



# GET

# AHEAD! 3

## Teacher's Guide

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! 3**

**Teacher's Guide**

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2 Teaching - Understanding	Image 2 Tracks 3, 4 and 5 Student's Book pages 26 to 39 Reader Book pages 28 to 35 and Tracks 26 and 27	Family and Community	Exchanges associated with integration of oneself and of others.	Interpret and provide descriptions of unexpected situations in a social context.
3 TV Shows	Image 3 Tracks 6, 7, 8 and 9 Student's Book pages 40 to 59 Reader Book pages 36 to 48 and Tracks 28 and 29	Family and Community	Exchanges associated with media	Exchange emotions and reactions caused by a television show
5 History Pages	Image 5 Student's Book pages 75 to 90 Reader Book pages 62 to 74 and Tracks 32 and 33	Academic and Educational	Search and selection of information	Writes a brief report on a historical event

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Achievements	Portfolio Evidence	Project (Final product)
<ul style="list-style-type: none"> <li>• Listen to and write descriptions of unexpected situations shared in an oral exchange.</li> <li>• Interpret emotional states, their causes, and some details.</li> <li>• Describe unexpected events.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive sentences.</li> <li>• Descriptions of unexpected situations.</li> </ul>	Oral testimony
<ul style="list-style-type: none"> <li>• Examine television programs.</li> <li>• Interpret general sense and some details.</li> <li>• Write notes about emotions and reactions to participate in an exchange of views.</li> <li>• Share emotions and reactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative table with registers of speech.</li> <li>• Emotions diagram.</li> <li>• List of questions.</li> <li>• Sentences to express emotions.</li> </ul>	Interview
<ul style="list-style-type: none"> <li>• Select and revise descriptions of historical events.</li> <li>• Understand content of historical texts.</li> <li>• Write brief reports.</li> <li>• Edit reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind maps.</li> <li>• Events in chronological order.</li> <li>• Notes.</li> </ul>	Reports on historical events for an anthology

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Unit	Resources	Environment	Communicative Activity	Social Practice
7 Discussing Cultural Identities	Passage 7 Tracks 15, 16 and 17 Student's Book pages 106 to 128 Reader Book pages 88 to 100 and Tracks 36 and 37	Family and Community	Exchanges associated with scientific progress.	Talk about cultural aspects of different countries.
8 Reading Is Fantastic!	Image 3 Student's Book pages 126 to 140 Reader Book pages 101 to 113 and Tracks 38 and 39	Recreational and Literary	Understanding oneself and others.	Read fantastic literature or suspense to evaluate cultural differences.
9 Debating the Fine Arts	Passage 9 Tracks 18 and 19 Student's Book pages 142 to 154 Reader Book pages 114 to 126 and Tracks 40 and 41	Academic and Institutional	Exchanges associated with scientific progress.	Write recommendations or advertisements to introduce or defend the fine arts.



# TABLE OF CONTENTS

Achievements	Portfolio Evidence	Project (Final product)
<ul style="list-style-type: none"> <li>Negotiate the topic of a conversation (cultural habits).</li> <li>Exchange propositions and opinions to initiate a conversation.</li> <li>Formulate and answer questions to go deeper in the conversation.</li> <li>Use strategies to keep a conversation about cultural habits going and to conclude it.</li> </ul>	<ul style="list-style-type: none"> <li>List of cultural habits.</li> <li>Mini-map.</li> <li>Propositions.</li> <li>Opinions.</li> </ul>	<p>Conversations</p>
<ul style="list-style-type: none"> <li>Select and revise narratives.</li> <li>Read narratives and understand general sense, main ideas and details.</li> <li>Describe characters.</li> <li>Complete and write statements from characters' actions and features.</li> </ul>	<ul style="list-style-type: none"> <li>List with actions.</li> <li>Oral descriptions of characters.</li> <li>Anecdotal record.</li> </ul>	<p>Comic Book</p>
<ul style="list-style-type: none"> <li>Look for a topic of interest in various sources.</li> <li>Read texts and infer general sense, key ideas and details.</li> <li>Value arguments or disagreements about a topic of interest for writing arguments.</li> <li>Participate in a debate.</li> </ul>	<ul style="list-style-type: none"> <li>Cards with researched information.</li> <li>Paraphrased expressions, examples and explanations.</li> <li>Evaluation cards.</li> <li>Recording and registration of the debate.</li> </ul>	<p>Debate arguments</p>

# INTRODUCTION

## Welcome to

# GET AHEAD 3

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, you should be able to understand main ideas in spoken and written texts related to areas you are familiar with. You will also be able to interact in situations where English is needed, developing the ability to express your ideas and improvise when necessary. By the end of this level, you should be more independent to interact socially or for academic purposes in English. Prepare to **Get Ahead** and become successful in English by using this educational package.

The Get Ahead 3 educational package is comprised of:

### **Activity Book**

A comprehensive guide and practice book that will guide students to learn English in the classroom or at home. The contents are divided into 10 units linked to the learning environments established by SEP in the following way: Academic and Educational: Units 1, 5 and 9. Family and Community: Units 2, 3, 6 and 7. Recreational and Literary: Units 4, 8 and 10.

### **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! 3**. 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! 3**. Activity 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.

Each 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 the areas mentioned before: language, culture, self-awareness, learning to learn, or being with others.

### **GET AHEAD**

At this stage, students can put 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 ASSESMENT**

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.



This section is intended to help students identify and reflect on the activities completed at different stages of a unit in order to achieve the learning objectives and work towards the final product.

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 to 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.



This icon will direct students to optional online resources for them to explore and find relevant and useful information to better complete their projects.



This icon will direct students to tips for using technology as a tool to enhance the learning process.



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 182 in the Student's Book and page 188 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.** This section provides practical tips to integrate technology in the classroom 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.

**Suggested Resources for Teachers.** An extra list of material you might want to consider using for developmental purposes or to enrich your classes.

# 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, poems, 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.

Get Ready to Read

Get into the Text

Get Together!

The optional activities are divided into **Get Ready to Read** which prepares students to activate any previous knowledge they may have, **Get into the Text** which helps them develop and strengthen reading comprehension skills and **Get Together** which provides them with opportunities to react to the messages and ideas exposed in the texts. Additionally, 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:

Detailed suggestions on how to conduct each activity. Within the suggested steps, we have added considerations that you will find in *italics* to give flexibility to your classes considering different situations or contexts.

The answers (or possible answers) to each one of the activities.

Boxes with extra information or ideas that give further flexibility to your classes.

UNIT 3 • PAGE 42  
**GET GOING**

3. Listen to two abstracts from TV shows. In conversation with a classmate, decide the type of show they are, and what your initial reaction to the show is (Are you interested, bored, curious, happy?) Discuss the reasons for your answers.

*If your students normally find listening activities challenging, you can start this activity by directing students' attention to the Get Smarter! box and ask them to read it. Then, you can tell them that they are going to hear two different shows, but shouldn't worry about trying to understand everything. Explain to them that this first listening is to help them have an initial reaction based on what they are able to get from the shows.*

- Play the recording once to see if students can get the gist of the program.
- Students could then discuss in pairs the initial reactions to the shows in very simple terms and explain the reasons for their answers.
- You can also ask students to discuss: *What is the main idea in each of the abstracts?* (Abstract 1 is a news broadcast regarding fires. In abstract 2 there is a tiny misunderstanding between friends).

Check answers as a class.

**Answers**  
Abstract 1 is a news broadcast. Abstract 2 is a sitcom.

**Answer may vary**  
but can include  
**Abstract 1**  
1 They are colleagues in the news show.  
2 There are fires in Southern California  
3 Residents of nearby 100 homes have been asked by authorities to evacuate as soon as possible. The situation could get worse.  
**Abstract 2**  
1 They are friends.  
2 There is a misunderstanding about something they want to tell each other  
3 Maybe that he was in love with her

4. Listen again to get details about the shows. Discuss with a classmate: *Which abstract uses formal language? Why? Then, answer the questions below.*

- You can start this activity by asking students to pay attention to the type of language used; play the track again and ask students to discuss in pairs: *Which abstract makes use of formal language? Why?*

**Page 36** Consider directing students to the Reading Corner page at this point and do section I. They can start reading the text in their Reader Book.

**TV Shows!**

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

**Lead in:** A suggestion on how to introduce the topic of each unit to your students.

**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.

**Reflection Box:** These boxes will give you a recommendation on how to handle the reflective discussion on learning students are asked to have in their student's book. It also provides ideas you can suggest to students.

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. As a teacher, it is of the utmost importance to review this material thoroughly so that you can decide the most appropriate way and time to make use of it, based on your teaching context and students' needs. Furthermore, 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

43 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.

20 Audio tracks that reflect the content of all the texts included 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.

This guide was written with the hope of making your teaching experience with **Get Ahead! 3** more enjoyable.

The best for you and your students!

Sincerely,

The Author

## Warmers and Fillers

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. We suggest that you browse these activities and feel free to include in your lessons those that you consider will be the most useful and engaging for the students based on their interests and background.

### **Sentence Building**

Divide the class into two large teams and write a very simple sentence on the board, for example "The car was here." Teams will take turns adding ONE word to the sentence to make it longer, with the condition that the sentence has to be always grammatically correct. The first team may add a color and write "The red car was here." The second team may continue with "The red car was here yesterday." The sentence will keep getting longer until one of the teams has no idea of what to add, or adds a word that make the sentence incorrect. When the first sentence is finished, you can divide your class into smaller groups so that they play the game together with a sentence you start on the board, or students can play this in pairs. You could then elicit the longest sentences groups of pairs created.

### **Stand in a line of...**

To divide the class into pairs at random you can ask students to stand in a line in the order of their birthdays: Those students born in January will be at the front and those born on December will be at the back. Once they organize themselves in the line you can had them chat with each other about the last birthday they have or the one that will come next. Allow this to go on for a minute or so. Then, set the pairs in the order students are standing. Organizing pairs in this ways allows them to get to know their classmates a bit better and gain confidence to work with different students all the time. This also works for better class atmosphere. Lines can also be formed in the order of number of brothers and sisters, number of years they have been attending the same school, number of best friends they have, etc.



### **The I learned Song**

To end a class with a note of fun but also inviting students to reflect on what they have learned, divide the class into groups of five or six. Tell the teams to choose a popular chant or melody (e.g. "When the saints come marching in," or "Twinkle, twinkle little star") and then to prepare a jingle about what they have learned in the class. You should limit the preparation time to two or three minutes so that the activity does not take too much time. After preparation time is over, volunteer teams can present their chant to the rest of the class singing it all together.

### **Shrinking Summaries**

For lessons where students have written a text and you want others to read it, you can have students sit in a circle and ask them to have their text ready to share on a separate piece of paper. Students pass their text to the students on their right and you can give them a couple of minutes to read it (depending on how long the text is, the time can be shorter). Tell students you will play music for one minute and, in that time, they should summarize their classmate's text in just 30 words in the back of the page. Play the music. When the music stops give students new instructions: They will pass the summary they wrote to the person on their right, you will play music for 1 minute and, in that time, they have to read the new summary and reduce it now to 15 words. When time is up, stop the music and repeat the instructions, only this time music will be played for 40 seconds and in that time, they have to read and reduce the 15-word summary to 10 words. You can continue the activity for one more turn (reduce to 5 words in 30 seconds), and then have the paper returned to the original owner who should read all the summaries of his/her paper to tell you if the main idea was maintained throughout.

### **Definitions Game**

To revise vocabulary, give each one of your students six blank index cards or ask them to cut a letter-sized piece of paper into six. Ask them to write new words they have learned so far in the unit/week/course. They should write one word per card. When they have finished, have students sit in groups of five or six students at put their cards together, have then discard the words that are repeated and then put the rest of the words into a pile at the center of the desk with the blank face up. Have them shuffle the cards. Students then take turns taking one card and, without showing it to their classmates, give them the definition to see if they can guess what the word is. The person who guesses what the word is gets to keep the card. The students with the most cards at the end of the game will be the winner.

### **The Writing Game**

To encourage students to write coherent paragraphs or longer sentences write the following simple sentences on the board. *It's white. It's new. It's mine. I found it. I want to sell it. Someone lost it. He/She may need it. I want to sell it anyway. I need the money.* Have students sit in groups of three or four and ask them to write a short paragraph that contains all the information you wrote and that has two or three sentences only. Students will come up with different versions. The expectation is that they produce somethings like: *Yesterday I found a new, white cell phone that I want to sell. I know someone must have lost it and that they may need it, but even then, I really want to sell it because I need the money.* Allow students some time to produce their own version and then have the class compare it to the one given here. The class can vote for the best version. Take some time to discuss the content (you can ask: How right or wrong is the person who wants to do this?). To repeat the activity, you can ask different volunteers to write one simple sentence on the board each, and then have the class try to form a paragraph from the new information they get.

### **Today's Password**

To start a class with a fun activity, you can prepare a set of cards with a few words you want to review (for example for unit 5: *war, conflict, timeline, airplane* etc.). Tell students you have a password to a prize (it can be a piece of candy, a sticker, or a point to keep towards homework). They can ask you yes/no questions about the word you are holding and they should only know the topic it is connected to. Give them a few examples of questions they can ask: Is the word a verb or an adjective? Did we read it in a text? Does it start with letter C? Encourage them not to repeat questions and give the prize to the student that guesses the word correctly. You can do this with 3-5 words at the beginning of different lessons.

### **The Forbidden Word**

To help students use a wider range of vocabulary you might use this game that will serve for that purpose as well as to review and consolidate vocabulary they have already seen. You can divide the class into groups of three and tell them that two of them will have 1 minute to ask questions to the third student trying to get him/her to use a forbidden word. Write on the board the word(s) that will be forbidden. If you are revising adjectives, the words can be "nice" and "beautiful". Students can ask their classmates to describe beautiful things (a landscape, for example) and the student who is answering will be forced to find alternatives. After the minute is over, the student who was answering questions gets a point if he/she did not use the forbidden word(s). If he/she could not find alternatives, then the students asking the questions get the point. Students take turns answering questions and the game is over after everyone has had a chance to answer questions twice. This game works also well if the forbidden word is "yes", or "no".

**SOCIAL LEARNING ENVIRONMENT:**

Academic and Educational

**COMMUNICATIVE ACTIVITY:**

Interpretation and follow-up of instructions.

**SOCIAL PRACTICE OF THE LANGUAGE:**

Interpret and write instructions to conduct a simple experiment.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>Interpret instructions</p>	<p>Show students how the addition of previous knowledge helps to give meaning to the text.</p> <ul style="list-style-type: none"> <li>Repeat instructions and recognize terms or express reactions quickly and link them.</li> <li>Articulate general sense.</li> <li>Use word definitions of words and expressions to elaborate and clarify the meaning of words and expressions.</li> <li>Classify abbreviations for their meaning.</li> <li>Follow instructions to check understanding.</li> </ul>	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> <li>...</li> </ul>
<p>Interpret instructions</p>	<p>...</p>	<p>Final product:</p> <ul style="list-style-type: none"> <li>...</li> </ul> <p>Suggested Available Instrument</p>
<p>Interpret instructions</p>	<p>...</p>	<p>...</p>
<p>Interpret instructions</p>	<p>Make students an explicit learner situation e.g. how you edit your texts are given the opportunity to create the:</p> <ul style="list-style-type: none"> <li>Verify the order of statements in the sequence</li> <li>Remove, add, change a word, suggest the information that gives instructions steps</li> <li>Check, add, delete, or correct of</li> <li>Make the versions</li> <li>Discuss with students how to adapt instruction and its for a different audiences</li> </ul>	<p>...</p>

# GET GOING

## Lead-in

You can start this unit by presenting an everyday problem to your students. For example: *What would you say happened if the light in your room doesn't turn on?* You can elicit answers and write them on the board. For example: the light bulb is out, there is no electricity in the house, the contact is broken. You can then ask students what they would do next (change the light bulb). You can tell students that this process of observation, asking a question, finding possible reasons and acting according to them could be considered an everyday experiment. You could then ask the unit question: *Why do we conduct experiments?* Some possible answers could be: to solve problems, find answers to questions.

TRACK 02



1.  **Think about science classes in your school. Discuss: *Have you conducted experiments? Why?* Then, listen to a teacher in the lab. *What is the teacher talking about?* Mark (✓) the correct answer.**

- *If your students have access to a school lab, consider starting the class by asking students to tell you about their experience in chemistry or other science subjects. Ask them to discuss the first question in pairs and then share with the class.*
- *You can continue by eliciting from students what science teachers usually do or say during their first lab class. Possible answers could be: give instructions, show the materials, explain the rules.*
- *You can then direct students' attention to the instructions of this exercise and ask them to read the options.*
- *Play the track once and ask students to compare in pairs or small groups.*
- *Check answers as a group.*
- *It could be a good idea to then ask students to discuss in pairs if what they heard is similar to their past experience with labs.*

### Answers

3


TRACK 02

2.   **Listen to the recording again and complete the name of the objects used in the experiment. Number them in the order they are mentioned.**

- Consider starting this activity by directing students' attention to the images and eliciting the words they know or remember from the track.
- Ask students to complete the words with the missing letters according to what they listen.
- Check answers as a group.
- It may be a good idea to make sure students understand the meaning of 'stirring' (mix).


### Answers

lab coat, goggles, gloves, beaker, flask, dish, stirring rod

3.  **Working in small groups, discuss: *Have you done any scientific experiments in your school lab? Were the instructions easy or difficult to follow? Why? Which equipment did you use? How can you access information in English about scientific experiments?***

- Consider starting this activity by writing the questions on the board.
- You may want to refer students to the unit question: *Why do we conduct experiments?* And remind them: We do not conduct experiments only to watch fun reactions, we conduct experiments to solve problems or learn how things work. It is important that when we look for sources, we look for information about the science behind the experiment.
- Divide students in small groups and direct their attention to the **Get Smarter!** box first in order to emphasize the importance of using reliable sources. You can also brainstorm with the group a small checklist of what makes a reliable source (authority in the field, sources, scientific information)
- With these points in mind, students can proceed to answer the questions you previously wrote on the board and you can check answers as a group.

# GET GOING

4.  **Read and analyze the experiment below. Discuss the questions with a classmate.**
- You can start this activity by asking students to look at the title of the experiment and the picture. You can brainstorm ideas of what they may learn from this experiment.
  - Ask students to read the experiment and work collaboratively to answer the questions. *If your students need further support, it may be a good idea to tell them to try to understand the main idea even if they don't understand some words.*
  - Check answer as a group.
  - You can then ask students to read again and try to infer from context the words in yellow, or to go to the glossary section in order to learn the meaning.
  - To make sure students understand the text, you can ask the group to mime each step of the experiment as you read it.

### Answers

- Answers may vary in the wording but should contain some of the following ideas:
- To prove heat causes a reaction with certain substances.
  - Most of the materials are easy to find - sugar and baking soda are used in most kitchens. Alcohol and lighters are commonly found in most households. The rest are commonly found in school labs.
  - Answers will vary

5. **Read the list of characteristics of a good set of instructions for an experiment. Working in small groups, discuss and decide which one(s) are the most important to follow and how they can help you prepare your unit project.**
- You can start this activity by asking the group: *What are some consequences of not following instructions when doing an experiment?* (accidents, explosions, injuries) and then ask: *Would we face the same consequences if the instructions are wrong or badly written?* (Yes)
  - Ask a student to read the instructions of the exercise and divide them into small groups.

- As groups read criteria a-f and organize them according to their importance, you can point out the importance of understanding, applying own experience from being in a lab or making inferences if they don't have enough experience in a lab.
- Groups can then compare their list of prioritized items and discuss the reason for their choices.
- As a class, students could then discuss the final project and how they can apply the criteria listed here to their own set of instructions.
- *If your group needs extra support, you can go over each characteristic and ask students to explain where they see it in the text above.*

### Answers

Students' own answers



### Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 11 and remind them that the activities they have completed are related to the first objective in the list.
- *If you consider your students need more guidance to complete this, in small groups you could ask them to use the list of characteristics in Activity 5 and check which ones would be useful to achieve the first learning objective: 'Select instruction sheets and evaluate their content and structure'.*
- You may arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share their answers with the whole class.


# GET GOING


## Extra Support

Before starting activity 6 you might want to support your class by teaching/reviewing the words mix, mixture, dampen, light and push. After a quick review, divide the class into two large groups and have a representative of each team draw a picture on the board. The picture should represent the meaning of one of the words you will say. The representative can get verbal help from their peers but cannot change places. The first team to finish the illustration and to have it correct wins a point for their team. Have representatives change for each word you read aloud and read them in a random order. You may repeat one or two words if you think students need to reinforce their meaning. The game ends when you have said all the words.

### 6. Read and analyze another experiment example. Match the instructions to the correct picture.

- You may want to start this activity by asking a student to read instructions and asking the students to work individually.
- Ask students to compare answers in pairs.
- For the last point in this activity, you may want to review first the sections in a set of instructions for an experiment (title of the experiment, materials, procedure and conclusion, as they saw them in the Black Snake Experiment). Remind them that the list of materials should always be clear and easy to read. Students could write the list of materials for this experiment as well as design a layout for how the experiment would look like on a page.

-  You can then ask them to answer the questions in groups: *Which materials do you need for this experiment? What is the purpose of these illustrations? Are they useful? Why?/Why not? If you had to write instructions for an experiment, how would you use them?* The purpose of the discussion is to make students aware of how clear, specific illustrations for each of the steps simplify understanding. You may want to guide groups to reach that conclusion.
- You can ask groups to share their answers with the class.

-  Consider directing students to the Reading Corner page at this point and do section 1.

## Reflection Box


- You may start this reflection by asking: How is this set of instructions different from the one on the previous page? (This set of instructions has illustrations for each step) and then, ask students to say how this is helpful when following instructions for an experiment (Illustrations will help you convey meaning and demonstrate procedure).
- Arrange students in small groups and ask them to discuss the question in the reflection box, then allow some volunteers to share their answers with the class.

### Answers

A 4, B 5, C 2, D 1, E 3

# STOP AND THINK about...

## ...language

-  **Read and analyze the sentences from the *Black Snake* experiment. Working with a classmate, discuss: *How is an instruction expressed? Which words are used to indicate sequence or explain? How is a result explained?***
  - If your students can afford it, consider asking students to bring four different colored pencils or highlighters to the class beforehand.
  - It could be a good idea to remind students that the way in which we use language affects clarity and impacts how other people will understand what we say.
  - Ask students to work with a classmate and then tell them to choose one color, and ask them to identify and highlight the sentence that expresses an instruction (b).
  - You can then ask students to choose a different color and also highlight the sentence that expresses sequence (a). You could brainstorm other sequence words at this point: First, then, after that, next, finally.
  - Then, ask students to use another color to highlight the sentence that expresses cause and consequence (c)
  - Finally, ask students to choose another color to highlight the sentence that explains a conclusion (d).
  - Check answers together and ask pairs to look for and highlight or underline one more sentence for each function (giving instructions, expressing sequence, expressing cause and consequence and explaining) in the instructions in SB page 13.

### Possible answers

Instructions are expressed using the imperative (verb in simple form) as in sentence b.  
To indicate sequence we use words like "first" in sentence a, to explain we normally use simple present as in sentences a and d. The common result of a condition is normally expressed using first conditional, as in sentence c.

### Extra Activity


It could be a good idea to ask students to make a graphic organizer with these language functions. Students could refer to it later for their unit project. You can provide them with a template for them to complete with the columns: function, useful words or phrases, example. This could be assigned as homework, or done in class into small groups.

- Analyze the information in the chart below and brainstorm questions related to the *Black Snake* experiment. Write your ideas in your notebook. Look at the example to help you.**
  - You can start this activity by telling students that when following or making instructions, it is important to make sure that all the right questions are covered.
  - Direct students attention to the first column of the chart in this exercise and have them read the question words: What, when, where and why.
  - Read the instructions with the group and then work together on the example.
  - If your class would benefit from more explicit work on language, you could guide the students to infer the structure of a question: Question word + auxiliary + subject + verb + complement?
  - Students could work individually and then compare their questions with a classmate. You can tell them at this point to check if their structure is correct.
  - You may want to check answers as a group and then ask students to continue working in pairs and write three more questions about the experiment.
  - After this, ask students to close their books and take turns asking their questions and answering them. You may want to model this using the conversation bubbles in the Student's Book before students close their books.

### Possible answers

When do you use alcohol? Where do you place the mixture of sugar and baking soda? Why is a black snake formed?

# GET MOVING

1.  Analyze the following template for another experiment. Look at the images and discuss with a classmate: *What do you think the experiment is about? What will it prove?*
- You can start this activity by explaining to students that they will see a template to write the instructions for an experiment. It may be a good idea to introduce the word template at this point (a pre-set document with a specific format).
  - Tell students that they will use information on the following page to complete this template, but before doing that, they should try to predict together what they think the experiment is about and what it will prove by observing the pictures carefully.
  - You can write students' ideas on the board for later reference.

## Answers

Answers will vary

### Extra Support

To provide more support to students, you could start by directing their attention to the illustration and eliciting the words for the actions they see. Accept a few ideas and teach the meaning of "scrape" (scratch material from a surface) then write on the board the following verbs: *add, boil, insert, pour, scrape, and stir*. Ask students to match the verbs to the correct illustration, telling them the word "pour" can be used for two of the illustrations. Alternatively, you may direct students to the reference on their student's book page 182 and elicit which information would be useful to complete the template.


### Poster Activity

*If you would like to provide students with vocabulary they might need for when they write their own experiments, display the image corresponding to this unit and go over the vocabulary eliciting the name of the objects illustrated. Go over the name of the ones they don't know, teaching them the words for them and writing them on the board. Ask comprehension check questions for every object such as: *What is (the object) made of? What is it for?* After that, you can stop displaying the image and play a memory game asking students in pairs to write the objects in the order they are in the image. Pairs have to do a quick list remembering the exact order. The first pair to get all the correct answers wins the game.*





## GET MOVING

2.  Read and analyze the following information. Discuss how you could order and organize it to complete the template on page 16.
- For this activity, you can start by reading instructions and asking different students to read out loud the information in this exercise. This could be a good moment to check students' pronunciation.
  - You can also refer students to the glossary section in order for them to understand the words *fizz* and *scrape*.
  - *In order to provide variety and better visual reference for students, you can photocopy page 17 in the Student's Book so that students cut the different sections of the experiment and paste them in the correct order.*
  - *If you decide to use photocopies, you can divide this activity in two parts. For the first part, ask students to work in pairs and distribute the photocopies, asking students to cut the boxes according to the template in their notebooks.*
  - Check answers as a group and ask students to paste all the sections except for the procedure.
  - Then, ask students to work in pairs again and number the steps of the procedure. They can now cut out the different steps and paste them in their notebooks in the correct order.
  - You can then ask students to compare their answers.
  - You may want to ask students to read the questions in their Students' Book: *Is the template helpful to organize the information? Is there important information missing? How would you improve it?* Students may mention that there were no safety measures mentioned. However, you can explain that all ingredients are safe in this experiment.
  - You can then ask students to close their books and take turns explaining the procedure for the experiment in their own words. Ask them to use the words first, then, next, finally, etc. *You may consider drawing a picture of each step and show them to the group in order while they explain the procedure.*

### Answers

#### Name of the experiment:

How to Make Hot Ice

#### Ingredients:

- White vinegar 1 l
- Baking soda 40 g
- A pot
- 1 beaker or flask (heat safe glass)
- A spoon
- long stirring rod

#### PROCEDURE

1. Pour the vinegar in the pot.
2. Add the baking soda slowly and carefully so that the reaction with the vinegar does not make the mixture fizz and spill over the edges of the pot.
3. Stir the mixture gently with the spoon until all the baking soda dissolves and stops fizzing.
4. Boil the solution over low heat for about an hour, until the solution is clear.
5. Pour the solution in the beaker and let it cool.
6. Before washing the pot, scrape the white powder left in it with the stirring rod, making sure a small quantity sticks to it
7. Once the solution cools down, insert the stirring rod carefully in it.

#### Expected Result:

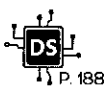
Watch the crystals form as the liquid touches the white powder on the rod.


If you touch the solid, you'll realize it is hot. The substance looks like ice, but it is not!

#### Conclusion:

The sodium bicarbonate (baking soda) and acetic acid (vinegar) form sodium acetate. In liquid form, the sodium acetate is below its usual melting point. When touched or when adding a crystal (like the solid sodium acetate scraped from the pot) the liquid begins to crystalize, changing into a solid. The crystalizing sodium releases energy in the form of heat, which is why the "ice" is hot when touched.

## GET MOVING



**3.  Work in groups and find an experiment you would like to share with the rest of the class. Decide on the sources you can use to find the right experiment and list the material you will need.**


- You can start this activity by telling students that it is now their turn for finding an experiment to show the class.
- *It is advisable to guide students step by step in this process. A good first step could be to ask students (divided in small groups) to formulate a question they would like to answer through an experiment.*
- You can check and approve students' questions to make sure the experiments are realistic.
- After this, you can ask students to decide on valid sources to find information for their experiment. Students can use the possible sources they discussed for Activity 3, page 12.
- Once students have their sources, they can look for experiments. It is important to validate the experiment they choose: ingredients and materials should be easy to find and safe to use.
- You can also tell students to save this research process for their portfolio.

### Extra Support


You can find information about ideas and questions to answer through experiments by browsing the web and looking for Science Fair projects.


You can find good examples of questions here: [https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/3259/Sci\\_Investigation\\_Questions.pdf](https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/3259/Sci_Investigation_Questions.pdf) You could also encourage students to choose questions about their school, home or community to promote social responsibility.

You can find examples of experiments here: <https://www.asc-csa.gc.ca/eng/activities/fun-experiments/default.asp>


**4.  Reflect on your progress so far. Complete the chart.**

- You can start this activity by telling students it is time for reflecting on their progress.
- Ask students to read instructions and then complete their chart according to their progress.
- *Consider helping students who need more support by going back to activities on pages 13 and 14 or exploring a new experiment in similar fashion (from [exploratorium.edu](http://exploratorium.edu), for example) working with another student.*

**5.  Analyze the pictures and words related to another experiment. Plan sentences to explain the procedure for this experiment using the images and words below. Write your ideas in your notebook.**

- The purpose of this activity is giving students another opportunity to practice sequencing and writing instructions.
- You can start by eliciting rules to write instructions from students and then eliciting verbs they may need for each of the pictures.
- Students can then work individually and try to write the procedure by themselves. It could be a good idea for you to set a time limit and then ask students to work in pairs to correct or complete each other's sentences.
- This could be a good moment to direct students' attention to the **Get Smarter!** box and tell them that they can actually do the experiment. Recommend they do it once they finish Activity 7 on page 19.
-  You can also check some possible answers as a group and then ask students to get together in their project groups so that they write the procedure of the experiment they have decided to conduct. It is important to highlight clarity of instructions and mentioning details.
- *Students can check that their instructions are clear by reading the instructions to members of the team and having those members gesture each step of the process.*

## GET MOVING

6.  Look at the notes that explain the reaction in the rising water experiment. Discuss with a classmate how you could write a conclusion using this information. Then, write your conclusion in the space provided.





- Before starting this activity, it could be a good idea to ask students to speculate on why the candle goes out in the experiment described in Activity 5.
- You can invite a few students to tell you their ideas using complete sentences and guiding them to use conditionals.
- Consider asking students to work in pairs in order to transform the sentences into a conclusion.
- Check the possible answers as a group.

### Possible answers

When the oxygen finishes, the candle goes out. The decrease in air volume means that there is less pressure inside the inverted glass which causes the water to enter the glass.

7. In your notebook, write a complete set of instructions for the rising water experiment on page 18. You can use the template on page 16 as a model as well as then experiments on pages 13 and 14. If possible, try the experiment at home or in your school's lab!
- For this activity, it could be a good idea to ask students to copy the template on page 16 in their notebooks. You may instruct them to analyze the structure of experiments on pages 13 and 14 as a guide.
  - You can ask students to work in pairs and write the complete set of instructions for the rising water experiment.
  - You may consider asking students to bring the material for the experiment to class and have students work in small groups. Ask one student to read their instructions while the others follow what they say. This





could show students how important clear instructions and details could be. If this is not possible, students can do the same activity at home.

8.  Exchange texts with another pair of students. Check your classmates' text using the following checklist.
- Ask students to exchange the instructions they produced for Activity 7 with another pair of students.
  - Read instructions with the group and tell students to evaluate each other's set of instructions using the chart in this exercise.
  - It is important to read with the group the points below the chart so that they underline and make suggestions to each other.
  - After this, students can write a final version of the text according to the feedback they all received.
9.    In your project groups, write a draft for the procedure of the experiment you have chosen to conduct as a unit project. Consider:
- During this activity, students will work on their unit project. Before doing it, it is advisable that you evaluate the resources in your school and community.
  - If the technology is available, you can look at the suggestion in the IT Stop in this point and ask students to take photos and put them in a Power Point presentation. If it isn't, students can use the template on page 16 and you can encourage them to make it poster size and to present it creatively.
  - Before students get to work, it could be a good idea to ask them to make a list of questions that their instruction sheet should answer so that they make sure those questions are answered.
  - Students can then work in their project groups and you can monitor their work.



## STOP AND THINK about...

### ...learning

1.  Work in your project groups and analyze the steps below. Discuss and decide which ones you have followed to produce your unit project. Mark the ones you still need to do.
  - You can start this activity with books closed. You can then elicit from students the steps they followed to produce instructions for the unit project.
  - After this, arrange the class into project groups and ask students to answer this exercise. If you have been following this teachers' guide, then students would ideally mark all the steps except for 7 (Publish).
  - After this, you can ask students to discuss: *What is the best way to finish the process of writing? What can you do to check that punctuation and spelling are correct? How will you share your experiment with others?*
  - Once students discussed in teams, they can present their answers to the group. These presentations could be a good opportunity for students to learn from each other.
  
