consider starting this activity by inviting students to reflect on the language used by the participants in the round table discussion they listened to. You can ask: What are the main ideas discussed? What are the objections? Have students underline or circle this information working in pairs.
- Read the instructions for this activity with the class and allow them time to discuss the answers and write them down.
- When checking answers, you might want to make sure students understand there are many different ways to introduce an idea.
- You can then ask students to work in small groups and discuss their opinion on the ideas discussed in this round table. You can ask them to write their conclusion as a team on the board and then discuss as a class.
-  You can now refer students to the project plan if they are following it (the extra activity suggested on page 152 of this guide), or ask project teams if they have decided on their topic for discussion in order to start research. Students can choose (if they haven't) their topic now and start their research as homework.
- Direct students' attention to the index card in this activity. You could copy the words "topic," "idea," and "opinion" on the board in list form and next to the

words an extra example as a class from the discussion they listened to in Activity 6. (**Topic:** Freedom of Speech and Hate speech, **Idea:** It is natural to dislike things. **My opinion:** I agree/disagree with this point because..)

- In groups of three or four, ask students to brainstorm ten ideas about the topic they chose for the final project. After this brainstorming, you can ask students to work individually and make one index card for each idea just like in the example.

Answers

I believe, I think, In my opinion

Extra Activity

To make students' index cards more complete, you can add the item "argument", so that students write down why their opinion is such. That is, students can write topic, idea, opinion and argument and have four points to complete in their index cards instead of three. The last point, "argument" will be completed with the reason for their opinion.

This can also be a good moment to foster reflection on language asking students to think of a way to express the ideas on their index cards to others (using complete sentences rather than notes when speaking).

GET MOVING

TRACK 24



8. **The following are some recommended strategies to sound convincing when discussing ideas. Listen to the recording again and answer the questions. Write Student 1, 2, or 3 on the lines.**

- For this activity, we recommend to make students aware of the fact that panel members usually use strategies to sound convincing. Students will need to know these strategies for when they hold their round table.
- Read instructions with students and tell them to check the script on page 148 of the Student's Book to answer this exercise. After they finish re-reading the text, you can play the track again.
- You can ask students to work in pairs or small groups.
- Check answers as a class.

Answers

a student 2, b student 2, c student 3, d student 2, e student 1

9. **Work in small groups. Discuss: What posture should you adopt in a round table discussion when listening and when speaking? Why? Analyze together pictures a-c and discuss the body language of the men. Discuss: How can body language help influence others the way you want?**

- For this activity, you can start by explaining that part of speakers' strategies rely on body language.
- You can show some examples of saying the main message with different body language. For example, say a message like "We should all care about the environment" with your arms folded and looking fiercely, and say it again now making a fist with one hand and putting it down into your other palm with a calm but firm look. Ask students: What did you notice was different in my message?
- Read instructions with students. Divide

the class into small groups and ask them to discuss the questions in the activity.

- Check answers as a class and analyze the posture of each of the students in the photos. You can ask a volunteer student to take the posture of a student who is angry and doesn't want to listen.
- You can ask students to make a list of strategies of both voice and body language to help them sound convincing and influence others.


Answers

The open discussion will generate very different answers, but you might want to share with students that the body leaned forward towards the person who is speaking shows you are interested. Eye contact is always important, the speaker should try to cover all panel members. Sitting up straight shows respect. Moving your hands shows openness and confidence.

Extra Activity

An extension of activities 8 and 9 can be to make cards with short phrases including questions or hesitation (e.g. *What I mean is that... well, I think we can dislike people and things but we don't always have to say it./ Why are we discussing this idea for so long? The central topic is different.*) You can ask volunteers to read them and take this as an opportunity to check and practice ideal volume, speed and tone when they speak. You can also check body language and make observations about its effects.



It is important to highlight the effects that different volume, speed and tone can have when transmitting a message.

-  **Do sections 2 and 3 of the Reading Corner Page**

At this point, you can check students' progress on their reading of the text in their Reader Book. Invite the class to complete sections 2 and 3 of their Reader Book.

STOP AND THINK about...

...learning _____

1. **Work in small groups and follow the instructions.**
 - For this activity, you can ask students to review the opinions on Free Speech and Hate Speech they wrote in Activity 7, page 148.
 - You can make a quick recap as a class about use of voice and body language.
 - Divide students in groups of three or four and have them discuss their ideas being careful of their use of voice and body language. You might want to remind them that in a productive discussion people express their ideas, others ask questions or challenge the speaker and everyone participates.
 - It might be a good idea to ask only one team member to fill out the feedback chart in this activity.
 - Check the results as a class and check which was the most common area of opportunity and as a group define strategies to correct that.
 - You can also ask students to make a list of strategies they will implement in the round table.
 -   Students then review the list of strategies to use voice and body language they wrote in Activity 9, page 149. Have them reflect on how the feedback chart on this activity helps monitor different aspects of body language and voice.
 - You can now invite students to work in groups and write ways in which they can monitor strategies to sound convincing. One of them is using an evaluation chart like the one here. Students should list other strategies. These could include using a different type of chart, video recording presentations and observing them with no sound, recording voice and analyzing tone and pace, writing notes on one or two aspects of body language and voice for one or two classmates in the team, etc.).

...being together _____

1. **What do you expect from others in a round table? Mark (✓) the things you consider appropriate to do while in discussion and (X) the ones that are not OK.**
 - After reading instructions with the class, you can ask students to work in pairs and discuss their answers.
 - Check answers as a class.
 - This might be a good moment to make the round table guidelines of the unit project. For this, you can remind students of the example of guidelines seen previously.
 - Students can write a list of guidelines for the Unit Project as a class.

Answers

2, 3, 5, 6

STOP AND THINK about...**...learning** _____


1. Find the words in bold below in the text on page 144. Underline the differences in each pair of words and circle the correct meaning for each..
 - You can start this activity by writing the words in bold on the board and asking students to find them on page 144.
 - For each pair, ask students to read the sentences these words are in and ask what they believe the difference in meaning is and how each word is being used. For example: free is used for describing (adjective), freedom is an abstract concept (noun); dislike is the opposite of like, respectfully describes a way of doing things (adverb), while respectful describes a person or thing (adjective).
 - You can underline the particle that makes a difference in each couple of words (e.g. freedom) and introduce the concept of prefixes and suffixes telling students that these are particles that change the meaning of a word.

NOTE: Prefixes are particles that come at the beginning of a word, changing its meaning, such as *un-* that means not, or the opposite of, as in **unhappy**, *dis-* which means not, as in **disrespect**, or *pre-* which means before as in **preview**. **Suffixes** are particles at the end of a word that also change its meaning. Common suffixes are *-ly* which means in the manner of as in **quickly** or *-sion/tion* that make the word into a noun as in **action**
 - A good idea could be to ask students to work in teams. Assign a list of words with particles and ask them to make a list of sentences.

...self _____

1. The following are tips you can try to prepare for a round table. Mark (✓) the ones that you can / would like to do.
 - You can use this section to give students ideas to implement in the round table.
 - You can start by reading instructions as a class and then ask students to answer individually.
 - It can be beneficial to transform this activity into a commitment for making a productive round table with the group.
 - o You can bring poster paper in which each student writes what he/she promises to do in order to prepare for a productive round table and sign it. For example: *I will record myself expressing some of the ideas I would like to share. - Jenny*. The poster can then be displayed in one of the classroom walls to remind students of their commitment during the round table.
 - o You can also ask students to think of other ideas that are not mentioned in the activity, such as practicing use of tone and volume to make a message more compelling or research more ideas on the topic I chose.
 - You can then ask the class: *Which of these recommendations is the easiest/ the most difficult to follow?*

GET AHEAD

1.  Preparing

Work in teams. Review the information you have prepared throughout the unit.

- As a class, you can go over all the activities students have done so far in order to hold the round table.
- If you made the poster project plan, you can review as a class in which step you are.

2. Presenting

- At this point, the class can be divided into the project groups so that they can hold their discussion.
- Before starting the round table, it is important for students to review the rules and nominate a moderator in the group.
- Remind students to take notes or assign someone to take notes on the interesting points and/or conclusions of the group.
- It would be a good idea to create a text as a group with the summary and conclusions. Students can write this on poster paper following the format of a piece of news in a newspaper, so that everyone remembers their participation and conclusions.

3. Reflecting on My Progress

Think about your work throughout the unit and the round table discussion you just participated in. Mark (✓) the appropriate box.

- You might want to start this activity by setting a relaxing environment by playing soft music or asking students to pause for a moment and take a deep breath.
- Ask students to work individually. You can ask them to fill out the chart in this activity reminding them to be honest and objective about it.
- An option for closing this activity could be to make handout with a list of suggestions on how to improve each of the points. You can give it to students and ask them to work in pairs in order to select the best suggestion for each case.

reading CORNER

GET READY TO READ!

- Before students start reading the essay, you can direct their attention to the cover of the RB unit and ask them about which social media they use or are familiar with.
- You can then ask them to answer the questions in this section in small groups.
- Discuss as a group and see which the most popular ideas are.

Answers will vary

What are the advantages of social media and the internet?

1 You can be in touch with people all around the world instantly

2 You can know and share what is happening each moment

3 You can get news or follow magazines and organizations

4 You can get information about other people and places

5 You can be entertained by the content in social media

What are the disadvantages?

1 It may be unsafe to share certain information

2 You can be too absorbed to social media to communicate with people around you

3 You could get addicted to social media

4 Information may not be accurate

5 You may get an unrealistic perception of other people's lives

GET INTO THE TEXT!

- You can ask students to notice as they read how similar or different their ideas were from those of the author. You can tell them to mark their chart for visual reference.
- You can also tell them to work individually and compare their answers in pairs.

Answers

1 a 6, b 1, c 5, d 3, e 4, f 2

GET TOGETHER

- For this section, you can ask students to hold a round table discussion with the questions on the page: *How similar / different are internet communities to face-to-face ones? Do face-to-face groups or communities run the risk of being "too closed" or not diverse enough? Why? / Why not?*
- You can also encourage students to share their own experience with social media (in case they have it).

Reader

Answer key

GET THE MAIN IDEA

3 (The essay concludes that dialogue must be civil and diverse).

GET THE DETAILS

1 Cartoons, religion, politics, human rights philosophy **2** How to form an opinion using objective data. **3** Anatomy. **4** Content can be easy to manipulate, so its not reliable. **5** You only hear what you want, it's difficult to find an opposing viewpoints. **6** It companies try to keep people together in their platforms.

GET THE WORDS

1 b. 2 a. 3 c

QUICK CHECK

- We recommend that for these activities, students work in pairs or groups.
- Read aloud the instructions for each part of the Quick Check making sure students understand the tasks.

Answers

- Part 1:**
- 1 Stereotypes of beauty in advertising.
 - 2 Campaigns where women use high heels all the time.
 - 3 Accept any questions that is connected to the topic logically, for example: How do you feel when you see images of models? / Do you see yourself (or people like you) in images of advertising campaigns?

SELF-ASSESSMENT

- It may be useful to tell students that the assessment will help them know where they are in order to take actions and improve.
- Read together with the class all the options in this chart.
- Explain that they have to decide if they complied with each criterion or not.
- If a student marked "no" to any of the statements, it would be good to have a quick chat with/him or her to make a short action plan so that he/she feels motivated to improve.

Evaluation instrument

Name of student: _____ Date: _____

This checking list will help you identify what your students were and were not able to do. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Yes	No
Defines purposes to read and select information		
Formulates questions to research the topic for the round table discussion.		
Reads material to prepare for the round table.		
Selects the appropriate information to use in the round table.		
Writes cards with his/her opinions on different aspects of the topic(s) to be discussed.		
Understands the general sense and main ideas in a round table discussion.		
Expresses his/her ideas and points of view in a round table.		
Uses his/her voice and body language to sound convincing when he/she participated in a round table.		
Uses imaginary situations as a strategy to influence others.		
Helps his/her team plan and conduct a round table with clear guidelines.		
Comments		

Improvising Monologues

SOCIAL LEARNING ENVIRONMENT: Recreational and Literary
COMMUNICATIVE ACTIVITY: Takes part in a form of artistic expression.
SOCIAL PRACTICE OF THE LANGUAGE: Improvises a monologue on a topic of interest.