2.    Revise the draft of your unit project together. You can ask another team to help you check it using the co-evaluation chart below.
  - For this activity, you can tell students that they will revise their draft again.
  - Ask students to stay in their project groups and to interchange their drafts.
  - Students can use the chart in this exercise to evaluate another team.
  - After this, you can give time in class for students to edit their final version and to get ready to share it with the rest of the class.
  - *To provide further support, it could be a good idea to ask students to revise the Strategies Summary for this unit on page 186 when they practice editing.*
  - Before students share final versions with the class, it would be a good time to discuss as a class: *How would your instructions have to change if they were for primary school children? (Simpler language, very clear images) What changes would be needed for university students of science? (More technical language, diagrams, more scientific information).*

# GET AHEAD

## 1. Preparing

Work in groups. Review the steps you have followed to create the instructions for an experiment.

- Recap all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity.

## 2. Presenting

For the presentations, you can follow the instructions in the Student's Book, or you can also divide the presentations in two moments:

- In the first part, half the group will be presenters and the other half audience. The audience should go around the classroom, and read the instructions and, if possible, see the experiments happen.
- During the second part, the roles switch until all students have been both presenters and audience and all of them have seen all the experiments.

## 3. Reflecting on My Progress

Think about the work you have done throughout the unit and for the set of instructions you just shared. Mark (✓) the option that best applies to you.

- 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. 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 to help each other in case there is something they still find difficult.
- It is advisable to monitor their work and also make suggestions about how students can improve.
- Consider helping students who expressed having problems by going back with them to relevant activities and practice again (maybe with a different experiment) the competences they are not sure about. Suggest Activity 6 on page 14 to practice following/understanding instructions; Activities 1 and 2 on pages 16 and 17 to consolidate knowledge on how to organize information for an experiment, and Activity 8 on page 19 to consolidate work with others to better organize the text for an experiment.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 25 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 31 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text *Playing with Light*, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

### GET TOGETHER

- Students can work in pairs to choose one of the tasks in this section and discuss. Fast learners could do both tasks.

### GET INTO THE TEXT!

- Students can fill in their charts individually as they make progress in their reading. They could check or compare answers in pairs once they finish.

#### Answers

Most of the boxes will be filled with students' opinions, but the experiments are "The Pepper Ghost Experiment" (7 steps) and "Creating a Hologram" (6 steps). They both prove that playing with the laws of physics for light beams can produce illusions.

### Reader

#### Answer key

#### GET THE MAIN IDEA

1. Because the experiments in the article are related to light. 2. Young people and the general public. 3. To raise curiosity about science in the readers. 4. That refraction affects our sense of sight.

#### GET THE DETAILS

Answers may vary.

#### GET THE WORDS

1. existed, 2. poking at, 3. cover, 4. 3D

**QUICK CHECK**

1. Look at the images showing the procedure for an experiment. Discuss with a classmate: *Which materials are needed? Which steps do you need to follow?* Then, write a list of materials and steps to do the experiment in the space provided.
  - Students could work individually (without discussing, just writing ideas) or in pairs. As they have worked collaboratively in their experiments, it would be valid to solve this task in pairs.
  - You can tell students that the objective of this exercise is to help them demonstrate everything they have learned so far.
  - Monitor as students work so you can take note of any generalized issues and plan remedial teaching if needed.

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

- 1 First, pour water in six glasses until almost the top.
- 2 Then, add a coloring tablet to each glass.
- 3 After that, don't add sugar to the first glass, then add one spoonful of sugar to the second glass, two to the third one and so on.
- 4 Stir each glass until sugar dissolves completely.
- 5 Finally, put a little water of each glass into a new jar or glass.

**SELF-ASSESSMENT**

1. Read the sentences and write the number that best describes your achievements in this module. Write a score for one of your classmates in the second column.
  - 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 work in pairs and decide on a grade for themselves and then think about their classmate's performance.
  - You might want to consider going over the rubric (grades 1, 2 and 3) explaining to students that when we achieve a good result (which is using English successfully to communicate the desired result) in an activity dealing with each descriptor they can give themselves a grade 1, when the result is not always great, they can use grade 2 and when they have problems they should use grade 3. Explain to them that the scale may be a bit subjective, but that they need to think of the evidence (something they did for the final project, for example) to decide on the grade they should assign to themselves.
  - Monitor the class as they answer to make suggestions.
  - If a student marked "3" to any of the statements, it would be good to have them discuss the reasons with their classmate and then make a short action plan so that they can improve.



# Evaluation Instrument

The following cards will help you identify what your students perceive they were and were not able to do. Ask students to consider the formative aspect of evaluation as they fill in their own information and that for their classmates. Keep this instrument as evidence of your students' learning. Students should work in pairs to evaluate each other.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Classmate Evaluated \_\_\_\_\_

Read the sentences and write the number that best describes your achievements in this module. Write a score for one of your classmates in the second column.

- 1 I can do this easily.
- 2 I have some problems doing this.
- 3 This is difficult or impossible.

	Me	My classmate
can recognize good organization of text and illustrations for an expository text.		
can recognize and use correctly the language of instructions.		
can ask questions about an expository text and find the answers.		
can help others improve their drafts.		

# Totally Unexpected

**SOCIAL LEARNING ENVIRONMENT:**  
**COMMUNICATIVE ACTIVITY:**

Family and Community  
Conduct exchanges associated with information of yourself and of others.

**SOCIAL PRACTICE OF THE LANGUAGE:**


Interpret and provide descriptions of unexpected situations in a conversation.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>1. Interpret and provide descriptions of unexpected situations in a conversation.</p>	<p>1. Demonstrate the use of language for users in a conversational context.</p> <p>2. Interpret and provide descriptions of unexpected situations in a conversation.</p> <p>3. Demonstrate the use of language for users in a conversational context.</p>	<p><b>Collective evaluation</b> <b>Individual</b></p>
<p>2. Interpret and provide descriptions of unexpected situations in a conversation.</p>	<p>1. Demonstrate the use of language for users in a conversational context.</p> <p>2. Interpret and provide descriptions of unexpected situations in a conversation.</p> <p>3. Demonstrate the use of language for users in a conversational context.</p> <p>4. Interpret and provide descriptions of unexpected situations in a conversation.</p> <p>5. Demonstrate the use of language for users in a conversational context.</p> <p>6. Interpret and provide descriptions of unexpected situations in a conversation.</p> <p>7. Demonstrate the use of language for users in a conversational context.</p> <p>8. Interpret and provide descriptions of unexpected situations in a conversation.</p> <p>9. Demonstrate the use of language for users in a conversational context.</p> <p>10. Interpret and provide descriptions of unexpected situations in a conversation.</p>	<p><b>Final product</b> <b>Suggested evaluation instrument</b></p>

## GET GOING



### Lead-in

You can start this unit by directing students' attention to the unit cover and ask them what they see in the pictures, e.g. a surprised girl looking at her phone, a shocked girl looking at her computer screen, etc. You can then ask students to work in groups and guess what could have happened in each situation. Invite a few volunteers to share their guesses. Another possible option is to ask students to share in pairs if they have ever gone through an unexpected situation. Ask the unit question: *How do you react to unexpected situations?* and elicit ideas from the class.

1.  **Discuss in groups: *When was the last time a friend told you about a surprising event? When was the last time something unexpected happened to you?***

- You can start this activity by asking students to divide in small groups. You can then ask them to read the questions and share answers in their small groups.
- You can monitor the groups as they discuss.

TRACK 03


2.   **Listen to three conversations about personal experiences. Analyze the information as you listen and write the correct number for each of the options. After you listen, decide, in conversation with a classmate, if you have heard a similar story from a friend or relative.**

- Consider starting this activity by asking students to read the three options and by checking the meaning of the words in yellow in the glossary.
- You can then direct students' attention to the instructions and play the track once.
- Check answers as a group. *If you would like to provide students with further work on listening comprehension, you can share with the class a surprising lucky event or piece of news that happened to you or someone you know and prepare a questionnaire with comprehension questions, e.g. when did the story happen? what was my initial reaction?, etc.*

### Answers

a 3, b 1, c 2.


TRACK 03

3.  **Examine the pictures below and, working with a classmate, identify the one that best represents the body language the people in conversations 1-3 probably used. Listen again to help you decide.**

- You can decide whether to arrange the class into pairs or groups and ask students to analyze the pictures and discuss which picture represent best the body language that the people in the recording they heard probably used. If necessary, you can play the track again.
- You can ask students then to compare answers in pairs and to discuss: *How do you react when you hear an unexpected situation? What body language do you use?*
- After this, you can direct students' attention to the **Culture Stop**. After reading it, you can write on the board different shocking sentences so that students practice saying them to one another and reacting with the phrases in this section.

### Answers


From left to right - Conversation 3, 2, 1

4.  **Have a conversation in groups to discuss: *How do you react when you hear about an unexpected situation? What body language do you use?* Take turns showing each other the body language you would use for different reactions.**
- *You can start this activity by sharing with the class how you personally react when someone tells you an unexpected situation. Depending on the level of your group, it would be a good idea to mime the typical body language you use.*
  - Then, you can arrange the class into groups and have them discuss together. Invite a few volunteers to share answers with the class.

### Answers

Students' own answers


## GET GOING

5.  Read the following exchanges from the conversations you heard in Activities 2 and 3. Identify the emotion that the response in the exchange is expressing and write the correct letter. Reflect in conversation with a classmate: *When was the last time you used similar expressions in a conversation?*

- You can start this activity by writing a phrase on the board and asking students to say it according to options a-d in this exercise. Students can also practice and discuss appropriate body language for this part of the activity. The objective is to make sure all students understand the meaning of emotions a-d. A phrase you can use is: *I won an all-included, one-month trip to Europe!*
- You can then ask students to answer this exercise individually and then check answers as a group.

**Answers**

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


6.  Collaborate in groups to complete in your notebooks a diagram with different phrases you can use in a conversation about unexpected events.

- You can start this activity by asking students what kind of phrases they use when they want to express happiness and elicit a few examples. Additionally, if your group needs some reinforcement, you may ask what type of body language they normally use when saying those phrases.
- Then, you may arrange the class into groups and draw their attention to the chart. Invite them to brainstorm different phrases they can use to express different emotions in the chart and complete it with their ideas. Monitor and provide help when necessary.
- After students have finished, you can check answers as a whole class by drawing a similar chart on the board and ask volunteers to complete it with their ideas. This way, you can have a visual resource for the following part of the

activity and help students to produce richer language exchanges.

**Answers**

Students' own answers

7.  Practice using the phrases with a classmate as a response of something they tell you.

- *If you consider your class needs it, it might be a good idea to model this part of the activity with a volunteer student at the front of the class. You could monitor students while they work and note down a few recurring language mistakes to provide delayed feedback at the end of the activity.*
- Then, you can then arrange the class into pairs and invite students to take turns saying a piece of news or something they've just done and practice responding using one of the phrases in the chart they completed.
- *If you consider it appropriate for your group, it might be a good idea to encourage students to vary their intonation to further stress the feeling they are trying to express.*


**Answers**

Students' own answers

**Reflection Box**

- You can start this activity by asking students to look at the learning objectives of this unit on page 26. Then, you can tell them that the first series of activities they have just completed are related to the first objective on the list.
- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- *If you consider that students need more help to develop their final product, you could tell them to read the strategies on page 186 in their Student's Book and then discuss which ones would be the most useful for them.*

# GET GOING

**8.  Working in pairs, plan (discussing and taking notes) and then conduct, a conversation about an unexpected event. Follow the instructions for your role.**

- You can start this activity by dividing students in pairs and ask them to choose a role A or B.
- *If you consider that your students will not be interested in the topic of the role play, you can create your own role cards based on an unexpected event that you think would be more appealing for your students, e.g. finding money on the street, finding out you're adopted, etc.*
- *If you think this activity is too challenging for your students, it might be a good idea to ask students to write some notes as preparation before developing their conversation.*
- Additionally, you could ask students to use body language as they say their lines to emphasize their meaning, intention or feelings.
- To close the activity, you could invite a few volunteers to perform their role play in front of the whole class.

*could write your own conversation based on the situation you chose and use it to carry out the activity instead of using the material in the Student's Book.*


- To close the activity, you could invite a few volunteers to share their answers with the whole class.
- *If you think that your students need more explicit information about reported speech and how they can integrate it in their own final product, you can direct students' attention to the **Get Smarter!** box and read it together. Have students explain how direct and reported speech work using their own words. To support them or guide them better, they can check the Language Reference section at the end of their book (p. 176).*

**Answers**



Student's own answers

**Answers**

Students' own answers

**9.  Read the conversation below and compare it to your conversation from Activity 8. How similar or different are they?**

- You can start this activity by directing students' attention to the instructions. Ask them to work in pairs and compare the conversation they developed in the previous activity to the one in this page. You can encourage them to find similarities and differences. *If you consider it useful, and appealing for you class, you could ask students to underline the parts in the conversation that are similar or different using different colors.*
- *If you decided to develop your own role cards for the previous activity, then, you*

-  Page 23  Consider directing students to the Reading Corner page at this point and do section 1. They can start reading the text in their Reader Book.

**Extra Activity**

*If you would like to provide your students with an extra challenge, you can ask students to work in small groups and to re-create this dialogue, but substituting the information with an anecdote of their choice. You can help them by eliminating key words and phrases like this:*

A: You'll never guess what happened!

B: Wow! You look so \_\_\_\_\_! What's going on?

A: I went to this \_\_\_\_\_ and

\_\_\_\_\_.

B: That's \_\_\_\_\_! No wonder you're so \_\_\_\_\_.

A: But that's not all. I was \_\_\_\_\_ and suddenly \_\_\_\_\_.


B: \_\_\_\_\_?

A: Yes, check this out!

\_\_\_\_\_!


B: Wow! This is \_\_\_\_\_!

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

-  **Discuss how you can tell someone what someone else said. Then, complete the missing examples.**
  - This could be a good moment to ask students to re-read the conversation in the previous exercise and ask them why some sentences are between quotation marks (") and why some aren't. You can then briefly note that sentences in quotation marks are in direct speech, while the others are in Indirect or Reported speech.
  - You can go back to Activity 9 and use examples 1 and 2 to illustrate what you are talking about. Students will have an example of the original sentences in the dialogue on page 29 between Brenda and her friend, and the transformed sentences in Activity 9. You could write sentences 1 and 2 on the board and the original statements next to the examples for them to analyze how direct and reported speech work.
  - Make sure to ask students to notice that in Reported Speech, all verbs change to the past tense of the original sentence. Example: DS: "I know what I have", RS: She said she knew what she had.*
  - Ask students to work in pairs to discuss the changes they would need to make to the sentences in order to complete the chart in this exercise.
  - Check answers as a group.


**Answers**

1 Do you know what you have in your hands? 2 She said she knew what she had. 3 She said it was a comic. 4 He told her to take care of it.

-  **Working in pairs, practice telling each other about a surprising event that happened recently in your family or community. Tell your classmate what other people said when it happened.**
  - You can ask students to continue working with their same classmate and take turns

telling each other about a surprising event they know. Encourage them to quote things other people said that are related to this event. You could model the activity by telling the class about a recent event or a personal anecdote of your own.

**...learning**



-  **Reflect on your progress. Complete the chart.**
  - You can start the activity by drawing students' attention to the objectives in the chart and elicit how they are related to the general objectives of the unit. Then, you may ask students to browse the previous pages of this unit and analyze the different activities they have completed and write the number of the activities that are related to each objective in the chart and complete the first column.
  - After that, ask students to reflect for a moment about how they feel about the different achievements in the chart. Invite them to be honest and objective as well as to say whether they think the objectives in the chart are easy or difficult for them. If they say difficult, you can encourage them to check the suggestions in the third column in the chart.
  - Finally, you can arrange the class into pairs or groups and ask students to discuss other ideas they could put into practice in order to improve their areas of opportunity.
  - If you would like to increase your students' autonomy and confidence, you could devote some time at the end of the activity for a whole class brainstorming session. During this time, you can invite volunteers to share tips that could help their classmates improve their performance related to the objectives in the chart. You could write the different contributions on the board and hold a brief discussion to choose the most useful tips.*

**Answers**

Students' own answers

# GET MOVING

TRACK 04

1.   Listen to a conversation about a surprising story. Pay attention to what the main idea of the story is and take note of Claire's reactions. Then decide with a classmate: *Would you have the same reactions in Claire's place?*
- Read instructions with students and ask them to listen to the dialogue in pairs and then discuss the questions.
  - *If you want to provide your students with a higher level of challenge, you can ask them questions to check general understanding of the dialogue, such as: What is the relationship between Jeff and Claire? How do you know? Why is Jeff sharing the story?*
  - *If you think the conversation might be too challenging for your students to understand, you could make copies of the audioscript instead and ask students to read and listen at the same time.*
  - Check answers as a group and ask students to explain the reasons for each answer.

---



### Answers

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1 c, 2 interest, confusion, worried, amazed

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TRACK 05

2.   Listen to someone telling the same event. Discuss the questions below with a classmate:
- The purpose of this activity is to help students reflect about the audience and type of language used in an uninterrupted narrative. It is important to use this material to contrast features of dialogues and monologues.
  - You can start the activity by telling students that they will hear a different person telling the same event they heard before. Then, you can play the track and ask students to complete the activity and then check answers as a group. Ask students to explain their answers.

---

### Answers

---

Answers will vary

---

3. **Using the information from Activities 1 and 2, complete this chart with notes.**
- The purpose of this activity is to provide students with some tools they can use to perform the following communicative activities with more confidence. Additionally, you can also use it to help students identify the structure of a good narrative: introduction, development and conclusion.
  - *If you have a large class, you might want to carry out this activity in groups instead of individually.*
  - You can start by reading the instructions with the whole class and directing their attention to the questions in the chart.
  - You might tell them that it is not necessary to write complete sentences, but that they should have enough information so that they are able to share the story with someone else.
  - Encourage students to complete the chart by making notes or writing only key words.

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### Answers

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Answers will vary


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## GET MOVING

4.  **Working with a classmate, plan questions to get additional information about Hillary's story.**
- If you consider that your students would need some additional preparation for completing this activity, before carrying out the activity as suggested in the *Student's Book*, you can share a story of your own and invite students to ask you questions to get more details about the story you are sharing. Then, you can tell them that they are going to do the same for Hillary's story.
  - You can start the activity by arranging the class into pairs or groups and ask students to take turns sharing the details they have in their chart for Activity 3.
  - Then, you could invite them to think of possible questions they could ask in order to obtain additional details about the story. *If you would like to use this activity as further scaffolding for the following role play, ask students to write down a list with their questions in their notebooks.*
  - It might be a good idea to invite a few volunteers to share their questions with the class.

**Answers**

Answers will vary



5.  **Practice a conversation in pairs. Choose one of the roles below and follow the instructions.**
- You can start this activity by arranging the class into pairs and ask them to choose a role A or B.
  - *If you would like to provide further support for students to complete this role play successfully, you can tell all the students who chose role A to use their chart with notes from Activity 3 to help them tell the story. Also, tell all the students who chose role B to use their list of questions from Activity 4 to choose the ones they can ask their classmate at the right time.*
  - Monitor students' work and provide help when necessary.
  - It might be a good idea to invite a few volunteers to share their role play with the whole class.

**Extra Activity**

*If you would like to provide your learners with a higher degree of challenge, you could ask them to create an imaginary dialogue but from Hillary's or Dawn's perspective telling a friend what just happened to her. You can ask students to work in small groups and to practice combining *Direct* and *Reported speech* as well as different gestures to support the emotions they want to convey.*


**Reflection Box**

- You can arrange the class into small groups and ask them to discuss the question in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- You might want to share with students that now that they have reflected about the progress they have made, it is time to continue developing their final product with the following activity.

6.   **Think of a situation that contains unexpected events and that you would like to share with your classmates. Plan sentences with descriptions to answer the following questions:**
- You can start this activity by asking students to share if they have ever faced an unexpected situation. Ask students to write in their notebooks four or five ideas of stories and to then choose one.
  - *If you would like to provide students with additional support, you can ask them to bring five big index cards or five sheets of paper of different colors (they will use two in this activity and three in Activity 9). Ask students to use two pieces of paper for this activity and write in one of them: Who's the story about? And in the other: Where and when did it happen?*
  - It might be a good idea to tell them to make sure they try to include details when they answer the questions.
  - Ask students to write sentences that answer both questions on the back of each paper.
  - Then, you can ask them to work in pairs and revise what each other wrote.



## GET MOVING

7.  Think about an unexpected event that may have happened at your school, at home or in your community. Practice a dialogue with a classmate. Choose a role (A or B) and follow the steps.
- The purpose of this activity is to help students participate more confidently in an unrehearsed oral exchange.
  - You can start this activity by arranging the class into pairs and ask them to choose a role A or B.
  - Check the flow chart with the whole class and help them notice that it shows the progression of a natural conversation. Then, have students do the role play. *If you think your students might require additional help, consider doing the poster activity before the actual role play.*
  - Monitor students' work and provide help when necessary.
  - It might be a good idea to invite a few volunteers to share their role play with the whole class.

### Answers

Students' own answers

### Poster Activity


Display the unit image on your Teacher's CD and ask different volunteer students to describe a scene to you. Ask the class: *What do you think is the unexpected event that caused each of the reactions?* Write their ideas on the board accepting all possibilities for each illustration and asking students to imagine what the people might be saying or thinking in each of the illustrations. After that, you can divide students into pairs and have them use the dialogue frame on page 33 to plan a quick conversation that narrates what happened in one of the situations depicted. Have pairs take turns sharing their stories.



### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- *If you would like to provide students with further support for their project, you can tell them that they can use a template to create an organized version of the story they chose to share with the class as a final project. The chart in Activity 7 can be used as a resource to guide them as they tell the story so that they are prepared to answer questions but to continue with the story and finish it without losing track of the objective.*

# GET MOVING



8.  Examine the phrases below and select the ones you can use to make sure you understand what another person is telling you in a conversation. Then, conduct a role play using the role cards below.

- Ask students to work in pairs and to choose the phrases in the box that we use to check understanding.
- Then, you can ask students to compare answers in groups before checking as a class.


**Answers**

2, 3, 4, 6, 7

- *If you would like to provide students with further support for performing the role play with more confidence, direct students' attention to the **Get Smarter!** box and elaborate a bit on paraphrasing. You could prepare sets of matching sentences to exemplify this point and write them on the board in disorder. Then, you can invite the class to match those sentences that express the same idea or have a similar meaning.*
- After that, invite students to develop a short role play about an unexpected event and to make use of the phrases they chose.
- You may want to invite a few volunteers to share their role play with the class.



9.   Think about the main events in the story you will share with others. Plan sentences to describe the following:

- For this activity, tell students that you will continue using the colored pieces of paper that they started using in Activity 6.
- Ask students to write each of the questions in this exercise in the three remaining pieces of paper (one question per paper).
- Then, ask students to write sentences at the back that describe and answer those questions. You could again revise the checklist points a-c to encourage them to write their answers in detail.
- Students can then work in pairs and revise what they wrote according to the checklist in the Student's Book.
- After students have revised the papers, ask them to organize them in a way that helps them tell a story.
- Monitor students' work and provide help when necessary.


-  Consider directing students to the Reading Corner page at this point and do sections 2 and 3.

# STOP AND THINK about...

## ...learning \_\_\_\_\_

-  **Classify the following phrases in the table below.**
  - Tell students that in order to make their story even better, it is important that they use a variety of phrases when telling it.
  - Ask students to work in pairs and complete the chart in the Student's Book using the phrases in points a-n.
  - You can then ask students to practice the body language that could accompany the phrases with their classmate.
  - Discuss as a class: *How do these phrases help have an interesting conversation?* (They reinforce meaning, add emotion, suspense or clarification).
-  **Practice telling the story you decided to share as a final project incorporating some of the phrases here and using appropriate body language.**
  - Tell students that they will practice telling the story they decided to share for their final project incorporating some of the phrases in the table and using appropriate body language. Ask students to work in pairs and to give feedback to each other.

## ...self \_\_\_\_\_

-  **Read the phrases in the activity above and follow the instructions:**
  - The aim of this activity is to help students reflect on their interlanguage (personal level of acquisition of a foreign language) and motivate them to incorporate phrases that will expand their range in spoken texts.
  - You can ask a student to read instructions and then check them as a class.
  - Ask students to work individually and to complete the activity by writing the phrases they choose for each item 1-3, in their notebooks.
  - Ask students to compare their answers in small groups and ask them to brainstorm ideas of how to incorporate these phrases when using English.
  - Consider asking students to share their answers and making a list of top 5 best ideas voted by the group.
  - Some ideas to incorporate new phrases when learning a foreign language could be: Write the phrases you don't normally use on a piece of paper that you can carry with you at all times. Find opportunities to use the new phrases as often as possible. Repeat the new phrases every morning. Write the new phrases on a sticky note that you can place in your mirror or next to you bed so you remember them every night. Watch programs in English or read material in English just to look for the new phrases and check how they are used.*

Introduction to: repetitive (to attract the attention from your listener (s))	Questions to clarify meaning	Useful phrases to clarify meaning	Expressing your reaction
b. Guess what? f. You'll never guess what happened! n. You're never going to believe this!	a. Do you mean that...? j. Sorry...can you repeat that? k. What do you mean by...? m. What does that mean?	d. It's something like... e. What I mean is...	c. Isn't that great? h. No way! i. Oh, that's awful! l. Wow! That's amazing!

# GET AHEAD

## 1. Preparing

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

- Recap all the activities students have done so far in order to finish the unit project.
- It is advisable to ask students beforehand to bring the work listed in this activity and then tell students to go through it before they share it with their classmates.

## 2. Presenting

- Students can work in groups of three to five students and take turns presenting their testimony. You might want to ask them to work with students who have not heard the story they prepared.
- To promote more interaction during presentations, you can tell students that they should ask at least three questions as they listen to all the testimonies.
- After the presentations, you can mix the groups so that students compare the contents of the forms and their reactions.
- As a class, you can guide the group in order to create a top five of the most surprising stories.

## 3. Reflecting on my progress

**Think about your work throughout the unit and the oral testimony you delivered. Copy and finish the following sentences in your notebook.**

- 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. Tell students that you will read out loud different sentences and that they should complete them in their notebooks with the first thought in their heads.
- After doing this, ask students to work in groups and compare their sentences. Encourage them to elaborate on their thoughts and to give reasons.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 39 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 45 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text, have them work in small groups to discuss the questions. You could have class feedback to get volunteers to share interesting stories.

### GET INTO THE TEXT!

- Ask students to read the text and complete the chart.
- Arrange the class into pairs and have students develop a conversation based on the story in the text. If you would like to provide further support to this activity, you could tell them to choose a role: Student A tells the story, Student B asks questions to get additional details about the story.

#### Answers

Answers will vary

### GET TOGETHER

- Students can work in groups to imagine a dialogue between the two famous people in the story after they left the movie theater and write it in their notebooks.

#### Answers

Answers will vary

## Reader

### Answer Key

#### GET THE MAIN IDEA

1. 2. 3. 4. 5. 6. 7.


#### GET THE DETAILS

1. Diego and Brandon are making an ice cream.
2. Diego and Dana saw a famous movie actor at the movies.
3. Diego talked to Leo's friend to ask if it was OK to get an autograph.
4. The friend took a picture of Diego, Dana and Leo.
5. The manager of the cinema talked to Diego and Dana.
6. She told them that Tom Cruise had given them tickets for a few more movies.
7. Diego and Dana already know that Tom Cruise was Leo's hero.

#### GET THE WORDS

1. chat 2. curiosity 3. anecdote 4. relaxed 5. fan 6. both 7. free


## QUICK CHECK

1.  **Discuss what Jake could say to Miriam in the following dialogue. Complete the dialogue with your ideas.**
  - The objective of this activity is to help students demonstrate everything they have learned so far. You can share this piece of information with them before starting the activity.
  - Arrange the class into pairs and invite students to discuss ideas and possibilities first and then to complete the dialogue.
  - Monitor the activity to check how well students did and how you can help them best.

### Answers will vary

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

- 1 What's going on?
- 2 What do you mean by "odd"?
- 3 Oh no! What did you do?
- 4 Did
- 5 Well? What happened next?
- 6 Wow! That's amazing

2.  **Working in pairs, choose to do one of the following. Take turns sharing the stories.**
  - Ask students to read the options individually and choose one. Then, they work with a classmate to share their story.
  - Ask students to evaluate their classmates following the guidelines they have learned so far: *Was the story complete? Did it include details? Vocabulary to describe? Did the student use non-verbal communication to convey meaning?* Students can also use the questions in the Student's Book: *Did you include interesting and important details? Was there a clear introduction, development and closing? Did you ask questions as a listener?*
  - Monitor students' progress and provide feedback accordingly.

## SELF-ASSESSMENT



- It may be useful to tell students that assessments help us know where we are in order to take actions to 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.
- Filling in the third column (Evidence) will help students reflect more objectively on how capable they are to do the described achievements. You can suggest that they mention a specific activity developed in the unit where they could notice their progress.
- 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 or her to make a short action plan so that he or she improves. You can also suggest point 1 of page 39 as a suggestion for improvement.

# Evaluation Instrument

The following chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. Keep this instrument as evidence of your students' learning.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

	Yes	No	Evidence (How do you know?)
Can the student understand the relevant details?			
Can the student describe people, places and events of an unexpected situation?			
Can the student use different phrases to attract the attention of his/her listener(s) and make his/her story interesting?			
Can the student support others when listening to them or when giving feedback?			

**SOCIAL LEARNING ENVIRONMENT:**

Family & Community

**COMMUNICATIVE ACTIVITY:**

Engage in exchanges associated with mass media.

**SOCIAL PRACTICE OF THE LANGUAGE:**

Exchange emotions and reactions caused by a television program.



Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>1. Interpret general sense and some details.</p>	<p>1. Prepare your students to watch the video by asking them to think about the following questions:</p> <ul style="list-style-type: none"> <li>o How do you think the video will be different from the text?</li> <li>o How do you think the video will be similar to the text?</li> <li>o How do you think the video will be more interesting than the text?</li> <li>o How do you think the video will be less interesting than the text?</li> <li>o How do you think the video will be more useful than the text?</li> <li>o How do you think the video will be less useful than the text?</li> </ul>	<p>Collect and evaluate students' answers.</p>
<p>2. Interpret general sense and some details.</p>	<p>Prompt your students to formulate questions (yes/no questions, special questions and answers) to the ideas of others. Create the necessary conditions for your students to be able to:</p> <ul style="list-style-type: none"> <li>o Clarify the meaning of words.</li> <li>o Reflect on the relations between actions, cultures, dialogues and sound resources.</li> <li>o Recognize techniques of socialized information.</li> <li>o Identify grammatical differences between British and American variants.</li> <li>o Analyze the communication situation.</li> <li>o Identify main and supporting ideas.</li> </ul>	<p>Final product</p>
<p>3. Interpret general sense and some details.</p>	<p>1. Prepare your students to watch the video by asking them to think about the following questions:</p> <ul style="list-style-type: none"> <li>o How do you think the video will be different from the text?</li> <li>o How do you think the video will be similar to the text?</li> <li>o How do you think the video will be more interesting than the text?</li> <li>o How do you think the video will be less interesting than the text?</li> <li>o How do you think the video will be more useful than the text?</li> <li>o How do you think the video will be less useful than the text?</li> </ul>	<p>Suggested evaluating instrument</p>
<p>4. Share emotions and reactions.</p>	<p>Monitor the development of your students' skills. Reflect on whether to provide individual or group support. Help your students to manage to:</p> <ul style="list-style-type: none"> <li>o Link sentences to express and explain emotions.</li> <li>o Vary intonation, rhythm and volume.</li> <li>o Use resources to make tone.</li> <li>o Monitor voice use.</li> <li>o Adopt body postures and use facial expressions that indicate emotions.</li> </ul>	



## GET GOING

### Lead-in

You can start this unit by directing students' attention to the unit cover and ask them what they see in the picture [people watching TV, showing reactions]. You can then ask students to mention their favorite TV shows and to tell you briefly what they are about. Ask the unit question "Why do we watch TV?" and elicit answers from different students noting them down on the board to illustrate the point we all have different reasons to watch TV.

1.  **Have a conversation in small groups. Discuss: How much TV do you watch? What programs do you / your family / friends watch? Why?**
  - After the lead in, and in order to continue exploring background knowledge, you can organize the class into groups for them to continue discussing TV shows. Have groups read the questions, discuss and then share answers with the class. Take note of the names of the different programs mentioned on the board.
2.  **In your groups, decide if the shows you mentioned above belong to any of the types of shows illustrated below.**
  - You can start this activity by directing students' attention to the images in this exercise. Read the names of each TV show with the class and try to elicit an informal definition for each (e.g. A sitcom is a "situational comedy" and it deals with funny and light aspects of the life of the characters). Help students with the pronunciation of each type of show.
  - *If you would like to increase the level of engagement of your students with this activity, prepare a set of pictures that represent the different types of TV shows but using TV programs that your students are familiar with or like, and use that material instead of the images in the book.*
  - *If you think that your students would benefit more from having a definition for each of the types of TV shows, consider doing the extra support activity on this page.*

- With the names of shows you noted on the board, you can have students work in their groups to match them to the correct category. Then they can compare their answers in groups.
- Then, students can now have a conversation to decide the type of TV shows each of the TV programs they mentioned in Activity 1 belong to.
- You can then discuss as a class: *What types of shows are missing from the list? What is the purpose and intended audience for each TV show type? Which TV shows are the most popular in your community?* (If necessary, direct students to the glossary section for checking the meaning of 'intended'). Students can then add the shows they mentioned to the bottom of the chart and complete the last column. **NOTE:** possible answers for other types of show: *cartoons, manga cartoons, children's programs, drama series, late shows, variety shows, talk shows.*
- You can then ask a student to read the Culture Stop box. After reading it, you can ask students to check the glossary for checking the word 'increased'. Students could then discuss names of old shows older relatives or people they know used to watch.