Learning Outcomes	Activities	Assessment Recommendations
1. Revise genres of monologues.	Provide repertoires of words and expressions on topics chosen by students, as well as opportunities to review and use them when planning monologues. Provide conditions to: <ul style="list-style-type: none"> • Recognize different types of monologues. • Choose genre of monologue. • Analyze characteristics of chosen genre. • Negotiate rules to play. 	Collect evidence such as:
2. Plan a monologue.	Provide models of behaviors associated to speaking and listening so that students understand them to: <ul style="list-style-type: none"> • Value the appropriate type of body language for a monologue. • Talk about how to apply body language to cause the desired emotions. • Define strategies to monitor speech. • Take into account needs and expertise of the audience when choosing topics. 	<ul style="list-style-type: none"> - Catalog of strategies for using body language. - List of monologue topics. - Rules of participation.
3. Present a monologue.	Encourage the confidence of students and help them to improvise when speaking, to: <ul style="list-style-type: none"> • Control emotions. • Use the proper register when speaking. • Choose proper conversations. 	Final product:
4. Give and receive feedback.	Center the attention of students in positive and constructive attitudes regarding the use of the foreign language to: <ul style="list-style-type: none"> • Value strengths regarding command and competence of English. • Help solve problems to improve performance. 	<i>Game: Improvised Monologues</i>
		Suggested evaluating instrument:
		- Evaluation Rubric.

GET GOING

Lead-in

You can start by asking students if they like (or would like) to speak in public and if they have ever done so. After sharing a few answers, you can elicit names of professions where people speak for a long time (news broadcasters, politicians, comedians, actors, people who give conferences like academics or motivational speakers, etc.). You could introduce the topic of the unit and then ask the question on the opening page. After accepting a few ideas –and maybe take notes to plan something fun in the class later on– you can tell students that they will play a game of improvising monologues by the end of the unit.

1. **Discuss in groups: *Do you ever take a long time to express your thoughts and ideas? Why? How long do you think a person can speak without boring others? When is it OK to let someone speak for a long time without interrupting them?***
 - You may want to divide the class into groups and write the questions on the board so that groups can hold a discussion using the questions.
 - You can allow groups discuss for a few minutes before calling for class feedback.
 - After students share interesting information discussed in their groups, you might want to place emphasis in the fact that while some professions demand the ability to speak for longer turns without interruptions this can happen in everyday life when people tell important information to others such as when they share essential information or important emotions.

2. Read the following encyclopedia entry and then answer the questions below.

- Before starting the activity, you can ask students to tell you the difference between a long turn from a comedian and one from a serious actor. Students might be able to tell you that the type of message is different and has a different purpose.
- You can have the class brainstorm ideas on what a monologue is and write them on the board.
- Students could do a quick first reading of the article and then tell you how many words or ideas that are found in the text are similar to the words and ideas on the board.
- You can then read instructions for the class to check they understand the task.
- Divide the class into pairs and ask them to answer the questions.
- Students could compare their answers with other pairs before checking the with you.

Answers

1 Dialogue 2 Answers will vary but they must include the fact that a monologue is spoken by only one person and no one interrupts. 3 Dramatic monologues are directed to other characters in the play. An internal monologue isn't. It is directed to him/herself or to the audience. 4 A dramatic monologue is serious, a comedic monologue isn't.

GET GOING

TRACK 25



3. **Read and listen to the following monologues. Working with a classmate, discuss: which monologue is... funny? serious? directed to an audience? a personal reflection? said by an object? directed to another character?**

- Before starting the activity you might want to revise the definition of dramatic, internal and comedic monologues from the text on page 157. You can have students underline these definitions and tell them to you using their own words.
- You can read the three titles of the monologues and ask students what they think the monologues will be about. Write their ideas on the board and have them read quickly to tell you how accurate their predictions were.
- Read the instructions with the class and check they understand what the task is. Play the audio track so they can listen to the monologues as they think about the answers.
- Students work in pairs to discuss the questions. They may take notes of their answers but they do not need to write them.
- After they finish discussing, invite volunteer pairs to share their ideas with the class.
- You can then ask the last question on the page to make sure students understand the difference between the different types of monologues.

Answers

1 For the discussion questions: Monologue 2 is funny, 1 and 3 are serious, 1 is directed to the audience, 1 is a "personal" reflection, 1 is said by an object, 3 is directed to another character.

1 is internal, 2 is comedic and 3 is dramatic.

Extra Support

To facilitate understanding of the texts you can tell students to quickly find out which monologue is told by a comedian, which by a girl and which by an object. You could guide them to understand the purpose of each monologue before asking them to do the task. [Monologue 1 is about an object seeking understanding from the audience, in 2 the speaker seeks to entertain, and monologue 3 presents a difficult situation between two sisters].

Extra Activity

To facilitate further comprehension of the text you can write the following on the board for each one of the monologues:

Speaker ____ Listener ____ Situation ____


Students can read the texts again individually or in groups to complete the information for each one of the monologues. Ask students to find who is telling the story [speaker], who the character is speaking to [the listener] and what the circumstances are [situation].

Answers:

- 1 Speaker: A magic mirror. Listener: the reader. Situation: The mirror hates its job.
- 2 Speaker: An adult. Listener: the reader. Situation: A funny anecdote about a dirty car.
- 3 Speaker: A girl. Listener: Her sister. Situation: The speaker is trying to convince her angry sister she did not tell her secret.

GET GOING

TRACK 25

4.  **Read and listen to the monologues again and complete the information with a word/phrase from the boxes.**

- You can start this activity by reading the option in the box with students to check they understand all the words.
- You can then read the instructions with the class and ask them to complete the task.
- Students can work individually or in pairs in this activity. They can compare answers with another students or pair before checking them with you.

Answers

(Tone) 1 c, 2 a, 3 b; (situation) 1 e, 2 f, 3 d

5. **Write the number of the monologue in Activity 3, on page 158 that has the following characteristics.**



- The purpose of this activity is to review and consolidate three types of monologues (comedic, dramatic and internal).
- You can read instructions with the class and ask questions to check they understand what to do.
- You can invite students to complete the activity individually and to compare answers with a classmate once they finish.
- You can then check answers with the class by writing them on the board or inviting individual students to read their answers aloud and then check as a class.
- You might want to summarize on the board the characteristics of each type of monologue so that students can take note and remember later.
- After that, you can direct students' attention to the Culture Stop Box and ask them to paraphrase the information in it. Afterwards you may conduct a class discussion where you mention famous monologues in different types of media like movies or books.

Answers

a 1, b 3, c 2, d 2, e 1, f 3.

NOTE: Examples of famous monologues you can give students may be:

From a play: Hamlet's monologue "To be or not to be"; from a movie or a fantasy book: Sam's monologue in *The Lord of the Rings* when he encourages Frodo to go on. You can help students remember monologues from movies or plays they have seen or read.

6.   **Work in groups. By the end of the unit you will improvise a monologue as part of a game. With your classmates, decide the type of monologue you would like to create. List the characteristics of that type of monologue in your notebook and find examples of it in your school or local library, in your reader book or on the resources suggested for this unit on page 189.**



- Before starting this activity, remind students of the objective of this unit (improvise monologues) and what the final project is about (a game of improvising monologues).
- You can divide the class into groups and tell them that they will work together on the same type of monologue, so they have to choose one type and list their characteristics.
- Discuss sources they can use to read or listen to monologues (such as <https://www.dramanotebook.com/monologues-teenagers/>) so that, as they work through the unit, they can have access to examples that can build their confidence to improvise. Refer them to page 189 at the end of their book for more options of sources.

-  Page 127  Do section 1 on the Reading Corner Page.

- At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book (page 127). After exploring the image on the opening page with them, ask them to discuss the question on the section Get Ready to Read on page 168 of their Student's Book.

STOP AND THINK about...

...learning

1. **Work with a classmate and classify the following characteristics of monologues in the table. If necessary, read the monologue definition in Activity 2, page 157 again.**
 - This activity is designed to give students a deeper understanding of the different type of monologues and their characteristics.
 - You may want to start by reading the instructions with the class, making sure they understand the task.
 - Clarify difficult vocabulary such as “wit” (intelligence with sharp sense of humor). You could explain the word to students or refer them to the glossary at the back of their book.
 - Divide the class into pairs and have them classify the characteristics of the monologues in the correct column.
 - Pairs may review their answers with other classmates before they check with you.
 - After checking answers, ask students to go back to the list of characteristics they wrote for Activity 6 on page 159 and make changes if they can or need to.
 -   With the completed tables, elicit from students a topic for each of the monologues or give them one as an example and elicit a second one. (examples: Internal: Deepest fears. Dramatic: Goodbye to a friend. Comedic: Why people shouldn't wear shoes.)
 - Students could now work in groups to brainstorm ideas for topics for the unit project. Ask them to write their ideas on their notebooks or on a separate piece of paper that they can keep in their portfolio if they have one.


...culture

1. **Audiences who listen to monologues prefer different things depending on who they are. Read the following topics for monologues and write T for teenagers, A for Adults, and B for Both, considering the type of audience that might prefer them.**
 - You can start by reading the first sentence in the instructions and then ask students how similar or different their preferences are to those of their teachers or small children.
 - You can then continue reading the instructions and divide the class into pairs so that students can complete the activity.
 - Students can compare answers in groups before they check them with you.
 - Discuss the differences in language (formal, informal, light, serious, accessible) needed for different types of audiences and of topics. This could be done more easily if you demonstrate language that does not correspond, e.g. Have them imagine this sentence for the topic of “My best friend” and tell them your audience is young children: “Dear father, you might want to get familiar with this person who is closest to my heart.” Students can then suggest changes to the language (which is very formal and complicated) to make the message light and accessible.

Answers



Internal: b, e, i Dramatic: c, f, g Comedic:
a, d, h

GET MOVING

1.  The following pictures show someone saying a monologue. Imagine what the monologue could be about and, working together, write notes or the complete lines for pictures 1-6 of what the girl could be saying.

- The purpose of this activity is to help students reflect on the use of body language to transmit ideas and messages. You could start by eliciting the emotions that each of the pictures seems to show (Worried, upset, surprised, angry, reflective and happy).
- Divide the class into pairs and read the instructions for the class to make sure they understand the task.
- Encourage students to be creative and have fun as they complete the task. Make sure they understand there are no correct answers in a speculative class.
- After pairs have invented a monologue that goes with the pictures, have them work in small groups to compare their version and check if the phrases they thought of, match the emotions displayed by the girl in the photos.

TRACK 26

2.   Listen to the recording of the monologue and discuss the following questions. Write the answer on the line.

- You can invite a student to read the instruction for this activity. Students will listen to the monologue told by the girl in the photos.
- Students can read the questions before they listen. Play the track once and give students time to discuss the answers in pairs and write them down.
- Check answers as a class.

Answers

Answers will vary, except for question 2: the type of monologue is comedic.

Poster Activity

To continue body language practice you can display the image for this unit and elicit ideas from students as to what the person can be saying in each picture. Students can work in groups to compose the sentences and they should imagine that all the phrases are part of the same monologue. Invite students to compare their monologues with another group and then also to practice saying the lines using similar body language to the one displayed in the pictures.

For more support, you can copy the following sentences on the board in random order, and ask students to match them to one of the pictures and then practice saying them as part of a monologue. [I wasn't sure of the reaction of my parents. / And then I saw my mom walking to me. She was really upset! / But then, ha! She had to listen to my clever explanation. / I tried to explain, but she said she couldn't understand. That is really not fair! / All I did is... because I was in love! I swear I was in love. / But the whole point is, if you do something wrong, it is wrong. So I was grounded for six months after that.]

GET MOVING

TRACK 26



3. Read Dawn's monologue and underline the parts where her intonation changes to create an effect (e.g. to show she is angry, happy, etc.). Write two vertical lines (||) to show where she makes a pause. The first examples are done for you.

- This activity requires closer attention to prosodic features (such as rhythm, volume and intonation).
- You could read the instructions and ask questions to the class to make sure they understand the task.
- You could play the recording in sections, to give students time to underline or write pause symbols as well as to discuss and compare their choices before going on to the next sections.
- You might want to check answers as a class per sections as well, so that when they continue to a new section, students have a better idea of what to do.
- After checking answers you might want to discuss with the class the effects of pauses and changes in tone (to convey meaning and to keep the audience interested).

Answers

I feel really uncomfortable. || How do I start? || Embarrassing situations, like improvising a monologue are bad, but they are fun, and funny! || OK... || I'll start with an example... || One day at school I pulled out a book from my backpack and, by accident, my braces flew out and landed in the middle of the classroom! || When something like that happens you are in shock! || You think, "Oh, no! How can something like this happen to me?!" You can play cool or get angry and say something like, "That's it, I don't want to talk to you anymore." || When that happened to me, my friend Leslie asked if I was angry. || Of course I was

angry! What did she expect? ;| So then she said, "Well, I expected you to have a bit more of a sense of humor! We did nothing wrong." || At the moment you are embarrassed and you want to save your dignity. || But then you have to think like I did, "Mmmmm, maybe Leslie is right." || And she was right of course! The whole episode was hilarious! || If we cannot laugh in embarrassing situations, we are going to waste time and energy being angry. || And people don't look pretty when they are angry.