### Extra Support

Write the following definitions on the board (without the name of the type of TV show and in random order) and have students match each definition to the correct type of TV show.

- 1 (Sitcom) A "Situation comedy" is a series that follows the same characters in funny situations.
- 2 (Game show) A competition with a definite format to win prizes.
- 3 (News broadcast) A program that delivers information about recent or important events to the public.
- 4 (Reality show) A program that films people continuously (not actors) in specific situations decided by show producers.
- 5 (Soap Opera) A series that follows the same characters in the drama of their daily life.
- 6 (Sports broadcast) Live reporting of sport events or commentary about them.

## GET GOING

TRACK 06



3.   Listen to two abstracts from TV shows. In conversation with a classmate, decide the type of show they are, and what your initial reaction to the show is (*Are you interested, bored, curious, happy?*) Discuss the reasons for your answers.

- If your students find listening activities challenging, you can start this activity by directing students' attention to the **Get Smarter!** box and ask them to read it. Then, you can tell them that they are going to hear two different shows, but shouldn't worry about trying to understand everything. Explain to them that this first listening is to help them have an initial reaction based on what they are able to get from the shows.
- Play the recording once to see if students can get the gist of the programs.
- Students could then discuss in pairs the initial reactions to the shows in very simple terms and explain their answers in detail.
- You can also ask students to discuss: *What is the main idea in each of the abstracts?* (abstract 1 is a news broadcast reporting fires; in abstract 2 there is a funny misunderstanding between friends)
- Check answers as a class.

**Answers**

**Abstract 1** is a news broadcast, **Abstract 2** is a sitcom.

TRACK 06

4.   Listen again to get details about the shows. Discuss with a classmate: *Which abstract uses formal language? Why?* Then, answer the questions below.

- You can start this activity by asking students to pay attention to the type of language used, play the track again and ask students to discuss in pairs: *Which abstract makes use of formal language? Why?*

- Students can then continue to answer the questions in pairs. Tell them not to worry if they don't remember because they will listen again.
- Play the track and then ask students to compare their answers in small groups.
- To conclude this activity, students reflect on the importance of understanding the language and intentions of the programs they watch. You can ask them to discuss the last questions on the page. This would be an ideal opportunity to encourage them to watch shows in English if they have the chance to do it.

**Answer may vary****but can include****Abstract 1**


- 1 They are colleagues in the news show.
- 2 There are fires in Southern California.
- 3 Residents of nearly 100 homes have been asked by authorities to evacuate as soon as possible. The situation could get worse.

**Abstract 2**

- 1 They are friends.
- 2 There is a misunderstanding about something they want to tell each other.
- 3 Maybe that he was in love with her

**Critical Thinking**

Have students reflect on how language and certain accents used in TV shows have a direct effect on our perception and/or opinion of the programs. As an extra activity, you can ask students to choose two more kinds of TV shows and have them reflect and compare the type of language, intonation, tone, volume, pauses, music and sound effects of both shows.

-  Page 36 Consider directing students to the Reading Corner page at this point and do section 1. They can start reading the text in their Reader Book.

# GET GOING



## Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 40. Then, you can tell them that the first series of activities they have just completed are related to the first and second objectives on the list.
- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

TRACK 07



5. **You will listen to a conversation about the two shows. Predict what you will hear in the table below and then listen to confirm your predictions. Compare Jamie's and Vanessa's reaction to yours.**

- You can start this activity by directing students to the picture so they can guess the context of the conversation (remind them that the friends will talk about a news program and a sitcom) and then make sure you pre-teach vocabulary like "spoil" and "misunderstanding".
- You can then ask a student to read the instructions. Students should take a guess about the reactions. Let them know you understand they have little information to guess accurately, but it will be fun to see whose guesses are correct.
- As students listen, they should complete the second column. You can play the track more than once if the students seem to need it.
- Ask students to compare answers with a classmate. Check answers as a group.

### Answers

The wording in the answers will vary, but the basic answers to the second column, are:

Vanessa likes the news. / Jamie doesn't like them. / Both Vanessa and Jamie like the sitcom.

TRACK 07



6. **Listen again and pay attention to the phrases Jamie and Vanessa use to express how the TV shows make them feel. Discuss: What is your opinion on news broadcasts and sitcoms? How do they make you feel? Why?**

- You can play the track again so that students can take note of the phrases. If you believe this may be too hard, consider reading the scrip yourself so that you can emphasize the phrases they should pay attention to. Alternatively, you can write the phrases on the board in random order and have them just organize them in the order they hear them. (Phrases: I feel better after being informed; I feel like I'm being responsible; I feel confident; You feel relaxed.)
- You can then ask students to discuss: *What is your opinion on News broadcast and sitcoms? How do they make you feel?* Ask students to read the models in the speech bubbles as support to express their ideas.
- If you have a strong class, you could go over some of the differences between American and British English. Tell students that Vanessa uses some expressions in British English and write them on the board as they are on the right column of the table below. Elicit or provide the American version (left column).


	At the weekend
	I shall see it
	You have got to
	Have you heard

### Extra Activity

As an extra activity you can have students work in groups to brainstorm feelings that can be caused by different types of shows. Teams can prepare information in a graphic organizer to then present their ideas to the rest of the class.

# STOP AND THINK about...

## ...learning

- 

In conversation with your classmates, discuss: *What is an interview? What is a conversation? Working together, write similarities (in the mid-section of the diagram) and differences between the two in the following diagram. Then, read the text to check/change your initial ideas.*

  - Consider starting this activity with books closed. Ask students for their personal definition of interview and conversation and then discuss these in small groups.
  - Tell students to open their books and to work in groups to complete the diagram.
  - When they finish, groups could compare their ideas before asking the class to read in silence and verify what they wrote or make the necessary changes.


how many they have participated in (at least in 2 about TV shows). Then have them think about the final project, which is an interview. Groups could then note down strategies they can use in their interviews (show a reaction to encourage others to speak more, ask questions to clarify and/or to show interest, etc.).

- Students could then work in their project groups (or pairs) to discuss the purpose of their interview and decide if they will interview each other as themselves or maybe playing a character as in a role play, e.g. They could decide their interview is part of a variety show that is discussing TV shows and the interviewee is an expert on TV shows (maybe a critic) or a famous personality sharing his/her views.

### Answers

**Similarities:** ask questions, show a reaction, stop to clarify, paraphrase the other, both are social exchanges

**Differences:** In a conversation: all parts say and ask, no plan, unexpected results  
 In an interview: there is a purpose and plan. The role of the interviewer is more difficult.

- 

Discuss in your groups: *How does this information help you prepare you for your final project? What would be the purpose of the interview you will conduct?*

  - Before starting this part, you can ask students how many conversations they have listened to so far in this unit (2) and

### Extra Support

Consider discussing with the class the type of language used in news programs (formal). You can then ask students to draw a table in their notebooks with the differences between formal and informal register. As an extra resource they can use the language reference section on pages 177 and 178. You can ask students to use the format suggested below. Once it is done, ask students to work in their project groups to decide if the language in their interview will be formal or informal. Have students reflect on the situations where an interview needs formal language (interviews in news reports or documentaries, interviewing strangers) or informal language (interviewing friends, interviews in informal shows like talk shows or entertainment programs).


Formal language		Informal language	
Device	Example	Device	Example
Formal greeting	Good evening to you and all our viewers.	Informal greeting	Hello everyone! Welcome to our show!

# GET MOVING



## Poster Activity

Consider starting this section by displaying the image on your Resource CD and eliciting the types of TV shows that are illustrated in order to review vocabulary.

- 

**In preparation to talk about your opinion of TV shows, work together to classify the following words into the two categories in the table. Then have a conversation about your opinion and feelings of different types of TV shows.**

  - Depending on your school's facilities, you could do this activity in two ways:
 

**Option 1** is to make this an outdoors activity. You will need to make big signs with each of the adjectives in the box and spread them far from each other in a courtyard.

    - > You can start this as a game in which students first identify the words that describe programs and the words that describe feelings by running and standing or sitting next to each sign.
    - > You can then tell students that you will mention the type of program and they should run and place themselves next to the sign that matches their opinion.
    - > You can ask random students to tell you sentences using the words in the sign. For example: *News shows are boring.* *News shows make me feel bored.* It is important that you emphasize the difference between *-ing* and *-ed* endings in adjectives. In this case, *-ing* endings describe the TV show and *-ed* endings describe the feeling it causes.
    - > After this, students can fill their charts and then compare them in small groups. It is a good idea to make sure students explain why they chose a certain word to describe a show and why it makes them feel the way it does.

**Option 2** for this activity is to simply ask students to complete the chart and then compare in small groups by saying two sentences per type of program as explained before.

- Students should practice expressing their ideas using full sentences about how each of the shows makes them feel and including examples or explanations in their sentences.

## Answers

**Answers will vary, but could be classified in this way:**

**Words to describe a show:** serious, interesting, fun, silly, entertaining, annoying, boring, alarming, educational, bad.

**Words to describe feelings:** intelligent, bad, sad, relaxed, bored, anxious, excited, happy, annoyed, entertained, angry, interested.

- In preparation for your final project, choose two TV shows you like and one you don't and prepare a table with words to describe the shows and the feelings you get when you watch them.**

  - You can then direct students' attention to the last points of this exercise. Ask students to choose two TV shows they like and one they don't and to prepare a table with words to describe them and feelings they get when they watch them.
  - Students can then compare their opinions in small groups.



## Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- If you consider that students need more help to develop their final product, you could tell them to read the strategies on page 186 in their *Student's Book* and then discuss which ones would be the most useful for them.

## GET MOVING

TRACK 08



3. **Listen to different people giving their opinions about TV shows. After each set of answers, stop and infer what the question they answered was. Choose from the questions in the bubbles. When you finish, discuss with a classmate: *Did you hear any of the words you used to describe the shows you like/dislike in Activity 2?***

- Consider starting this activity with books closed and telling students that they will hear people talking about TV shows in an interview. Have them listen to the complete track to tell you, in very general terms, what type of information they were giving. Students can take notes as they listen. (People are talking about shows they like and they don't like, they are also giving reasons why.)
- To help students further understand the context of the interviews, stop after each set of responses so that students can choose the question people were answering. Students can work in pairs for this exercise. If your class is very strong, you can have them infer the questions with their books closed.

**Answers**

1. What is your favorite TV show?
2. What is the show about?
3. How does your favorite TV show make you feel?
4. Is there a type of show you don't like?
5. Why don't you like this kind of program?

4. **Prepare for your final project: *What other questions could you ask in an interview about TV shows? Brainstorm ideas in small groups and then share them with the class.***

- In order to further prepare for their final project, you can ask students to work in their project groups and brainstorm possible questions about TV programs

that they could use in an interview. Have them review their questions considering who they would interview and how many questions they want to ask.

- Have the different project groups share their questions and their ideas on who they would interview and why.
- After the discussion with different groups, students can decide which questions would be part of their interview.



5. **Prepare to answer questions about the TV programs you wrote about in Activity 2. Follow the instructions.**

- This activity could be started by asking students to work individually so that they can record evidence of their learning in their portfolios, however, you could tell students to write their sentences and then have a couple of classmates help them with grammar and/or spelling.
- *To make this activity more accessible, you could write an example on the board or write one of the responses from the listening as a model to follow. Read the **Get smarter!** box with the class so that everyone is aware of the tip to follow.*
- For the second instruction, the class can be divided into pairs at random so that students get an opportunity to ask and answer questions.

**Extra Activity**

As an extension of this activity, you can ask students to make an 'Image Mind map'. Students can place an image of a TV show they hate in the middle of their mind map and then add images that represent words that describe the TV show and their feelings about it. After that, students can take turns explaining each other's mind maps using the images as prompts. For example, *You hate "13 Reasons Why" because it is boring and makes you feel sad.*

## GET MOVING

6.  **Reflect on your progress so far. Complete the chart.**
- You can start the activity by drawing students' attention to the objectives in the chart and elicit how they are related to the general objectives of the unit. Then, you may ask students to browse the previous pages of this unit and analyze the different activities they have completed and write the number of the activities that are related to each objective in the chart and complete the first column.
  - After that, ask students to reflect for a moment about how they feel about the different achievements in the chart. Invite them to be honest and objective as well as say whether they think the objectives in the chart are easy or difficult for them. If they say difficult, you can encourage them to check the suggestions in the third column in the chart.
  - Finally, you can arrange the class into pairs or groups and ask students to discuss other ideas they could put into practice in order to improve their areas of opportunity.
  - Consider the following ways to help students who express having problems: 1) reinforce vocabulary for types of show by having students identify shows they like vs. the type of show they are. 2) and 3) Consider sharing the audio with students or recommending them sites where they can listen to graded audio or video conversations more than once (try the site <https://learnenglishteens.britishcouncil.org/> from the British Council). 4) Pair strong students with those who need more support so they can help each other with writing. 5) and 6) Have students exchange ideas and pair students with others than can help with what they find challenging.
7.  **Use the questions you wrote in Activities 3 and 4, and the information in Activity 5 to conduct a short role play working in groups of 3.**
- This activity will offer students another opportunity to informally practice an interview. Students can use the information they have generated so far for their final project but they can also add ideas and/or improvise as structuring the interview will be done later.
  - To start, you can establish the objective stated above and then ask the class to read the strategies a-g listed on the next page of their coursebook.
  - You can go over each discourse resource with the class asking concept check questions to make sure they understand what the resources are. (e.g. asking students to give you an example of tone variation.)
  - The class can then be divided into groups of three and assign roles A, B or C, and asked to conduct the role play.
  - If your class needs extra support, consider dividing them into pairs, using roles A and B and then adopting the role of C as you monitor different conversations. Conduct feedback with the whole class highlighting some of the resources used.

### Poster Activity



IMAGE 03

If your students need more practice on extended answers to questions, you can display the corresponding image for this unit and elicit the type of shows illustrated. After that, students can work individually to write notes on how each type of TV show makes them feel. The notes should include details, an explanation, and examples of shows of the same type that generate the emotions they describe. After this, students can work in pairs taking turns asking each other how each show makes them feel. As you monitor this activity, encourage students to use different resources like emphasizing words, or changing tone) to get their message across.

# GET MOVING

- After role plays in Activity 7 have been done and maybe some of the roles have rotated, have a class discussion with the questions on the last bullet. The idea is to make students aware that, to better prepare their interview, they should consider the use of different resources.

- Check answers as a class and ask students to complete their charts with sentences they didn't think of.

**Answers will vary**


but could include the following:

<p><b>Starting the interview (formal options)</b>                  Could I ask you a few questions?                  Excuse me, would you be so kind to answer some questions?</p>	<p><b>Starting the interview (informal options)</b>                  Hey! I'd like to ask you a few questions.                  Can you answer some questions?</p>
<p><b>Ending the interview (formal options)</b>                  It's been nice talking to you. Thanks.                  Thank you for your time! It's been a pleasure.</p>	<p><b>Ending the interview (informal options)</b>                  Thanks a ton!                  Thanks! Bye!</p>

**Critical Thinking**

*If you would like to provide students with further support for their final project, you could ask them to think about the interview they are preparing and ask them to discuss together: Which of the speaking resources you have analyzed would help making it clearer to others and/or more interesting to hear?*

*Think about people in your family and/or community when they speak, do they use any of these resources? Can you think of examples of people who abuse the resources?*

8.  To start planning the interview you will conduct as a final project, collaborate in groups to brainstorm phrases you can use to start and end an interview. Consider formal and informal options. Complete the chart with your ideas.
- You can tell students that this activity will help them continue preparing for their unit project.
  - Read instructions with students and ask them to complete the chart in the Students' Book in small groups.


**Extra Activity**

*If you would like to provide students with a higher level of challenge, you can make sets of cards with possible interviewees: a teacher, a lawyer, a teenager, a family member, the president of the country. You can divide the class into different teams and give a set of cards to each team. Each student should pull a card and depending on what they get, mention a formal or informal way to start or to end an interview. For example, if a student gets the 'Director of a big company' card, they should choose a formal phrase to start and finish the interview.*





# STOP AND THINK about...

## ...learning

1.  Look at the interview frame below. **Brainstorm phrases to start and end an interview, and questions related to TV programs. Complete the diagram with your ideas.**
    - You can tell students that the purpose of the frame is to help them structure and/or organize their final product better. They might decide not to use it, but if they do, they will be prepared for unexpected situations in an interview.
    - You can start by analyzing this frame as a class. Ask: *What should you do after the interviewee answers the first question?* You need to decide if you ask for more detail in case they say something interesting or something is unclear.
    - The class can be divided into pairs or small groups so that they plan an interview about TV shows and people's opinions and feelings about them. Students should use the framework and then rehearse the interview to see if the flow is correct.

TRACK 09

    -  Tell students they will listen to an interview conducted by students. As a first task, you can ask them to listen and decide how formal or informal the interview is. They can then listen again to check if some of the questions or phrases used in the interview are similar to theirs.
    - *Depending on the group's skill, consider pausing after each question to give them time to write.*
-  Finally, ask students to reproduce this framework in their notebooks and to revise the work they have done so far for their project. After that, they can prepare a set of questions using the framework as a guide if they find it helpful.
 

**NOTE:** Students should know the importance to be prepared for unexpected answers and situations. Interviews and conversations do not always go according to plan.
  - It may be a good idea to ask students to work in pairs and revise each other's work.

### Answers

#### Introduction:

Can I ask you a few questions?

#### Question 1:

What is your favorite TV show?

#### Question 2:

How do you feel when you watch that show?


Intrigued? What does that mean?

#### Question 3:



#### Conclusion

Thanks for the chat...see you later!

**STOP AND THINK about...****...being together** \_\_\_\_\_

1.  Practice the interview you prepared in Activity 1 page 49. When you finish, give each other feedback using the forms below.
  - You can start this activity by reading instructions as a class.
  - Divide students in pairs and remind them to be very cooperative and respectful while doing the interviews.
  - Tell students that each student will take turns interviewing and answer in each pair.
  - Ask students to give each other feedback using the charts in the students' book.
  - *If time allows, students can repeat the interviews until both have marked 'yes' in all the lines of their charts.*

**...self** \_\_\_\_\_

1. **Think about interviews with classmates and answer the following questions in your notebook.**
  - This activity is important to help students reflect in socio-emotional aspects of the social practices in the unit. You could start by discussing how respecting opinions and feelings is always important. You can read instructions together and then ask students to answer the questions in their notebook.
  -  Divide the class into small groups and ask students to compare their answers.
  - Then, discuss as a class: *What can you do to help people feel comfortable with interviews? At this point, if it helps students, it would be a good idea to ask students to tell you what other people can do to make them feel more comfortable during an interview. For example: I don't like to be recorded in video. Other people could only record my voice or take notes if they interview me.*
  -  Consider asking students to do sections two and three on the Reading Corner Page.

---

**Answers will vary**

# GET AHEAD

## 1. Preparing

**Prepare and revise the information you have developed throughout the unit.**

- Review all the activities students have done so far in order to finish the unit project.
- It may be a good idea to have students analyze the information they will use so that they can improvise questions and answers for their interviews more confidently.

## 2. Presenting

- You can divide the class into groups of four and, within their groups, have them take turns in pairs presenting their interview.
- While one student is interviewing another, the two students listening must fill in the formats in page 51 to provide feedback to the interviewer and interviewee.
- It would be a good idea to ask students to take notes of interesting comments or questions in the interviews to share with the class later on.
- After the interviews, ask students to share their feedback.
- As a class, ask students to share the notes they took during the interviews and ask students to find similarities and differences with their classmates.
- As an alternative to this process, students could record (in audio or video) their interviews and then share them with the class via a social webpage (from an educational site) or using a projector in the classroom. Consider the resources and amount of time this alternative would require, but if your school has a computer room, it might be quite easy to organize groups of 4 to watch or listen to the recorded interviews in a similar process as the one described above.

## 3. Reflecting on my Progress

**1. Think about your work throughout the unit and the interview you just conducted. Mark (✓) what you can do now.**

- 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. Tell students that you will read out loud different sentences and that they should mark them if they can do them now.
- After doing this, ask students to discuss the reasons for their answers in pairs.
- Monitor the pairs and give suggestions to students about how to revise and learn the information they need.
- *Consider the following ways to help students: Refer them to the digital summary for unit 3 on page 188 so that they have alternatives to watch TV shows in English they can talk about; Tell students they can help each other if they record themselves answering different questions (they record until they are happy with the statements) and then they ask someone else to listen just to see if they understand the main idea of the statement. Students can review relevant exercises to feel more confident to ask and answer questions in an interview, such as the extra activity on page 52 of this guide or the dialogue framework on page 49 of the student's book.*
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 54 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 60 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text on TV shows have them discuss in pairs question 1. You can conduct class feedback to get to know your group better and understand their motivation to watch TV.
- Students could work individually to read and answer item 2 and then discuss their answers again in pairs.

### GET INTO THE TEXT!

- As they read, students can check how close their predictions were to the actual information. When students finish reading, they could answer the questions and work in groups to compare their answers.

#### Possible Answers

- a cartoons, children's programs, documentaries.
- b documentaries and news broadcast
- c entertainment
- d relaxes them, it's exciting, gives them information
- e makes them happy, makes them curious, keeps someone intrigued

### GET TOGETHER

- Students can work in groups to discuss the questions in this section and then share their ideas with the class.

## Reading Book

### Answer key

#### GET THE MAIN IDEA

1 b

#### GET THE DETAILS

Answers may vary

#### GET THE WORDS

1 e-rose, 2 documentaries, 3 news satire shows, 4 thrill, 5 re-runs, 6 intrigued, 7 death




## QUICK CHECK

1. Discuss possible questions for the following interview. Complete it with your own ideas.
  - Read the instructions for the class and make sure they understand the task at hand. Students could work individually for this activity.
  - Monitor as they answer so that you can take note of common problem areas if there are any.
  - You can ask students to read the information available first in silence to then complete the activity.

### Answers will vary

#### but can include:

- 1 Can I ask you a few questions?
- 2 What is your favorite TV show?
- 3 What kind of show is it?
- 4 How does this show make you feel?

- 2  Work with a classmate to review the questions you wrote for Activity 1. When you finish, use the questions to practice a short interview between the two of you
  - Read instructions with students and divide them into pairs.
  - As students practice the questions, monitor their performance.
  - You can write the questions in the last point as a checklist on the board so that students can talk with their classmates about performance.

## SELF-ASSESSMENT

Mark (✓) the correct box.

- It may be useful to remind 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 how well they comply with each criterion.
- You might want to consider going over the criteria (*I get it*, *I almost get it* and *I need more work to get it*) explaining to them that when we achieve a good result in an activity dealing with each descriptor they can use "I get it", when the result is not always great, they can use "I almost get it" and when they have problems they should use "I need more work". Explain to them that the scale may be a bit subjective, but that they need to think of the evidence (something they did for the final project, for example) to decide on the level of competence.
- Consider asking students to find activities done in the unit that help prove they have achieved a competence or not.
- Monitor the class as they answer to make suggestions.
- If a student marked "I need more work to get it" to any of the statements, it would be good to have a quick chat with him/her to make a short action plan so that he/she improves.


# Evaluation Instrument

The following control chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. Keep this instrument as evidence of your students' learning.


Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Objective	What is the evidence of learning?	When was it done?	Comments on performance
Can understand main ideas of TV shows.			
Can recognize different types of TV shows.			
Can give examples and/or explanations when talking about reactions to TV shows.			
Can ask and answer questions about TV programs.			
Can share emotions and reactions about TV shows in an interview.			

# Review Units 1-3

1.  **Work with a classmate. Discuss and then write an answer to the following questions.**

**Possible Answers:** 1. To prove a hypothesis; 2. Title, materials/ingredients, instructions, conclusion; 3. To make sure the results are controlled.

2.  **Underline the elements of an experiment in the corresponding color. Once you have done that, write the instructions in the correct order.**


**Answers:** *Students underline in red* food coloring (different colors), liquid detergent, milk, recipient; *Students underline in blue* Add one drop of detergent in the center. Drop a couple of drops of food coloring near the edge of the recipient. Pour some milk into the recipient. Repeat the process with every color. *Students underline in black* The drop of detergent breaks down the fat molecules in the milk. As the fats break down, water moves the food coloring to where the fat was to fill the space. Instructions in order Pour some milk into the recipient. Drop a couple of drops of food coloring near the edge of the recipient. Repeat the process with every color. Add one drop of detergent in the center.

3. **Answer the question.**

**Answers will vary.** Students should justify their answers.

4. **Look at the unexpected situations. Write a suitable response.**
- You can use the Writing Assessment form on page 62 to grade students' performance for this activity. Answers will vary but they should all express surprise and convey surprise or annoyance accordingly.
5. **Choose role A or B. Follow the instructions for your role.**
- You can use the Speaking Assessment form on page 63 to grade students' performance for this activity.

**Answers will vary,** but student A should give details of the situation and be ready to clarify student B's questions; student B should ask for clarification of the situation. You can use the Speaking Assessment form on page 63 to grade students' performance for this activity.

6.  **Work with a different classmate. Take turns retelling what just happened in activity 5. Ask and answer questions to clarify the information.**

**Answers will vary,** but students should give details of the anecdote and use different phrases to clarify information.

7.  **Work together to choose your favorite TV show. Give reasons for your choice.**


**Answers will vary.** Students should justify their answers.

8. **Complete the table about a TV show you hate.**

**Answers will vary.**

9. **Write notes to interview a classmate about the TV show in activity 8. Remember to include questions to start and end the conversation.**

**Answers will vary** but students should use the information on the table to ask some questions, as well as add notes to help them start and end the interview.

10.  **Interview each other about the TV show in Activity 8.**

**Answers will vary** but the interviewer should start and end the interview politely, ask questions about the TV shows and the emotions it causes, and show interest to the answers with body language and follow-up questions; the interviewee should answer the questions made by the interviewer, offer relevant explanations and examples, show his/her emotions in tone, volume and stress in words, and move his/her hands to express meaning.

# Review Units 1-3

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate level (4-1)

## WRITING ASSESSMENT FORM

Level / Descriptor
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 connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.
The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from *Cambridge English Preliminary Handbook*



Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate column

**SPEAKING ASSESSMENT FORM**

	Very good	Good	Needs Improvement
<p><b>Grammar and Vocabulary</b></p> <p>The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.</p>			
<p><b>Pronunciation</b></p>			
<p><b>Communication</b></p> <p>The student can produce extended discourse of language with no, or only, some hesitation.</p>			

Adapted from *Cambridge Assessment Handbook*

# Term test 1

## Part 1

### Materials

**Order may vary:** scissors, paper, ruler, pencil, colored pencils, cardboard, wooden skewer, glue

Students should color the wheel following this sequence: red, orange, yellow, green, blue, indigo, and violet; one section will be left blank. Students can use a purple colored pencil to substitute indigo and violet.

## Part 2

**Wording may vary:** White, because all the colors mix together and create white light.

## Part 3

- Read the instructions together with the class.
- Explain to students they have to choose **ONLY** one situation to retell.
- To assess the retelling presentation, consider that it should contain the elements mentioned in the instructions, use the presentations on pages 36 and 38 and the one on the Review Units 1-3, page 56 of the Student's Book, as an example. Students must retell the chosen situation and clarify their classmates's questions. You can use the *Speaking Assessment form* on page 63 to grade students' performance for this activity.

### Teacher's notes

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**Part 4**

1. sport broadcast, 2. game show, 3. sitcom, 4. anxious, 5. interesting, 6. boring, 7. interested (answers to items 4-7 may vary, accept other similar or logical answers)

**Part 5**

Answers will vary.

**Part 6**

Read the instructions together with the class. Explain to students they have to choose **ONLY** one situation to interview their classmate. To assess the interview, consider that it should contain the elements mentioned in the instructions. Use the interviews on pages 49 and 50 and the one on the Review Units -3, page 58 of the Student's Book, as an example. Students must retell the chosen situation and clarify their classmate's questions. You can use the Speaking Assessment form on page 63 to grade students' performance for this activity.

**Teacher's notes**

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**SOCIAL LEARNING ENVIRONMENT:** Recreational & Literary  
**COMMUNICATIVE ACTIVITY:** Literary Expression.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Read poems.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>1. Understand general sense main ideas and some details.</p>	<p>Challenge your students to reflect about life, views, etc., so that they have the conditions to manage to:</p> <ul style="list-style-type: none"> <li>◦ Read and recite poems.</li> <li>◦ Use a diversity of communication strategies.</li> <li>◦ Identify words, types of sentences.</li> <li>◦ Contrast rhythm in verses.</li> <li>◦ Match consonant clusters to sounds.</li> <li>◦ Notice homophones.</li> <li>◦ Identify explicit and implicit information.</li> <li>◦ Infer main ideas based on details.</li> </ul>	<p>Collect evidence student</p>
<p>2. Understand general sense main ideas and some details.</p>	<p>Challenge your students to reflect about life, views, etc., so that they have the conditions to manage to:</p> <ul style="list-style-type: none"> <li>◦ Read and recite poems.</li> <li>◦ Use a diversity of communication strategies.</li> <li>◦ Identify words, types of sentences.</li> <li>◦ Contrast rhythm in verses.</li> <li>◦ Match consonant clusters to sounds.</li> <li>◦ Notice homophones.</li> <li>◦ Identify explicit and implicit information.</li> <li>◦ Infer main ideas based on details.</li> </ul>	<p>Final product</p>
<p>4. Write sentences based on verbs and adjectives that communicate ideas.</p>	<p>Stimulate and motivate your students to value their own and others' feelings, and to reflect on their experience in life, so that they have the conditions to manage to:</p> <ul style="list-style-type: none"> <li>◦ Write sentences to describe models.</li> <li>◦ Organize sentences into paragraphs to describe feelings and emotions.</li> <li>◦ Analyze the effect that punctuation marks and capital letters have in the writing of sentences about feelings.</li> </ul>	<p>Suggested evaluating instrument</p>

## GET GOING

### Lead-in


You can start this unit by asking students which poems they have read or know about. Ask students to share details they remember and ask the unit question: *What do poems communicate?* You can have students discuss this in small groups and then share their answers with the class or manage this as a class discussion.

### GET GOING!

-  **Working in groups, discuss what you may already know about poems using the questions below.**
  - For this activity, you can read instructions with students and ask them to work in groups.
  - Another option and considering your class' context, could be to ask students to bring markers, pieces of paper and scotch tape.*
  - Write on the board the three questions separated from each other.
  - As students read the questions, they must write down the first word that comes to their mind. Then, ask them to paste their words on the board around each question number. In this way, you will create big word clouds from which students can draw conclusions.
  - You can then ask students to explain reasons behind the words they chose.

#### Answers will vary

(they should all be accepted at this point, but suggestions will be given in activity 2)

-  **Read the following text about poetry and check your answers to the questions in Activity 1. Discuss: *How similar or different were your answers? Did you learn something new in this article?***

- Tell students that they will now compare what they discussed in Activity 1 with what an expert says about poetry.
- It would be a good idea to ask students to underline the parts of the text in which they found answers for questions in Activity 1.
- If you have time to spare, and considering students' skills, it would be a good idea to ask groups of students to write their conclusions in their notebook.*

#### Suggested Answers

Answers for activity 1: 1 Poetry can be defined as written text that plays with meaning, sound and rhythm to create strong emotions. 2 The way the text is organized as well as the fact that there always seems to be a strong emotional message. 3 Poetry helps people to connect to the feelings and experiences of others.


#### Answers for Activity 2 will vary



#### Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 60 and in pairs, you may ask them to discuss how Activities 1 and 2 can help to meet any of these objectives. Allow some volunteers to share their answers with the class.
- Then, you may arrange the class into small groups and ask them to discuss the questions in the reflection box. After that, invite a few volunteers to share their answers with the whole class.

## GET GOING

3.  Discuss with a classmate: *Have you ever read a poem? Which one(s)? What ideas and emotions do they convey?*
- Divide students into pairs.
  - Read instructions with the class and ask students to discuss the questions.
  - You can ask students to give details about the poems they have read and share with the class. *Additionally, and considering students' conversational skills, you could ask them to share their reasons for having read those specific poems they have read.*

**Answers**

Students' own answers


TRACK 10



4. Listen to a poem by Emily Dickinson. Mark (✓) the emotion (or mood) it communicates.
- You can start this activity by telling students that they will listen to a poem by Emily Dickinson. Direct students' attention to the **Culture Stop** to find out more about this author.
  - You may ask if they know something about her or if they have ever heard a poem being read by someone else. You can also ask for details about this experience.
  - It may be a good idea to remind students that emotion is conveyed not only through words. They should also pay attention to tone of voice and intonation.
  - You might play the recording, ideally with books closed. Have students complete the activity and check the answer as a group.
  - It is advisable to tell students that they will listen again. Before they listen, you can ask them to remember some key words they heard the first time and you can write them on the board.
  - Ask students to close their eyes and listen again. You may ask the following question: *What images come to your mind?*
  - You may divide the class into small groups and ask them to discuss and see how similar or different their ideas are.

**Answers**

c

5.  When reading poems, all words are important. To understand the poem better, read it and analyze the content to get the meaning of the underlined words. Write the correct underlined word next to its meaning.
- You may read instructions with the class making sure they understand the task.
  - It could be a good idea to ask students to work in pairs in order to find the meanings of the underlined words. Remind them to use their glossary if needed.
  - *If you have enough time, to set a collaborative environment, you could check answers as a class.*


**Answers**

1 extremity, 2 tune, 3 sweetest, 4 sore, 5 soul, 6 feathers, 7 rests

**Extra Activity**

In order to make understanding more effective, it would be a good idea to ask students to paraphrase each sentence in the poem. For example: *"Hope" is the thing with feathers that rests in the soul = Hope is like a bird that lives inside people.* This activity could be done in teams and you can compare as a class.