4. Complete the chart Dawn used to plan her monologue.

- You could start this activity by telling students that monologues have, like any other text, an introduction, development and closing. You could explain that even when we improvise there is a plan in our mind on what to say and how.
- Read the instructions and go over the form with the class.
- Have students work on the task in pairs and then check answers with them as a class.
- After that, refer them to the Language Reference Section on page 180 to find options on language to start, develop and close a monologue.
- Students could now use the form to plan a one-minute monologue. You could tell students to practice that monologue in pairs, or practice it saying it at home in front of the mirror. Practice will build confidence for the tasks that follow in this unit.

Answers

1 comedic, 2 a funny incident with braces, 3 1 minute, 4 classmates and a teacher, 5 embarrassing situations are funny, 6 use main message and establish setting, 7 tell what happened, 8 say what I learned from my experience



GET MOVING

5. Reflect on you progress. Copy the chart below in your notebook and fill it in.

- This activity is designed to help students reflect on their progress so far in the course. To start, you might refer them to the unit cover page and ask them what the purpose of the unit is (improvise a monologue in a topic of interest).
- While students might not be ready to improvise a monologue yet, they have made some progress this far, and it is time to reflect on that.
- Students can fill the chart in the book or copy it in their notebooks to have more space to write. Encourage them to complete the chart individually.
- Ask students to compare their charts in pairs and discuss the progress they have made regarding monologues this far.
- Survey the group quickly to make sure there are no generalized issues.

6. Read the strategies for using body language correctly in a monologue. Number the ideas in the order you would follow them.

- You can read the instructions with the class to make sure students know what the task is.
- Encourage students to work individually on this exercise as their preferences will matter.

- Students can compare their answers in pairs discussing why they chose a specific order.
- If students used the form to prepare a monologue as suggested in Activity 4, page 162, they could now practice saying their monologue in pairs and asking their classmate how clear or effective the main message was.
-   Students could copy the strategies to prepare for a monologue in the order they chose and start adding more at this point and then continue doing so in the future. As an example, you can tell them to add "see photos or movies of people using body language for a specific phrase and try to copy it" as this is a strategy they have tried (in Activity 2, page 161)

Answers

The order may vary a little depending on students, but a recommended order is: 1 c, 2 d, 3 e, 4 b, 5 a

GET MOVING**7. Read a social media post describing the rules for a game of monologues. Complete the rules.**

- This activity may be started by asking students what is needed to play a game. (Rules) and then asking them what information the rules may provide.
- Read the instructions and the information to be completed to students and make sure they understand what the task is.
- Students can complete the activity working in pairs. You could decide to time this or make it into a competition so that the first pair that completes all the information wins.
- You can check answers as a class by writing the information on the board.
- Ask students their opinion on the game Seth proposes. Students can also tell you if they would modify something to make this game more attractive for them.

Answers

Time to prepare: 0, Time to present: 30 seconds, Time to practice: 0, Players per team: 2, Roles of the players: actor and improviser – there is also a time keeper and a score keeper. Categories on the scorecard: easy to understand, funny, finishing on time, team coordination.


8. Read some of the questions Seth's friends have about the game he proposed in Activity 7. Imagine you are Seth and answer the questions in your notebook.

- Before starting this activity you can ask students to imagine they are Seth's friends and to tell you what they would respond to the message. You could also give students time to write their responses on the board inviting several volunteers to write at the same time and then read the responses with the class.
- You could now have them compare their responses with the ones on the book.
- Read instruction for the activity with the class and have them complete the activity in their notebooks working individually.
- Students compare answers in groups and discuss differences
- As a class, you can discuss what the final rules of this game should be. You can also start brainstorming ideas for the game of monologues they will play at the end of the unit.

Answers will vary

STOP AND THINK about...**...being together****1. Work in groups and follow the instructions.**

- This activity's purpose is to give students an option to provide feedback to others. The form will help them structure observation, but you might want to devote time to work on what students do with the information on a score card, telling them that there is useful information on evaluations like this that can help them improve.
- You can invite students to work in groups of six, they read the instructions and complete the activity. The game will be played in pairs and there will be a scorecard per pair.
- Before they actually play the game you might want to go over the scorecard with students to make sure they understand what aspects they will be grading.
- Once teams have played the game you can ask them who was the winner and why.
- After that, spend some time discussing ways in which the form can be used as a tool for improvement. For example, you can ask, What can I do if I got 0 points for option a? Students could suggest alternatives and you can complement their ideas. *You could use the form on page 162 to plan so that the main idea(s) in your monologue are easier to identify for you and for an audience; you could review the language in the unit; you can speak faster/slower, etc. It may be important to tell students they can ask questions to the students who gave them the mark so that they understand details of their performance. For example, if someone got a 0 in option 1, they could ask: Why wasn't my monologue easy to understand?*

...language**1.  Work with a classmate. Read the following expressions and discuss when people would use them.**

- Students will be playing a game so this activity aims to give them an opportunity to review or learn language connected to the mechanics of a game. Consider reviewing or teaching words like "cheat" (being dishonest) and "fair" (rational or just) before students start working by themselves.
- Divide the class into pairs. Have them read the instructions and complete the activity together. You could work on item 1 as an example if you notice your class needs extra support.
- When they finish, you can ask them to work in groups to check their answers. Check them as a class.
- Have groups reflect on the last questions of the page so that they can consider the possibility of using any of the phrases when they play the project game.

Answers



- 1 To cut someone's turn when time has finished. 2 When someone is being dishonest. 3 When we want to keep a pre-established order of participation. 4 When something that is unjust happens in the game. 5 To keep track of turns.

Extra Activity

Students can work in groups to come up with more expressions that can be useful or are common when playing games. Divide the class into small groups and give them a set time (3-5 minutes) to write as many phrases as they can think of. The winning team is the one that generates more sentences.

Their sentences might include: *Stop now! Your turn is over. / And this is the end of the game. / I win! / We won! / Let's play now. / Start the timer... now! etc*

STOP AND THINK about...**...learning** _____

1.   **Work in groups and think of another game where you have to improvise monologues. Discuss and write the rules for the game you will play as a unit project.**
- Students have to play a game and will have to be very clear about the instructions they will follow. This activity aims to give them a pause to prepare for the game they want to play.
 - You can divide the class into their project groups.
 - You might want to invite a volunteer to read the information in the Get Smarter! box and ask them to take this information into consideration as they complete this activity.
 - Students can now work in groups and read the instructions for this activity to then complete it. They can use a version of Seth's game if they wish, (on page 164 of the SB) but it is advisable to encourage them to create a game they will have fun playing and where they all get to speak.

...self _____

1. **What type of feedback would help you after having improvised a monologue? Read the list of ideas and mark (✓) the ones that you prefer. Write down your reasons for your preference.**
- This activity is designed so that students can reflect on the type of feedback that is useful for them according to their personality.
 - Read the instructions and options with the class and allow them time to reflect on their choices.
 - Students can compare answers with others, but it might be good also to allow them to keep their personal information private. So, you can ask them to share if they want to.
 - You can open a class discussion with the questions on the last point so that the class can give their opinion on the list of ideas and add a few more if they can think of any.

Answers will vary

GET AHEAD!

1. Preparing

Work in teams. Review the information you have prepared throughout the unit.

- This is the last phase of the unit project. You can start by explaining this to students and by telling them that it is time to review the steps they have followed so that they can now play a game of improvising monologues.
- Direct their attention to the list of work they have developed so far. You might want to have them discuss in groups how each stage helped in the development of the game they will play now.
- Students can have a few minutes to review the information, especially the list of rules for the game.

2. Presenting

- The class can now be divided into teams and start the game of monologues they designed.
- Students could take notes as they play to later report to you important or interesting things that happened or were told in their teams. As you monitor this activity, you can do the same.
- When teams finish playing, they can nominate a spokesperson who will report to the rest of the class on the rules of the game they played and how it developed in their group.
- As teams are reporting, the class could take notes to vote on the game they would all like to play if they were given the opportunity.

3. Reflecting on my Progress

Think about your work throughout the unit and the game of monologues you played. Complete the information in the boxes.

The objective of this point is final individual reflection.

- Read the instructions with the class and make sure they understand what the task is. If students need more space to write you can ask them to copy the table in their notebooks to fill it in there.
- Ask students to complete the chart and then share their answers with a classmate.
- You could take notes on what students fill in in the last box (What I need to do better next time...) to prepare remedial work or offer personalized suggestions to improve to individual students.
- You can take notes on aspects to improve for the whole class, write them on the board, and then ask students for possible ways to revise or learn these points independently, e.g. to improve improvisation, they could practice this in their own language so that they feel more comfortable in the future, when they try it in English.

reading CORNER

GET READY TO READ!

- Before inviting students to read the story in their reader book, you can have them look at the illustration on the page 168 of the Student's book and ask students to try to guess the definition of lift-off.
- Students could then read the definition on the page and browse through the illustration in the book, you can ask: What do you think the story will be about? Why do you think it is called lift-off? Students can write their answer on the line and then compare it with a classmate or with a groups of classmates.

Answers will vary

GET INTO THE TEXT!

- As students read the story, they can check if their predictions were correct. You can ask them to write about this in their notebooks.
- Also, as they read, they can record the feelings of the main character in each part of the story. The main character (Alfredo) has several monologues as he is talking to a reporter, and in each one of them he projects different emotions.
- When their table is complete, you can ask them to compare their answers in small groups explaining why they think this particular emotion was felt by Alfredo.

Answers

1 proud & happy; 2 confused; 3 uncomfortable & insecure; 4 sad; 5 happy

GET TOGETHER

- You may divide the class into groups of 3 or 4 students for this activity
- Read the instructions to the class.
- You can ask each students in the groups to choose a short monologue from Alfredo in different parts of the story. Give members a time to re-read the part and then have them close their books and say the monologue using their own words. They could prepare a similar chart to the one on page 165 to give each other feedback on their performance.

Reader Book

Answer key

GET THE MAIN IDEA

1 It's spontaneous because Alfredo didn't expect that question. **2** Feelings. He explains how he felt all the time and gave lots of examples.

GET THE DETAILS

1 Alfredo was always very good at soccer. (wasn't) **2** The team he started in was very good, and they supported him to be a better player. (wasn't) **3** Alfredo had a lot of fun immediately after they lost the first match. (was sad) **4** Alfredo's team won all the matches. (didn't win) **5** The team was inspired by the coach to train harder because he made them believe they could play better. (Alfredo) **6** The team trained hard for three years. (one year) **7** In the end, the team didn't win the tournament. (won)

GET THE WORDS

1 field, 2 effort, 3 whole. 4 go ahead, 5 awful 6 teammates

QUICK CHECK

- We recommend that students work individually on Activity 1 so they can check how much they understand of a monologue said by someone else. They can later compare answers in pairs or check them with you. For section 2 we recommend that they work in pairs and they help each other evaluate their performance.
- Before they start, you can read the instructions aloud and check that they know what to do in this task.

Answers

Section 11 Dramatic 2 Directed to another character of the play. It reveals the feelings of the speaker. It's serious. 3 A woman who feels guilty talks to the man she loves.

SELF-ASSESSMENT

- You can start this point by reminding students that this section helps us understand where we are in order to get better.
- Read together with the class all the statements in the self-assessment box. Make sure students are clear on every I can... statement.
- You can boost students' motivation by asking them to draw a star for every "Outstanding" they chose and you can also ask them to think on a strategy they can use to transform every "Needs work" into a "Good".
- You can have the class work in teams and help each other find strategies to improve in the points that need work. If there are groups who answered "Outstanding" to every point, you can ask them to write three recommendations for other students that may have problems with a particular area.