## GET GOING

6.  Read the poem in Activity 5 again and discuss the following questions with a classmate to explore details in the poem.

- For this activity, you can ask students to first work individually to reflect on the poem's details. You may draw students' attention to the **Get Smarter!** box. You may explain the reading tip in the box is useful not only for poems, but for other kinds of texts.
- It could be enriching for students if you ask them to compare answers in pairs and to underline the words in the text that confirm their answers before they check answers as a class.

**Answers will vary**

**but can include:** 1 to a bird, 2 like a bird that sings despite things happening around it, 3 very big problems, 4 all the time, even in difficult times.

**Reflection Box**

- You can ask students to look at the learning objectives on page 60 and remind them that the activities they have completed are related to the second objective in the list.
- You may arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share their answers with the whole class.

TRACK 10




7. Listen to the poem again. As you listen, pay attention to the sounds and cross out the word that does not rhyme (has a different sound).
- For this activity, remind students that an important part of poems is sound. Poems use the sounds in words to create and transmit emotion and effects.
  - Direct students to the **Get Smarter!** box so that they become more aware of sound in poetry.
  - You may read instructions with the class and play the track once. *If you consider it necessary, complete the first line as an*

*example and then, let students complete the rest.*

- You may check answers as a group and ask students to give their reasons.

**Answers**

1. feathers, 2. warm, 3. bird, 4. land.

8.  As a group, read the poem in Activity 5 aloud, paying attention to the rhythm to make it sound as nice as possible. When you finish discuss in small groups: *How does the sound of the poem make you feel? What is your opinion of the poem?*

- The objective of this activity is to make students aware of rhythm and sound in this particular poem.
- You can play the track and ask students to pay attention to how key words are pronounced and to underline syllables that help provide rhythm.
- You can play it again so that the class reads along the track and then you can allow them to read by themselves.
- You can then divide the class into small groups and ask: *How does the sound of the poem make you feel? What is your opinion of the poem?*
- Check the conclusions of each group.


TRACK 11



9. Listen to three opinions from different students who read the poem "Hope is the thing with feathers" by Emily Dickinson. Discuss with your classmate: *Which opinion is closer to yours? Why?*
- You may read instructions with the class.
  - *If you would like to provide students with a higher level of challenge, you could ask students to take notes or write a quick summary of each opinion before discussing together.*
  - Then ask students to discuss with a classmate: *Which opinion is closer to yours? Why?*


# STOP AND THINK about...

## ...learning

1.  In your notebook, rank the following aspects of a poem according to how important they are to you. Compare the order you chose in groups and discuss your reasons.
- This activity will give students the opportunity to reflect on relevant aspects of poems.
  - You may arrange students in groups and ask them to complete the activity.
  - Set a time limit for them to say their reasons for their conclusions. You could also ask groups of students to provide examples of each poem feature.




### Answers

Students' own answers

2.  Apply the criteria for poems you chose above to the two poems below. *Which one would you prefer to work with? Why? Share your answers in groups.*
- You may ask students to underline the features they chose in Activity 1 and identify them in the poems in this activity.
  - Then, you could arrange students in groups according to the features they chose and ask them to compare answers together.

### Answers

Students' own answers

3.    Working in small groups, decide where you can find more poems in English to read so that you can choose from 1 to 3 for your final project.
- To spark students' curiosity, you can start this activity by bringing to class photos of poets with a short bio at the back.
  - You can give them to students so that they read them, exchange them and discuss which ones they find interesting.
  - After that, students can decide in small groups where they can find more poems from these authors or any other they know or like.
  - Students should choose from 1 to 3 poems for their final project. Point out that there are some poems in their reader book, their local or school library, or sites for poems.
  - Once students have selected the sources for their poems and they chose different authors, you may invite a few volunteers to share their selections with the class.

### TIP for your Project.



# GET MOVING

## Poster Activity

If you would like to provide students with more explicit information about the concept of rhythm and rhyme, display the image for this unit and have students work in groups to read the lines aloud, each one in four beats, and then writing the words that rhyme for each line. After this, students could relate the phrases they read with something they are familiar with. For example, for "So bad, it's sad" students can say something like "traffic", "poverty" or any other very sad thing they can picture.



- Page 72 Page 49. Consider asking students to work on section 1 on the Reading Corner Page.

- The following pictures illustrate ideas or emotions (moods) contained in certain poems. *What emotions do you think the poems will express? Working together, analyze the pictures and titles of the poems and classify the emotions and moods in the correct box.*

  - Consider starting this activity by asking students as a class to describe what they see in each photo.
  - You could read instructions together and ask students to complete the chart in small groups.
  - Check answers as a class.
  - Ask students to continue working in groups and brainstorm more feelings and emotions that can be expressed in these poems and to add them to the correct column.
  - You can check these words as a class and ask students to complete with words they didn't think of before.

**Answers will vary**

but could be similar to:

Poem a	Poem b	Poem c
confused depressed fearful miserable sad scared worried	calm wishful serene	hopeful in love joyful

## GET MOVING

TRACK 12



2. **Read and listen to the extracts of the poems illustrated in Activity 1. Write the letter of the correct option in the spaces.**

- For this activity, you can start by asking students to read first and to try to predict in pairs the title of each poem.
- *If you consider it necessary, you can direct students to the glossary so that they can understand the difficult words in the poems.*
- Play the track and ask students to read in silence and to write the letter of the correct option.
- Check answers together.
- Ask students to work in pairs in order to check the list of emotions they predicted for each of the poems. Students could ask each other: *Were your predictions correct? Do you want to make changes?*
- Monitor pair work.

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**Answers**


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Poem 1 a, Poem 2 c, Poem 3 b

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TRACK 12



3. **Read and listen to the poems above and follow the instructions.**

- For this activity, ask students to create a chart like the one in the Student's Book in their notebooks.
  - Read instructions together and play the track once. Pause between poems so that students have time to think and write.
  - You may copy the chart on the board and elicit from students how to complete it.
  - You could monitor students' work and provide help if needed.
- Finally, you can ask students to get in groups so that they create a similar chart in their notebooks for the poems they chose for their unit project.
- Monitor as groups work.

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**Answers will vary**


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**Poster Activity**


IMAGE 04


*If you would like to provide students with further opportunities to explore moods in poems, you can display the image for this unit and ask students in pairs to try to match the phrases to any of the poems in Activity 2. Ask students to explain to you how the type of letters in each of the sentences in the image conveys the feeling of the line. Have students choose a couple of lines from one of the poems in Activity 2 and write them with the type of letter that would project the emotion. Have pairs share their creations in big groups or with all the class.*

## GET MOVING






### Reflection Box

- You can start this activity by asking students to mention the activities they have done so far to explore poems and analyze main ideas. If necessary, ask them to go back and look up the activities in their Student's Book.
- You may arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share their answers with the whole class.

4.  Use the chart you created in Activity 3 to share and discuss your ideas about ONE of the poems. Follow the steps:

- For this activity, you can ask students to bring to class one of the poems they chose and the chart they made in Activity 3.


-   You can tell students that they will be in groups with classmates who want to discuss the same poem and you can assign some time before they get in groups so that they prepare questions for their classmates.
- You can check examples of questions in the Student's Book and then elicit some more questions they could ask using question words like *How...?* (*How does the poem make you feel?*) *When...?* (*When do you like to read poems like this?*) etc.
- After this, students can discuss the contents of their charts asking questions about their ideas.

5.  Read the following sentences that show opinions on the moods in the poem "Alone" By Edgar Allan Poe. Discuss in groups: *Do you agree or disagree with the ideas presented? Why?*

- For this activity, you can read instructions with students and ask different volunteers to read each opinion.
- Ask students to get in small groups and answer the questions.

### Answers


Answers will vary

6.  Working together, analyze and underline the language used to talk about mood and personal opinions. Then, brainstorm more phrases and words you can use to describe a poem and to give your opinion about it.



- For this activity, you can ask students to make mind maps for each of the poems they chose and brainstorm together more phrases and words they can use to describe a poem and give their opinion about it.
- Check students' work and provide ideas to boost their vocabulary.

### Answers


Student's own answers

7.  Prepare for your final project. Use the chart you created in Activity 3 to write sentences about the way poems made you feel in your notebook.

- For this activity, it may be a good idea to tell students this is part of their final project and ask them to bring colored pencils to class, and a separate piece of paper.
- You can tell them to make an illustration that represents their opinion and feelings about the poem on one side of the paper.
- At the back of the paper, they should write their sentences about the way the poems made them feel.
- Students can then share their sentences in pairs and help each other correct or improve.
- To add challenge, you can limit time for the revisions and then have students switch partners so that they get more revisions and corrections.

-  Page 72  Page 49. Consider asking students to do sections 2 and 3 on the Reading Corner Page.


# GET MOVING

8.  Read an extract of an emotions inventory made by a student. Infer the correct beginning for each section and write the letter in the space. There are two extra options you do not need.
- For this activity, you might elicit from the class what they understand by “emotions inventory”. Accept all ideas and then describe what this means for their unit project: a collection of thoughts and emotions that a poem generates.
  - Tell students that they will read an emotions inventory made by a student. Remind them that they will work on something similar for their unit project.
  - Read the instructions with the class making sure they understand the task at hand.
  - Divide students into groups to complete the activity.
  - You can check answers as a class and then you may draw students’ attention to the discussion question in this activity. You could ask students to share their answers with the whole class.

- Tell students that in their Student’s Book there are suggestions on sections to include in their inventory of emotions.
- Have them analyze the example from Activity 8 and ask which sections are included, as well as how they are separated (The example has four sections: sound and rhythm, what I imagine, my experience and my feeling. Sections are separated into paragraphs that start with a set beginning phrase. Some paragraphs are illustrated).
- Students can discuss if they could use a similar format to the one in Activity 8; or if they want to have more sections, or if they want to change the order of sections, or if illustrations are optional or not, or if the sections will have headings, or how long the inventory should be, etc.
- By the end of the discussion they should have an outline or frame of the format of their emotions inventory.
- Monitor students’ work and provide help as necessary.

### Answers

1 f, 2 b, 3 e, 4 d

9.  Work in groups and decide on the format of your inventory of emotions. You can consider adding a title to the different sections. The following are suggestions on sections to include in your inventory of emotions.
- You may want to divide the class into project groups and then read instructions with them.

### Critical Thinking

If you would like to guide your students a bit more, you can ask them students what the purpose of an inventory of emotions is. You could write the question on the board and circle it, and then have volunteers write words they think will be connected to the answer around the question as in a mind map. When you have enough words (which could include show, explain emotions, feelings, etc.) explain to them that being able to recognize emotions, name them and being able to explain them is part of developing emotional intelligence (the capacity to be aware of emotions and handle them constructively).



## STOP AND THINK about...



### Reflection Box

- You can start this activity by asking students to mention the activities they have done so far to describe moods and write sentences about moods and emotions, which are part of the learning objectives in this unit. If necessary, ask them to go back and look for the activities related to each learning objective throughout the unit in their Student's Book.
- You may arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share their answers with the whole class.



## ...language

1.   **Work with a classmate and discuss: *What questions would you ask the student who wrote the emotions inventory on page 68?* Brainstorm a few questions and write them in your notebook.**
  - You can invite a student to read instructions aloud and then have a volunteer explain to the class what the task is about using his/her own words.
  - *If you would like to provide further guidance to the task, you can go over the question beginnings with the class eliciting a couple of examples.*
  - Have students work in their project groups and keep a record of the questions they could use for the final project discussion.
  - You can transform this activity into a game by asking students to write the question words in different columns in their notebook.
  - Assign a short period of time and tell students to write down as many questions as they can think of. They can work in teams for this.
  - When time expires, the team with the most questions wins.
  - You can then assign some time for revising that grammar and spelling are correct, as well as for deciding which questions to keep for their final project.




## 2. Conduct a roleplay.

- Ask students to get into pairs and imagine that they wrote the inventory on page 68.
- Students will take turns pretending they wrote the inventory and asking the questions from Activity 1. *Alternatively, they can put the questions into practice using one of the poems they have read and analyzed so far in the unit, and using their real information to answer.*
- Monitor their work and make notes of their mistakes so that you provide feedback at the end of the activity.


## ...learning

1.   **Write a first draft of an inventory of emotions. Follow the steps:**
  - For this activity, read instructions with the class going over each of the steps in detail and asking volunteers to paraphrase the steps.
  - It may be a good idea to read each point, assign time to work, give suggestions to students and then move on to the following point.
  - You can also suggest that students make their inventory in the form of a poster.
  - This activity could be done in a couple of days or a part could be assigned as homework so that students get the necessary materials.

**STOP AND THINK about...****...learning** \_\_\_\_\_

1.   Before sharing your inventory of emotions with the class, complete the following chart to check the work you have done.
  - For this activity, you can tell students that the objective is to check that their inventory is ready.
  - Read instructions with students and go over each one of the points in the chart with them making sure they understand the contents.
  - Ask students to complete the task objectively.
-  Students can answer individually at first, and later compare their charts with a classmate.
- *If there are any sections marked 'no', students must give each other suggestions on how to improve or to complete that step, as this will be important for the final project.*

**...self** \_\_\_\_\_

1.  In your notebook, write the answer to the following questions.
  - For this activity, read instructions as a class and ask students to write their answers individually in their notebooks.
  - Then, ask students to work in small groups and share their answers.
  - This last part of the activity could include ideas about expressing feelings even in their own language.
  - *As an extra challenge, you can ask students to create a mini-tutorial on how to express your feelings.*
  - Have a few volunteers share their answer to question 4 and note down on the board any questions or information they might want to learn but haven't had the chance to. Refer students to resources to learn more about poetry, such as the one suggested on their Reader Book (page 61) or at the end of their student book (page 188).

## GET AHEAD

### 1. Preparing

**Work in groups. Review the steps you have followed to create an inventory of emotions.**

- Go through all the activities students have done so far in order to finish the unit project.
- Make sure their inventories are ready for sharing.

### 2. Presenting

- Students can work in groups and decide the order of their presentations.
- Read instructions with the class and follow them.
- Monitor students' work. Take notes so that you provide constructive feedback to your students.

### 3. Reflecting on my Progress

**Think about the work you have done throughout the unit and for the inventory you just presented. Complete the following sentences in your notebook.**

- 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. Tell students that they should complete the sentences in their notebooks.
- Check students' work taking notes of generalized concerns or issues so that you can give suggestions to improve.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 74 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 80 and fill it in for each student in your classroom.

# reading CORNER

## GET READY TO READ!

- Before students start reading the text Poetry Night, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

## GET TOGETHER

- Students can work in small groups to discuss the questions in this part. Conduct class feedback so that students can share the most interesting ideas that came up in their groups.

## GET INTO THE TEXT!

- Students can fill in their charts individually as they make progress in their reading. They could check or compare answers in pairs or groups once they finish.

Answers will vary

### Reader Book

#### Answer key

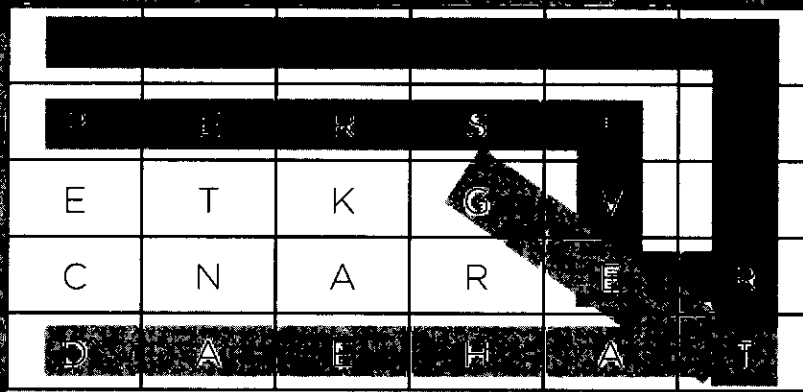
#### GET THE MAIN IDEA

Answers may vary.

#### GET THE DETAILS

1 I achieve her dreams. 2 probably a classmate or lover. 3 strange scenarios. 4 willingness to continue fighting. 5 No, because he didn't see his chance in silent movies. 6 Yes, she became an important player in the team. 7 negative feelings. 8 probably the writer's hopes and dreams.

#### GET THE WORDS





**QUICK CHECK**

1. Read the following poem, use your dictionary or the glossary pages to check the meaning of words. Then, answer the questions below.
- Read the instructions with the class making sure they understand the task.
  - You may want to read the poem aloud for them after they have read the poem silently and check the words they may find difficult.
  - Have students work individually for this activity, letting them know they will later have a chance to compare answers with others.
  - Monitor as students answer so that you can take note of individual or generalized problems.


**Answers will vary****but can include:**

- 1 The happiness autumn brings to the writer.
- 2 There are key words related to happiness such as bliss and smile.
- 3, 4 Answers will vary

**SELF-ASSESSMENT**

Read the sentences and write the number that best describes your achievements in this module.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class what each number means.
- Explain that they have to decide how well they comply with each criterion.
- Monitor the class as they answer to make suggestions.
- *If a student marked "3" 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 or she can improve.*

2.  Compare your answers to Activity 1. Take turns reading the poem aloud and then discuss: *Does the sound of the poem change your feelings or opinions?*
- Read instructions with students and divide them into pairs.
  - As students take turns reading the poem, give suggestions about intonation or pronunciation. It may be a good idea if you also model the reading of the poem at this point if you haven't already done so.
  - Ask students to discuss the question in the instructions.

# Evaluation Instrument

The following evaluation chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. You could also give a copy of this to each of your students to self-evaluate. Keep this instrument as evidence of your students' learning.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 I can do this easily and even help others do this.
- 2 I can generally do this. I need help now and then.
- 3 I have problems doing this. I usually need help.
- 4 Even with help, this is always difficult or impossible.

	My score
I can understand the main idea and details on the poems I read.	
I can identify the emotion the poem causes me to feel.	
I can write sentences to discuss emotions and opinions of poems.	
I can ask and answer questions about inventories of emotions.	

**SOCIAL LEARNING ENVIRONMENT:** Academic & Educational  
**COMMUNICATIVE ACTIVITY:** Search and selection of information.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Write a brief report on a historical event.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
2. Understand contents of historical texts.	<p>Collaborate with students and invite them to:</p> <ul style="list-style-type: none"> <li>◦ Classify new terms by their meaning and recite them as their own repertoire of words and expressions.</li> <li>◦ Reflect on the presence of auxiliaries in negative and interrogative declarative statements.</li> <li>◦ Differentiate main ideas from secondary ideas.</li> <li>◦ Express general meaning of a text.</li> <li>◦ Select key events from chronological order.</li> </ul>	<p>College evidence studies</p>
4. Edit reports.	<p>Collaborate with students to:</p> <ul style="list-style-type: none"> <li>◦ Check punctuation and spelling of adverbs and connectors.</li> <li>◦ Remove, add, change, or reorganize information to improve texts.</li> <li>◦ Clarifying ideas based on the recipient and purpose.</li> <li>◦ Make final versions.</li> </ul>	<p>Final product                      Suggested available instrument</p>

## GET GOING

## Lead-in


You can start this unit by eliciting important moments in Mexico's history and write them on the board and ask a few questions related to each event. For example: *What was Porfirio Díaz like? How do we get to know what he did when he was president? Did everyone have the same opinion of him?* You can then ask students what they would do to write a report about Porfirio Díaz. You can tell students that researching, selecting and revising information, can help them understand historical texts so that they can write about them. You could then ask the unit question: *Who writes history?* Some possible answers could be: the ones who lived the event, people who hear about the historical event, people who enjoy investigating historical facts, historians.

## GET GOING!

- 

Have a conversation about your history class. *What do you like about it? What topics have you studied recently? Have you studied World War?* As you discuss the last questions, copy a chart like the one below in your notebook and fill in the two first columns. Leave column 3 empty for now.

  - You can start this activity by writing World War II on the board and checking students understand which event you want to discuss.
  - You could then ask students to copy the chart in their notebook and fill in the first two columns. It might be a good idea to remind them that it is OK if they do not know much about this event as they will read about it later.
  - Invite some volunteers to share what they wrote in their charts.
  - If time allows, students can try to answer their classmates' questions as a class.

- 

Think about the resources you have available in your school, home or community to learn about historical events and have a conversation in groups on how you would select the best resources to learn about World War II or any other historical events. Mark (✓) your top three.

  - You can start this activity by arranging the class into groups and read instructions with the class.
  - While students discuss together, it might be a good idea to monitor their work and to encourage them to consider some of the resources in the list for their own research for the unit project.
  - Invite a few volunteers to share their conclusions with the class and to explain the reasons for their choices.
  - To wrap up the activity, you could direct students' attention to the **Get Smarter!** Box and invite them to read it. Then, you could ask them to work in groups and talk about additional tips that they consider useful for doing research.

---


**Answers**


---

Answers will vary

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## GET GOING

3.  In pairs, quickly analyze the structure (layout) and titles of the texts below to predict the content. Follow the instructions.

- Consider starting this activity by directing students' attention to the layout of the texts, the timeline, and the titles.
- Divide the class into pairs. Ask them not to read the texts and simply to look quickly at the layout and titles and encourage them to predict the content by discussing the questions.
- Before continuing with the next part of the activity, you may ask students if they know anything about The Battle of Britain. Invite a few volunteers to share what they know with the class.
- Tell students to continue working in the same pairs and then read the texts in detail to check if their predictions were correct. Then, encourage them to discuss if the Battle of Britain was important and why. Check answers as a class.
- You can close the activity by asking volunteers to summarize the information they found in the texts.

### Answers


Answers may vary but can include:  
The texts are about a battle fought by the UK during WWII. The texts are taken a) from an Encyclopedia, b) from a history magazine and c) from a textbook.

### Extra Activity

If you would like to provide students with opportunities to further develop their scanning skills, you can divide the class into teams. Tell them you will mention things to find in the text of Activity 3 and the team who finds them first will earn a point.

- Numbers: 1940, 1939, 1945, 17, 1941, 5
- Months: July, September
- Places: (Great) Britain, Germany, France, London, Liverpool, the Soviet Union, UK
- Nationalities: German, British, Russian
- Animal(s): Sea Lion

The team with the most points wins the game.


4.  A student used the resources in Activity 3 to write a report on the Battle of Britain. Look at the report on the next page and compare the layout to one of the resources. Discuss: *What are the differences? Have you written reports with a similar layout for your history class?*

- You can start this activity by asking students to look at the layout of the text and the picture. You may brainstorm what they remember about The Battle of Britain.
- Ask students to read the report individually.
- Check answers as a class.

### Answers

Answers will vary

## GET GOING

5.  Read the report on The Battle of Britain and, to check your understanding, answer the questions.
- You can decide whether to ask students to complete this task individually or in pairs.
  - *If your class has limited experience writing reports, it is advisable to ask them to underline or circle the information in the texts on page 77 that Elena used in her report. If you do this, you can help students notice the way in which Elena incorporated the information from the sources in her own report.*
  - Check answers as a class. Additionally, you could mention that Elena's report is a good model for students to follow in terms of layout and content. You may invite students to base their own reports for the unit project in this model.

## Possible Answers

1 It's a school assignment, probably written for a teacher; 2 The texts on page 77 are shorter and summarize the information; 3 The Battle of Britain was central to the outcome of World War because it an important step towards that victory.

## Critical Thinking

*If you think your group needs to know more about how to include quotations in reports, you can have students analyze the citations for the sources the student used in her report. Discuss with the class on a formal report on their reasoning once they get to write their final project report. Discuss with them the importance of acknowledging sources, asking questions like: What is the impression of a writer that cites no sources? How can we know if the information is correct or reliable? Is the information cited here enough so that we can find the sources that student used? Why would we need to find these sources?*

## Extra Activity

*If you would like to provide students with additional models to show them how to write reports, you could write your own report on the battle of Britain but making sure that it contains some pieces of information that the report on page 78 does not. You can then use this report to have students compare it with the one in their Student's Book and look for similarities and differences.*

## GET GOING



### Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 75. Then, you can tell them that the first series of activities they have just completed are related to the first and second objectives on the list.
- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

### 6. Read and analyze the report on page 78 again and identify the ideas that Elena included in her report. Complete the following organizer with your findings.

- You can start this activity by focusing students' attention on the organizer and eliciting what it is used for. You may need to lead their answers by reminding them that graphic organizers are used to visualize and organize information.
- Divide the class into pairs. Ask them to read the report again and underline, in different colors if possible, the information that corresponds to each section of the organizer. You can also have them work with another pair to compare their answers.
- Ask pairs to complete the organizer, reminding them to summarize the information. You may want to monitor their work to make sure students are writing the essential ideas.
- This could be a good moment to direct students' attention to the **Get Smarter!** Box and tell them that they can use the information to check their answers.
- Check answers as a class inviting volunteers to write the organizer on the board.

#### Possible Answers

**Main idea of the text:** The Battle of Britain was central to the victory of World War II.

**Supporting fact 1:** After France fell in June 1940, Germany decided to invade Great Britain to expand their power. **Supporting fact 2:** The RAF managed to keep the Luftwaffe in check. **Supporting fact 3:** Winning the battle allowed Allied Forces

to use this front to fight the Nazi army.

**Conclusion:** Winning the Battle of Britain was an important step towards the victory of the Allies.



### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- If you consider that students need more help to develop their final product, you could tell them to read the strategies on page 186 in their Student's Book and then discuss which ones would be the most useful for them.


### 7. As a final project, you will write a report on a historical event. The reports of all the class will form part of an anthology, which you may want to share with your school or your community. To start working in your unit project, discuss and take notes as a class.

- You may start this activity by telling students about the unit project and how they are going to create a class anthology.
- If your class is not used to doing whole class activities, it might be a good idea to set some ground rules for participating in the class discussion before hand, e.g. raise your hand if you want to speak, listen carefully to what your classmates say, etc.
- Invite students to work as a class and discuss the questions. Alternatively, you can decide to divide the class into small groups first and then invite the groups to collaborate together in a class discussion. Moderate the discussion and make sure that students agree on a period of history for the whole class to focus on.
- Depending on your class size, it might be a good idea to choose two or three different historical periods instead of one for students to have ample options to choose from.

#### Answers


Answers will vary

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

1.  When discussing past events in a historical report, we can explain what happened in different ways. Analyze the examples with a classmate and discuss: *What is similar or different in the way the past facts are described? How many actions are described in each sentence? Did the actions happen at the same time?*
- You can answer the first question as a class. Ask students to underline the verbs in each sentence and elicit the verb tenses used: past simple, past continuous, and past simple in passive voice. Help students notice the difference between using active and passive voice: In active voice we know who does the action while in passive voice we may not know, or it is not relevant. You can arrange the class into small groups and ask them to discuss the questions in the instructions. Then, invite a few volunteers to share conclusions with the class.
  - Divide the class into pairs. Have students answer the rest of the questions. You may want to monitor their work and provide help if needed.
  - You may want to write the three questions on the board to check answers as a class. Refer students to the Language Reference section if needed.


**Possible Answers**

**What is similar or different in the way the past facts are described?:** The verb tenses. **How many actions are described in each sentence?:** 2, 2, 1 **Did the actions happen at the same time?:** **Sentence a:** No, Germany decided to invade Great Britain after France fell. **Sentence b:** Yes, they did. **Sentence c:** No, there is just one action.

2.  Use the following timeline to discuss what was happening in Mexico during the World War II. Make sure to use different ways to express the past events.
- You can start this activity by eliciting which tense is used in the timeline: present. It might be a good idea to tell students that they will have to change the information in the timeline into the past for this activity.
  - Divide the class into groups. Ask them to take turns describing the past events in the timeline. Explain that they can use two events and join them, making sure the chronological order is correctly expressed. Encourage them to use passive voice sentences in the past when the actions are more important than who did them. Monitor students' work and help if necessary.
  - Check answers as a class.

**Answers**

Answers will vary

3.  In preparation for your unit project, practice editing sentences in pairs. Follow the instructions.
- You can start the activity by eliciting a few sentences that students said during the previous activity. Write them on the board and invite students to discuss in groups and decide if the sentences are right or not and how to correct them.
  - Invite students to write a few sentences in their notebooks individually. Then, arrange the class into pairs and have them exchange sentences and help each other correct and edit their work.

**Answers**

Answers will vary

**Reflection Box**

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.



# GET MOVING

## 1. In preparation for your unit project, work in groups and follow the instructions.

- You can start the activity by eliciting which historical period the class chose.
- *If the technology is available, you can hold a class discussion about how to select internet sites that are reliable. You can give them some basic guidelines if they need help: Reliable websites are often set up by official organizations and businesses. They can usually be identified by their web address. Prefer sites whose addresses end in .gov, .edu, or .org. Be careful with sites ending in .com as it is often used by commercial organizations.*
- Have students draw a timeline in their notebooks. Tell them to research the historical period selected and complete the timeline.
- Divide the class into project groups. You can ask them to share the information in their timelines.
- Check selections as a class, making sure the whole period is covered with different events. Use the information to make a class timeline on the board that shows the period and event each project team has chosen, you can transfer the information on a poster to use as a class reminder.
- You may want to ask project groups to bring different sources to research their historical topic for next class.

## 2. The following are notes that a student took before writing a report on Pearl Harbor. Analyze the notes and discuss with your classmate: *What happened in Pearl Harbor? Why was the event important?*

- Before reading the instructions, you can focus students' attention on the notes. Elicit what they are and what they are used for.
- You can give students time to read the notes. Then they can share with the class the features they notice in the notes: They are numbered, they have a summary of an event, and they all include the source of information.

- Divide the class into pairs and have them answer the questions.
- Check answers as a class.


### Possible Answers

**What happened in Pearl Harbor?** Japan attacked the US. **Why was the event important?** It made the US declare war against Japan and join World War II.

## 3. Use two or three of the notes above to write a paragraph that centers on the idea that the attack on Pearl Harbor was a mistake from the Japanese government. Use the template below as a guide. Work with a classmate for ideas and to help you check your paragraph.

- The purpose of this activity is to help students focus on paragraphing.
- *If you consider this activity too challenging and would like to guide students a bit more before asking them to write their own paragraphs, you can start by directing their attention to the template and help them notice the different elements needed in a paragraph.*
- *Then, you could use the report on page 78 and ask students to find the topic sentence, supporting facts and closing sentence in each of the paragraphs and underline them using different colors.*
- After that, you can ask students to individually write some key words or phrases in the template.
- Next, you can encourage them to use their ideas in the template to write a paragraph and exchange it with a classmate to check for mistakes.
- Finally, you could invite a few volunteers to share their paragraphs with the class.

## GET MOVING

4.  Compare your paragraph to the beginning written by the student who took the notes on page 81. Discuss with a classmate: *What is similar? What is different? Did you use the same information from the notes? Were the notes useful to develop your paragraph?*
- You can start this activity by asking students to look at this report and the one on page 78. Students can name the differences and similarities they find in both documents.
  - It is important to tell students to ignore the numbered blanks for now since they will complete them in the following task.
  - You can have students read the report individually. You may want to remind them to read the glossary for the highlighted words.
  - If you consider it suitable, students can compare their answers in pairs.
  - Check answers as a class.

### Answers

Answers will vary



### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

### Extra Support

You can find information about writing historical reports by browsing the web.

If you need help to guide your students with their writing, you can read: [https://www.wilsonhighschool.org/pf4/cms2/view\\_page?d=x&group\\_id=1520065444514&vdid=ii1k05b1scz3g2jo](https://www.wilsonhighschool.org/pf4/cms2/view_page?d=x&group_id=1520065444514&vdid=ii1k05b1scz3g2jo). You could use the most relevant information for the unit project.


## GET MOVING

**5. Read in detail the report on page 82 and choose the corresponding title for each section. There is an extra title you won't need.**

- Ask students to read the report again and match the titles to the correct section. You could encourage them to underline key words to help them choose the titles.
- Allow them to compare answers in pairs before checking as a class.

### Answers



1 b, 2 e, 3 a, 4 c

**6.  Working in pairs, compare this report to the one on page 78. Discuss: Do sub-headings help a reader for better understanding?**

- Ask students to work in pairs and compare the report on page 78 to the one they just read and discuss the question.
- Check answers as a class. It might be a good idea to let students know that the use of headings and sub-headings in reports can help the reader follow the train of thought of the writer in a more effective way.
- Additionally, you can invite them to read the report on page 78 again and decide on possible sub-headings.

### Answers



Answers will vary but is generally agreed that sub-headings help in academic reading.

**7.   Check the table you wrote for Activity 1, page 76 and complete the column "What I have learned". Talk about the important events of WW II with a classmate.**

- For this activity, you can start by eliciting events of World War II that the class has learned about and write them on the board.
- Then, you can ask students to take out the table they made in Activity 1, page 76 and encourage them to complete the third column with the new information they have learned so far.
- *If you have a large group, you can arrange the class into groups instead of pairs and*


*have students talk together about the most important events during World War II.*

- Invite a few volunteers to share their ideas with the class.

**8.   Conduct detailed research on the topic you have selected for your unit project. Work together with students who chose a similar topic and write notes for your report like the ones in Activity 2. Use index cards to write your notes.**

- You can start this activity by asking project groups to take out the sources for their research and ask them to choose the best ones to find information for their report. You may ask groups with similar topics to get together and share the sources they brought.
- You can read the information in the **Get Smarter!** Box and tell students that good notes summarize important information and include the source.
- Once groups have finished their research, suggest that they number their notes for better control.



**9. Reflect about the purpose of your report and what you want your readers to learn. Why do you want your readers to know about this specific event? Write your answer on the lines.**

- Read the instructions and write the question on the board. Encourage groups to discuss and write their conclusion.
- Then, you can ask project groups to organize the different ideas in their notes into a mind map. Remind them they do not need to use all the information but only what is relevant for the report.
- You may encourage groups to exchange mind maps to give each other feedback and make any adjustments if they consider it necessary.
- This is a good time to tell groups to make a clean version of the revised mind map on a separate piece of paper.
-  Consider directing students to the Reading Corner page at this point and do sections 1 and 2.