UNIT 10

Evaluation Instrument

Name of student: _____ Date: _____

This evaluation rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

	Outstanding	Good	Needs work
Revises genres of monologues	Easily identifies the type of monologue listened to or read. Knows the characteristics of each type of monologue. <input type="checkbox"/>	Generally identifies the type of monologue listened to or read. Knows some of the characteristics of each type of monologue. <input type="checkbox"/>	Finds it difficult to identify the type of monologue I listen to or read. Doesn't know the characteristics of each type of monologue. <input type="checkbox"/>
Plans a monologue	Can plan a short monologue with little support. <input type="checkbox"/>	Needs time and some support to plan a monologue. <input type="checkbox"/>	Finds it difficult to plan a monologue, even with time and support. <input type="checkbox"/>
Presents a monologue	Can use clear language to express his/her ideas in a monologue. <input type="checkbox"/>	Can generally use clear language to express his/her ideas in a monologue. <input type="checkbox"/>	Most of the time his/her classmates have problems to following his/her ideas in a monologue. <input type="checkbox"/>
Uses of Body Language	Can project the necessary meaning and emotion to a monologue using body language. <input type="checkbox"/>	Can generally project the necessary meaning and emotion to a monologue using body language. <input type="checkbox"/>	Projecting meaning and emotion to a monologue using body language is very difficult for him/her. <input type="checkbox"/>
Gives and receives feedback	Can give his/her classmates ideas to improve and values the ideas they give him/her. <input type="checkbox"/>	Most of the time, can give his/her classmates ideas to improve and values the ideas they give him/her. <input type="checkbox"/>	Find it difficult to give his/her classmates ideas to improve. Doesn't understand the ideas they give him/her. <input type="checkbox"/>
Plays a game of monologues	Can plan and play a game of monologues following the rules and getting good results. <input type="checkbox"/>	Can plan and play a game of monologues following the rules. <input type="checkbox"/>	It is difficult for him/her to plan or play a game of monologues. <input type="checkbox"/>

Review Units 8-10

- You can read the introduction to the review unit together with the whole class. You can then tell students to go back to the activities they completed in the different units as well as the notes they took in case they need further help to complete the activities in this section.
- You can set up each activity by reading the instructions with the class. You may assign a time limit for each activity if you consider it useful. It might be a good idea to monitor students' work as they complete the different activities in order to assist them when necessary.
- For those activities that involve writing or speaking skills, we recommend using the

writing scale template on page 178 or the speaking scale template on page 179 to guide you in this assessment stage. Bear in mind that level 4 is the highest level in the Writing scale. You might make a photocopy per student, so you can keep it as evidence of their learning.

- Please bear in mind that the assessment of grammar and vocabulary in the speaking and writing tasks should mainly be focused on the linguistic aspects covered in units 8 to 10.

Note: You might want to assess other Writing or Speaking activities from units 8 - 10 with the Assessment Scales provided in this section.

Answer key

Activity 1

Possible answers

- 1 horror
- 2 Mary Shelley
- 3 Loneliness and solitude, being rejected by society
- 4 Dr. Frankenstein suffers because he thinks his creation is horrible, the monster suffers because he is abandoned by everyone
- 5 Yes, because the writer thinks

Activity 2

Answers may vary

Activity 3

Pro Uniform:

They make students life simple and practical. They prevent unnecessary stress for teens who worry about what to wear. They save parents money on clothes. Uniforms help prevent discrimination.

Against Uniform:

Parents are forced to buy them, when students already have clothes. They prevent students from expressing themselves thought clothing. They promote conformity over individuality.

Activity 4

Answers may vary

Activity 5

Possible answers

- 1 Dramatic
- 2 That Romeo is madly in love with Juliet
- 3 With passion

Activity 6

Answers may vary

Part 3

- 1 Choose a topic
- 2 Research the topic

3 Prepare guidelines

4 Assign a moderator

5 Hold the round table discussion

6 Summarize main points discussed

Part 4

a I

b D / I

c I

d C

e C

f D

Part 5

1 Internal

2 Dramatic

Review Units 8-10

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The reader can clearly understand the text. The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connector to join ideas. Only minor spelling and grammatical mistakes occur.
3	The reader understands the text. The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur.
2	The reader has to make some effort to understand the text. The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency.
1	The reader would have to make a great effort to understand the text. The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited.

Adapted from Cambridge English Preliminary Handbook

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate column

SPEAKING ASSESSMENT FORM

	Very good	Good	Not so bad
<p>Good</p> <p>The student can maintain simple exchanges with no difficulty.</p> <p>The student can produce extended discourse of language with no or only some hesitation.</p>			
<p>Good</p> <p>The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.</p> <p>The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language of the corresponding unit.</p>			
<p>Good</p> <p>Most of the times, it is clear although there may be mispronounced words.</p>			

Adapted from Cambridge Assessment Handbook

Term test 3

Answer key

Activity 1

Possible answers

- 1 social
- 2 Harper Lee
- 3 Jean Louise Finch

4 Equality and tolerance

5 Yes, because the writer says that it is easy to see why the story is still popular today.

Activity 2

Answers may vary

Teacher's notes

Answer key**Activity 3**

Answers may vary

Activity 4

SPEAKING

- You can read the instructions together with the whole class.
- Ask students to follow the instructions and explain to them that you will be taking notes on how the activity is progressing. You can explain briefly the aspects you will be observing.
- We recommend using the scale template on page 179 to guide you in this assessment stage. You might make a photocopy per student, so you can keep it as evidence of their learning.
- Before you organize the Speaking activity, we recommend considering the size of your class, so you can plan this process in advance.
- Please bear in mind that the assessment of grammar and vocabulary should mainly be focused on the linguistic aspects covered in the unit, where the Writing topics was included. (To check phrases for a Monologue, you can go to Language Reference page 186. You can also suggest that your students check those phrases before they start their monologues.)

Note: You might want to assess other Writing or Speaking activities from units 8 to 10 with the Assessment Scales provided in this section.

Part 4

Speaking

UNIT 1

Giving instructions. To tell someone what to do in case of an emergency, you can use the imperative form. For this, you use the verb in simple form. For the negative form, use the auxiliary do + not (don't) before the verb in simple form.

<i>Prepare documents and essential belongings.</i>	<i>Don't leave the building during the event.</i>
--	---

Some instructions need to be highlighted. To express **generic importance** or **urgency** we can use the following structure:

It is	important	to + [verb] + complement.
	dangerous	
	essential	
	advisable	

<i>It is important to stay calm.</i>	<i>It is advisable not to run during an earthquake.</i>
---	--

UNIT 2

Rising and falling intonation.

Rising intonation means that we use a higher pitch at the end of a sentence. It is normally used in yes/no questions, and we also use it when we are not sure of **something, or we have something else to add.**

↗
Is this time well spent?

↗
Help now... and then you will feel better.

Falling intonation does not emphasize, the pitch lowers at the end of the word or sentence. This is the most common intonation used in English, as it is used in most statements or definite information we share. We also use it for information questions (or wh- questions), when we want to hear from the other speaker.

↘
What can you do to help?

↘
They deserve our attention.

Stress in sentences

English is stress-timed. This means that there is emphasis in a word in regular intervals in a sentence. This gives English a rhythm that is important to listen to. We can give more emphasis to a word in a sentence (saying it louder and longer) to change the meaning of the sentence.

Every year , more than 3 million dogs are abandoned .	Regular sentence stress. Stating a fact
Every year , more than 3 million dogs are abandoned .	We want to make sure people know we're talking about dogs, not other pets.
Every year , more than 3 million dogs are abandoned.	We want to make sure people get the number because it is important.

LANGUAGE REFERENCE

UNIT 3

Punctuation

We use punctuation marks in texts to give them the correct pause, intention and meaning.

!	exclamation mark	At the end of sentences that show surprise, emphasis, emotional declarations, or that give strong commands.
?	question mark	At the end of an interrogative sentence to express doubt, uncertainty, or curiosity..
...	ellipsis	At the end of a sentence to indicate that words are missing, that the idea is not complete. Creates a pause that generates suspense or allows someone else to interrupt.
“ ”	quotation marks	To show (i.e. quote) dialogue as said by the person.
()	parenthesis	To add information that is not necessary to the main message or give indications in a text to clarify state of mind.
.	period	To add information that is not necessary to the main message or give indications in a text to clarify state of mind.

UNIT 4

Complaining about a product or service

Getting Attention	Offering Assistance	Complaining	Responding to a Complaint
Excuse me? Good afternoon, can you help me?	How can I help you? Can I help you?	I want to make a complaint. I'm not happy with... I'd like to complain about... I'd like a refund. I'd like a replacement for...	What is the problem? I'm sorry about that. Do you have the receipt? I'm sorry, but... I / We can...

Expressing dissatisfaction.

Use words like very, really, extremely to express the level of dissatisfaction. These adverbs modify the meaning of the adjective.

<i>I am unhappy with the service.</i>	<i>I am very unhappy with the service.</i>	<i>I am really unhappy with the service.</i>	<i>I am extremely unhappy with the service.</i>
---------------------------------------	---	---	--

(-) :  (+)

UNIT 5

Expressing conditions and results

When we describe real and possible situations and their natural results, we use conditional sentences (often referred to as the zero conditional). The clauses (condition and result) can change in order.

Zero conditional sentences use the **simple present tense** in the condition and the result.

	Condition	Result
Affirmative	If / When gases escape ,	the force pushes the plane.
Negative	If / When there isn't a spark,	the engine doesn't work .
Question form	If / When the engine is off,	does the fan rotate ?

Making Comparisons

When you want to express differences between people or things, we use the comparative or superlative forms of adjectives. The comparative indicates a degree of difference. The superlative is used to state the person or thing with the highest degree of something.

	add -er / -est to short adjectives	double consonant when they finish in vowel sound + consonant	when adjectives of two syllables finish in -y change it for -i. If they finish in -e just add -r or -st	when adjectives have three or more syllables add the word before the adjective
Comparative	smaller than	bigger than	happier than, simpler than	more (boring) than
Superlative	the smallest	the biggest	the happiest, the simplest	the most (boring!)

There are also **irregular adjectives**. They change completely when we make comparisons:

	Comparative	Superlative
Good	better	the best
Bad	worse	the worst

LANGUAGE REFERENCE

UNIT 6

Reporting what someone else said.

When we tell anecdotes or stories, we might need to tell what someone else said. To report, we use a reporting verb (like told, said, asked) and we go one tense back in time from the tense used by the speaker.

Tense change	Direct speech	Reported speech
present → past	"I am not the person you need."	She said she was not the person he needed .
present cont. → past cont.	"I am enjoying this!"	She told me she was enjoying that.
simple past → past perfect	"I didn't do it!"	He said she hadn't done it.
future (will) → would	" Will I win the competition?"	He asked if she would win the competition.

UNIT 7

Different styles on news reporting

News are normally written in the past tense. Publications can decide to be more formal or informal in their style.

Formal	Uses more passive voice	Residents have been asked to leave.
	More complex descriptions*	Authorities report extensive support from residents.
	Avoids pronouns	People are commonly aware of the fact that...
Informal	Uses less passive voice	Authorities asked the residents to leave.
	Simple descriptions*	Authorities report support from residents
	Can use "you" to sound more personal	Surely, you are aware of the fact that...

* Some publications exaggerate the use of adjectives and the use of informal language in an effort to sound sensational and attract the attention of particular audiences. E.g. *Authorities report an overwhelming and never seen before support from each and every resident.*

UNIT 8

Comparing cultural aspects

To discuss cultural aspects we can use the following resources

Compare (Find similarities)	In my country, like in many others we...	My country's culture is similar to...
	What my culture and British culture have in common is...	In both my country and the UK, we...
Contrast (Find differences)	British humor uses more irony, on the other hand , my country's humor...	While British humor is considered dry, my country's humor...
	British and Mexican humor differ because...	British humor is dry , but my country's humor is not.

UNIT 9

Expressing imaginary scenarios

When we describe unreal or impossible situations and their imaginary results, we use conditional sentences (often referred to as the *second conditional*). The clauses (condition and result) can change in order.

Second conditional sentences use **the simple past tense** in the condition and the **auxiliary would or could +** the verb in simple form in the result.

	Condition	Result
Affirmative	If we were better citizens,	we would help others more.
Negative	If we didn't care about issues,	we wouldn't have discussions about them.
Question form	If we all helped ,	could we end poverty?

UNIT 10

Phrases for a Monologue

Starting	Developing	Closing
Let me tell you about... I'd like to tell you about... I'll start with...	Did you know that...? Have you heard of...? As I was saying... Something important to mention...	Finally... In the end... To conclude my story...