# GET MOVING

## 10. Follow the steps to produce a first draft of your writing.

- You can start this activity by arranging the class into project groups and ask them to take out the mind maps they created in Activity 9, page 83.
- Then, you can direct students' attention to the report framework in their Student's Book. Invite them to use their mind map and the report framework to start planning their reports. It might be a good idea to have students read the **Get Smarter!** box at this point before their start planning their paragraphs.
- *If you consider that students need regarding paragraphing, you may want to spend some time working as a class analyzing the different paragraphs in the reports on pages 78 and 82 to help students understand that paragraphs should contain only one main idea (topic sentence) and a few secondary ideas (supporting sentences).*
- *If you have a strong class, this might be a good opportunity to help students analyze the difference between simple and complex sentences: A simple sentence has only one clause. A complex sentence has one main clause and one or more subordinate clauses. Encourage volunteers to find examples of each type in the reports on pages 78 and 82.*
- Then, you can invite project groups to complete the report framework with clear paragraphs.

-  Once that students have finished, ask them to work with another group and exchange report framework. Encourage them to give each other constructive feedback.
-  To wrap up the activity, invite students to write a first draft of their report taking into account the feedback they got from their classmates.

### Answers


Answers will vary, but students should produce a structured report with a similar sequence as the one suggested in the framework.




### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.


**STOP AND THINK about...****...language** \_\_\_\_\_


-  Read the following pairs of sentences about the attack on Pearl Harbor and discuss with a classmate: **What makes them similar or different? Which version do you prefer? Why? What is the intention of the highlighted words in each sentence?**
  - The objective of this activity is to make students more aware of words that highlight manner and that add focus on who does the actions.
  - Direct students' attention to the pairs of sentences and ask them to go to the Glossary section in order to understand the meaning of the highlighted words. This can be a good time to read the **Get Smarter!** box.
  - If you think your students need more guidance to complete the activity, you can write these questions on the board: What do the words secretly and eventually describe? How does the use of Many change the meaning of the sentence? Divide the class into pairs and have them answer the questions: The way in which Japan planned the attack and when the US involvement contributed to Japan's defeat. Many adds impact to the sentence as we can use the active voice to focus on the subject of the action. If necessary, refer students to the Language Reference Section for support.*
  - Ask students to get together with their project group and take out the draft they wrote for Activity 10 on page 84. Tell groups to reread their draft and discuss if they are using words to describe manner. Suggest that they consider rewriting some sentences in a different way so that they add emphasis to some actions.
  - Encourage groups to write a new version of their draft with the changes discussed in the previous step. Ask them to save it for their portfolio.

**...being together** \_\_\_\_\_

-  Work in small groups and discuss the following questions.
  - For this activity, you can ask a volunteer to read instructions. Ask comprehension questions to check understanding.
  - Divide the class into small groups. You may want to ask students to work with classmates they haven't worked with lately.
  - Ask groups to read the questions one by one so that they discuss each aspect. Suggest that they remember their past experiences checking others' work. Monitor and help students reflect if necessary.
  - Check conclusions as a class and ask volunteers to share their reasoning behind their answers.

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

1.  **Exchange the drafts you wrote for Activity 10 on page 84 with another group and help each other revise grammar, spelling and organization of the report you wrote. Use the following list of questions to check each other's work.**


- You can start this activity with books closed. You can then elicit the steps students followed to write the report for the unit project.
- Divide the class into project groups and collect their historical report. Jumble the texts and hand one to each group, making sure they have another group's report.
- You may consider asking students to read the report aloud while the other group members follow what they say. Then they can read the questions in the Student's Book one by one and discuss their answers. Suggest that they go back to the report as many times as needed. They can appoint someone to write the answers on a separate piece of paper. To round up this stage, ask groups to discuss whether the report they analyzed could benefit from having illustrations.
- *To increase the level of challenge, you can ask students to answer the questions using "Yes/No, because..." so that they can cite evidence that justifies their answer.*
- Allow time for groups to give feedback using the written answers. Encourage students to ask for clarification if necessary. Monitor and make sure this stage is carried out with respect and in a friendly manner.
-  You may have groups discuss the feedback they have just received and plan any changes they consider suitable to improve their report, including whether to add images. Then they can rewrite the final version of their report. You can

suggest that they give a final check for any spelling and punctuation they may have missed.

- Have the group save the historical report for their portfolio.

**Reflection Box**

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

2.  **After reading the information below, work as a class and decide: *What will be the title of the class anthology? Will it have an introduction? If so, who will write it? Who will write the index? Will you include information about the authors?***

- You can start this activity by eliciting what an anthology is before reading the text with the class. Then a volunteer can read the text to check if their ideas were correct.
- You may want to ask some comprehension questions to check understanding. It may be a good idea to write the characteristics of an anthology on the board to decide as a class how they want to present their work.
- It might be a good idea to have the class vote for the title of the anthology, whether to add an introduction and who will write it, and if the authors' information will be included. Once the decisions are made, assign the necessary tasks and agree on a deadline to have all the elements ready.

# GET AHEAD

## 1. Preparing

**Prepare and revise the information you have developed throughout the unit.**

- Go over the activities students have done so far in order to finish the unit project.
- Have students revise quickly all the work stated in this activity and make sure they have the final version of their report ready to share

## 2. Presenting

- Consider asking students to bring index cards to the class beforehand. You may also want to bring the class timeline done for Activity 1 on page 81.
- For the presentations, you can follow the instructions in the Student's Book, *or if your class has the adequate physical space you can do as follows:*
  - > *Have groups display their historical reports around the classroom.*
  - > *Ask students to stand up and read three or four reports. Suggest that they write notes about the text they like the most. Remind them that notes should summarize the information and include the source.*
  - > *Display the class timeline on the board. Stand next to a report and ask who liked it and why. Then move it to the place where the event fits in the class timeline. Repeat the procedure with each report.*
  - > *You may then collect all the reports and the extra elements you prepared as a class to put the anthology together. Discuss how you want to share it.*
  - > *You can close the activity by encouraging volunteers to share how they felt using different sources and working together to write a report.*

## 3. Reflecting on my Progress

**Think about your work throughout the unit and the report you just shared with the class. Complete the task in your notebook.**

- 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. You can ask students to write their answers in their notebook and remind them to be honest and objective about it.
- You can then ask students to compare their answers in pairs and share tips or strategies they found useful to help each other in case there is something they still find difficult.
- Check as a class and encourage volunteers to share any difficulties they encountered. It is advisable to elicit suggestions to help overcome the issues, but also to make suggestions about how students can improve.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 90 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 96 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text about Constantinople, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

### GET INTO THE TEXT!

- Students can complete their graphic organizers individually as they make progress in their reading. They could compare and revise them in small groups once they finish.

### GET TOGETHER

- Students can use the information in their graphic organizers to practice writing a report that summarizes the history and fall of Constantinople. While the writing can be done individually, revising in groups can be a good tool to boost confidence in producing better texts.

#### Answers

Answers will vary but they should include the fact that geographically, the city was and is still located in a very advantageous part that makes nations want to control it, the fact that the romans controlled it and that it was lost as a result of the division of the Roman Empire.

## Reader

### Answer key

#### GET THE MAIN IDEA

1 Because of its geographically privileged location. 2 Roman empire, Byzantine empire and Ottoman empire 3 They considered cities are the Constantinople and Istanbul. 4

#### GET THE DETAILS

Answers may vary.

#### GET THE WORDS

1 retain 2 entire 3 as 4 proceed 5 in addition 6 antecessor



**QUICK CHECK**

1. Read the following timeline and notes and use the information to write a short paragraph on the fall of the Aztec Empire.
  - Have students work individually on this exercise.
  - You can tell students that the objective of this activity is to help them put into practice everything they have learned so far.
  - Students could use the paragraph organizer on page 84 as a model.

**Answers will vary**

**but should include:** The main idea, supporting sentences, and a closing sentence. **Answers could also include:** Simple and complex sentences, adverbs, pronouns, and the use of active voice to highlight the subjects of actions.

2. Work with a classmate and help each other proofread and edit your paragraph. Use the chart below as part of your revision. Make corrections if you need to and write a final version of your paragraph in your notebook.
  - Ask students to work in pairs and have each other revise their paragraphs using the rubrics.
  - Tell students to take turns giving feedback. Suggest using the rubrics as a guide and encourage them to justify their evaluation.
  - Allow students to rewrite their paragraph. They could also do it for homework.

**SELF-ASSESSMENT**

Think about the things you have learned and practiced in this unit. Mark (✓) yes or no and explain your answer.

- It may be useful to tell students that assessments help us know how we are doing in order to take actions and improve.
- Read together with the class all the questions.
- Explain that they have to work individually. They can browse their Student's Book to help them remember how well they have done each task so that they can add the relevant comments.
- Monitor and help students to reflect if necessary.
- Check as a class asking students to raise their hand to say whether they can or can't do the tasks. You may want to use this activity to assess if any topic needs remedial work.
- Encourage students to share strategies they found useful to help classmates who need help.

# Evaluation Instrument

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.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Can the student...	Yes	No	Evidence (How do you know?)
Understand & report information in historical events?			
Read and put together timelines to describe sequence of a historical event?			
Express past events in different ways?			
Create ideas in a mind map and also in a paragraph?			
Accept feedback from others to revise and improve his/her written work?			

**SOCIAL LEARNING ENVIRONMENT:**

Family and Community

**COMMUNICATIVE ACTIVITY:**

Conduct exchanges associated with the environment.

**SOCIAL PRACTICE OF THE LANGUAGE:**


Discuss concrete actions to address the rights of youth.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>1. Express an opinion on the rights of youth.</p>	<p>1. Encourage students to express their own views on the rights of youth.</p> <p>2. Encourage students to express their views on the rights of youth.</p> <p>3. Encourage students to express their views on the rights of youth.</p>	<p>Collected evidence such as:</p>
<p>2. Assume a personal position and articulate others.</p>	<p>1. Teach your students how to monitor and value the progress in the command and competence of English and instill security so that they manage to:</p> <ul style="list-style-type: none"> <li>o Make tentative proposals.</li> <li>o Differentiate opinions from facts in their own and others' arguments.</li> <li>o Analyze evidence that support arguments.</li> <li>o Use comparative, contrastive and consequence expressions in their arguments.</li> </ul>	<p>Final products</p>
<p>3. Express an opinion on the rights of youth.</p>	<p>1. Encourage students to express their own views on the rights of youth.</p> <p>2. Encourage students to express their views on the rights of youth.</p> <p>3. Encourage students to express their views on the rights of youth.</p>	<p>Suggested evaluating instrument</p>

## GET GOING

**Lead-in**


You can start this unit by writing on the board with big letters the word 'right' and then asking students to help you write the first thing that pops into their minds related to rights on the board. You can then ask: *Which words are repeated the most? Why did you choose that word? You can then ask the unit question Where do rights come from?* and invite students to suggest ideas (*Basic human rights, philosophically, belong to all humans by nature, and they have been agreed by nations in order to guarantee them legally; legal rights are created in countries or communities and stated in their law*).

**1.  Work in groups and brainstorm ideas to make a list of basic human rights. Compare your ideas with the class.**

- Consider starting this lesson by asking students if they know what their rights are, and why it is good to study about them.
- The class can be divided into small groups to do the brainstorming.
- Tell students that they will make a list of basic human rights. *To increase the challenge consider giving a specific time to finish the task and a minimum of rights.*
- *You can extend the activity and also increase challenge by asking different groups to merge their lists and keep only five human rights. They must explain the reasons for each answer.*
- *An alternative to conduct the activity, is to make this a class discussion eliciting from all students.*
- Check the lists as a class.

**Possible Answers**


Right to freedom and equality, Freedom from discrimination, Right to life, Freedom from slavery, Freedom from torture and degrading treatment, Right to work, Right to education, etc.

**2.  Read the following text about rights. Then, discuss your reaction to the underlined phrases.**

- Read instructions with students.
- If you consider it necessary, before asking students to read the text, direct student's attention to the highlighted words so that they check them in the glossary.
- *A first approach for this reading task may be to have students read quickly and then decide on a title for the article. Students could do this in groups to make sure they understand the main idea of the article (The article discusses rights for people all ages).*
- You could assign time for students to read the text individually and in silence, and then have them work in pairs to discuss their reaction or opinion to the underlined phrases. You may ask volunteer pairs to share their conclusions with the whole class.

**Answers**

Students' own answers


**3.  Working together, find ways to present your reactions to others (who might have a different opinion to yours). Take notes if you need to, but focus on how to present your point of view in conversation.**

- You may ask students to read the **Get Smarter!** box and the speech bubbles in this activity, and draw their attention to the words used to introduce the ideas.
- You now, may ask students to brainstorm adjectives to describe their reactions (surprising, amazing, boring, etc) as well as other phrases to introduce ideas such as *I think, I consider, We should pay attention to* and list them on the board.
- Arrange pairs of students and ask them to present their opinion to another pair using the examples in the speech bubbles and the phrases on the board.
- Allow some volunteer pairs to share their answers with the class.




**Possible Answers**

Students' own answers

## GET GOING

4.  The article mentions a few rights that may be controversial between adults and teenagers. Discuss, *why are they considered controversial?*

- For this activity, you can start by dividing students in pairs.
- First, ask pairs to specify what each word in the box may refer to. For example: *Teenagers don't have the right to consent to medical treatment. Their parents or legal guardians decide which treatment they get and with whom.*
- After this, ask students to discuss, *why are these topics considered controversial?*
- Ask students to change pairs and discuss their ideas once more.
- Monitor students' work while they discuss.

5.    Work in groups and brainstorm other teen rights that could be considered controversial. Consider the areas in the mind map to then add more concrete examples. Propose ideas. Write them in list form in your notebook.

- The objective of this activity is that students create a list of rights that could be controversial for their unit project.
- *If you consider students need further guidance to complete the task, you can direct their attention to the dialogue boxes at the bottom of the page and ask students to read them. Point out that there are phrases for suggesting such as *What about, what if, should we...* and there are also phrases for disagreeing like *I don't think that, I know, but...* and also for agreeing like *ok, let's write.* You can tell students that as they discuss, they should try to use these phrases and others they already know in order to have successful interaction.*
- Point out the fact that the mind map illustrated already has two ideas written down, ask them to add *freedom* and *consent to medical treatment* in the correct section (*freedom* can be in legal or expression, *consent to medical treatment* in the health section).

- You can then divide the class into groups and ask students to brainstorm other teen rights that could be considered controversial.
- Check students' work and provide suggestions or support in case they need it.



### Possible Answers

(Education: Right to sexual education, right to leave school, right to access all information. Legal: right to get married, right to work, right to have property (like a car or a bank account). Expression: right to demonstrate. Safety: right not to have a curfew, right to own a gun. Health: right to seek mental health support, right to decide on treatment and doctors.)



### Reflection Box

- You could ask students to go back to page 91 and read the first learning objective and say how Activities 1 to 5 have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

-  Page 75  Consider asking students to work on Section 1 of the Reading Corner Page at this point.

### Poster Activity

*If you would like to help students brainstorm more ideas of possible controversial rights for teens, simply display the image as they fill in their mind map for Activity 5. Once they have finished you can check with them what the illustrations represent and ask in which section each was categorized. (The image in the center may represent the right to participate in school decisions, the two images on the right illustrate the right to vote, the images on the left side represent the right to demonstrate (top) and the one below, the right to get married without guardians' permission).*



IMAGE 06

# GET GOING

TRACK 13



6. Listen to a group of students speaking about a controversial issue on teen rights. Choose the illustration that best illustrates the controversial issue being discussed. The, talk about your posture following the instructions below.

- Read instructions with students.
- You can start by exploring the images with students and asking them to speculate on the youth right each picture may represent. You can continue by asking: *What do you think is happening in picture a? Picture b? Picture c? Which controversial right could they refer to?*
- Play the track once and ask students to complete the chart and then compare answers with a classmate. You may play the audio once again to check answers after point 2.

**Answer**

picture b - (having a curfew)

TRACK 13



7. Listen again and complete the information. Then, discuss which other things could be mentioned as points in favor or points against.

- For this activity, you can tell students that they will listen again, but that they will have to make notes about points in favor of the issue (having a curfew) and points against. Before listening again, make sure they understand what "having a curfew" means (set time to get back home).
- You can play the track once and then ask students to work in pairs to compare their answers.
- If necessary, you can play the track again and ask students to complete their answers.
- Direct students' attention to the **Get Smarter!** box and read it together. It may be a good moment to clarify the meaning of *argument*, *counterargument* and *fact*. You can direct students to the glossary section for this. NOTE: An argument is

a reason or group of reasons in order to persuade others of our point of view. A counterargument could be defined as a reason or group of reasons to oppose to another point of view. A fact is something that is undeniably true.

- After checking answers, you can organize students into new pairs or into small groups so that they can discuss more points for and against the issue. They could also start discussing their position.
- Discuss as a class: *who presents a better case, those in favor or those against the issue? Why?* You can also use this moment to analyze which student has better arguments and why.

**Answers**

**Points in favor of the issue (people think it's a good idea)**

Parents worry (in SB)

Curfews are meant to protect teenagers. Having a curfew is also showing respect for family members.

Curfews can prevent crime committed by young people and limit gang activity.

**Points against (people think it is a bad idea).**

You should decide when to go back, not your parents.

Guardians should trust teenagers.

Not having a curfew could develop awareness on safety.



**Reflection Box**


- You could ask students to go back to page 91 and read the second learning objective and say how Activities 6 and 7 have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

**Critical Thinking**

It is important to guide students so that they can identify which makes a good argument. Strong arguments include information that can be verified, evidence of outside research from good and trustworthy sources of information.


# STOP AND THINK

## ...language \_\_\_\_\_

-  Read the sentences from the discussion you just heard. Discuss how you could rephrase them using the words given and write your ideas on the lines.
  - You can read instructions with students and direct them to the Language Reference section.
  - Tell students that they are going to see how to contrast, compare and explain.
  - Check answers as a group.
  - You can then ask students to get in pairs and discuss: *Which words are used to compare (as...as), contrast (but) or explain consequences of ideas (because)? Why should we compare, contrast or explain ideas during a discussion? (In order to make our arguments stronger)*
  - After the discussion, you can ask students to practice thinking of other arguments about curfews in which they compare, contrast and explain.

### Answers will vary



**but can include:** 1 that we know how to be safe...protection of minors is the responsibility of our legal guardians. 2 is good...our guardians can go to sleep knowing we are O.K. 3 bad as in the U.S.

-  In preparation for the discussion you will hold as a unit project prepare points of view related to different controversial topics. Follow the guidelines.
  - At this point, students can start preparing for their final project. Ask students to retrieve the list they created in Activity 5, page 93.
  - Working in groups, students could choose three topics from the list deciding the stance they want to take (in favor or against the issue).
  - The groups can now brainstorm ideas to defend a position or present objections against it, noting down ideas. You might want to direct their attention to the **Get Smarter!** box and let them know that they should research facts that can help them support the points of view they decide to adopt.
  - After brainstorming ideas and researching facts students should be ready to write down ideas on how to express their views. Remind them they can do this in note form, but that they should prepare with the phrases they want to use.

### Extra Activity

As an extra activity, you can ask students to investigate articles about teen rights in English. You can then divide the class into small groups and ask students to work with two different color markers. Ask students to highlight opinions in one color and facts in another color. Groups can then present their findings to the class and decide together which article had the best arguments.

## GET MOVING

1.  Look at the following photos and discuss-*Which pictures show an effective discussion? Why? What do gestures, eye contact and body language show in each picture?*
  - Consider starting this activity by asking the group to briefly brainstorm what an ideal discussion would look like.
  - You can then ask students to describe what they see in each photo in pairs.
  - Read instructions as a group and ask students to discuss the questions in pairs.
  - Check answers as a group and ask students to explain the reasons behind the answers.
  - You might want to take this opportunity to discuss what students know about body language and what it can project. You can remind them that: eye contact is important to establish a connection with an audience, we show interest by leaning forward and not folding our arms, moving your hands as you speak may help get meaning across, varying tone of voice helps keep the attention from others, etc.
2.  Using the pictures as a reference as well as your experience, talk about the things to do or to avoid when having a group discussion. Then, write a list in your notebook with your ideas.
  - Read instructions with the class and direct students' attention to the glossary section in order to check the word avoid (to evade or escape).
  - You can ask students to work in groups for this activity so that they create the do's and don'ts for class discussions.
  - Discuss students' ideas as a class. Listen to students' reasons for every point.
  - *It would be a good idea to create a poster together with the rules students established for their discussion. You can paste it in the classroom so that students can see it and enrich it during the lesson or school year.*

### Answers

Effective discussion: top left and bottom right pictures. Gestures and body language show openness, interest and active listening.


### Extra Activity

In order to practice discussion strategies, you can divide the class into groups of three and ask them to choose one of the photos in Activity 1. Students can make a short dialogue based on the picture and then prepare a small "moral of the story" for their dialogue, which could be a message like: "Our dialogue shows that if you raise your voice in a discussion the reactions you get are..."



## GET MOVING

TRACK 14

3.  You will listen to a discussion about privacy in school between students. Predict what arguments and counter arguments you will hear and write your ideas in the table below. Look at the example to help you. Then, listen to confirm your predictions and discuss: *Which of the points mentioned do you agree or disagree with? Why?*

- For this activity, you can start by telling students that for any discussion it is important to anticipate points in favor or against a certain topic in order to create stronger arguments.
- Read instructions with the group. It may be important to highlight the issue to be discussed and to read the example together as well.
- It would be important to monitor the work of groups as they fill in the left side of the table. Make sure that groups complete with at least one idea. You can give them clues or ask questions to trigger ideas if they can't come up with anything.
- Play the recording asking students to compare what they filled in with the actual information.
- You might want to consider playing the recording a second time before students compare answers and discuss the last questions.
- Once answers have been checked, ask students to discuss which side of the argument they agree with and why. This could be done as a class activity starting as an informal chat and then dividing students into "for" and "against" groups.



**Answers**

**Points for in the audio:** Teens have right to privacy and respect for their personal space.

Teachers should let students know in advance if they will look at their notebooks.

**Points against:** Teachers need to look at what students do to check their work. When teachers check the way students do things they can offer advice.

TRACK 14


4.   Listen to the discussion again. Discuss: *Do the participants in the discussion follow the Do's and Dont's that you thought about in Activity 2? Which suggestions would you give to the participants? Why?*

- Before playing the track, it may be a good idea to ask students to retrieve and revise the list of Dos and Don'ts they wrote for Activity 2. If they didn't do it, quickly brainstorm with the class three things people should do during a discussion and three things they shouldn't.
- Read instructions with students and play the track.
- As the track plays, students should pay attention to the dynamics of the discussion and decide what the participants are doing right (or not).
- Give groups time to discuss their ideas and then have a class discussion to decide the strong and weak points of the discussion they heard.
- Additionally, you could ask students to practice identifying facts or opinions in this discussion and ask them to work in pairs in order to decide how to improve arguments.
- If they haven't done it yet, it may also be a good idea to extend this activity into a brief discussion to see students' points of view on this matter.

**Answers will vary****Reflection Box**


- You could ask students to go back to page 91 and read the third learning objective and say how Activities 1 to 4 have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

# GET MOVING

5.  The expressions in the box are taken from the discussion on page 97. Discuss and decide which of the purposes below each expression is used for.

- Consider starting this activity by going over the phrases and asking students if they have used them before or not. To make sure they understand their meaning, you could ask them to paraphrase a few.
- Divide the class into groups and explore with them purposes 1-5. Students could be asked to use them as headings for a chart in their notebooks.
- After inviting groups to categorize the phrases, you can have them compare their answers before checking as a class.
- Groups could then write and share more phrases for each of the categories.
- To end the activity, ask students the last question in the bullet point: *Why is it important to consider in advance which language you are going to use during a discussion?* and guide them to reflect that even in their own language, it is always good to prepare all aspects of a discussion so that our ideas are always clear and we avoid misunderstandings or even angry responses.

mean, 3 I disagree with... I think I stand with... You're right...4 But where did you get that...? 5 I see what you mean now... You may be right...

6.  Imagine you are going to participate in a discussion about privacy in school. Brainstorm possible facts and reasons to support the opinions below. Write a list in your notebook.



- For this activity, you can read instructions as a class, but divide students into pairs.
- Invite students to read the statements and, working together, think of the possible facts and reasons to support each one. Tell students this will help them prepare to have a discussion.
- Still working in pairs, students can add additional ideas and start preparing for a discussion.
- You could divide the class now into groups of 4 (two pairs working together) and give them about 5 to 10 minutes to hold a discussion. You could also have groups of three where one student acts as a moderator.
- You can conclude this activity by asking groups to share their conclusions and/or feelings.

### Answers



1 Let me start by saying that...we should talk about...Why don't we...? 2 Well, I don't

### Example table of reasons students can create

Opinion	Reason(s)
Others don't have the right to invade personal space	Everyone should have the right to make certain decisions about their bodies and their private lives without interference from others, and that includes teachers.
Teachers should not check notebooks.	Notebooks are private property. Sometimes teachers seem to 'spy' on teenagers.
Teachers should check notebooks	Teachers need to check students' work. Teachers help a lot by looking at the way students' do things.

-  Page 75  Consider asking students to do sections 2 and 3 on the Reading Corner Page at this point.

## GET MOVING


7.  Reflect on your progress so far. **Complete the chart.**
- For this activity, tell students that it is time to reflect on their progress until now.
  - Make sure to set a relaxing environment and remind students that it is important they are objective so that they improve.
  - Read instructions with students and walk around the classroom to check their work.
  - In case a student found something difficult to do provide suggestions on how to improve.
  - You may ask students to go back to the reflection boxes at different stages of the unit, since they have checked activities for each learning objective there. Have students work in pairs to compare and share their charts.
8.  Look at the notes that a student wrote in preparation to participate in a discussion on the topic of **Teen privacy in schools**. Working in groups, read the notes and discuss the following questions.
- Before starting this activity, consider asking students to read through the notes and check which arguments and counterarguments were similar to the ones they used in the discussion they had in Activity 6, page 98.
  - Divide the class into groups and read instructions with the class.
  - You can conduct the discussion of the questions as a class or ask groups to read them and give them some time to get to a consensus.
  - Conduct class feedback highlighting the fact that a first approach for a discussion is to consider, as objectively as possible, all sides of an argument.
  - You can ask some follow up questions such as: *do you think a graphic organizer or cards with information organized in sections could help you build strong arguments? Why? Why not? What would you change?*

### Answers

1 Useful because he used this information to clarify a question Rod had. 2 Arguments, 3 Counterarguments. He considers others' opinions in order to make sure his arguments are strong enough.

# STOP AND THINK about...

## ...learning

- 


Using the information you wrote for Activity 2 on page 95, create a graphic organizer with the arguments and counterarguments you will need during the discussion for the final project. Conduct some research so that you are prepared with facts to support your ideas.

  - Before starting this activity, students should have with them the information they wrote for Activity 2, page 95.
  - You can also ask students to bring to class research about the topic they decided to discuss.
  - After reading instructions, direct students' attention to the **IT Stop** and decide if it is possible to use technology to create the graphic organizer.
  - Remind students that the graphic organizer will help them organize useful information for the moment of the discussion.
  - You can encourage students' creativity and have them design their own attractive mind map or different type of organizer to put together the information they research.

### Extra Support

To provide more guidance for students who need support you can ask students to use the model on Activity 8, page 99, as a template and provide them with beginnings of sentences for each section depending on the topic they chose.

## ...language

- 

Read the following opinions on the topic of teen privacy in schools and discuss with your classmate, what makes them good (or not).


  - For this activity, read instructions with the class.
  - Direct students' attention to the **Get Smarter!** box.
  - Divide the class into pairs and then check answers as a class.
  - Then, ask students to work together and revise their arguments for the unit project. Ask pairs to decide if their arguments are reliable or not and to make modifications to make their arguments more solid.

### Answers will vary



#### but they could include:

Opinions 1 and 4 are just opinion, there is nothing that justifies them. Mentioning examples, like in statement 2 or following a logical trail to explain a point as in statement 3 can make the arguments stronger. For a good opinion: it includes facts or evidence, it shows logical conclusions

**STOP AND THINK about...***...language* \_\_\_\_\_

1.  In preparation for your discussion analyze the counterarguments you have anticipated for the position you will take. You wrote this for Activity 1 on page 100 (counterarguments section). Follow these steps.
  - For this activity, you can tell students that the objective is to check that in all discussions it is important to consider others' points of view.
  - You can go over the steps and the example and discuss with the class what makes this organizer useful (foreseeing what other may suggest helps us think of stronger reasons to defend our argument).
  - Read instructions with students and ask them to work in their project groups.
  - Students can draw a chart with sections 1 to 4 and follow the steps to complete this graphic organizer taking advantage of information they already have (the possible counterarguments) but using it in a more structured way so that the application is easier during their discussion.
  - Students could work collaboratively to check their work in their groups and to give suggestions to improve.
  - Monitor students' work.

*...being together* \_\_\_\_\_

1.   Brainstorm rights and responsibilities during a discussion. Use the examples to help you. Write a list with your ideas in your notebook.
  - For this activity, remind students that with rights also come responsibilities. You might want to make it very clear that the purpose of this activity is to consider fair measures that consider everyone while conducting a discussion.
  - If they did this, students should have with them their lists of do's and don'ts for a discussion (the one they made for Activity 2 on page 96).
  - Read instructions with students and read the examples in the speech bubbles.
  - You can divide the class into groups and ask them to create a chart in their notebooks with one column for rights and another for responsibilities they will have during a discussion. Alternatively, you can conduct this as a whole class activity.
  - Check students work and reinforce the message that all discussions must include listening and respecting others.

## GET AHEAD

### 1. Preparing

**Work in groups. Review the steps you have followed to prepare for a class discussion.**

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell them to review it and have the information ready for a discussion.

### 2. Presenting

- Students can sit in project groups around the classroom.
- Read instructions with the class and follow them.
- Make sure that there is a moderator in each group.
- It would be a good idea to review the role of a moderator before starting. (A moderator must make sure everyone gets the same time to speak, should help to clarify points of view, and should help to make sure there are no tangents during the conversation)
- Monitor students' work. Take notes so that you provide constructive feedback to your students.
- Limit the time assigned for discussion and signal groups one minute before time is over so that they can wrap up the conversations.
- Have volunteer students share the most important points in their discussion.

### 3. Reflecting on My Progress

**Think about the work you have done throughout the unit and for the discussion you just presented. Mark (✓) the option that best applies to you.**

- 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. Tell students that they should complete the chart in their books.
- Check students' work and give suggestions on how students can improve.
- *The following suggestions may help those students who seem to have problems: Ask students who think they can do most things easily to have a conversation with classmates who have difficulties and share tips. Invite students in an open discussion with the class to share tips for improvement, note them down and have students who seem to be doing poorly to commit to following one or two of the tips and then showing you evidence. Ask students to use the reference suggested for students on page 190, watch the video and then analyze the discussion using the tools seen in this unit (such as the Do's and Don'ts table they prepared on Activity 2 page 96).*
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 105 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 111 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

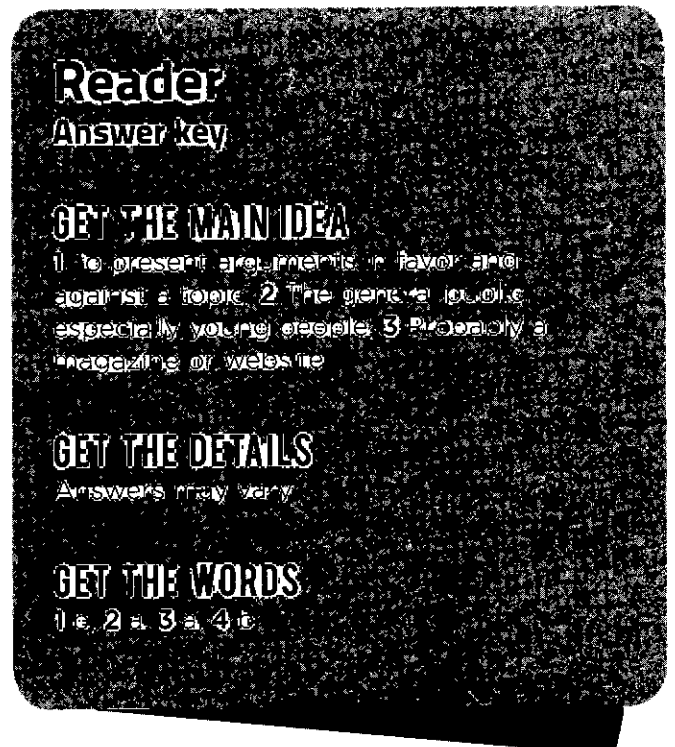
- Before students start reading the text *Should Sixteen and 17-year-olds Have the Right to Vote?*, have them work in pairs and complete the first two sections of the KWL chart.

### GET INTO THE TEXT!

- Students can finish filling in their charts individually as they progress in their reading of this text. They should also check if the information they thought they knew was correct and if the questions they have were answered. You can ask students to write the questions that were not answered on a poster paper on one of your classroom walls and have all the class read the questions and try to find the answers by conducting research. Students who find the answers can write them on the poster.

### GET TOGETHER

- Students can work in groups to discuss the questions in this section. Conduct class feedback so that they have an opportunity to share their questions, ideas, thoughts and concerns.



## QUICK CHECK

1. Read the following participations taken from a discussion. Discuss if the people are expressing a Fact or Opinion depending on what they say.
  - Have students work in pairs for this task.
  - You can tell students that the objective of this exercise is to help them review and consolidate everything they have learned so far.
  - Students can then compare answers in groups and discuss similarities and differences.

### Answers will vary

#### but can include:

- 1 Opinion-There is no verifiable evidence in this statement.
- 2 Fact-The information presented comes from a reliable source and is verifiable evidence.
- 3 Fact-The information is based on verifiable evidence.
- 4 Opinion-The information shows perception based on observation

## 2. Write two reasons *for* and two reasons *against* the following issue.

- Read instructions with students and ask them to work individually first.
- Before starting the discussions, you can ask students to make a quick graphic organizer so that they define their position and think of counterarguments.
- Then, divide students in small groups and ask them to conduct a short discussion on this topic.
- Check the discussions as they develop and make notes to provide constructive feedback afterwards.
- To close the activity, you can ask groups to summarize the main points that came up during their discussion.

## SELF-ASSESSMENT



Read the sentences and write the score that best describes your achievements in this module.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class what each number means.
- Explain that they have to decide how well they comply with each criterion.
- Monitor the class as they answer to make suggestions.
- If a student's score adds up to 24 or more, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.
- Consider the suggestions detailed on the last point of page 108 of this guide to help students who seem to need more support.



# Evaluation Instrument

This evaluation form can help with a value scale 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.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 = The student can do this very easily and independently, with no help from others.
- 2 = The student can do this most of the times, but sometimes he/she needs the help of others.
- 3 = The student can sometimes do this, but he/she is not very confident on the results and always needs the help of others.
- 4 = Even with the help of others, the students always finds this difficult and complicated.

	Score
1st points for and against an issue	
Defend opinions in a discussion	
Identify and value facts that support arguments	
Participate actively in a discussion	

**SOCIAL LEARNING ENVIRONMENT:**  
**COMMUNICATIVE ACTIVITY:**

Family and Community  
Conduct exchanges associated with specific purposes.



**SOCIAL PRACTICE OF THE LANGUAGE:** Talk about cultural habits of different countries.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>2. Exchange propositions and opinions to initiate a conversation.</p>	<p>Make explicit for your students ways of exchanging opinions for them to be able to:</p> <ul style="list-style-type: none"> <li>◦ Take the floor naturally.</li> <li>◦ Use expressions to repair a false start.</li> <li>◦ Extend their repertoire of words and expressions about cultural habits.</li> <li>◦ Express and interpret propositions and opinions.</li> <li>◦ Distinguish between facts and opinions, creating links to previous knowledge.</li> <li>◦ Interrupt the interlocutor appropriately and at the proper time.</li> </ul>	<p>Collected evidences: Student task</p>
<p>4. Use strategies to create a conversation about cultural habits, giving and concluding it.</p>	<p>Make explicit demonstrations of strategies to support your students for them to be able to:</p> <ul style="list-style-type: none"> <li>◦ Engage others in a conversation.</li> <li>◦ Detect information gaps in arguments.</li> <li>◦ Develop basic control of what is said in order to avoid information gaps.</li> <li>◦ Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties.</li> <li>◦ Vary the order of adjectives when using some of them to describe a single entity.</li> <li>◦ Enter a conversation with expressions that show politeness and cordiality.</li> </ul>	<p>Final product</p>
		<p>Suggested evaluation instrument</p>

# GET GOING

## Lead-in

You can start this unit by dividing students in small groups. Ask a simple cultural question that could show differences among students. For example: *What holidays do you celebrate? What do you usually eat for that day?* Ask students to share in their teams in detail and then ask: *What was similar? What was different?* You can point out at this moment that even though we all belong in the same group of people, there could be cultural differences from family to family. You can then ask the unit question: *What makes national culture unique?* and elicit some responses from the class.



- 
**Work on a group definition of culture. Follow the steps:**
  - You can write the word 'culture' with big letters on the board and ask: *What is culture for you?* Ask students to follow points one to three individually and then you can arrange the class into groups.
  - Once they have their words or phrases, give time to teams to work on point 5.
  - Then, ask students to read point 6. An idea for building the class definition could be for you to write on one side of the board the information that students say more than once, and on the other, the words that are not repeated. The repetition of certain items could indicate consensus.
  - To contextualize, ask for students' opinions as you guide them to build the class definition. You can leave it on the board in order to make Activity 2 more practical.*
- 
**Read the following text and compare your definition of culture to the one stated in the article. Which one is better? Why? Then, use the questions below to have a conversation with a classmate.**
  - For this activity, make sure to have with you the class's definition of culture.
  - Ask students to read the article.
  - You can then ask students: *What is similar about our definition and the one in the*

*book? What is different?* You can divide the class into pairs at this point and then ask: *Which definition is better? Why?*

- After the discussion, you may arrange students in pairs or groups to ask and answer the questions. As a tip, you may ask them to highlight the answers in the text.
- You may encourage some volunteer students to share their conclusions with the class.

## Answers


1 a habit that is copied from generation to generation in groups of people, 2 kissing to say hello, 3 because it varies from culture to culture, 4, 5 answers will vary.

- 

**Working in groups, brainstorm different habits you think are dictated by culture and that may be different in other countries. Write them as a list in your notebook.**
  - You may arrange students in groups.
  - You can ask students to make a chart like the following in their notebook. You can highlight that this will be useful later for their unit project.

Habit	Base Definition in my country	Base Definition in other countries
Greeting	Kiss on the cheek	Handshake in some European countries, bow in Japan and some Asian countries,



- The last column could be left blank or could be filled with what students already know of other cultures. Only if time permits, you can encourage students to conduct research to complete that part of the information.

## GET GOING

4.  Working with a classmate, use the list created in Activity 3 to choose a topic to talk about. The phrases below may help you in this.

- To start this activity, you may ask students to agree first on the topic, then on the board you may elicit a conversation frame or give one for them to follow and use the topic chosen along with the phrases in the chart.
- Allow some volunteer students to share their answers with the class.

TRACK 15

5.   Listen to a pair of students discussing cultural habits. In conversation with a classmate, use the following questions to analyze the dialogue.

- For this activity, you can start by eliciting from students some of the cultural habits they wrote for Activity 3.
- Then, consider introducing the word *stereotype* (a general image of a person or group of people) and refer students to the **Culture Stop** at the end of the page. Ask students to come up with one or two examples (like the Swiss love clocks, or that the French have poor hygiene). After some examples, ask: *how does this not consider individual differences?* (not all Swiss love clocks and we cannot assure that all French people have poor hygiene). It could be important to warn students of the dangers of stereotypes: *you could offend a person, you could just be wrong, or they could lead to discrimination.*
- Read instructions with the class and read the questions with students before they listen to the track, then play the track.
- You could arrange students in pairs and give them a couple of minutes to analyze the audio by answering the questions. After that, play the track again.
- Check answers as a class.




## Answers could vary

**but should be similar to:** 1 to decide on topics to use on the final project, 2 it starts with the phrase 'Why don't we talk about the cultural habits to use for our final project?' 3 Phrases used: Why don't we talk about...? We could talk about (singing). I don't think (singing)... We could discuss... How about (meal times)? 4 music, food, meal times, traditional dress, hand gestures, giving tips.



## Reflection Box

- You could ask students to go back to page 106 and read the first learning objective and say how Activities 3-to 5 have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

6.    In preparation for your unit project, work as a class and agree on a list of possible topics related to cultural habits to discuss. Follow the guidelines.
- Read the guidelines with students and make sure they are clear on what to do by asking some questions.
  - You may ask students to work in groups and follow the steps in this activity.
  - *It could be important to highlight that the objective is that they write the final version of the list of topics because they will use it for their unit project, in order to make it personal and according to their context.*
  - You could walk around the classroom in order to monitor group work and provide support and feedback as required.

## GET GOING

### 7. You will listen to a conversation on cultural habits. Work in groups and follow the instructions.

- You could start this activity by grouping students and giving them some time to discuss the questions in step 1, then encourage some volunteer students to share their conclusions with the class.

TRACK 16



- Before you play the track, you may ask students to pay attention to the way in which people in the conversations interact with each other. You may then play the track and instruct them to compare the conversation in the audio with the one they had before to discuss cultural habits.
- You might play the track again, if you consider it necessary and after that, ask students to discuss the questions in step 3. You can move around the classroom to monitor students' work and provide any help needed.
- You may ask volunteer groups to share their answers with the class.

### 8. Fill in the following diagram with the information you have heard and other facts you may know. Have a conversation about traditional dress as a cultural habit with your classmates.

- You may ask students to read the statements in the mind map and complete the Topic part first. If you consider the topic not sufficiently engaging for your learners, consider doing the poster activity instead.
- You may arrange the class into pairs and ask them to complete the activity.

- If necessary, you may play the track again and ask students to follow it as a model for their own conversation.
- Monitor students' work.
- Ask students to compare answers in groups.

### Answers

Answers will vary

-  Page 88  Consider asking students to do Section 1 of the Reading Corner page at this point.

### Poster Activity



Display the image for this unit and ask students IMAGE 07 questions about what they see: *What cultural habits are shown? Which ones are similar to ours? Which ones are different? Why?* Divide the class into small groups and invite them to have a conversation about what they see in the pictures and their opinions about the different cultural habits.

### Critical Thinking

To help students reflect more about cultural sensitivity you could start a conversation about how other people see their cultural identity. Ask questions like: *What is the image we project as a community? Is the image correct? What would you like people from other places to say about people from this place? What do you normally say about people from other places? Do you judge or over-generalize?*

Emphasize the fact that cultural differences are not a tool to compare which group of people is better than others, differences are the more than characteristics.

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

1. **Read the descriptions students gave of the pieces of clothing. Analyze the order of the words used to describe the items and discuss with a classmate: *What is mentioned first: details, colors or size?***
  - Read instructions with students and ask them to work in pairs to find the meaning of the underlined words. You can tell students to look at the pictures for better reference.
  - If you would like to guide students a bit more, you can ask: *What are the adjectives describing in each description? What is the order of the adjectives in both descriptions?*
  - Direct students' attention to the **Get Smarter!** box and have them read it, then you can ask: *do these descriptions follow the order described in the box How?*
  - *If you consider students need additional information, then you can mention at this point that adjectives in English follow a certain order. To make things easier for students, you can write on the board the acronym OpShACOM and then show students the meaning (Opinion, Shape, Age, Color, Origin, Material). You can also refer them to the Language Reference Section at this point.*
  - If you would like to help learners integrate this new information more effectively, you may tell students they can use now the mind map they created on page 109 in order to check their ideas. Students can then present their examples to the class and as a class you can provide feedback about the organization of ideas in the mind map and to check if they followed the correct adjective order according to the Language Reference section.
2. **Still working in pairs, have a conversation about uniforms for schools in your community and in other places. Describe the clothes giving as much detail as possible.**
  - This activity will provide students with an opportunity to personalize the language and topic in the unit. Direct students attention to the adjective order given in the previous activity for them to follow, and recommend students to use phrases to start and finish their conversations like the ones used in the audio.
  - Allow some volunteers to share their answers with the class.
3. **List the phrases that you used to finish your conversation. Add other phrases you could use.**
  - As a whole class, you may elicit ways in which students finish their conversations and list the phrases on the board.
  - If they did not use any phrase to finish, you may brainstorm ideas with the whole class or say some phrases on your own and elicit meaning, then, list their ideas on the board.


**Reflection Box**

- You could ask students to go back to pages 109 and 110 and check the activities they have done so far.
- You may ask students to work in groups and discuss the questions in the reflection box.

**Possible Answers**


The natural order to describe objects is size, colors and then details.

# GET MOVING

- 

Mark (✓) the strategies you have used so far to start and keep a conversation going. After that, compare your answers with a classmate and write more phrases you can use for the same purpose.

  - You may ask students to brainstorm ideas and help them remember some useful phrases, like the ones in Activity 4, page 108 and others they know. Explain that they already know these phrases, and if it is necessary, direct them to the audios and texts where they can find them (Track 16).
  - If you consider students need extra help, you may draw the chart on the board and classify one phrase in each column. Then in groups, you could ask students to complete the activity.*
  - You may ask some volunteers to come to the board and complete the chart, so that the rest of the class can check answers.

- 

Working together, decide on the information you need to discuss a cultural habit in different countries and the sources you can use for that. Use the questions below to guide your conversation.





  - For this activity, tell students that as a unit project they will have a conversation about a cultural habit and that it is important to check which information they will need.
  - You can also ask: *How do you usually start a conversation?* Elicit ideas from students and then direct them to the **Get Smarter!** box.
  - Ask students to work in their group projects so that they decide what information they will need and which sources they will use.
  - Students can answer the questions in this activity in their notebooks.
  - Monitor students' work and provide suggestions. Consider reminding the class about the characteristics of reliable sources of information: authority in the field, cited sources or sometimes date.

### Possible answers



1: Proposing ideas or opinions to start a conversation	2: Correcting what I have just said
Hey, let's talk about...	I went there... <u>no</u> , <u>sorry</u> , I <i>lived</i> there
Why don't we talk about...	Let's propose dress..., <u>I mean</u> , <i>traditional</i> dress

3: (Politely) Interrupting others to clarify	4: Inviting others to participate
Can I stop you for a second?	We have a question for you.
Excuse me. What are kilts?	We should verify this with...
Wait a second...	
Really? That's (odd).	

## GET MOVING

3.  **Reflect on your progress so far. Complete the chart.**
- It is advisable to read instructions as well as the statements in the middle column of the chart to clarify any vocabulary or questions students might have. Explain that they will have to go through their book and work to figure this out in order to be aware of their own progress and achievements.
  - Remind students to be very objective.
  -  Once students finished, ask them to work with a classmate and explain the reasons behind their answers.
  - Consider asking pairs to create together an action plan for mutual support that includes suggestions on how to improve low areas and commitments like meeting with each other five minutes before class to check on each other.
4.   **Think about "personal space." In pairs, discuss: *Have you heard the phrase before? What do you think it means?* Then, fill in the first two columns of a chart like the one below.**
- On the board copy the chart in this activity to set an example on how this should be completed. As a whole class elicit the answers for the questions in the instruction and list students' ideas on the board.
  - You may ask students to work in pairs and get to a conclusion using the ideas on the board.
  - As a whole class, encourage volunteer pairs to share their conclusions with their classmates. Use these conclusions to complete the first two columns of the chart.
  - *Alternatively, you may consider asking questions to boost their answers. For example: In your country, is it common for people to be too close to each other when they talk? What do you know of other countries? How do most people feel when a stranger talks to them really closely?*
  - *If you decide this procedure is more suitable for your students' context, then divide the class into small groups and ask them to compare their answers.*

## TRACK 17

5.   **Listen to a conversation between friends talking about Personal Space. Mark (✓) the ideas that are mentioned and then, in conversation with classmates, complete the third column in the chart in Activity 4.**
- Before students listen, draw their attention to the boxes below. Explain that the purpose of this activity is to provide a model for them to develop their unit project more effectively.
  - You might want to share with the class that personal space is the space you need around you that should not be invaded by others except with your permission. And you could mention that a study published by the Washington News Post in 2017 states that how close we stand to strangers, friends and loved ones varies from country to country. In what they call "contact cultures" (South America, the Middle East, Southern Europe) people tend to stand closer and touch more than in "non-contact cultures" (Northern Europe, North America, Asia).
  - Arrange students into groups and ask them to tick the information mentioned in the audio. If you consider it necessary, play the audio again for them to complete the third column in the chart in Activity 4.
  - You may focus on the facts presented in the audio to help students understand better.
  - Some facts you may bring to their attention could be: This is a conversation between friends talking about how uncomfortable one of them is when she is at her cousin's house due to the proximity they all have, so she thinks culture is a family matter.
  - You could check answers as a whole class.

**Answers**

C ✓, E ✓. Answers will vary for the information in the chart.



## GET MOVING

### 6. Listen to the conversation again, if necessary, to analyze it with a classmate using the questions below.

- You can start by eliciting from students: *How do you keep a conversation going?* (By listening to what is being said and asked, by giving your opinion and answering what you are being asked).
- Read instructions with students and read the questions. You may write the questions on the board and once students have listened, answer the questions as a whole class. Alternatively, you may give students copies of the audio script so they can identify information easily.
- *If you have enough time, consider analyzing the use of the connector but. Ask: What is this connector linking (Shelley's answer and Adriana's question for more detail). It is important to emphasize that the key to keep a good conversation is to adapt to what is being said, answering what is being asked, asking questions for more detail, asking questions to know others' opinions and concluding. In summary: it is vital to listen in order to answer.*

#### Possible Answers

1 Questions encourage others to speak. 2 They invite for reasons or details on what was already said. 3 Yes, she expresses her ideas on what was asked.

#### Extra Support

As an extension to this activity, you can divide students in groups and give them a topic previously covered in the unit like food and ask them to adapt this scripted conversation to the topic of food.

While they work, you can tell them they should include the questions and make sure they are following a coherent and logical order.

### 7. Prepare to have a conversation on personal space in different countries. Before you start, make a mind map like the one that follows in your notebook and fill it in with your ideas and opinions.

- For this activity, you can ask students to work in their notebooks.
- Divide the class into groups and read instructions together.
- Go over each branch of the mind map with students. It would be a good idea to work as a class to add an example for each section.
- You can then ask students to complete their mind maps in their notebooks.
- Monitor students' work and provide feedback as needed.

### 8. Hold a conversation on personal space with classmates following these steps.

- To start this activity, you can tell students that they will need the mind map they made in the previous activity.
- Tell students that they will hold a conversation about personal space and that they can use their mind map to keep their conversation going.
- Before starting the conversation, you can make a stick figure on the board, or quickly sketch someone and write there: *Ideal conversationalist. Elicit from students what would make an ideal conversationalist? Listen and write their ideas on the board and then add the criteria of the chart in the SB.*
- You can encourage students to be the best conversationalist they can during the conversation.
- You can then read instructions as a class, read every point and point out that they will be evaluating each other with the objective to improve.
- Divide students in groups and monitor their work.
- Before evaluating each other, remind students to be very objective and to explain the reasons behind each score in a very respectful way and with a piece of advice for their classmates.


-  Page 88  Consider asking students to work on Sections 2 and 3 of the Reading Corner page.

## GET MOVING




### Reflection Box

- You could ask students to go back to page 106 and read the last learning objective. You could ask students to check the activities they have done to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.



9.  In preparation for your unit project, select a couple of topics from the list in Activity 6, page 108 that you may want to discuss and prepare a mind map like the one in Activity 7, page 113. Then, compare your mind map with other students and give each other suggestions on additional points and ideas to include in your mind maps.
- For this activity, tell students that it is time to work by themselves on a mind map. In order to help them gain confidence, you might remind them that they have done something like this before, and review the topics and the mind map requested in this activity.
  - Once students have checked the list of cultural habits and the mind map, you may read instructions with them and give some time to complete the activity.
  - Once students have finished, divide them in groups and ask them to compare their work.

- It would be a good idea to ask each group to mention a good thing they observed in each other's mind map that they will implement in their own.
- You can then tell students that they can also use presentations' ideas to enrich their mind maps.


10.  Work with a classmate and conduct a roleplay using the cards below. Prepare your role in 2 minutes and then have a conversation.
- On the board you may elicit all the elements students have used to start, keep and finish a conversation (notes, mind maps, conversations, etc.) Let students know that they will need everything in order to have a role play.
  - You could give students some time to get ready for their conversation. Monitor and provide help if necessary.
  - Once students have completed the conversation, write the discussion questions on the board and allow volunteer students to share answers with the whole class.

# STOP AND THINK about...

## ...language \_\_\_\_\_

-  Analyze and categorize the following phrases. Discuss: *Which phrases propose ideas and which ones state opinions? Organize the phrases in the correct column.*
  - To make sure students are clear on what to do, you may read instructions as a class and after that, ask students to work in groups.
  - If you consider students can deal with an extra challenge, you can add more phrases on the board for students to classify like: *From my point of view, the way I see it, I feel, in my experience, as I see it.*
  - You may walk around the classroom in order to monitor students' work and check answers as a class.
-  You can then ask students to prepare a couple of sentences they can use to propose a discussion on the topics they chose on page 114.

## ...learning \_\_\_\_\_


-  In preparation for your unit project, work in groups and choose two topics from the list in Activity 6, page 108 (different from the ones you have already chosen). Brainstorm questions related to the topics that you could use to learn more about them during a discussion or to explore the topics further. Write a list in your notebook.
  - For this activity, read instructions with the class and ask students to work in groups using their notebooks.
  - For each topic, it would be a good idea to ask students to think of two or three opinions first. Then, they can add questions that can help them develop that topic in conversation.
  - In order to help students organize their ideas and work, you could draw on the board a mind map and ask them to organize their ideas in a similar fashion. Check students' work to provide support if required.

### Answers

Proposing Ideas to discuss	Stating Opinions
<p><b>b</b> Hey, let's talk about traditional dress</p> <p><b>c</b> Let's add also hand gestures and giving tips.</p> <p><b>d</b> Let's brainstorm more ideas first</p> <p><b>e</b> We could talk about music</p> <p><b>g</b> Why don't talk about cultural habits?</p>	<p><b>a</b> I understand Saris are worn every day.</p> <p><b>f</b> I don't think singing is a habit.</p> <p><b>h</b> What I believe happens...</p> <p><b>i</b> My point is that every family has their own culture.</p>


# STOP AND THINK about...

...being together \_\_\_\_\_

1.  Reflect about the importance of reaching a commonly agreed conclusion in a discussion. In conversation with a group of classmates, decide how the points below can help you reach an agreed conclusion and rank them in order of importance.
  - For this activity, divide students in groups and read instructions as a class.
  - Before asking them to complete the task, you may want to direct students' attention to the **Get Smarter!** box.
  - You can elicit from the class useful phrases that illustrate each point (the ones that apply).
  - Check answers as a class.
  - It might be important to point out the use of certain words like connectors (to connect what we listened to and our opinion) and also the sequencing of words.
  - Students can then work ranking the steps.

**Answers**

Answers will vary

2.  Work in small groups to reflect about the importance of using strategies to keep a conversation flowing. Discuss the importance of each of the strategies below and ways in which you could use them for your unit project.
  - For this activity, tell students that it is time to consider ways in which they can participate in the unit project in a more confident manner.
  - You can read instructions with the class and read each strategy together. *You can elicit examples as you read them to clarify and boost the self-reflection.*
  - You may organize students into small groups and give them some time to discuss each strategy, then ask them to share their conclusions with the whole class.

**Answers**

Answers will vary

# GET AHEAD

## 1. Preparing

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

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to review it.
- *Consider emphasizing that students will use their mind maps and the different lists they prepared in order to help them participate in a group discussion.*

## 2. Presenting

- You can ask students to work in small groups.
- Read instructions of this section together and ask students to have their notebooks with them because they will need them.
- Monitor students' work to provide constructive feedback after the activity.
- Ask students to present their conclusions to the class. Alternatively, students can write the sentences suggested on 5 on a separate piece of paper that you can display on the wall when they have finished. Give the class time to go through all papers displayed on the walls.

## 3. Reflecting on my Progress

**Think about your work throughout the unit and the conversation you just had with your classmates. Complete the following sentences in your notebook.**

- 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. Tell students that they should complete the statements in their notebooks.
- Remind students they should answer objectively and in detail.
- Have students share their sentences in small groups and have volunteers read one they want to share with the whole class.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 120 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 126 and fill it in for each student in your classroom.

# reading CORNER

## GET READY TO READ!

- Before students start reading the text Cultural Differences, have them work in pairs and complete the definitions with their own ideas. Have pairs compare their definitions with one they can find in a dictionary and then with other pairs. You could also try to get a group definition that most of them can be happy with.
- Students can then do activity 2 in pairs.

### Answers

Culture is the sum of knowledge and habits of a group of people; Stereotypes are generalized and/or pre-conceived ideas about a group of people.

## GET INTO THE TEXT!

- As students read, they can check if the words they predicted are in the article. Have them complete the table as they read as well and, when they finish, compare to their local culture.

### Answers

Drinking tea in the U.K.	there isn't just one rule
Respect and consideration in Japan	seems to be more evident than in other places
Saying hello in France	two kisses, one on each cheek
Giving flowers in France	has to be done in odd numbers
Attitude towards family in Colombia	family is first
Food in Costa Rica	is not spicy

## GET TOGETHER

- Students can compare the information they read in the text and then their ideas about local culture.

## Reader?

### Answer key

#### GET THE MAIN IDEA

Answers may vary

#### GET THE DETAILS


Answers may vary

#### GET THE WORDS

1 c, 2 e, 3 b, 4 e



## QUICK CHECK

1.  Take a couple of minutes to finish the following mind map. After that, work in pairs to conduct a conversation on style of communication.
  - Have students work individually to read instructions and complete the mind map.
  - You can tell students that the objective of this activity is to help them put into practice and consolidate everything they have learned so far.
  - To increase challenge, you can assign pairs randomly. Students can work together on the task as you monitor.
2. **Once your conversation is over, grade your performance and the one of your classmate in the following chart.**
  - Tell students that they will now evaluate each other to see how much improvement they've had so far.
  - Remind students they have to be very objective, respectful and to provide reasons to support their marks.
  - You can check students' possible action plans (in case they need them) in order to provide further support.

## SELF-ASSESSMENT

Consider your performance on what have learned and practiced in this unit and choose the correct mark.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion in the past in order to increase productivity.
- Monitor the class as they answer to make suggestions.
- *If a student has problems with a certain thing, it would be good to have a quick chat with/him or her to make a short action plan so that he or she improves.*

# UNIT 7

## Evaluation Instrument

This evaluation form with a value scale to value performance 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.


Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

- 1= Yes, easily
- 2= Yes, mostly
- 3= Yes, with some problems
- 4= No he/she can't


	1	2	3	4
Can the student compare and contrast proposals to start a conversation on cultural habits?				
Can the student support his/her opinions with evidence or examples?				
Can the student ask and answer questions in relation to social and cultural habits?				
Can the student help others with feedback on their grammar?				



# Review Units 4-7

1.  **Work with a classmate. Discuss and then write an answer to the following questions.**


**Possible Answers:** 1. Poetry helps people to connect to the feelings and experiences of others, but as we read it, the experience of others can become ours and make us feel we are not alone; poetry can produce feelings and ideas that reach us in a personal way; 2. Rows/lines that usually rhyme and are grouped in verses/stanzas, it uses language with meaning, sound and rhythm to create strong emotions; 3. Not necessarily, but there are many types of poems.

2.  **Read the poem and write the emotions or feelings that expresses and your reaction to it.**

Answers will vary

3. **Answer the questions.**

Answers will vary.

4.  **Choose a historical event you know well. Write notes with information you remember about it.**

Answers will vary.

5. **Conduct basic research about the event you chose in Activity 4 and fill in the timeline.**

Answers will vary.


6.  **Compare your timelines and write notes for the following.**

Answers will vary.

7. **Use your notebook to write a brief report about the event.**

- You can use the Writing Assessment form on page 128 to grade students' performance for this activity. The report will vary but it should


have a clear main idea, the events in the past correctly expressed, use linkers and adverbs, and a solid conclusion.

8.  **Exchange reports and check your classmate's work. Write a summary about it considering the following:**

Answers will vary.

9. **Make a For and Against Table in your notebook about this topic:**


Answers will vary.

10.  **Choose role A or B. Follow the instructions for your role.**


- You can use the Speaking Assessment form on page 129 to grade students' performance for this activity. Answers will vary, but both students should show they have prepared for this discussion. Student A should express his/her personal posture clearly and provide evidence for it, he/she should be ready to respond to the counterarguments and be open to a different opinion; student B should express disagreement with student A's opinion and offer counterarguments to defend it.

11. **Write cultural habits you would like to discuss in groups.**

Answers will vary.

12.  **Share your answers to Activity 11 and choose one topic to complete the mind map.**

Answers will vary. Students should negotiate to choose the topic. You can use the Speaking Assessment form on page 129 to grade students' performance.

13.  **Find another pair who chose the same cultural habit as yours. Hold a conversation about it and present your conclusions to the class.**

Answers will vary.

# Review Units 4-7

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate level (4-1)

## WRITING ASSESSMENT FORM

### Level / Descriptor

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 connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.

The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from *Cambridge English Preliminary Handbook*

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate level (4-1)

**SPEAKING ASSESSMENT FORM**

	Very good	Good	Needs Improvement
<b>Grammar and Vocabulary</b>			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
<b>Pronunciation</b>			
The student can produce extended discourse of language with no or only some hesitation.			
<b>Communication</b>			
The student can produce extended discourse of language with no or only some hesitation.			

Adapted from *Cambridge Assessment Handbook*

# Term test 2

## Part 1

Students underline in blue *Flowers in Bloom*; rest of answers will vary.

Chart: Author Richard Murphy; rest of answers will vary.

## Part 2 Writing

- Read the instructions together with the class.
- Explain to students that they have to write an inventory of emotions ONLY about *Flowers in Bloom*.
- To assess the inventory of emotions, consider that it should contain the elements from the chart in *Activities*.
- You may want to use the inventory on page 98 of the Student's Book as an example. Students must show understanding of the poem, analysis of the emotions in the poem, and their own reactions to it. See *The Writing Assessment Form*.

## Part 3 Speaking

- Read the instructions together with the class.
- Explain to students that they have to read out their inventory of emotions first, then let them to ask THREE questions about their classmate's work.
- To assess the questions about the inventory of emotions, consider that it should contain relevant questions using different question words. Use the roleplay on page 99 as an example. Students must clarify their classmate's questions. See *The Speaking Assessment Form*.

### Teacher's notes

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**Part 4 Writing**

- Read the instructions and timeline together with the class.
- Explain to students that they have to write a report using the information in the timeline. They may want to use their own knowledge to add details.
- You may want to use the reports on pages 78 and 82 of the Student's Book, as examples. Students must include a clear main idea, supporting details, and a conclusion. Their work should use linkers and adverbs properly, and express past events correctly. See *the Writing Assessment Form on page 128 of this teacher's guide*.

**Part 5 Speaking**

- You may want to consider arranging the class into small groups for this task. Invite them to brainstorm rights of young people and to discuss and choose the three most important.
- To assess the discussion, consider using *the Speaking Assessment Form on page 129 of this teacher's guide*.

**Part 6 Speaking**

- Read the instructions together with the class and ask them to develop a conversation about music as a cultural habit in different countries. Encourage them to record the ideas from the conversation in a graphic organizer.
- To assess the discussion, consider using *the Speaking Assessment Form on page 129 of this teacher's guide*.

**Teacher's notes**

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**SOCIAL LEARNING ENVIRONMENT:**

Recreational and Literary

**COMMUNICATIVE ACTIVITY:**

Understand yourself and others.

**SOCIAL PRACTICE OF THE LANGUAGE:**

Read fantastic literature or suspense to evaluate cultural differences.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Read narratives and understand general sense main ideas and details.	<p>Read and understand the general sense of the text. Identify the main ideas and details. Understand the relationship between the main ideas and details. Identify the main characters and their roles. Understand the setting and the time of the story. Identify the events and the sequence of events. Understand the cause and effect relationships. Identify the author's purpose and the audience. Understand the author's style and the language used.</p>	<p>Classroom activities such as:</p> <ul style="list-style-type: none"> <li>Group discussion</li> <li>Role play</li> <li>Story mapping</li> <li>Character analysis</li> </ul>
2. Read narratives and understand general sense main ideas and details.	<p>Make deductions of strategies to understand and identify words and expressions. Identify the events and character traits to:</p> <ul style="list-style-type: none"> <li>• Think about the resources used by the author and illustration to cause various effects in the text that influence the reader.</li> <li>• Use various strategies to understand the development of actions.</li> <li>• Identify times and verb forms in paragraphs (present and past perfect, gerund, past participle, and infinitive).</li> <li>• Recognize main, secondary and/or incidental character(s).</li> <li>• Identify details and recognize direct and indirect speech.</li> <li>• Identify verbs that are used as nouns or adjectives.</li> </ul>	<p>Final products:</p> <ul style="list-style-type: none"> <li>Character analysis</li> <li>Story map</li> </ul>
4. Compare and write statements from characters actions and features.	<p>Provide students with a support to develop their knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Answer questions to describe characters.</li> <li>• Make paragraphs based on statements.</li> <li>• Describe physical character traits, skills and actions to describe characters.</li> <li>• Use spelling and punctuation.</li> </ul>	<p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> <li>Character analysis</li> <li>Story map</li> </ul>

## GET GOING

### Lead-in

You can start this unit by preparing ahead a short and exciting part of a story. Read it to your students with great intonation and pause at a crucial moment. You can then direct students' attention to the subtitle of the unit: *What can make literature exciting?* Brainstorm ideas with the group and then introduce the lesson. *If you think students will get more engaged, you can also use an audio book or the recording for the Reader (Unit 8) that accompanies this educational package.*

## GET GOING!


-  Working in small groups, make a list of stories you have read in books or comics. Discuss: *What makes a story exciting or interesting for readers?*
  - Divide the class into small groups.
  - Give students a piece of paper so that they make a list of stories they have read in books or comics.
  - You could then make a big list on the board and ask students to vote for the most popular.
  - You can ask students to discuss: *What makes a story exciting or interesting for readers?* You can remind students of the ideas they said during the lead-in activity in case you did this, and ask them to specify how they see those things in the story they chose as the most popular.

### Answers

Answers will vary

### Extra Activity

*To make the class more dynamic you can play a game.* Divide the class into two large groups. For each team, students write the name of books or stories they are familiar with on pieces of paper. Collect the pieces of paper, fold them and put them in bags (you should have two bags with papers, one per team). Take one paper from one of the bags and read the title of the book or story aloud, ask volunteer(s) from the opposite team to say the type of story and what the book is about. If they are right, they win a point for their team and get to choose the next paper from the bag. The team with the most points at the end wins the game.