GLOSSARY



UNIT 1

according adv.	<i>as said by or in</i>
affair n.	<i>a situation or event</i>
belonging n.	<i>the property of</i>
biohazard n.	<i>a risk that comes from a biological agent</i>
convenient adj.	<i>suitable, appropriate</i>
damage n.	<i>destruction, harm</i>
(to) handle v.	<i>manage, control</i>
label n.	<i>a tag or sticker with information</i>
(to) release v.	<i>discharge, set free</i>
reliable adj.	<i>trustworthy, dependable</i>
scarce adj.	<i>limited in quantity, rare</i>
significant adj.	<i>important, substantial.</i>
spill n.	<i>liquid that fell from its container</i>
(to) spread v.	<i>extend to cover a surface</i>
waste n.	<i>unwanted or discarded material.</i>



UNIT 2

(to) address v.	<i>to speak or direct a message to</i>
awareness n.	<i>consciousness or knowledge of something</i>
broadcast n.	<i>a radio or TV transmission</i>
empathy n.	<i>understanding what others feel</i>
(to) ethanize v.	<i>to kill in a humane manner</i>
(to) grab v.	<i>to catch (the attention of)</i>
helpless adj.	<i>without protection</i>
ID tag n.	<i>a card or plaque that states identity or personal information</i>
rhythm n.	<i>the pace or tempo of a sound</i>
shelter n.	<i>housing, a place to protect oneself</i>
target audience n.	<i>the people we wish to address in a message or performance</i>



UNIT 3

dagger n.	<i>a blade or knife for personal defense</i>
fashion n.	<i>the style of dress</i>
fate n.	<i>destiny, fortune</i>
genre n.	<i>type or category of</i>
NASA	<i>The acronym of the National Aeronautics and Space Administration of the US. The agency in charge of the space program.</i>
prophecy n.	<i>a (mystical) prediction</i>
stage n.	<i>the platform or area of a performance or show</i>
suit n.	<i>an outfit to wear (clothes)</i>
title n.	<i>a noble designation</i>
traitor n.	<i>someone who betrays or breaks the trust</i>
trajectory n.	<i>the route or the path that a moving body follows</i>
witch n.	<i>a woman with magic powers</i>

UNIT 4

angry adj.	<i>not happy, irritated</i>
complaint n.	<i>a protest, a message expressing something is unacceptable</i>
disappointed adj.	<i>being dissatisfied or disillusioned</i>
reimbursement n.	<i>refund, the return of the money given for something.</i>
replacement n.	<i>a substitution, something that takes the place of another.</i>
upset adj.	<i>unhappy and sad</i>

UNIT 5

coil n.	<i>two or more metal strings twisted in a spiral</i>
copper n.	<i>a red-brown metal (Cu)</i>
forwards adv.	<i>onwards, towards the front</i>
gas-powered	<i>that uses gasoline to start working</i>
heat up v.	<i>to become hot</i>
hood n.	<i>the cover or lid of the motor of a car in the front</i>
infographic n.	<i>a visual manner to represent information</i>
instead prep.	<i>in the place of</i>
nozzle n.	<i>an outlet (usually cylindrical) of gas or liquid</i>
rope n.	<i>a strong cord or thick string</i>
rotor n.	<i>the part of a machine or vehicle that rotates or spins</i>
sketch n.	<i>the draft of a drawing</i>
source n.	<i>the reference that supports information</i>
string n.	<i>very thin cord or thread frequently used for sewing</i>

GLOSSARY

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UNIT 6

annoyed adj.	<i>irritated, angry</i>
bright adj.	<i>(of people) intelligent; (of sth.) shiny</i>
catchy adj.	<i>(of a phrase) that sticks, that is easy to remember</i>
dazzling adj.	<i>very bright and shiny</i>
exhausted adj.	<i>very tired, fatigued</i>
free adj.	<i>with no cost</i>
loud adj.	<i>with high volume</i>
(to) nod v.	<i>to assent or say yes with a movement of the head</i>
power nap n.	<i>a short siesta that recharges the energy</i>
quiet adj.	<i>in a low voice or with no noise</i>
stuff n.	<i>things in general</i>

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UNIT 7

(to) express v.	<i>say or compose a message</i>
(to) flee v.	<i>to escape with urgency</i>
index n.	<i>a scale or standard to measure something</i>
migrant n.	<i>a person who changes the country or place of residency</i>
resort n.	<i>a vacation center or place</i>
sightseeing n.	<i>the activity of travelling to see attractive places</i>
(to) spew v.	<i>expel or eject large quantities of a substance</i>
(to) survey v.	<i>to study (people) by means of a questionnaire</i>
welfare n.	<i>the wellbeing of people; a social welfare system helps people in need</i>

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UNIT 8

(to) awaken v.	<i>to wake up, to become aware</i>
award-winning adj.	<i>that has received prizes</i>
bulldozer	<i>a machine similar to a tractor used to move dirt and rocks</i>
dry humor	<i>type of humor delivered seriously or with no show of emotion</i>
(to) highlight v.	<i>to emphasize, to make clear and evident</i>
highway n.	<i>an important and busy road</i>
hitchhiker n.	<i>a traveler that asks strangers for a ride in their vehicle</i>
(to) lead v.	<i>take, conduct</i>
silly adj.	<i>trivial, foolish, absurd</i>



UNIT 9

according adv.

as said by or in

argument n.

a set of reasons for an idea

(to) **assign** v.

to nominate or designate a person for a task or job

(to) **attend** v.

to be present in

(to) **avoid** v.

to evade or escape (sth or sb)

consent n.

to give permission for something or to agree to do something

free speech n.

the right of individuals to say what they think or believe

(to) **go off the point**

to miss the target of the discussion and talk about something else

intercultural adj.

with two or more cultures involved

point of view n.

a particular way of thinking,

stereotype

a preconception, an oversimplified idea of sth. or sb.

sustainable adj.

capable of continuing existing without damage or loss of quality

UNIT 10

braces n.

a device that helps teeth get straight

dirt n.

dust or mud that make something not clean

embarrassed adj.

ashamed and mortified

fair adj.

just, that follows standard rules

hilarious adj.

exceedingly comic or funny

prize n.

reward, something given in recognition of an achievement

speech n.

ideas or feelings expressed in spoken language

time is up idiomatic exp.

another way to say that time assigned for something has ended

turn n.

the opportunity given to a person to do something, in a pre-determined order

(to) **work something**

out idiomatic exp.

to resolve a situation



STRATEGIES SUMMARY

<p>Unit 1 Writing Good Instructions</p> <ol style="list-style-type: none"> 1 Sentences have to be short and simple. 2 Sequence the order of instructions logically. 3 For posters, use different colors and/or size of letters. 4 Use visual elements such as drawings, photos or illustrations. 5 Have other people read the instructions and give you their opinion. Check for grammar and spelling mistakes before publishing. 	<p>Unit 6 Showing Interest when Others Speak</p> <ol style="list-style-type: none"> 1 Look at the person in the eye. 2 Nod occasionally or use sound like "Mmm", "Aha", or "Oh". To show that you are following the narrative. 3 Show your reaction from time to time with phrases like "Really? I can't believe it!" or "That's terrible!". 4 Ask questions if you feel interesting or important information is missing.
<p>Unit 2 Reading or Recording a PSA</p> <ol style="list-style-type: none"> 1 Look up words in a dictionary to know their pronunciation. 2 Plan the stress in the sentences you will read deciding on the facts to highlight. 3 Read the text silently to make sure you understand the message and its intention. 4 Practice reading the text aloud several times. 5 Read the text using gestures and body language. This will help convey the right intention. 6 Record the final version or read the PSA to your classmates. 	<p>Unit 7 Reading News Critically</p> <ol style="list-style-type: none"> 1 Identify the main point of the article. 2 Identify supporting details. 3 Identify the author's point of view (<i>How objective is he/she?</i>) 4 Identify the sources of the article (<i>Do they mention sources? How reliable are they?</i>) 5 Compare to similar reports on the same news. 6 Evaluate the ideas. 7 Form your own opinion.
<p>Unit 3 Improving Your Pronunciation</p> <ol style="list-style-type: none"> 1 Listen to and watch people with good pronunciation – pay attention to how they move their mouth. 2 Break the phrase into words and the words into parts. 3 Pronounce words or parts of words in front of a mirror and check how you move your mouth. 4 Practice and listen to yourself (you can record yourself). 	<p>Unit 8 Reading Strategies</p> <ol style="list-style-type: none"> 1 Read the title and predict the content. 2 Read quickly to get the main idea. 3 Underline the main idea of the text and circle supporting details. 4 Create mental images of what is said in the text. 5 Find the writer's purpose. 6 Read again to understand better. 7 Use the context to guess the meaning of words or ideas.
<p>Unit 4 Complaining about a Product or Service</p> <ol style="list-style-type: none"> 1 Keep your voice calm. 2 Use polite expressions. 3 Explain why you are dissatisfied. Be brief and clear. 4 Show evidence to support your complaint. 5 Tell the employee what you want to get. 	<p>Unit 9 Sounding Convincing</p> <ol style="list-style-type: none"> 1 Be informed to gain confidence. 2 Speak at a good pace. 3 Try not to hesitate. 4 Raise your voice only to highlight points. 5 Lean forward to show attention. 6 Move your hands as you speak. 7 Look at others as you speak.
<p>Unit 5 Creating Effective Infographics</p> <ol style="list-style-type: none"> 1 Select only the necessary information and use simple language to send your message. 2 Select the necessary illustrations and a visual design that will help readers understand the information. 3 Distribute the images and text in a way that is easy for your readers to follow. 	<p>Unit 10 Using Body Language in a Monologue</p> <ol style="list-style-type: none"> 1 Make sure eye contact goes to the audience or the correct person the monologue is directed to. 2 Practice monologues in front of friends or classmates. 3 Choose a monologue topic that is close to your personality. 4 In front of a mirror, practice saying isolated phrases along with the body language they need. 5 Practice complete monologues in front of a mirror.

DIGITAL SKILLS SUMMARY

<p>Unit 1 Checking Spelling in a Computer</p> <ul style="list-style-type: none"> • When you type a text in the computer, adjust the settings of the spell checker to English. • Review the changes made or suggested by the computer. Not all of them are necessary or appropriate. • Type a complete phrase you wrote in the computer's search engine using inverted commas to see if it is a common one in English. • Use online dictionaries from reliable sources to check the spelling of specific words. 	<p>Unit 6 Using Recordings to Analyze Turn Taking</p> <p>Find examples of people telling anecdotes in radio programs, movies or TV shows in English. When you do, use the recording to analyze the body language of the speaker, and the response from the listener(s). Study the exchanges that may (or not) help the speaker continue with their anecdote.</p>
<p>Unit 2 Recording a PSA</p> <ul style="list-style-type: none"> • Using phones to record your PSA and then reviewing it will help give you an idea on how best to read it for others. • You can also use a phone to make a video of your PSA. Some smartphones have "edit video" features that can help you put together a nice message. 	<p>Unit 7 Unbiased News Online</p> <p>You can read news in English from reliable and respected sources online. Some sites have apps that you can download on your phone or mobile device to read them everywhere. The associated Press (AP) is one of the most reliable sources in the world, as well as the BBC. The BBC Newsround (http://www.bbc.co.uk/newsround) has been created especially for young people.</p>
<p>Unit 3 Pronunciation Apps</p> <p>There are free pronunciation apps that you can try. Download them from trusted sources (https sites). Try several before you decide on one or before buying one.</p>	<p>Unit 8 Finding Literary Essays Online</p> <p>Published examples of literary essays in print or online will usually be very high level and difficult to understand. It is better to try to search for study guides that offer summaries and analysis or sites like https://teenink.com where you can find short literary essays written by teens.</p>
<p>Unit 4 Dialogues for Complaints online</p> <p>You can listen to or read dialogues about complaints online to help you improve pronunciation or to give you ideas on what to say during a conversation where someone complains about a product or service. Look at educational safe sites for examples.</p>	<p>Unit 9 Recording a Round Table Discussion</p> <p>Try video recording a round table discussion from your school. Use a smartphone or a mobile device for this. Watch the roundtable discussion with the sound off and analyze the expressions and body language from the speakers so you can decide how much they help (or not) the discussion.</p>
<p>Unit 5 Finding Information Online</p> <p>When searching information online, search engines help but some sites are not safe (they might contain inappropriate information or have viruses that affect your computer). Search for a general topic such as "how planes fly" and choose educational sites, or sites whose address starts with <i>https</i>. Avoid clicking on ads or links in the sites you check.</p>	<p>Unit 10 Listening to or Watching Monologues</p> <p>The best way to understand how to perform a monologue is listening to examples or watching them. Look for monologues in your favorite movies in English and get together with friends to watch and analyze them. Famous monologues from movies may also be available to watch online!</p>

AUDIO SCRIPTS

Track 02. Unit 1. Get Going. Activity 4

Announcer Dr. Letterman is here to talk to us about natural disasters and environmental emergencies. Good evening Dr. What are the first things to know?

Dr. Letterman I'd like to start with definitions. Natural disasters are major events brought by Mother Nature over which we have no control. They can result in serious consequences that threaten life as we know it, these consequences are environmental emergencies.

Announcer That's an important distinction. Can you mention some natural disasters?

Dr. Letterman Sure, for example, a tsunami refers to waves of great height that smash into the sea shore. A landslide, or mudslide, is the movement of masses of rock and earth down a slope. A flood is the accumulation of water in places that are normally dry. There are also earthquakes, or unexpected movements of the earth's surface.

Announcer What about environmental emergencies?

Dr. Letterman All the natural disasters I mentioned can be dangerous and impact the environment negatively, but human activity can also cause environmental emergencies. Consider an oil spill, which is accidental release of petroleum-based products in the water; or a chemical spill which is the accidental release of dangerous substances into the air, water or soil. Wildfires can be caused by natural events such as lightning, but also by human error. A wildfire is a fire that spreads over an ecosystem, damaging or destroying it.