-  Read the back cover of a fantasy book. With a classmate discuss: *What is the story about? Do you think it would be an interesting story to read? Why or why not?*
  - Before starting this activity, you can ask the class (with their books closed) what type of information they might find in the back cover of a book. Write their ideas on the board and then have students open their books and check if the information they predicted was there or not.
  - Have students read very quickly (you might time this to 1 minute maximum) just to get the gist of the text. Ask them who the author of the book is and what type of book is described (The author is Edith Nesbit and the book is a fantasy story)
  - Students could then read carefully and in silence for a couple of minutes to then work in pairs and discuss the questions.
  - Check their answers as a class encouraging students to explain why they might like (or not) the idea of reading a book like this.

**NOTE:** This is the back cover of a fantasy story; the information the text provides is title, author, publisher, opinion, and brief introduction to the story. The story is about a blacksmith who finds a dragon.

### Answers


Answers will vary

# GET GOING

3.  **Read another back cover. In pairs, talk about similarities and differences between this story and the one in Activity 2. Complete the chart below with your ideas.**

- In order to invite students to access the text for this activity, have them look at the picture and title and speculate about the story that will be described. A few of them might be familiar with the story, if they are, ask those students to share with the class what they know about it in very general terms.
- *If you would like to provide students with more chances to develop reading skills, a good question to invite students to read for gist can be: What is the genre and format of this story? Ask the class and check answers. (A horror or mystery story, a graphic novel).*
- After a first reading has been done you can divide students into pairs and have them compare this story to the one they read about on the previous page. Go over the headings on the table to make sure they understand the information to complete.
- *If you would like to provide a bit more guidance, it would be a good idea to transform the headings of the columns into questions in order to help students answer more accurately. For example: in the case of 'topic' you can ask What is the story about? For purpose: Why do you think the author made this story? and for target audience: Who is supposed to read these stories? You can write the questions on the board.*
- Allow pairs time to work on the task and check answers as a class.

B The Fall of the House of Usher	How fear leads to destruction.	Intrigue the reader. Show insights about the human mind and its fears.	Teens and adults.
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4.  **Compare charts in groups and discuss: Which story would you prefer to read? Why? What do you think has made the stories by the two authors interesting to different audiences throughout the years?**

- Read instructions as a class and divide students into small groups.
- Monitor discussions encouraging everyone to take part in the conversation.
- Compare answers as a class.

### Answers

Answers will vary

### Extra Support

To support students more on how to identify topic, purpose and target audience of stories, you can use a famous, simple story, e.g. Snow White and the Seven Dwarfs, the main topics are vanity and ambition. The purpose of Snow White, may be to teach about friendship, finding good and the value of a person vs looks. The target audience for this fairy tale is children.

### Answers will vary

but could include:

Story	Topic	Purpose	Target Audience
A The Dragon Tamers	Bravery, resourcefulness, courage or heroism.	Transport the reader to a world of fantasy. Inspire the reader about courage.	Children and teens.




### Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 126 Then, you can tell them that the first series of activities they have just completed are related to the first objective on the list.
- You can organize the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.




## GET GOING

**5.  Read and analyze the following extract by discussing the questions below with a classmate.**

- Read instructions with students and remind them to use the Glossary section to better understand this.
- Divide students in pairs in order for them to discuss the answers.
- You can then write some questions on the board to help with the discussions and understanding of the text: *Who seems to be speaking? What is the situation being described? What are the features of the character being described?*
- Check answers as a class and ask students to tell you the reason behind each answer.
- It is important to make sure students understand the difference between the genres fantasy (with magical creatures and events) and mystery (stories with strange or mysterious events closer to reality) and can decide which one they prefer.
- For question 3 you can ask students to draw the character, or to discuss with their partner what the character could look like (comparing him to a famous person, for example).

### Answers

- 1 The Fall of the House of Usher, C  
2 The extract describes a character in the story. 3 Answers will vary

**6.  Analyze the scene from *The Fall of the House of Usher*. Complete the empty bubbles with one of the phrases below. Then discuss with a classmate: *When, in the story, does this happen? Why?***

- *If your class is not very familiar with comics or graphic novels, it may be important to emphasize that meaning in comic books and graphic novels comes from both words and images.*

- Tell students they will have to pay attention to both things as they read in order to answer the questions.
- Read instructions as a class and ask students to work in pairs to complete the bubbles and then discuss.
- *If you would like to guide students to a better understanding of the text ask questions like: What is wrong with Lady Madeline? (she's sick, she's going to die) Why is Usher afraid? (He's afraid for his sister and for what will happen after she dies) What is the role of the visitor? (He's trying to cheer his friend up).*

### Answers

- a 2, b 3, d 1 This scene takes place at the beginning of the story when the narrator visits Usher.

### Poster Activity

Display the image for this unit to elicit from students the type of story they think this is (fantasy) and the elements involved (magic creatures). Have students speculate what the story is about.





### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

# STOP AND THINK about...

## ...learning

1.  **Reflect about visual resources used in comics and graphic novels by discussing the questions below with a classmate.**
  - Read instructions with students and ask them to work in pairs.
  - *If your class is not familiar with comics or graphic novels consider showing students more examples of comic book or graphic novel panels so that they analyze and answer more easily. If school facilities and equipment allow it, project the examples, or consider printing two or three panels in a much larger version for everyone to see.*
  - Allocate a few minutes for pairs to discuss and, after that, they could compare their answers with other pairs.
  - To change the dynamics of checking answers, you can ask volunteer students to share their answers and then have the class vote to decide if the answer is correct or incorrect.

2.  **As a final project for this unit, you will create a comic book based on a fantasy or suspense story. Follow the guidelines.**
  - For this activity, you can start by explaining to students that these are just the first steps for their final project, which will be creating a comic book for a fantasy or mystery story.
  - Students should be aware that the starting point is to have a story to work with, and that all members of the same group should like or be familiar with the same story from the same source. Ideally, the source should be in English to simplify the task of creating the comic book. Check the first step with them to check that they have alternatives to access the same story.
  - Working together, students should decide on possible stories to develop as a comic and write a list with their top three picks. You can decide whether to do this during class time or set the last two steps as homework.

### Possible Answers

- 1 a speech bubble (for dialogue), b characters (the "actors" of the story), c caption (to inform readers of something outside the dialogs);
- 2 Panels in different shapes, sound effects, thought bubbles
- 3 They use captions to indicate passing of time, and sound effect bubbles to show the sound created by a punch or blow. They also use lines to show movement.
- 4 Colors might make the comic more attractive, but too much color might be distracting.

### Extra Support


*If students don't have access to stories in English, you could have them use *The Dragon Tamers* or *The Fall of the House of Usher*. Find summaries of the stories online or create a simple version yourself to share with your students. Having analyzed different aspects of the stories in this unit may simplify the task of creating a comic book based on any of them.*



### Reflection Box




- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

## GET MOVING



1.  Read and analyze the characters' descriptions that a group of students wrote for their unit project by discussing the questions below with a classmate.
- For this activity, you can read instructions with students and then read the descriptions together as a class.
  - Divide the class into pairs and have them analyze the descriptions to decide if they belong to a character in *The Fall of the House of Usher* or to *The Dragon Tamers*.
  - Check answers as a class.
  - *To further guide students, you can ask: What details are given about the characters? Does the description only cover physical features? and then direct students to the Language Reference section for more support on descriptions.*

### Answers


- 1 All descriptions are from *The Dragon Tamers*
- 2 More detailed descriptions always help illustrators get a better idea of what a character looks like.
- 3 Answers will vary

2.    In preparation for your unit project, plan and write the descriptions of the characters you will include in your comic. Follow the guidelines.
- For this activity, you can tell students this is another stage in the preparation for their final project.
  - Divide the class into their group projects.
  - The first step is to choose the story. Tell them they must find a fantasy or mystery story for their project.
  - Students choose a story from the list they generated in Activity 2 page 130.
  - Once students chose their story, tell them that just like movies require Pre-Production work which implies research and planning, they will do the same for their comic book. They should outline who the characters will be. Students can create character files with all relevant information for each and then describe them orally.

## GET MOVING

3.  Read and analyze the following comic panels that a group of students created for their unit project. In pairs, discuss: *Do the characters match the descriptions that the students wrote in Activity 1? Do you think the other elements in the illustrations help emphasize the characters' actions and dialogues? Why or why not?*
- Consider starting this activity by dividing the class into pairs and asking students to look at the illustrations. They should compare the characters depicted to the descriptions they read before.
  - Give pairs time to read the story and to raise their interest you could ask them what they think may happen afterwards. Consider all ideas at this point as students will read the ending later.
  - After pairs have discussed their ideas for an ending, you could ask if they would make any changes to this comic and have them finish discussing the questions for this task.
  - Monitor students' work and give suggestions when necessary.
  - Conduct class feedback asking pairs to share their conclusions. Invite volunteers to share a take-away (or important idea) that they can apply later on when creating their own comic.
4.  Read the summary of the next part of the story *The Dragon Tamers*. Then, follow the instructions:
- Students will read a summary of how the story of *The Dragon Tamers* end. You could start by having them predict how the story will end, giving their reasons for that, and then read the summary quickly to confirm their predictions.
  - *If you would like to use this activity to further develop your students reading skills, you can ask a few questions to check understanding of this part, such as: Why does the dragon want the baby? (The baby will be hostage so that the blacksmith returns and does not attack the baby) Does the blacksmith get help in town? (No) Is the Dragon happy to see the blacksmith back? Yes, especially because he's tired. When does the blacksmith trap the dragon? (He does it when it falls asleep).*
  - Then, you can ask students to use their imagination and individually write one or two sentences to describe the Town Major. Next, arrange the class into pairs and have students take turns drawing the Town Major based on their classmates' descriptions. If you would like to add an element of fun to the activity, you can ask students to share their drawings with the class and have a class vote on the best drawing.
  - To close the activity you can have students write a plan on how to illustrate the last part of the story in four comic panels.


# GET MOVING

5.  Complete the notes below and compare them to the ones you wrote in the previous activity. Discuss: *How similar or different are they? Do the notes have enough information to create the four panels of a comic?*

- The purpose of this activity is to provide students with a model they can use to create a storyboard to plan their comic.
- You can start this activity by telling students that the notes here were written by a group of students to help them plan their comic. Then, you can arrange the class into pairs and ask students to read and complete the notes based on the summary they read in the previous activity.
- Next, you can invite students to compare their own notes with the ones in the activity by discussing the questions. You may want to encourage them to make any changes they want to their notes after having compared them with the models in the Student's Book.

**Possible answers**

- 1 I need to get materials. I have to go to the town.
- 2 I'm sorry, but that's not my problem.
- 3 Yes, please. I'm exhausted!

6.  With the information you have now, draw a draft of the four panels in your notebook. Include speech bubbles and captions when needed.

- The purpose of this activity is to help students design illustrations for comics based on notes.
- You can arrange the class into pairs and ask students to draw sketches based on the notes they wrote for Activity 4.
- *If you would like to use this activity to further motivate your students, you could turn it into a competition to choose the best illustrations to be included in the comic.*

**Answers**

Answers will vary

7. In preparation for your unit project, decide on a plan to help you design your comic. Follow the guidelines.

- At this point, students should be ready to

plan their comic by creating a solid story board.

- You can read instructions and steps with the class so that everyone understands that they will not be creating illustrations yet but simply make notes to plan their comic.
- Working in their project groups, students should discuss the actions they want to illustrate. You might want to point out to them that a strong summary of the story can help them decide that.
- *It is advisable to tell students that the number of important actions will be crucial in deciding the number of panels to create. You may want to establish a minimum of panels so that you don't get comics that are too short or too long.*
- *Students can create grids, graphic organizers, or write notes that may follow the format of the examples they saw to plan their stories. You could mention that the format is not important, but that they should choose one that they feel comfortable with and at the same time helps them plan their comic thoroughly.*

**Poster Activity**




*If you would like to provide students with more practice planning a story board, you can display the image for this unit and have them prepare in teams the story board for each of the panels. After plans have been finished, students could write the possible dialogues on pieces of paper that can be pasted as dialogue bubbles on the image as you display the image on a wall or on the board. The class can then vote on the funniest, most interesting, most dramatic and most complex dialogue written.*



**Reflection Box**

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- *If you consider that students need more help to develop their final product, you could tell them to read the strategies on page 187 in their Student's Book and then discuss which ones would be the most useful for them.*






## GET MOVING

8.  Look at the illustrations for the ending of the story *The Dragon Tamers*. Compare them with the ones you drafted in Activity 6. Discuss: *Are the actions illustrated similar? Did they do a good job transferring their ideas from notes to images? Why? Are there any changes you would suggest? Why?*
- Consider starting this activity by having students look at the images and matching them to the notes on page 133. Students can do this working in pairs.
  - Additionally, you can ask students to imagine the dialogue that could accompany the images and then share their ideas with the rest of the class.
  - You can then ask students to look back at the notes and assess how well students who created the images followed their own script.
  - As class feedback you can ask volunteers to share the conclusion of their team and then have other students add or present a counterargument to their ideas.
  - *If your class doesn't have extensive experience in art projects, guide the class to conclude that illustrations do not need to be as complicated and detailed as the ones on the page as long as the idea of the story is conveyed clearly to readers.*
9. Exchange the plan for your comic with another project group. Read and analyze each other's work and discuss: *Is there enough information in your classmates' notes to help them design attractive and interesting comic panels? What other details would you suggest your classmates to include in their illustrations? Make changes to your plan based on the feedback you receive.*
- You can start this activity by telling students that the goal is to collaboratively help each other advance in the creation of their project. It is therefore important that they show a respectful and open attitude at all times.
  - You can ask project groups to exchange their plans and read them to give constructive feedback. One way to do this is by having groups ask questions

**Extra Activity**


Consider photocopying page 134 in the Student's Book, preferably making it bigger and in black and white, and then have students in groups create speech bubbles and/or captions to complete the story of *The Dragon Tamers*. Groups could paste their version on the classroom walls and all the class could take time to read the different ideas.

instead of telling the others what they want to see. (E.g. instead of telling others "I don't think this information is enough" encourage students to ask: *Have you thought of adding details for this characters so that the illustration is easier to create?*)

- Teams exchange feedback and then proceed to make changes if they consider them necessary.
10.    In your project groups, discuss and decide together which elements the illustrations in your comic need to include. In your notebook, draw sketches for the illustrations in each of the panels based on your decisions.
- The objective of this activity is to have students use language to discuss the illustrations they will use in the project. You should not expect students to produce major works of art, but you should expect to see a deep level of reflection behind the decisions they take to create their comics. You might want to start the activity by explaining this to students.
  - You might want to divide students into their project groups. Alternatively, you might decide to conduct the discussion as a class activity and then have project groups work on their sketches.
  - As students prepare their sketches, monitor to make sure the suggestions and questions are conducted in English.
  -  Page 101  Consider asking students to work on sections 2 and 3 of the reading corner page.

## STOP AND THINK about...

### ...culture



1.  **Work in small groups and discuss the following questions.**

- For this activity, you can ask students to bring cardboards and markers.
- Divide the class into groups and read instructions and the questions together.
- You can ask students to write each answer with big letters in a different color on their cardboards and then you can paste them on the board.
- Compare answers together and discuss as a group.

#### Possible Answers

1 The clothing is from a long time ago. 2 Resourcefulness 3 lack of courage and empathy. 4. Answers will vary.

### ...being together

1.   **Reflect together on what you have done so far for your unit project. Browse the different activities in this unit that you have completed so far and discuss how they have helped you achieve the objectives in the anecdotal record below. Then, complete it with your ideas.**

- For this activity, you can divide the class into pairs and read the instructions with the class. You might also decide to have students do this individually first.
- Make sure students understand that the first thing they should do is to look at the first column and find the activities that helped them do this. Ideally they should also mention the activities you decided to conduct with them outside of the ones suggested in this educational package.
- You might decide to be flexible about remembering dates. The second column is there just as a device to help students recall information.

- You might want to support students to fill in the third column by providing them with an example. For example, you can say: When we read the back cover blurb summarizing *The Dragon Tamers*, we used the information to decide if the story was interesting for us. So one purpose of reading and understanding is to be able to assess the interest the stories generate.
- Ask students to reflect and fill the chart with as many details as possible. If space is not enough, they should copy and fill in the chart on a separate piece of paper or in their notebooks.
- For every 'Why?', you can also ask students to add notes explaining what they learned during each stage of the process as well as any shortcomings they might have run into.





**NOTE:** Students can be directed to these activities for column 1 of the anecdotal record:

- 1 Act 2, 3 on pages 127, 128. Act 6, page 129. Act 3, page 132
- 2 Act 5, page 129, Act 1 page 131, Act 4, page 132, Act 6 page 134
- 3 Act 1 page 130
- 4 Act 2 page 130, Act 3 page 131, Act 5 page 133
- 5 Act 5 page 133, Act 6 page 134
- 6 Act 8 page 134

#### Extra Support

You may decide to give students the list of certain activities they did throughout the unit and have them discuss their purpose in groups instead of pairs. Alternatively, you can ask them to go through the steps they have followed to create their project and ask them to decide which activities helped them to develop each stage.

**STOP AND THINK about...****...learning** \_\_\_\_\_

1.  In preparation for your unit project, write a draft for your comic using your plan (Activity 7, page 133) and sketches (Activity 10, page 134).
  - For this activity, divide students into their project groups.
  - Read instructions as a class and explain that they will create a first draft of their comic book.
  - Monitor the groups' work.
2.  Exchange the draft of your story with another group of students and evaluate their work by completing the chart below.
  - For this activity, tell students that the objective is to get feedback in order to make some final improvements.
  - Remind students that for this feedback they have to be very respectful and objective.
  - Ask groups to exchange their drafts and to fill out the chart on this page of the Student's Book.
  - It may be a good idea to ask students to give suggestions on how to improve for every 'No' they give.
  - After they finish filling out the chart, ask groups to explain the reasons for the marks they gave.
  -   Finally, ask students to write a final version of their story.



# GET AHEAD

## 1. Preparing

**Prepare and revise the information you have developed throughout the unit.**

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to review it to see if they can improve their comic book.
- Consider asking students to use their anecdotal record after they present their story to the class. They could explain their experience while creating their story using the anecdotal records.

## 2. Presenting

- For the presentations, you can work as a class.
- You can assign the order of the presentation randomly.
- Ask each project group to explain their experience while creating their story using the anecdotal records. You can also ask students to pass around their first drafts as they speak.
- Tell students to prepare questions about the stories as they listen, and select random students to ask questions to the presenters.

- Then, you can sit project groups together around the classroom, and start circulating their final versions of their comics. Students can read together each comic book.
- After everyone has had a chance to read the different comic books, ask the questions in the Students' Book point 4 and answer as a class.

## 3. Reflecting on my progress

**Think about your work throughout the unit and the comic you just shared with the class. Complete the task in your notebook.**

- 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. Tell students that they should answer the questions in their notebooks.
- Then, divide students in pairs and ask students to discuss together the reasons for their answers.
- Monitor students' work and give suggestions on how to revise and learn the information students need to improve.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 140 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 146 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text *Knights and Dragons*, have them work in pairs to answer the question.

---

#### Answers

---

Elements of magic and supernatural creatures.

---

### GET INTO THE TEXT!

- Students can complete their graphic organizers individually as they make progress in their reading. They could compare and revise them in small groups once they finish.

### GET TOGETHER

- You can propose 4 different ways to promote the comic (jingle, poster, radio ad, video) and paste 4 signs with one option each in the 4 corners of the classroom. Students stand in the corner they prefer and work with others to produce their ad. Set a time limit for teams to work and then have them share their ideas with the class.

## Reader

### Answer key

#### GET THE MAIN IDEA

1 a, 2 b, 3 c

#### GET THE DETAILS



Answers may vary

#### GET THE WORDS

1 enchanter, 2 slithered, 3 run away, 4 corner,  
5 join up, 6 probably, 7 lane



## QUICK CHECK

1.  Read the following dialogue from a comic. In pairs, think about possible illustrations that can accompany the dialogue by discussing the questions below.
  - You might decide to have students read individually first, and then assign pairs to work on the discussion task.
  - You can tell students that the objective of this exercise is to help them practice what they have learned so far, they can write notes to answer the questions for each of the panels, or draw stick figures and a sketch of the setting if they enjoy drawing (and can do it fast).
  - Have pairs discuss the description of their characters as well as the other questions and monitor as they work.
  
2.  In groups, brainstorm possible endings for the story in Activity 1. Choose your best ideas and write a short paragraph to finish the story.
  - Again, students could work individually for some minutes before you assign groups to complete the task.
  - When everyone has agreed on an ending, students should write their personal version on the lines.
  - Supervise students' work.

## SELF-ASSESSMENT

Think about the things you have learned and practiced in this unit. Mark (✓) the correct box.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion in the past in order to increase productivity.
- Monitor the class as they answer to make suggestions.
- If a student has problems with a certain thing, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.
- To support students that seem to be having problems with reading you can suggest that they read everything they can in English from now on.
- If students show problems in describing characters, direct them to the strategies summary on page 187 so that they can get ideas on how better to describe a character.
- For improving competencies connected to creating comics you might recommend an extra task in different groups where you pair up students who are doing better with those who need support.

# Evaluation Instrument

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.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Outstanding	Good	Needs work
<input type="checkbox"/> Can use clear language to describe characters in a story.	<input type="checkbox"/> Can generally use clear language to describe characters in a story.	<input type="checkbox"/> Most of the time demonstrates understanding his/her description of characters.
<input type="checkbox"/> Can write a dialogue for a comic book story with little or no help from others.	<input type="checkbox"/> Can write a dialogue for a comic book story with help from others.	<input type="checkbox"/> Finds it hard to write a dialogue for a comic book story even with help from others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SOCIAL LEARNING ENVIRONMENT:**  
**COMMUNICATIVE ACTIVITY:**

Academic and Educational  
 Participate in exchanges associated with a specific purpose.

**SOCIAL PRACTICE OF THE LANGUAGE:**


Write agreements or disagreements to intervene in a debate on one of the fine arts.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
<p>2. Read texts and interpret them, sense key ideas and details.</p>	<p>Promote among students activities that allow them to:</p> <ul style="list-style-type: none"> <li>◦ identify key ideas with a personal opinion.</li> <li>◦ Make connections between a personal opinion and in a text.</li> <li>◦ Recognize expressions to express arguments or conceptions or conflicting points of view on a subject.</li> <li>◦ identify differences between British and American English.</li> </ul>	<p>Collaborative activities:                  group work</p> <p>Final product:</p> <p>Step-by-step evaluation of performance.</p>
<p>4. Participate in a debate</p>	<p>Contribute with your experience so that students can:</p> <ul style="list-style-type: none"> <li>◦ use a neutral language</li> <li>◦ involve others in a debate.</li> <li>◦ Ask for clarification or repetitions or offer help to improve communication.</li> <li>◦ Offer feedback and summarize comments.</li> </ul>	

# GET GOING


## Lead-in

You can start this unit by preparing ahead images of three different works of art. You could choose something beautiful, and something very emotional, or you could choose an example of classical art and an example of modern art. You can start by asking students, *is this art? Why? Why not?* Then, ask the unit question: *What is the purpose of art?* eliciting answers from different students and accepting all answers and opinions.

- 
**Look at the images on page 141 and in groups discuss the following questions: *What types of art are shown? What type of art do you like? Why?***
  - Consider starting this activity by creating a class definition of what art is, eliciting ideas from your students.
  - You can then read instructions with the class and ask students to discuss the questions in small groups.
  - To increase the level of challenge, you can assign a specific amount of time for the discussion and then ask students to share their answers with you.*
  - You can ask students to share with the class how school has helped them explore or experience different types of art. They can also say how close (or not) their families and community are to different forms of art.

### Answers

The photos on page 141 show classical ballet, sculpture, drama, music and painting.

- 
**Read an article that talks about what art is and discuss the following questions in groups.**

- You can start this activity by asking students to read the title and then predict which vocabulary words they would find in this text. You can write their answers on the board.
- You can ask students to quickly scan the text to find and highlight the most important ideas.
- After this, you can ask students to go to the glossary section to check meaning of difficult words and to read again the text, but this time in detail. You can ask at this point if their vocabulary predictions were right.
- You can then divide students into groups and ask them to answer the questions in the activity.
- Check answers as a class.


### Answers

The two contrasting definitions in the text are: 1) Art is the representation of something beautiful or meaningful, and 2) Art is an expression of emotional content.

### Critical Thinking

Take an appropriate opportunity to present a list of fine arts and discuss with the class which ones are generally used to project, convey and inform their viewers, or which one involves the most emotional involvement. Fine arts, according to the *Encyclopaedia Britannica*, were "first the five general arts of architecture, sculpture, painting, music and poetry, with a number of minor or subordinate arts, of which dancing and drama are among the most ancient and universal." Nowadays, film, photography and other forms of art are also considered *fine arts*.

## GET GOING

3.  With a classmate analyze the text in Activity 2 and identify supporting ideas for both points of view below and complete the chart.
- You can start by directing students' attention to the headings of the table and ask why they think it is important to consider contrasting ideas in any subject. You can then ask: *Why is it good to have debates? What are they useful for?* (to reflect on a topic, and share reasoned opinions).
  - You can let students know that the purpose of this activity is to refer to a source to analyze and assess two contrasting views. The first step towards that goal is to focus on the ideas, which is why they have to examine the text and get them.
  - Students can work individually and then compare answers in pairs.
  - Pairs can also compare their answers before you check them as a class. After this is done, you can ask students to assess how the different views are supported in the text (although you may find that both views are balanced in the text and the writer seems not to take sides).






**Answers could vary**

but should be similar to:

Art is emotion	Art is reality
<p><b>Idea:</b> Art is the expression of emotional content.</p> <p><b>Explanation / Reason</b> any piece that expresses a definite feeling that can be understood by an audience is a valuable work of art.</p>	<p><b>Idea:</b> Art represents something beautiful or meaningful.</p> <p><b>Explanation / Reason</b> the subject must be replicated as accurately as possible.</p>


### Reflection Box

- You can start this activity by asking students to look at the learning objectives of this unit on page 141. Then, you can tell them that the first series of activities they have just completed are related to the second objective on the list.
- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.

4.    In preparation for your unit project. Share your thoughts about art with a classmate. Then, complete the following card with your opinion.
- Before starting this activity, you can direct students to the **Get Smarter!** box. It may be important to direct students to the Glossary section to check the word *rebutted* and then tell students that for a debate, it is important to think how your idea could be rebutted.
  - Consider reading the Tip box with students before they write their opinion.
  - Students could write their opinion individually and then compare with a classmate. *Alternatively, you can ask students to discuss what their idea is in pairs and to ask each other questions about the examples they can use to support their views. This second way to handle the activity would give students more ideas on what to write.*
  - Students should keep this card as evidence of their progress. You can ask the class how they think this activity helps preparing them for their final project (the activity prepares them to share their view using clear language and supporting it, and helps them reflect on objections they might hear).
-  Page 127  Consider asking students to work on Section 1 of the Reading Corner page at this point.

# GET GOING

TRACK 18


5.  Listen to a conversation between two students who are debating the topic of art and its definition. Complete their opinion cards with notes. Discuss: *Whose idea is similar to yours?*

- Read instructions with students and remind them of the meaning of the word *rebuttal* or ask them to check it in the Glossary section.
- Tell students that for this activity, they will have to put into practice their synthesizing and taking notes abilities.
- Play the track once and then ask students to compare their answers and then discuss the question.

**Answers could vary**

but should be similar to:


<p><b>Idea:</b> Art is an activity that is necessary to human beings. <b>Explanation:</b> Important works of art inspire people, or help them identify their own feelings so that they don't feel alone.</p> <p><b>Rebuttal for Maggie's idea</b> Art comes from the heart. Artists want to cause an emotional response.</p>	<p><b>Idea:</b> Art comes from the mind. <b>Explanation:</b> The intellectual response is more important than the emotional to recognize what good art is</p> <p><b>Rebuttal for Humberto's idea:</b> A reaction, when it comes from the mind, is more valid.</p>
--	---

6.  Using your notes, complete the following opposing arguments. In groups, analyze the purpose of each paragraph and its parts. Discuss: *Whose argument do you think is stronger? Why?*

- Read instructions with students and ask them to complete the arguments with their notes. *You can also play the track again and stop after each empty space to make the activity more accessible*

for students. The objective is to focus students' attention on the language used to defend and rebut an idea.

- Ask students to compare in pairs and check answers as a group.
- *It might be a good idea to ask students to check the language reference at this point so that they can learn more about paragraph writing.* Then, you can ask: *What are the parts of a paragraph?* (Topic sentence, explanation, and closing).
- Direct students to the **Get Smarter!** box and ask: *Does this happen in Humberto's and Maggie's arguments? How?*
- Read the discussion questions in this activity as a class and check answers as a group.

-  You can ask students to bring three different colors (one for each part of the paragraph). After students write the paragraph that expresses their opinion, you can ask them to use a different color for the Topic sentence, explanation and closing.
- Before asking students to share you can make a quick checklist to help provide feedback: *Is the topic sentence clear? Is the explanation relevant? Is there evidence or example? Does the closing sentence refer back to the topic sentence?*

**Answers**

1 activity, 2 because, 3 inspire, 4 if you see, 5 project, 6 pieces, 7 mind, 8 recognize, 9 more important, 10 ideas.



**NOTE:** Paragraphs reflect the structure of our thoughts. In order to present valid and easy to understand arguments, it is important to follow a structure.

- **Topic sentence:** A statement that summarizes the point you want to express
  - **Explanation:** Evidence or examples that support your point
  - **Closing:** A conclusion of your topic sentence.
- You can also tell students that when giving one's opinion and when writing paragraphs, it is important to follow the KISS rule: Keep it Short and Simple!





## STOP AND THINK about...

### ...learning

-  **Read the following text and underline key words. Compare answers with a classmate. Then, discuss the questions below.**
  - The purpose of this activity is to provide students with tips on how to rebut arguments during a debate.
  - You can start this activity asking students to read the text and underline the most important ideas. Then, arrange the class into pairs and ask students to compare ideas.
  - If you have a large class, you can ask students to discuss the questions in groups instead of pairs. Invite a few volunteers to share conclusions with the class.*
-  **Look at the following possible debate formats. Analyze them and choose one of the formats to practice a short debate on the question: *Is art emotion?* Use the paragraph you wrote for Activity 6 on page 144 as your opening argument for the debate.**
  - You can start this activity by reading instructions with the class and telling students that for their unit project, they will hold a debate and that it is time to decide on the best format for it. *If you consider this activity too challenging for your students, consider doing the Extra Support activity suggested instead.*
  - In order to examine the formats presented together, you can draw a decision chart on the board and have students copy it


in their notebooks. *If you would like to give students a bit more guidance you could write the following questions on the board: How many people participate in each model? How long does each model of a debate take? Which one is more practical? What is the purpose of each stage of the debate?* and ask students to discuss the questions in order to compare the two debate formats. Then, in groups, they assign the score for each criteria allocating a 5 to the best format and 1 to the worst.

-   The decision chart could be similar to the one below. The Format with the highest score can be the one you will conduct. *Alternatively, and if students have experience in a certain debate format that differs from the ones presented, you can have a class discussion to plan what is best for the class.*
  - This is a good opportunity to ask students to share their opinions and listen to others.
  - Consider that it is possible that students don't like the outcome of the decision chart, in that case, you can be flexible and listen to students' opinions and decide on what is best for the class.
  - After you chose the format, you can divide the class into groups and practice a short debate on: *Is art emotion?* And ask students to use their paragraphs as opening statements.
  - Monitor students' work.

#### Extra Support

If your group is not ready for a discussion like the one proposed, you can tell the class that debates can have different formats and go over the two formats on the page with them, explaining differences. After that you can tell students which one you think would work best for the class and then ask students to decide in groups if they agree with your decision or not, and why.

# GET MOVING

1.  **Discuss and decide in groups which of the following topics about art would be interesting to discuss for your unit project. In your notebook, write a list with your selection and add more topics if you can.**

- For this activity, you can read instructions with students and then read the topics together as a class.
- Additionally, you could brainstorm more interesting topics and write them on one side of the board.
- You can then divide the board in two parts: interesting and not interesting
- Consider telling students that an interesting topic is the one in which the opinions for and against are more or less equally divided.
- To determine how divided opinions are, you can have students vote "yes" or "no" in the different issues. If possible, push the chairs and desks in your classroom to the walls and ask students to stand in the middle.
- You can draw an imaginary line and tell them that they should jump to the right if they are in favor of one of the issues presented (if their answer to the question is "yes") and jump to the left if they are against (if their answer is "no").

- Mention each topic and see students' reaction; according to that, you can write the topic on the board under 'Interesting' or 'Not Interesting'.
- You can then divide students into their project groups and ask them to decide on the topics they want to debate about.
- **NOTE:** *Some other suggestions of topics could be: Should the government support artists? Should art be explained to people in order to be appreciated? Should art help people learn? Should art be taught in all schools? Is it possible to appreciate art without liking it? Consider your students' context so you can prepare suitable questions for your class.*

2.  **In preparation for your unit project, look for information about the topics you selected. Follow the steps.**

- Students can work in their project groups for this activity.
- For this activity, you can tell students that they will start by deciding if they are in favor or against the issue they selected.
- Read the steps as a class (there are 3 steps in total, 1 on this page and 2 more on the next) and read the example.
- You can then have students share their sentences and tell each other if their sentences are logical and clear.

## GET MOVING


- For **step 2 of Activity 2**, read instructions with students. Tell them that they should focus on their final debate topics.
- In their notebooks, you can ask them to brainstorm different sources of information about their topics and more specifically, about their posture.
- Students can then check which of those ideas are realistic and they can get according to their context.
- For **the last step**, students should bring to class their research. This can be printouts of websites, books, magazines, and even transcripts of interviews to art teachers.
- Students should also bring index cards to class and, if possible, colors or stickers.
- Check the example of a card created by a student at the center of the page in the Students' book together as a class. Students can then create a similar card for each source of information.
- You can then ask students to use their colors or stickers to classify their sources according to their usefulness to make their point.