Announcer Are there any other natural disasters that can cause environmental emergencies?

Dr. Letterman Sure... let me think. There is extreme weather, which refers to severe conditions like heat waves or extreme cold that endanger life. We can also have droughts which are unusually long periods without rain that cause water to be scarce and lastly, I can mention hurricanes, or severe tropical storms that bring heavy rain, strong winds, and big waves.

Announcer We will continue our talk with Dr. Letterman after these messages.

Track 03. Unit 1. Get Moving. Activity 1 and 2

Jerry This is Jerry Jameson and we're now back to our program Let's Talk About It. If you're just joining us, the topic this morning is chemical spills. With us is Doctor Eleanor Kempe who is now going to explain what to do in case of a chemical spill. So, tell us doctor, what happens if, even after prevention, there is a chemical spill?

Eleanor There are three simple steps. First, communicate the danger. Next, control and contain the spill and finally, clean up.

Jerry OK. Let's repeat this for our audience.

Communicate; control and contain; and clean up.

Eleanor Exactly. Now, let me go step by step. The

first step is very important. If you notice a chemical spill, report it. Ideally, tell the person responsible for the area. If you think the situation is really bad, evacuate and tell others to do the same. Call 911 or the local emergency number.

This is important because we need to make sure everyone around is safe, and that people who know how to deal with the problem can come and help. Jerry I see. And after communicating this, should we try to stop the spill?

Eleanor Yes. But be very careful. Step 2 is control and contain. It is necessary to make sure the spill does not become worse. If it is not dangerous, you can act. Stop the spill or try to minimize it. You can, for example, close a valve or right a container that fell over. You can also make sure that the spill does not spread to other areas by closing an area or by using absorbent materials, such as paper towels. Remember you can act only if you are sure of what you're doing and if it is not dangerous. If you're not sure, wait for experts to tell you what to do.

Jerry Is the same true for step 3?

Eleanor Of course! Step 3 is clean up, and this is very delicate. It is essential to clean the affected area and make it safe again. This is a very dangerous task since for many substances you need special protection and special equipment to clean. Knowledge about how to handle each chemical is necessary as some substances need to be washed, others collected, and others neutralized. For instance, powders and salt should never go down the drain. So, again, if you're not sure what the correct procedure is, it is better to wait for the experts.

Jerry: Well, thank you so much Eleanor. This was very useful! It has been a pleasure to have you here in our show...

Track 04. Unit 1. Get Moving. Activity 3.

Jerry Is the same true for step 3?

Eleanor Of course! Step 3 is clean up, and this is very delicate. It is essential to clean the affected area and make it safe again. This is a very dangerous task since for many substances you need special protection and special equipment to clean. Knowledge about how to handle each chemical is necessary as some substances need to be washed, others collected, and others neutralized. For instance, powders and salt should never go down the drain. So, again, if you're not sure what the correct procedure is, it is better to wait for the experts.

Jerry Well, thank you so much Eleanor. This was very useful! It has been a pleasure to have you here in our show...

Track 05. Unit 2. Get Going. Activity 3 and 4

Dog Hey, I thought we were going to be family! What is happening, where is the interest and the love?

Narrator Every year, more than 3 million dogs are abandoned in shelters, but many end up in the streets. Many of them were given as a present, and then forgotten. That's wrong, and we need stop it. Get a dog only if you're ready to be responsible and commit to it for life. Listen to them...Pets are not toys.

Track 06. Unit 2. Get Moving. Activity 6

Interviewer How much time do you spend in front of a screen?

Teenager 1 I don't know... two hours a day?

Teenager 2 Even if they don't know it, teenagers in the US spend more than 6 hours a day in front of a screen. Think about it! Is this what we want to do all the time? What do we get from that screen time? Anything? I'm serious, let's think about it... and then, let's do something about it. Let's take care of our minds!

Track 7. Unit 3. Get Going. Activity 4 and 7

Macbeth Oh, my wife! We won the battle! But that is not the only good news I have for you! Banquo and I met three witches, they said I could get a great noble title: Thane of Cawdor!

Lady Macbeth That sounds fantastic, my love. But it can't be true! Cawdor has a Thane.

Macbeth Cawdor had a Thane! King Duncan discovered the Thane of Cawdor is a traitor. He will come here tomorrow to give me the title.

Lady Macbeth The king will come! You'll be the Thane of Cawdor! The witches were right!

Macbeth They also said "Here is Macbeth, the future King!"

Lady Macbeth King! Strange, but lucky prophecy. You will be king! We must make it happen. The King is coming here, right? You must help your own destiny happen.

Macbeth Oh, no! Are you talking about...? You can't be serious, woman!

Track 8. Unit 3. Get Moving. Activity 1

Sending a Man to the Moon, Act 1 Scene 2

Lauren Steve! Is that you? Oh - my good high school friend! Look at you! You look great!

Steve Hi Lauren. Wow! You look good too. It's been a long time!

Lauren Tell me, how are you? Did you end up in fashion as you always wanted?

Steve Yes! I'm so happy! I design uniforms. And you?

Lauren Life is math, Steve. So... yes. I work with numbers and I can't wait to tell you the project I am in. I am working at NASA. You know? The aerospace agency... We want to send a man to the moon!

Steve No! This is incredible. Lauren, we are working on the same project! The Apollo 11.

Lauren What?! No... a fashion designer?

Steve Of course! Astronauts need suits, don't they? We have created a spacesuit that has 22 layers of

fabric. The material needs to protect the astronauts from radiation and from extreme weather.

Lauren Oh, I see now! This is a huge project, so many things are needed. My colleagues and I are making calculations for the trajectory of the space ship

Steve Isn't it amazing that we both work on this important project?

Lauren It's an amazing coincidence, but there's thousands of us working for the Apollo 11 mission. Engineers, nutritionists, doctors, physical trainers, camera designers, software experts... the list goes on.

Steve I just don't know, Lauren. Do you think we can make it? Can we really put a man on the moon?

Lauren It's 1969, Steve. Anything is possible. Technology has advanced so much. And I am sure this team of 400,000 people can make this happen!

Track 9. Unit 3. Get moving. Activity 3

Mr. Donovan Welcome, Regina. You are auditioning for the part of Lauren in the play, is that right?

Regina Yes, sir. I want to play Lauren.

Mr. Donovan OK. Let's hear you read the last line of the play.

Regina It's 1969, Steve. Anything is possible. Technology has advanced so much. And I am sure this team of 400,000 people can make this happen!

Mr. Donovan Regina, can you please read it again? Your tone of voice did not change in the whole phrase. Also, pay attention to the pronunciation of "technology", ok?

Regina OK. Here it goes... It's 1969, Steve. Anything is possible. Technology has advanced so much. I am sure...

Mr. Donovan OK, stop there. Mmmm. Regina, did you read the scene as I asked you to?

Regina Errr... no sorry. I didn't have time. But I really want to play this part!

Mr. Donovan So listen. Here's what we will do. Come back tomorrow and try again. You should read the scene and make sure you understand the general idea.

Regina OK. I can do that. Any other recommendations?

Mr. Donovan Two things: first, words. Make sure you know how to pronounce all the words in your dialogue. You still have problems with the word "technology". Look it up in an online dictionary that has the sound, or ask someone you know to help you with difficult words. Practice saying them.

Regina OK, I'm taking notes of this.

Mr. Donovan Second thing: You used your body language in the second reading, that helped a little with expression. You opened your arms and you looked at the horizon as the stage directions suggest. Practice doing more of that in front of a mirror.

Regina OK, that you Mr. Donovan.

Mr. Donovan Welcome Regina. Oh, you can also listen to the reading of the scene I presented in

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class. That should help. Listen and practice, OK?
Good luck tomorrow!

Track 10. Unit 4. Get going. Activities 2 and 3

Girl Excuse me?

Employee Hi! What can I do for you today?

Girl I want to make a complaint.

Employee What is the problem?

Girl I bought this blouse three days ago and it's torn!

Employee Mmm... I'm sorry about that! Do you have the receipt?

Girl The receipt? Yes, I do. Here it is.

Employee We can replace it if you want. I just need to check if we have the size for you.

Girl Do you mean giving me another one? No thanks. I think I'd like my money back

Track 11. Unit 4. Get going. Activity 4

Employee I can give you a refund. Or I can give you a store credit just right now. That's the fastest solution.

Girl Store Credit? Can I buy something else with it, now?

Employee Sure!

Girl That's OK with me. I'll take the store credit.

Track 12. Unit 4. Get moving. Activities 1 and 2

Lillian Customer service. This is Lillian. How can I help you?

John Hello. This is John. I want to make a complaint. I bought a new cell phone a few days ago and you know, it doesn't work well. I'm really disappointed.

Lillian Let's see. What's the model of your phone? What's the problem?

John It is an LM 567. The problem is that when I try to use it, nothing happens!

Lillian Nothing happens? What do you mean?

John Mmm. What I mean is that the phone freezes! I can't run any app. I can only make phone calls, and don't get me wrong, but I think that's not very useful! I'm upset!

Lillian Okay, I see. Please bring the phone, and your receipt, to the Service Center.

John How long does it take to have it fixed?

Lillian Around 30 days, it depends on the problem.

John That's unreasonable! A month? I think I'm angry now. I want to speak to your supervisor...

Track 13. Unit 4. Get moving. Activities 4 and 5

Conversation 1

Employee: SNG Technology...How can I help you?

Customer: B: Well... I bought a cellphone on line last week. I received it today, and when I opened the box, I noticed the screen was cracked.

Employee: I understand. Do you have the product number?

Customer: Yes... let me see

Conversation 2

Girl: Excuse me, can you help me?

Employee: Sure! What's the problem?

Girl: A friend of mine gave me this blouse as a present but the size is wrong.

Employee: You need the receipt if you want to change it.

Girl: Yes, here it is.

Conversation 3

Employee: Customer Service, Lorena speaking.

Customer: Hi Lorena. I'd like to make a complaint about a TV I bought one month ago. It's faulty. It has no image, it only has audio.

Employee: Hold on a second. Let me transfer your call to the TV department.

Conversation 4

Employee: Good morning!

Customer: Good morning. I just bought this milk an hour ago and it's spoiled!

Employee: Let me see... you're right, it smells terrible!

Conversation 5

Employee: Who's next?

Customer: It's me.

Employee: Hi, what can I do for you?

Customer: I bought this set of glasses and one of them is broken. Look.

Employee: I see. Do you have your receipt?

Customer: Let me check... Here it is!

Track 14. Unit 5. Get going. Activity 6

Alex Hey, Jesse! I really liked your infographic. It's so clear!

Jesse Thanks Alex, it wasn't easy. But I am quite happy with it.

Alex How did you do it?

Jesse Well... first, I read a lot. I went to the library and checked some books, and I also read information on different websites. I chose the steps and wrote them using my own words.

Alex That sounds simple!

Jesse Well, it wasn't that simple - the technical vocabulary was difficult for me, so I had to make sure I understood well before writing. The dictionary was my best friend!

Alex And how did you organize the information?

Jesse I decided to put the image in the center as that makes it very clear where things happen. It's the central idea. Then I put the steps around the image so that it is easy to follow the process inside the engine as you read the steps.

Alex And the arrows help. I like that. The color shows the temperature of the air. That was clever.

Jesse I got the idea after looking at different examples from the internet. There were also examples for infographics... and templates. But I thought my version is clearer.

Alex It is, Jesse. Congratulations! I still have to finish mine. Can you...

Track 15. Unit 6. Get going. Activities 2 and 3

Paul Hi Sheila. How was it last Saturday?
Sheila It was ...something, Paul!
Paul Why? What happened? Was it a good day?
Sheila It was an amazing day! We walked up the hill for almost four hours and then we decided to rest before going down.

Track 16. Unit 6. Get going. Activity 5

Paul You walked a lot. Of course, you were tired! And then?
Sheila We were so tired... that we fell asleep.
Paul Really? How long did you sleep?
Sheila I'm not sure. We were exhausted. It got dark, then something happened...
Paul What happened?
Sheila Imagine, we had no idea where we were, and our cellphones didn't work. We were scared!
Paul Mmm...It was night. Lost and with no phones! I'm sure you were afraid!
Sheila Yeah, we did. As we were going down, we heard voices. Suddenly... we saw a bright light.
Paul What was it?
Sheila Just a lamp... people from the town were looking for us. We felt so happy when we saw them. Paul I imagine you felt relieved! So...what did you do then?
Sheila This is the best part of the story...
Paul Why? Tell me!
Sheila We forgot our backpacks on top of the hill! We came back the next day!
Paul Did you? I can't believe it!

Track 17. Unit 6. Stop and think about language. Activity 2

A. As we were talking about the route to go back, we thought it was a good idea to take a power nap.
B. I was so tired that I fell asleep immediately.
C. When I woke up, I didn't hear anything.
D. Apparently, I was alone. But I wasn't scared, so I decided to go back to sleep for a while!

Track 18. Unit 6. Get moving. Activity 4

Lady: I was in the movies watching a film. Sitting next to me was a young woman. Suddenly, her cellphone rang, and ... she answered and had a conversation. Many people were feeling annoyed and someone called the manager... He looked at me and told me to stand up and go out ... He thought it was me talking on the phone! I went out and explained to him that it wasn't me but the lady sitting next to me. He said he was sorry and he asked me to go back to any other seat... He apologized, and he asked if I wanted some free tickets for another movie. Later, he brought me some popcorn and a hotdog for free!

Track 19. Unit 6. Get moving. Activity 6

Rita When my parents told me that we were moving, I felt really sad...
Olivia Why did you feel sad?
Rita Because I knew I would have to change schools. At my old school I had a lot of friends and I was part of the volleyball team. The thought of going to a new school where I wouldn't know anyone was scary. The night before my first day of school, I couldn't sleep...
Olivia Why couldn't you sleep?
Rita Because I was wondering what my new teachers and classmates would be like. I was also scared because I had never been the 'new kid'.
Luis How was your first day?
Rita My first day was...interesting to say the least. I had my class schedule printed but didn't know where to go, I was lost.
Luis And... what did you do?
Rita I asked a very nice teacher who showed me a map of the school. I went to my first class, chemistry. Mmm... no one was at the classroom. Weird! Maybe they had met at the lab? I wasn't sure. I waited until it was time for my next class, math. Again, no one was there! What was going on?
Olivia And then what happened?
Rita I made my way to the teachers' office and asked a teacher why all my classes had been empty. I handed him my schedule. He took a quick look at it and told me "You printed the schedule for your old school. We always start the day with Spanish."
Luis Why did you do that? I can't believe it!
Rita Well...turns out I was not only the new kid, but also the lost kid hahaha. On a positive note, once I met the rest of the teachers and some of my classmates, everyone was super nice!

Track 20. Unit 7. Get moving. Activity 5

There was a powerful 6.9 magnitude earthquake on the volcano's south side on Friday, the strongest earthquake since 1975. Scientists are predicting more earthquakes and eruptions, perhaps for months. The Hawaii County Civil Defense Agency asked people to stay away from the affected areas "This is not the time for sightseeing," the agency warned on social media.
 A real estate agent said living with a volcano isn't easy. "I can tell you that people move here thinking it's paradise, and what they learn is that it's something different," said the agent.
 Elsewhere in Hawaii, it was business as usual, with airports and hotels unaffected. "The area where lava is coming to the surface is very far from resort areas," said the president of the Hawaii Tourism Authority.

Track 21. Unit 8. Get moving. Activities 10 and 11

Boy From what I read, I think the essay tells us that if someone uses fear to manipulate you, then the

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results will be bad. So, I believe it says we should not let people use fear to manipulate us, and this is the second point in my table. In our community, we believe that using fear to manipulate others is wrong. I guess this is true in many cultures..

Girl How did you come to that conclusion? I don't see anything about manipulation in the text.

Boy Here, where the writer says "Jack becomes more brutal and ambitious, so he uses fear to convince most children to rebel against Ralph" and then he says bad things happen after that.

Girl I thought the writer meant that rebelling against Ralph was rebelling against being rational.

Boy I guess it also means that. But I focused on the phrase "he uses fear to convince..." that's what manipulation is about, right? What I am trying to say is that all the little children that were manipulated by Jack caused a tragedy.

Girl Oh, you are right. It wasn't only Jack. But what is the cultural aspect? Is it fear?

Boy No. It's not fear. The cultural aspect is manipulation. People should not be manipulated. Using fear makes it worse.

Girl "Manipulation is bad" - does that summarize what you are trying to say?

Boy Mmmm, yes... That is another good way to put it.

Girl OK, Thank you!

Track 22. Unit 9. Get going. Activities 3 and 4

Silvana Noah! Look at this! This is a great opportunity! Why don't we register as panel members?

Noah Wow! It looks interesting, but no... you go ahead and register as a panel member. I don't think I know enough about the topic. I'll go as general audience.

Silvana Nonsense! Panel members prepare before a roundtable. We have time to prepare and we can do it together.

Noah But why prepare if I can go to the event and learn from the panel?

Silvana Because you learn more when you actively participate. And it's fun! It will be a good experience for both of us.

Noah OK, but how do we start?

Silvana We start with research. First, look at the topic. It is about Global Citizenship. So we start by asking questions like: What is global citizenship? And maybe... why is it important?

Noah Yes. I agree and... Well... I think that if they're going to discuss if global citizenship is possible, we should ask ourselves: What factors make it difficult? or What would make it possible? I would also like to know if anyone can say they are global citizens. Am I a global citizen? Are you?

Silvana Great questions, Noah. Now we need to find the answer to these questions. After that, we can start writing down our opinions. So... where do we find information?

Noah Let's start in the library. I'm sure the Civics and Ethics Education section will have something.

Silvana OK. Let's register to the event first. I really want us to get a place in the panel. This is so exciting!

Track 23. Unit 9. Get going. Activity 7

Moderator Noah, it's your turn. Let me repeat the first question for the panel: What is a global citizen and, do you identify as one?

Noah Well for me, a global citizen is someone who understands that personal influence does not stop in the family, the community, or the country - but that as members of humanity, what we think and do affects the whole world. I think I am a global citizen because I care about the world.

Moderator Silvana?

Silvana Well, according to Oxfam, a respected organization that fights to reduce poverty and injustice, global citizens are people who understand how they are connected to the wider world, very much like what my classmates have said, but they also make it clear that global citizens are prepared to take action.

They do things with the hope to influence the world. I don't think in that sense I am a global citizen. I don't even do enough in my community! That's maybe why global citizenship is complicated. I don't understand the type of action global citizens take.

Moderator Interesting point, Silvana. Remember that the main question is if global citizenship is possible, taking action or not can be key to answering the main question. So, my next question to the panel is... what does a global citizen do? What actions separate him or her from other people? Jake? Would you like to answer that?

Jake Sure! I think Silvana is right in saying that global citizens are willing to take action. But I don't think it's complicated. I think it is very much like being a citizen of your country. Except that if you take an action as a local citizen, you don't stop to consider consequences in the world. And when you are a global citizen, you do. For example, if I could vote now, I would vote for someone who worries about the environment in our community, but I know that the actions to conserve local environment, affect the entire world in a positive way!

Moderator Noah?

Noah I think Jake has an interesting point. If we all thought globally and acted locally as he suggests, we would all be global citizens. I don't think it's simple, but I don't think it is impossible. Think globally, act locally is a phrase that environmentalists use a lot, but I think it also applies for global citizenship. If we wanted to help the homeless, we could start locally, but there is nothing stopping us from helping homeless people in the whole planet. So, we take actions that can help address the problem internationally and...

Moderator Thanks, Noah. Miriam. What is your view on this?

Track 24. Unit 9. Get moving. Activities 5, 6 and 8

Student 1 It is natural to dislike things and it is natural to need language to express negative feelings and opinions. We all should have the liberty to say what we think, even if it is not always happy thoughts.

Student 2 I agree. But... well, if we pay close attention to the definition of hate speech, which, according to the Merriam-Webster Dictionary is "speech that is intended to insult, offend or intimidate a person", then the freedom to express dislike, particularly dislike for others, cannot be very free, can it?

Moderator That is a good point. So, panel... can a person have freedom of expression if they are limited in what they say about others?

Student 3 I believe you can. The idea is to avoid offending or insulting. So you can respectfully say you don't believe in X or Y, without insulting people's beliefs. You don't say "This idea is stupid", you say "I don't believe in this idea because..." Explaining is important.

Student 2 Mmmm... I don't know... The problem is that the lines are not very clear, are they? We all have to be very careful because, if I said, for example, "I don't like X type of people", this group of people could be offended. If I said that, they could think I'm attacking them. I think some people are very sensitive and are very easily offended.

Student 1 Well, free speech should stop if it invites others to violence, if the person tells lies about others, or when people threaten others. These are words I took from Peter Tatchell, a human rights advocate, and in my opinion he's right. I think it is important to use language that promotes peaceful resolution of differences. The language we use should always be respectful, but we should be free to say what we think.

Track 25. Unit 10. Get going. Activities 3 and 4

Narrador 2: Mirror on the Wall.

Mirror: My life is hard. So hard. I wish I could lie, you know? I want the Queen to think she is the most beautiful woman in the world. If only she could believe that and leave me alone! But I have to work and then I have to tell the truth. We magical mirrors have a code of ethics. I cannot just be here and not answer a question. Every day she asks Who's the fairest of them all? And I have to answer and say the truth. I am not cruel or bad. When I told her Snow White was the fairest... she was furious! She really scared me now she wants to kill her. And, what can I do? I am just a magic mirror doing its job! [Long sigh] I wish I wasn't so good at my job.
Narrador 2: Dirty Car.

Comedian: You can easily recognize my car

because it will be the one that seems to have no windows... it has windows, trust me, but it is so dirty you cannot see where they start and where they end. People write things on my car... like "wash me". So, I write under those messages something like, "No, you wash me". But the other day someone made me rethink about washing my car. I went out in the morning and I found a note on the car. The note said "I'm sorry, I hit your car - however, it is so dirty I do not think I damaged it. I think I just ruined your dirt cover. Here's a twenty - you could use it to get it washed and start the dirt cover again." Can you believe it?! [pause] At least they left a \$20... and the note had a happy face on it!

Narrador 2: Dear Sister.

Woman: No Celia, this is not me. You have to learn to trust other people! I know life hasn't been very easy for us and we have had to learn to protect ourselves, but I am your sister! I've always been there for you. You have to remember the times I helped you, the times I spent hours listening to you... Now you have to listen to me. I didn't tell anyone your secret, because your secrets are as important as mine. Because I care about you. We are family. Don't you know that? Don't you feel that? It makes me sad to think you don't trust me... It also makes me angry, I have to be honest. We have to try to work this out!

Track 26. Unit 10. Get moving. Activities 2 and 3

Teacher Dawn, remember we are doing comedy in this set of monologues. Your topic was: embarrassing situations. You had one minute to plan and you have now. You have 1 minute to speak, start ... now!

Dawn I feel really uncomfortable. How do I start? Embarrassing situations, like improvising a monologue are bad, but they are fun, and funny! OK... I'll start with an example... One day at school I pulled out a book from my backpack and, by accident, my mouth guard flew out and landed in the middle of the classroom! When something like that happens you are in shock! You think, "Oh, no! How can something like this happen to me?" You can play cool or get angry and say something like, "That's it, I don't want to talk to you anymore". When that happened to me, my friend Leslie asked if I was angry. Of course I was angry! What did she expect? So then she said, "Well, I expected you to have a bit more of a sense of humor! We did nothing wrong." At the moment you are embarrassed and you want to save your dignity. But then you have to think like I did, "Mmmmm, maybe Leslie is right." And she was right of course! The whole episode was hilarious! If we cannot laugh in embarrassing situations, we are going to waste time and energy being angry. And people don't look pretty when they are angry.

Teacher Well done, Dawn! It took you almost exactly a minute!

Term Test 1

1. WRITING

Name of student: _____ Date: _____

- Choose one of the topics below depicted in the pictures to make a PSA poster

Bullying	Water Conservation
----------	--------------------

- Add the textual information to the one you choose: Include the following points:


a. Problem


b. Main message

c. Attention Grabber

d. Catch Phrase

d. One or two sentences to communicate your message.

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Term Test 1

WRITING

Name of student: _____ Date: _____

2. Complete the Tsunami Emergency Guide with the sentences below.

- Listen to evacuation orders.
- Stay out of any building with water around it.
- Build an emergency kit.

BE PREPARED FOR A TSUNAMI	
BEFORE	1. _____ 2. Make a family communications plan.
DURING	3. _____ 4. Never go down to the water to watch a tsunami come in.
AFTER	5. Move away from the ocean and toward higher ground. 6. _____

3. Read the scene of a play and answer the questions below.

INSIDE - A CAFÉ - DAY: A different day, Jay enters and he sees his ex-boss sitting at a table, waving at him.!

BOSS Listen, I'm sorry for what happened. I don't hate you.

JAY It's okay, maybe I provoked you.

BOSS I want you give you your job back.

JAY What? No, I can't go back.

BOSS Jay, I was in a bad mood that day. You're important to the team at the office. Come Back.

JAY That's nice to hear. But I'm out. Sorry! I have a new job and a new dream.

1. Where does the scene take place? _____
2. Who was already inside the place? _____
3. Who apologizes for what happened? _____
4. Who was important to the team at the office? _____
5. Why doesn't Joey want to work at the office anymore? _____

Term Test 2

WRITING

Name of student: _____ Date: _____

1. Order the sentences of a complaint dialogue in the correct order.

- a Hi there! How can I help you? _____
- b I bought this bottle of juice in the morning and it's spoiled. _____
- c I can give another bottle, if you want. _____
- d I'd like to make a complaint. _____
- e Hello? 1 _____
- f No, Thank you. I think I'd like a refund. _____
- g Oh! I'm sorry about that. Do you have your receipt? _____
- h OK. Let me talk to the supervisor. I'll be back with your money. _____
- i What's the problem? _____
- j Yes... here it is.. _____



2. Find in the dialogue phrases/sentences that express the following meanings and write them on the lines.

- 1. Explaining a problem: _____
- 2. Expressing understanding: _____
- 3. Offering assistance to a customer: _____
- 4. Getting the attention of an employee: _____

Term Test 2

WRITING

Name of student: _____ Date: _____

3. Read the text and answer the questions below.

An average person needs about 20 liters of water a day for the basics: washing, cooking and drinking. But there are many places around the world, where people get five liters of water and less to live on. The situation is worst in Africa, especially some communities of Eastern Africa.

Why do some places have so little water and how will the availability of water change in the future?

Across the world 1.6 billion more people have access to clean drinking water than twenty years ago. But population growth and climate change could alter this picture.

With about 2.5 billion people more on our earth by the year 2050 we will need more drinking water as well. Those people will need more food.

Because farming uses up about 70% of all the water supplies, water for cooking, washing and drinking will diminish.

Industrialized nations will be able to deal with the problem in a better way because they have the money to do so. Western Australia and some Middle Eastern countries are building desalination plants, expensive ways of getting clean water from the ocean.

Governments and societies will have to decide much more carefully what to do with water so that every human in the world gets the water they need: no more, no less, just what is needed for basics.

adapted from: www.english-online.at/

1. People basically use water for: _____
2. In which continent do people have less access to water? _____
3. What two factors could change people's access to drinking water? _____
4. Which activity consumes most of the water supplies? _____
5. According to the newspaper article, which nations won't have water problems in the future? _____
6. Who will be responsible in the future for the use of water? _____

4. Mark (✓) the best headline for the newspaper article in Activity 4.

- a Desalination: the solution to lack of water in the future. _____
- b The future of Water_ not an optimistic perspective. _____
- c What can people do to save water? _____

Term Test 3

SPEAKING

Name of student: _____ Date: _____

1. Read the essay about the book *Animal Farm* and answer the questions below.

Animal Farm is an allegorical short novel written by the British author George Orwell. Published in 1945, it tells the story of a group of farm animals that tired of living under a cruel human regime decide to organize a republic of animals, called *Animal Farm*, under the principle of "All Animals are Equal". Under the story of pigs and dogs, *Animal Farm* is a reflection of the events leading up to the Russian Revolution and the Stalinist era in the Soviet Union.

The story deals with important social themes such as inequality and abuse of power. Clear examples of these topics can be seen throughout the novella. For example, food and water was meant to be shared equally between all animals. However, Napoleon and Snowball, the two young pigs who organize the revolution, keep special food items for themselves.

Another clear example of these topics is the manipulation of laws. In the beginning of *Animal Farm*, the animals create a set of commandments to guide the new republic. The commandments were meant to ensure the equality between



animals. However, as the story progresses, and the pigs' power advances, the commandments are edited to suit their needs and wishes. For example: *No animal shall sleep in a bed* is later changed to *No animal shall sleep in a bed **with sheets***.

As a final thought we can talk about the last scene, when the other animals see the pigs in a dinner with local farmers and cannot distinguish the difference between pigs and humans. A clear example of the new maxim: All animals are created equal, **but some animals are more equal than others**. Without a doubt, *Animal Farm* is a story that gives us plenty of food for thought.

1. The main values discussed in the essay about *Animal Farm* are:
 - a. inequality
 - b. abuse of power
 - c. both a and b
2. From the the essay, you can tell that the author of the essay thinks that...
 - a. the novel gives good examples of social themes
 - b. the novel should be read by Russians.
 - c. the novel reflects on the differences between animals and people.

Term Test 3

READING

Name of student: _____ Date: _____

2. Read the monologues below. Write on the lines if they are *Comedic*, *Dramatic* or *Internal*.

a. _____

“Now that I think how the trip was, I believe things were not really wrong on our vacation except for... the snacks I ate on the plane that made me feel sick for five of the seven days I stayed in Portugal, and well, I couldn't go sightseeing because I slipped over and sprained my ankle... but besides that, everything went out really well, except for one more thing: I lost my passport.”

b. _____

How many times have we talked about this? I'm not going to do it. You know I'm not! Why should I go to a place I don't really enjoy at all? You always want to go out, and I want to stay at home; OK, I get it, we can sometimes go out and sometimes stay at home, but... going to the mall? On Sunday? At 3:00 pm? I don't think so!

c. _____

What's the point in trying to have people understand how I felt? They think I was having a good time, but I wasn't. They think I felt OK at speaking in front of a lot of people, but I didn't feel well at all. I was so nervous! One thing I know for sure: speaking in front of the people is not that fun, but it's a challenge, and I love it!

3. Match the monologues with the pictures below. Write the correct letter: a, b or c.



1 _____



2 _____



3 _____

Answer Key Teacher's Guide Term Test

Term Test 1

Part 1 – Writing

Recommendations

- Read the instructions together with the class
- Explain to students they have to choose **ONLY** one topic to write their PSA.
- To assess the PSA, consider that it should contain the elements mentioned in the instructions. Use the PSAs on page 31, and the one on the Review Units 1-3, page 57 of the Student's Book, as an example. Students must write one or two sentences to communicate the message. The message is also expected to be clearly understood and to have no or only minor spelling and grammatical mistakes.

Part 2	Part 3
<p>Before: Build an emergency kit. Make a family communications plan.</p> <p>During: Listen to evacuation orders. Never go down to the water to watch a tsunami come in.</p> <p>After: Move away from the ocean and toward higher ground. Stay out of any building with water around it.</p>	Answers will vary.

Term Test 2

Part 1	Part 2	Part 3	Part 4
<ul style="list-style-type: none"> a. 2 b. 5 c. 8 d. 3 e. 1 f. 9 g. 6 h. 10 i. 4 j. 7 	<ul style="list-style-type: none"> 1. I bought this bottle of juice in the morning and it's spoiled: 2. Oh! I'm sorry about that. 3. How can I help you? 4. Hello? 	<ul style="list-style-type: none"> 1. Washing, cooking and drinking 2. In Africa 3. Population growth and climate change 4. Farming 5. Industrialized nations 6. Governments and societies 	<p>Answers will vary.</p>

Term Test 3

Part 1	Part 2	Part 3
<ul style="list-style-type: none"> 1. c 2. a 	<ul style="list-style-type: none"> a. Comedic b. Dramatic c. Internal 	<ul style="list-style-type: none"> 1 a 2 c 3 b

RESOURCES FOR STUDENTS

Unit 1

(Ideas to make emergency plans for teens) <http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies>

(Read a practical guide on disaster survival) Kavanagh, James (2012) *Disaster Survival: A Folding Pocket Guide*. Waterford Press, Tampa.

Unit 2

(Watch, read, or listen to real PSAs from the US) www.psacentral.org

Unit 3

(Read and watch a version of Macbeth) www.learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-macbeth

(Read more plays for teens) Harbison, Lawrence (2014) *25 10-Minute Plays for Teens*. Applause Theatre & Cinema Books, Pennsylvania

Unit 4

(Learn more about complaints in English) <https://learnenglish.britishcouncil.org/en/business-magazine/complaining>

Unit 5

(Read about how surge protectors work) <https://electronics.howstuffworks.com/gadgets/home/surge-protector.htm>

(Read about how machines work) Macaulay, David. (2016) *The Way Things Work Now*. HMH Books for Young Readers, Boston.

Unit 6

(Listen to real anecdotes from American people) <https://www.thisamericanlife.org/>
(Read real anecdotes from girls) De la Cruz, Melissa. (2017) *Because I Was a Girl: True Stories for Girls of All Ages*. Henry Holt and Co, New York.

Unit 7

(Listen to and read news for teenagers) <https://www.npr.org/series/4692815/youth-radio>

(Read news written for teens by teens) *Boston Teens in Print Newspaper*. Write Boston

Unit 8

(Examples of literary essays written by teens) <https://www.teenink.com/nonfiction/academic>

(Read more about Lord of the Flies) SparkNotes Editors (2014) *Lord of the Flies SparkNotes Literature Guide*. SparkNotes LLC, New York.

Unit 9

(Watch a video of someone discussing global citizenship) https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world

(Read about debates) Duffy, Claire. (2018) *The Teen's Guide to Debating and Public Speaking*. Dundurn, Toronto.

Unit 10

(Read monologues written by teens) <https://www.dramanotebook.com/monologues-teenagers/>

(Read monologues written for teens) Mercanti, J.V. (2015) *In Performance: Contemporary Monologues for Teens*. Applause Theatre & Cinema Books, Milwaukee
(Learn more about body language) [https://www.bbc.com/education/guides/zg8tgk7/revision/1Extra support](https://www.bbc.com/education/guides/zg8tgk7/revision/1Extra%20support)

(To learn more about English) <http://learnenglishteens.britishcouncil.org/>
(Resources to read) <http://www.read.gov/books/>

SUGGESTED RESOURCES FOR TEACHERS

General sources for language and methodology

Ferlazzo, Larry & Katie Hull Sypniewsky. *The ESL / ELL Teacher's Survival Guide*. Jossey-Bass, 2012

Staehr Fenner, Diane & Sydney Snyder *Unlocking English Learners' Potential*. Corwin, 2017

Swan, Michael. *Practical English Usage*. Oxford University Press, 2016.

Extra Activities Resources

More warmers and fillers

Busy Teacher. *363 Warmers and Fillers. Warmers and Fillers*, Busyteacher.org https://busyteacher.org/teaching_ideas_and_techniques/warmers/

Reading texts at the level of students

LearnEnglish Teens. "Graded Reading." British Council <https://learnenglishteens.britishcouncil.org/study-break/graded-reading>

Extra resources per Unit

Unit 1

A site with information on how to plan for emergencies with ideas that you can share with students

"How to Prepare for Emergencies" The American national Red Cross <http://www.redcross.org/get-help/how-to-prepare-for-emergencies/make-a-plan>

Unit 2

An article that discusses words stress and gives ideas on how to handle it in class
Haycraft, Rita. (2013) "Why teaching word stress in spoken English is important." British Council, www.britishcouncil.org/voices-magazine/teaching-how-stress-words-spoken-english-important

Unit 3

A short article on using plays in the classroom with a link to free short scripts appropriate for Language learners.

"Using Plays in the Language Class." British Council, <https://www.teachingenglish.org.uk/article/using-plays-language-class>

Unit 4

A book with ideas to share with students
Gagne, Tammy (2013) *A Teen Guide to Buying Goods and Services*. Library Binding

Unit 5

Easy explanations of what simple machines are and how they work, with ideas for class activities

"4th Grade Simple Machines Lesson Plan: An Introduction" Bright Hub Education <https://www.brighthubeducation.com/lesson-plans-grades-3-5/40964-simple-machines-lesson-with-examples-4th-grade-lesson/>

Unit 6

A site with tips on how students can prepare to tell anecdotes and worksheets (planning templates and exercises).

"Tell a story or personal anecdote"
LearnEnglish Teens, British Council <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/tell-story-or-personal-anecdote>

Unit 7

A site with information and lesson plans on how to guide students to critically assess news.

"News Literacy - Highschool" iCivics.org www.icivics.org/node/2512908

Unit 8

A downloadable book that explores the use of literature in EFL

O'Connell, Fitch (2009) *BritLit: Using Literature in EFL Classrooms* British Council https://www.teachingenglish.org.uk/sites/teacheng/files/pub_BritLit_elt.pdf

A site to invite students to explore the genre of essays

Waters, Michelle. *Essays Every High School Student Should Read* rethink ELA LLC <https://www.rethinkela.com/2016/12/essays-every-high-school-student-should-read/>

Unit 9

Teacher support and reference for prosodic features

M Libraries *"Vocal Delivery"* in *Communication in the Real World: An Introduction to Communication Studies*. University of Minnesota <http://open.lib.umn.edu/communication/chapter/10-3-vocal-delivery/>

Unit 10

Teacher support and reference for body language

M Libraries *"Physical Delivery"* in *Communication in the Real World: An Introduction to Communication Studies*. University of Minnesota <http://open.lib.umn.edu/communication/chapter/10-4-physical-delivery/>

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