### Poster Activity


If you would like to provide students with further opportunities to participate in a short debate, you can display the image of this and have students describe what they see in very objective terms. Ask them to hold their opinion until they have analyzed each illustration thinking: *What is it that I see? How strange or familiar is it? How does it make me feel? Why? What was the intention of the artist?* Give students a minute to reflect on these questions (playing background music if possible) and then have them discuss first their answers in pairs, and then give their opinion.




IMAGE 09

3.  **Reflect on your progress so far. Complete the chart.**
  - You can start the activity by drawing students' attention to the objectives in the chart and elicit how they are related to the general objectives of the unit. Then, you may ask students to browse the previous pages of this unit and analyze the different activities they have completed and write the number of the activities that are related to each objective in the chart and complete the first column.
  - After that, ask students to reflect for a moment about how they feel about the different achievements in the chart. Invite them to be honest and objective as well as to say whether they think the objectives in the chart are easy or difficult for them. If they say difficult, you can encourage them to check the suggestions in the third column in the chart.
  - Finally, you can arrange the class into pairs or groups and ask students to discuss other ideas they could put into practice in order to improve their areas of opportunity.
  - *If you would like to increase your students' autonomy and confidence, you could devote some time at the end of the activity for a whole class brainstorming session. During this time, you can invite volunteers to share tips that could help their classmates improve their performance related to the objectives in the chart. You could write the different contributions on the board and hold a brief discussion to choose the most useful tips.*

# GET MOVING

4.  Read the following opinions on modern and classical art. Discuss with your classmates: *Whose opinion do you agree with? Why?*
- Consider starting this activity by writing Classical vs Modern Art on the board and eliciting from students controversial issues. Try to direct them to the fact that some people consider modern art has no value.
  - A first approach to the texts could be to ask students to have a quick read to find out who favors Modern Art and who doesn't. (Rosa and Norma favor Modern Art, while Marina and Jeffry don't).
  - You can then read instructions with students.
  - After that, students can make annotations around each opinion in which indicate if they agree or disagree with the ideas. This could be done individually and then discussed in groups. It might be a good idea to remind students that preparation is essential before debating ideas.
  - Divide students into groups and ask them to discuss the opinions they agree with and why.
  - Check answers as a class and ask students to explain the reasons for their answers.

5.  Read the opinions again and in groups, discuss: *Who makes a solid case? Why? How can you rephrase the highlighted ideas in the paragraphs? Is it important to find other ways to express the same idea? Why?*
- You can read instructions as a class and then divide the class into groups and ask students to assess the opinions they have just read working together. Remind them that a solid case is very convincing because it is clear and/or reliable.
  - After they have discussed how solid the points of view are, students can read the highlighted phrases and think of different ways to express the same idea. This could be done as a class competition in which the team with the most alternatives wins the game.

### Possible Answers

(Rephrasing of highlighted phrases from top to bottom) 1 Artists show skills very few other people have. 2 Valuable pieces of Art cause emotion. 3 Deciding what "good" is, can be very subjective. 4 Modern Art is too complicated or strange for most people.

### Extra Support


To make sure students get the main idea of each of the opinions, you can have them photocopy the page and then underline, using a different color for each, the topic sentence, the explanation, and the closing sentence. After they have done that you can have them summarize the main idea of each paragraph in one sentence and using their own words. This will also give students a model to follow to help them construct their arguments better when they prepare for the debate.



### Reflection Box

- You can arrange the class into small groups and ask them to discuss the questions in the reflection box. Then, invite a few volunteers to share conclusions with the class.
- If you consider that students need more help to develop their final product, you could tell them to read the strategies on page 187 in their Student's Book and then discuss which ones would be the most useful for them.



## GET MOVING


6.  **Work in groups of four. Two of you debate the topic of Classical vs. Modern Art, a third student is the moderator and a fourth uses this sheet to evaluate individual performance.**

- You could start this activity with books closed asking students to tell you what a good participation in a debate looks like. Elicit some ideas and then have them look at the form in this activity going over all options in the first column.
- Read instructions with the class and divide them into groups of four. It is advisable that you tell students there is nothing to complete in this form yet.
- Encourage students to choose the roles they will perform their groups, reminding them that everyone in the group will have a chance to perform all the roles.
- Then, you can ask the groups to have a short debate while one of the members of the groups evaluates the debate participants by filling in the chart in the Student's Book.
- Encourage the assessors in each group to give constructive feedback to their classmates and then to change roles

and continue the same process until everybody in the group has had a chance to perform every role. If you consider your students are very shy, you can challenge them by setting the roles yourself.

TRACK 19

7.   **Listen to a debate between two students. Work with a classmate and follow the instructions.**

- Before starting this activity, consider making a simple Debate Record Sheet on the board and ask students to copy it in their notebooks. You can use the example below without the answers, or a simplified version.
- Play the track once and ask students to complete the debate record with you and check answers as a class.
- After this, you can read the instructions with the class, divide them into pairs and have the complete the activity by following the steps in the Student's Book.
-  Monitor as students decide who won the debate and conclude as a class.

### Debate Record Sheet

**Main issue to be discussed:** Is classical art better than modern art?

**Student to support:** Brianna

**Did the student prepare?** Yes, her answers show research and reasoning.

**Did the student show evidence?** Yes, she mentioned examples from ancient art and the Renaissance.

**Student to oppose:** Jared

**Did the student prepare?** No, he shows hesitation and confusion.

**Did the student show evidence?** He shows big generalizations only

**What is your opinion on the moderator?** Answer will vary





### Reflection Box

- You can arrange the class into small groups and ask them to discuss the question in the reflection box. Then, invite a few volunteers to share conclusions with the class.

## STOP AND THINK about...

### ...being together \_\_\_\_\_

1.  Look at the following record sheet for a debate and discuss: *What is the purpose of the sheet? Who should fill it out? When should it be filled out? How can the information be used? Is there any other piece of information that should be included in the form?*
  - For this activity, you could tell students that they need to gather more tools in order to make their debate as successful as possible.
  - Read instructions as a class. Ask students to work in groups and to write their conclusions in their notebooks.
  - Check answers together and decide if the Record Sheet needs to be modified or not.
  - Consider directing the students to the **IT Stop!** To quickly survey if it is possible that one person per team records audio or video of the debate. *Another option could be to take photos and ask students to create a report of the debate in the form of a Scrap Book in which each page represents a phase of the debate with annotations to highlight important information about each moment.*
-  Make sure project teams decide on how they want to keep a formal record of the debate they will hold.

# GET AHEAD

## 1. Preparing

**Work in teams. Revise the information you have prepared throughout the unit.**

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to quickly review it to get ready for the debate.

## 2. Presenting

- For conducting the debates, divide students in their group projects.
- Name a moderator and a record keeper.
- You can then read the steps in the Student's Book as a class.
- Ask each project group to start with their debates. If time permits, you can do this in the form of presentations rather than everyone at the same time.
- Monitor students' work and ask for each team's conclusions at the end..

## 3. Reflecting on My Progress

### 1. Reflect on the work you have done throughout the unit and the debate you just conducted. Discuss your performance as a project team using the questions below.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work in their project groups in order to discuss performance. Tell students that they should discuss the questions and be very objective, detailed and respectful.
- Check each team's conclusions and encourage them to elaborate on their thoughts and to give reasons.
- *Consider suggesting the following for students who show concern in their progress: If they haven't done so yet, use the text in their Reader and follow the steps on page 152 (Reading Corner) to prepare for and conduct a new debate. You could group students differently so that they can find different support from new classmates. Alternatively, you could brainstorm ideas on how to improve for each concerning learning point you may find and write them down on the board, so that students can take note if they feel they need to.*
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 154 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 160 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the text about Graffiti as art, have them work in pairs and complete the first two sections of the KWL chart.

### GET INTO THE TEXT!

- Students can finish filling in their charts individually as they progress in their reading of this text. They should also check if the information they thought they knew was correct and if the questions they have were answered. You can ask students to write the questions that were not answered on a poster paper on one of your classroom walls and have all the class read the questions and try to find the answers by conducting research. Students who find the answers can write them on the poster.

### GET TOGETHER

- Students can work in groups to debate the concept of graffiti as art. To have a balanced discussion (in terms of numbers), the roles might be assigned rather than selected. But students might prefer to defend their own posture.

#### Reader

#### Answer key

#### GET THE MAIN IDEA

Answers may vary

#### GET THE DETAILS

Answers may vary


#### GET THE WORDS

1 a, 2 c, 3 b, 4 a





## QUICK CHECK

1.  Read the following opinion about art. With a classmate discuss if you agree or disagree with the argument presented and why.
  - Have students read the opinion individually and ask them to underline the main idea and/or make notes with their opinions. Then, you can assign pairs and have them discuss if they agree/ disagree and why.
  - You can tell students that the objective of this exercise is to help them put into practice what they have learned so far. You can close the activity by having a quick class vote to check how many students agree or disagree.
2. In groups, hold a short debate to discuss a controversial art topic. You can choose one from the list on page 146 or any other you want. When you finish, assign grades to each other using the mark sheet below.
  - Read instructions with students and divide them into groups.
  - It would be a good idea to set a time limit for students to choose the topic (2 minutes perhaps) and then another period of time (3 minutes) to prepare their ideas. This debate could be shorter and more informal than the ones they have conducted so far in class.
  - Monitor students' work.
  - Check that students grade each other's participation and remind them to be very objective and respectful. You can ask students to give examples on what to improve.

## SELF-ASSESSMENT

Grade your performance in the following areas according to the scale below.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion during this unit.
- Monitor the class as they answer to make suggestions.
- If a student has problems with a certain thing, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.
- For students who show concerns consider recommending they use the resources for students suggested on page 190. You can also suggest that they plan defending or rebutting an idea in private, recording what they would say in video or audio if they have the possibility, and then showing the recording to you or stronger students in the class so that they gain more confidence to participate. *An alternative to recording could be to practice with notes in front of the mirror before presenting an argument to someone else who might be willing to help them with constructive feedback.*

## UNIT 9

# Evaluation Instrument

This evaluation form with a scale to value performance 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.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

- 1 = Has no problems doing this. It is easy and he/she could help others achieve this goal.
- 2 = Can do this most of the time, even if he/she has a few mistakes.
- 3 = Needs help to do this, even if he/she gets it right sometimes, he/she has problems in this area.
- 4 = Even with help, he/she finds this very difficult to do.

	Score
Can read and understand the general idea, key points and details on information about art.	
Can understand opinions that support or refute a controversial art topic.	
Can write notes that help him/her support his/her opinion on a topic.	
Can use this information prepared for a debate.	
Can reflect on his/her participation and how others reflect on their performance during a debate.	



**SOCIAL LEARNING ENVIRONMENT:** Recreational and Literary  
**COMMUNICATIVE ACTIVITY:** Recreational Expression.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Guess and formulate hypotheses about past events.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
2 Describe enigmatic events.	<p>Allocate time to play with language and involves students in planning and decision making. Challenge their skills and knowledge to solve puzzles to:</p> <ul style="list-style-type: none"> <li>◦ Analyze characteristics of past events starting from facts and evidence.</li> <li>◦ Ask questions to get points about the event.</li> <li>◦ Situate events.</li> <li>◦ Include details to precise conditions.</li> </ul>	<p>Collect evidences                      students</p> <p>Final product.</p> <p>Suggestive available instruments</p>

# GET GOING

## Lead-in

You can start this unit by writing these words on the board, randomly: enigma, riddle, puzzle, brain-teaser, and mystery. You may ask: *What do all these words have in common?* You can elicit answers and guide students if necessary. For example: *What do a puzzle and a brain-teaser have in common? How are riddles and enigmas similar?* You can then ask students to share any enigma they know. You can tell students that analyzing the description of enigmas can help them formulate hypotheses so that they solve them. You could then ask the unit question: *What is an enigma?* Some possible answers could be: situations that can't be explained, questions that have no apparent answer, problems with no solution, something that is difficult to understand.



1.  **Discuss in your groups: *What is the most enigmatic thing you have experienced? What enigmatic events or stories have you heard about?***
  - You can start this activity by checking students understand what you expect them to discuss. You could direct students' attention to the **Get Smarter!** box at this point if you consider it relevant.
  - It might be a good idea to allow students some time to think about their enigmatic experience.
  - Divide the class into small groups. Encourage them to share their experiences and answer any questions their classmates may have.
  - Invite some volunteers to share what they discussed in their groups.
  - *If time allows, and you consider they are ready, students can try to answer their classmates' enigmas as a class.*
  
2.  **The following pictures form part of an enigmatic situation. Work in groups to predict what the enigma might be and formulate questions that you could ask the person telling the story. Complete the chart below with your ideas.**
  - Consider starting this activity by directing students' attention to the pictures as a class and elicit what they can see.

- Then, you can divide the class into small groups, preferably different from the ones in Activity 1. You could ask students to take notes of the speculations that are more logical. Then, tell them to make predictions and complete the first column in the chart. Once they have finished, you could encourage them to make questions based on their own predictions. It might be important to mention that they should imagine that another person is telling them the enigma and they want to know more details about it by asking questions. You may want to encourage them to use different question words and complete the second column in the chart with their ideas.
- You can check as a class asking volunteers to copy their chart on the board. This might be a good opportunity to check accuracy of question formation and provide remedial work if necessary.

### Answers

Answers will vary


TRACK 20

3.   **Listen about the enigma. Revise your predictions and the questions you wrote for Activity 2. Discuss: *Were your predictions correct? Were any of your questions answered?***
  - You can ask students to listen to the actual enigma and compare it with their own predictions. Then, you can play the track a second time for students to check if some of their questions are answered.
  - *Additionally, and considering students' context, you can also motivate the class to come up with new questions if time allows.*



### Answers

Answers will vary

# GET GOING

4.  In groups, speculate about what may be the solution for the enigma in Activity 3. Follow the steps.
- You might arrange the class into groups and direct their attention to the chart. You can ask a volunteer to read the steps in the first column of the chart out loud. Then, you can explain to the class that they are going to propose possible solutions for the enigma in Activity 3. You might want to ask a different volunteer to read the information in the second column so that students know how to perform each step.
  - *If you consider it useful, for you and your group, you might conduct this activity in whole class instead of groups. In that way, you could write down students' ideas on the board and leave them there to check later during the next activity.*


TRACK 21

5.   Listen to students speculating about the "Treasure Box Enigma". Compare their ideas to yours and then mark (✓) the solution you agree with the most.
- You can start this activity by directing students' attention to the three speculations and make sure they understand the ideas expressed.
  - Then, you can play the track once and ask students to discuss which of the solutions proposed in the recording they agree with the most.

### Answers

Students' own answers

TRACK 22

6.  Listen to the answer to the enigma. Make sure the following questions are answered.
- You may ask a volunteer to read the questions aloud. *It might be a good idea to ask students to speculate about the answer using their ideas from Activity 4 before they listen to the recording.*
  - This would be a good moment to direct students' attention to the **Get Smarter!** box. Encourage them to give their hypotheses using the suggested words and structures. Help them form the sentences if necessary.
  - Play the track and ask students to note their answers down in their notebooks. You can pause the track for students to take notes if necessary. Remind students that they do not need to write complete sentences now, just notes to help them remember the main ideas.
  - You could have them check their answers in small groups. Then ask them to hold the group discussion.


### Possible Answers

1 A reaction of gas that is produced when the metal is buried. 2 Spirits revealed where treasures were hidden. 3 Because a spirit was guiding her to a treasure.

### Reflection Box

- You could ask students to go back to page 155 and read the third learning objective and say how Activities 1 to 6 have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

## GET GOING

7.  **Working with a classmate, share your opinion about "The Treasure Box Enigma". Then, examine the characteristics below and evaluate the enigma. Mark (✓) if you think the characteristic is true or (X) if you think it is false.**


- Considering the amount of students, you could arrange the class into pairs or groups and with books closed, invite students to share their opinions about the enigma they just heard. Then, you can ask students to open their books and read the characteristics in the boxes. You may want to explain to students that they are to evaluate the enigma by ticking or crossing the characteristics. Check answers as a class.
- You might want to tell the class that this can be a good opportunity for them to list down the criteria they think a good enigma should follow. You can ask them to use their notebook to make a chart with descriptive sentences for them to assess the features and mark them. Explain that this can be used for their project work.

### Answers

Answers will vary




### Reflection Box

- You could ask students to go back to page 155 and read the first learning objective and say how activities so far have been helpful to achieve this objective.
- You may ask students to work in groups and discuss the questions in the reflection box.

8.  **Read the following enigma and discuss possible solutions with your classmate.**

- You can start this activity by reading the enigma and checking general comprehension. Volunteers could summarize each situation.
- You can divide the class into pairs and encourage them to propose solutions to the enigma.

- This might be a good opportunity to have students share their ideas with the rest of the class so they can make it personal regarding their own context.
- Have pairs check the answer to the enigma on page 159 and analyze their own ideas. Encourage them to tell the class how close they were to the real solution.
- You can ask pairs to use the criteria in Activity 7 to evaluate the enigma.


9.    **For your final project, you will create an inventory of enigmas and a game to use them. To get your project started, follow the steps below.**

- You can start this activity by dividing the class into small groups. Tell students this group will not change and that they will work together for the project. Then, you can invite a volunteer to read the steps out loud and make sure everybody understands.
- You may have students discuss where to find enigmas to include in the game. *If necessary for your class, elicit sources where the groups can find them. Remind students that sometimes enigmas have different names, like the ones in the Lead-in of the unit. Explain to students that if the technology is available, they can look for enigmas on the Internet. This may be a good opportunity to elicit how to know if the Internet site is reliable: The domain ends in .edu., .gov, org. They have sources to cross-reference the information, etc.*
- Before students actually look for the enigmas, have them agree on the criteria. Tell them to write down the criteria and extra considerations on a separate piece of paper.
- Ask students to collect the criteria and save this research process for their portfolio. Finally, you can hold a class discussion to decide on the number of enigmas that each student in the group should provide and the total number of enigmas that each group is going to use for their unit project.

-  Page 127  Consider directing students to the Reading Corner page at this point and do section 1.

# STOP AND THINK about...

## ...language

- 
**Read the following enigma and discuss possible solutions with a classmate. Complete the theories and add more if you can!**
  - The objective of this activity is to make students more aware of the grammar needed to express speculations about the past.
  - You can start this activity by asking pairs to read the enigma and check understanding. Then, invite them to brainstorm possible solutions and complete the theories in their book and add more if they can.
  - To set a collaborative environment, you may check answers as a class.* This can be a good opportunity to help students reflect on the grammar pattern used to speculate about the past: modal auxiliary (might/may/could) + have + verb in past participle.
  - Have pairs check the answer on page 160 and analyze their own ideas. Encourage them to tell the class how close they were to the solution.

### Answers

Students' own answers

### Critical Thinking

You could have students compare the three enigmas they have worked with so far. Ask: *Which one plays with your knowledge of science and which one plays with pre-conceptions? What type of enigmas do you prefer? Which is more fun and why?* This could help students understand that there are real enigmas in all areas of knowledge, but they can also be fun to speculate about. Have students reflect on how thinking outside the box helps the mind be stronger.

### It's an Enigma

### Poster Activity


If you would like to provide students with more opportunities to formulate hypotheses about past events, you can display the image of this unit and arrange the class into groups. Each team has to write three or four sentences that describe the situation in the past when the photograph was taken or when someone saw the strange occurrence and then three or more sentences speculating about what happened. The class can vote on the best or most interesting guesses.

This activity can also be conducted as a game, having each team take to you one sentence at a time and they cannot move to the next until you tell them the sentence is grammatically correct, they go back to their groups and write another sentence. The group that finishes the task first is the winner.



IMAGE 10


## ...learning

- 
**Reflect on your progress so far. Complete the chart.**
  - The objective of this activity is to help students reflect about their progress.
  - You can read the information in the chart as a class and ask some comprehension questions to check understanding.
  - Allow students to complete their chart according to their progress. Encourage them to browse their Student's Book if they need help remembering what they have done in the unit.
  - To help students who evaluated themselves as having difficulties, it would be a good idea to elicit suggestions to improve each area. It is important to foster a very respectful and friendly environment.

### Answers

Students' own answers


# GET MOVING

1.  Work with a classmate and use the following facts and photo to talk about an enigmatic past event. Use the questions below to help you plan the narrative.

- It could be a good idea to ask students to read the questions before looking at the facts in the boxes. This way they can have in mind the information they need to create their own enigma.
- You may divide the class into pairs and have students discuss about the enigma. Invite a few volunteers to share ideas with the class.

### Answers


Students' own answers

2.  Read a version of the enigma and compare it to yours. Discuss in pairs: *How similar or different are they?*

- You could ask students to read the enigma and invite them to discuss how similar or different their ideas were.
- You could check answers as a class.

### Answers



Students' own answers

3.  Speculate about possible solutions. Read the solution to the enigma on page 166 and discuss: *Does the solution describe a present or a past event? Why? Is the solution statement long or short? Is it logical and clear?*

- You may suggest that students use their notebooks to write their hypotheses to solve the enigma. Later they can find differences and similarities between their ideas and the actual solution on page 166.
- It is advisable to encourage volunteers to share how different their speculations were from the enigma solution. Then, check their answers to the questions to analyze the solution.

### Answers

Students' own answers

4.   Write some ideas for enigmas that can become part of your inventory. You can use the template below as a guide. Write the solution for each enigma on a separate card.

- You can ask students to work with their project group. Tell them to take out the criteria they saved in their portfolio.
- You can ask groups to decide which features their enigmas should have. Students can use the template as a guide, but encourage them to discard any features they consider irrelevant and add anything else they think is essential for their game.
- You may ask groups to discuss how many enigmas they need for the game. They should consider how long the game can take and the number of enigmas every member should find.
- You can tell them, if you consider it appropriate, to research the enigmas individually, making sure they cover all the features previously agreed. Remind them they should also write the solutions to the enigmas on a separate card.
- You should have the group collect all the enigmas and their solutions and save them for their portfolio.



## GET MOVING



### Reflection Box

- You could ask students to go back in the unit and look for activities that have been helpful to describe enigmatic events. You may elicit the activities and list them on the board.
- You may ask students to work in groups and discuss the questions in the reflection box.

### 5. Working in groups, analyze and talk about the following phrases which can be used while playing a game.

**Discuss in your groups: *Have you ever used similar phrases? When would you use each phrase? Are there any other phrases you would use during a game?***

- You can conduct this activity as proposed in the Student's Book or you can draw a three-column grid on the board and write one heading in each column: *Beginning, Middle, and End.*
- You can then divide the class into small groups and tell them to copy the grid on the board onto their notebooks.
- Students could go through each phrase and classify them into the grid. Explain that some phrases could be in different categories.
- Once students have finished classifying the phrases, you can ask them to add at least one more to each category.
- To set a collaborative environment, you could check answers as class.

### Answers

Students' own answers

- ### 6. In your groups, discuss: *Have you ever played games that involved mysterious situations? Which ones? What were the rules? You will play a game of enigmas. Follow the instructions.*
- You may want to go through the instructions and check and model the steps or give an example if necessary.
  - Divide the class into groups and ask them to discuss the questions for a short time. Then, invite groups to play the game and to agree on the method to choose the first participant and the order of participation.
  - You can tell students to be sure to understand each enigma before they start giving hypotheses. Tell them they can use a dictionary to look up any unknown words.
  - You may elicit which words and tenses are used to express speculation and write them on the board if necessary.
  - You could remind students that they can get extra points by proposing alternative solutions and by being chosen for giving the best solution. *This might be a good opportunity for eliciting phrases to present alternatives and to evaluate different options. You can also write them on the board if necessary.*
  - You may add motivation to the game by saying that the group who solves all the enigmas first is the big winner of the challenge.
  - *Optionally, you can ask students to write notes in their notebook about their own performance and their interaction with their group.*

## GET MOVING

### Extra Activity

If you would like to provide students with further guidance towards their final project, you can ask groups to analyze the instructions of the game once they have finished playing. You can guide them by asking some questions:

- Were all the steps clear?
- Did you need help to decide who started the game?
- How did you decide whose turn was next?
- Were there any situations that were not considered in the instructions?
- Were there any steps that were not clear or that could be simplified?
- Where did you write the total scores?
- What would you do to improve the game?

You can hold a class discussion to sum up their answers as a group. Help students reflect on the importance of good instructions for the development of a game.


### Extra Activity

If you notice that students require more practice for making hypotheses to solve enigmas, you can divide the class into groups and tell students that you will read out some enigmas about past events for them to solve them in less than three minutes. The team who finds the solution first gets one point. If a team claims to have the answer but it is not correct, they lose one point. The team with the most points wins the game.

Enigmas:

- *One night, a king and a queen went into a castle. There was nobody in the castle, and no one came out of the castle. In the morning, three people came out of the castle. Who were they?* Solution: The knight (night), the king, and the queen!
- *A cat was outside and it started to rain heavily. The cat couldn't find any shelter and got completely soaked by the rain, yet not a single hair was wet. How could this be?* Solution: It was a hairless cat.
- *There was a girl sitting in a house at night. There were no lights on at all: no lamp, no candle, nothing. But she was reading. How did she do it?* Solution: She was blind, she was reading Braille.

## GET MOVING

7.  Working together, reflect on your participation on the game of enigmas. Complete the following chart.
- You can start this activity by reading the instructions and the questions in the chart as a class.
  - It is advisable to allow students to complete their chart making sure they provide evidence for each answer.
  - Finally, you could invite a few volunteer groups to share interesting answers with the class and hold a class discussion on how the experience of taking part in a game of enigmas can help students create their own game.


### Answers

Students' own answers



### Reflection Box




- You could ask students to mention how the game gave them good opportunities to talk about enigmas.
- You may ask students to work in groups and discuss the questions in the reflection box.

8.  Working together, discuss possible games that you can create using your inventory of enigmas. You can get ideas from games you have played before in or out of the classroom.
- You can start this activity by asking project groups to appoint a member to take notes of their ideas.
  - It is advisable to explain to students that their project does not necessarily need to be similar to the game on page 162 and to encourage them to think of creative ways to play with their enigmas. Invite them to discuss ideas and then choose the best to design their own game later on. If the technology is available and students can use it, you could invite students to check the suggestion in the *IT Stop*.
  - *If you would like to provide students with more support towards the development of their final product, you can hold a class discussion and invite the class to mention elements that make a game fun to play and write a list on the board with their ideas. Then, you can invite students to consider which elements they want their game to include and choose from the list.*
  - You can monitor groups' work and provide help when needed.

### Answers


Students' own answers

## GET MOVING

9.    For your final project, you will create a game of enigmas. Consider the rules for the game you will play and plan them. Plan using the following questions:
- You can start this activity by telling students that now they have decided which game to play with their enigmas, it's important to come up with the instructions so that others can play the game and have fun while playing.
  - It is advisable to invite students to discuss the questions first, before asking them to write the instructions for their game.
  - *Depending on your students' conversational skills, it might be a good idea to have groups brainstorm ideas for their instructions, before they actually start writing them.*
  - You can monitor groups' work and guide them to make sure it is clear for them why they are writing the instructions.
  - After this, you can ask groups to read every step of the instructions and analyze if they can be shortened or if they need to be clearer.
  - Once students have their instructions, they can write a clean version on a separate piece of paper. You might want to remind them that their handwriting has to be clear so that others can read them.
  - You can also tell students to save this process for their portfolio.

**Extra Support**

You can find information about writing instructions for board games by browsing the web. If you need help to guide your students with their writing, you can suggest students to use the templates and support found on:  
<http://www.museumofgaming.org.uk/documents/DesignYourOwnGame.pdf>

10.  Work with another group of students in order to edit the instructions for your game of enigmas. Exchange instructions. Read them and complete the chart.
- You can arrange the class into big groups, making sure that two different project groups work together. You may want to explain to students that they will work on editing the instructions they created before.
  - *Before asking students to exchange instructions, it might be a good idea to read the questions in the chart and make sure that students know which elements to evaluate in their classmates' instructions.*
  - Ask groups to exchange instructions and to complete the chart.
  - Then, you can invite groups to take turns giving feedback to their classmates using the notes in their charts. It is important to remind students to be respectful and polite at all times when giving feedback.
  - You might have the groups make any necessary changes to their instructions based on their classmates' feedback.

**Answers**



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Students' own answers

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-  Page 127  Consider directing students to the Reading Corner page at this point and do sections 2 and 3.

**STOP AND THINK about...****...culture** \_\_\_\_\_

1.  There are enigmatic situations in almost every field of human expression. Look at the enigmas on page 162 and classify them in the correct category.
- You can read out the categories and check that students know the vocabulary by asking what the words mean in their language.
  - You may refer students to page 162 and have pairs analyze each enigma to categorize it.
  - Check answers as a class.
  - Ask groups to take out the enigmas they wrote for their unit project. Tell groups to categorize them into the table or add categories if they can't.
  - Encourage groups to assess how varied the fields of their enigmas are. Suggest that they add or change enigmas if the current selection is not varied enough.



**Answers**

**Art** e, f; **Biology** d; **Geography** none;  
**History** a; **Science** b, c

**Reflection Box**

- You could ask students to brainstorm enigmas they know or like and list them on the board. You may ask students to classify the enigmas you listed on the board in the chart in the previous activity.
- You may ask students to work in groups and discuss the questions in the reflection box.

**...self** \_\_\_\_\_




1.  It is important to reflect on our reactions and feelings on the work we do, as well as on what we, as individuals, can do to make collaborative work more productive. Think about the game you played for Activity 6 on page 161 and complete the chart.
- For this activity, you can ask volunteers to read the instructions and sentences. Ask comprehension questions to check understanding.
  - *If you consider they need extra help, you may allow students to go back to page 161 to remember their own performance on the game. If you asked them to record the experience as suggested in the instructions for that activity, you can ask students to take out their notes.*
  - You may encourage students to write evidence to support their answers in the Why column. Explain that they do not need to write detailed information but just notes to remember in case they need to share their experience.
  -  Ask project groups to discuss each aspect included in the chart and suggest that they use their notes to share negative experiences. Monitor and, if necessary, help students realize how helpful it is to reflect on our own performance as members of a group.
  - *You can ask groups if they are prepared, to identify what they like and what they do well when they work together. Then, they can use these ideas to improve the negative areas.*
  - Check conclusions as a class and ask volunteers to share what they learned in this reflection session.

**Answers will vary**

**STOP AND THINK about...****...being together** \_\_\_\_\_

**1. In preparation for your final project, analyze the two charts below and discuss in your groups: *What do the charts evaluate? Are they useful? Why? When could they be used? Who would fill them in? Would you modify them in any way? Why?***

- You may divide the class into project groups. Have students read both charts and discuss the questions. Help them notice each chart has a different purpose.
- You could encourage volunteers to share their group conclusions and ask if they would modify any of the charts. If so, have them justify their decisions.

-    You may ask groups to take out the enigmas from their portfolios and evaluate them using Chart A. Tell them to assess enigmas written by another member of the group so that they can see them with fresh eyes. Then, have students get back the enigmas they wrote and assess their own work.
- You should encourage students to take turns reading their enigmas aloud and sharing the results of the evaluation with the rest of the group. This can be a good opportunity for the group to work together to suggest ways of improving the enigmas that do not work very well.
- You can help students improve their work by providing them with some questions to check the language mechanics of their enigmas. See the Extra Support activity below.

- You may have students write a clean version of their enigmas and save them for their portfolio. Remind students to make sure the solutions to the enigma still work; if not, tell them to rewrite them as well.
- Groups should decide if they want to modify chart B to evaluate the game of enigmas they will play, or a modified version of it. If they decide to make changes, ask them to work on that (maybe as homework) and have the chart ready for the day they share their projects.

**Extra Support**

Copy the following on the board and ask them to revise their drafts.

- Do all sentences start with capital letters?
- Did I capitalize all proper nouns?
- Are commas and periods correctly placed?
- Are my sentences clear?
- Do all sentences have a subject?
- Do all pronouns have a reference?
- Are the tenses correctly used?
- Is spelling correct?

Monitor and help students if necessary. Encourage them to use their dictionaries to check spelling.

Once students have checked their enigmas, they can write their final versions.

# GET AHEAD!

## 1. Preparing

**Work in groups. Review the steps you have followed to prepare for the game of enigmas.**

- It is advisable to go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask project groups to bring all the work stated in this activity.
- Remind students they will use Chart B on page 166 to assess the game.

## 2. Presenting

- Consider asking students to read Chart B on page 166 or the version they produced to know what they will assess later.
- For the game, you can follow the instructions in the Student's Book, or you can have groups exchange games. If this is the case, when they complete Chart B, sentences A and D will be about the game and sentences B and C about their work in the project groups.
- You may ask students to read the rules of the game and make sure they have all the necessary elements to play.
- *It may be a good idea to set a time limit to finish the game as solving enigmas can take long. Monitor students while they play.*
- Once the game is over, ask students to work in pairs for the co-evaluation of the project. Tell students to use Chart B on page 166 or the improved chart they made as a group. Remind students that they will assess their own performance but also their classmates'.
- You may encourage students to give feedback on their classmates' performance in a respectful way and also to make suggestions on how to do better next time they play a similar game.
- Guide students to use this activity to reflect about their own performance and make some notes in their notebook. They can use them for the following activity.
- Have some volunteers share with the rest

of the class their experiences and how they evaluated their performance.

## 3. Reflecting on my progress

**Think about the work you have done throughout the unit and for the game you just played with your classmates. Complete the following sentences in your notebook.**

- You might want to start this activity by setting a relaxing environment.
- You could tell students that it is time for reflection.
- You might ask students to work individually. You can ask students to write their answers on their notebook and remind them to be honest and objective about it.
- Students may need to browse the unit to remember what they have learned and their performance in some activities.
- You can then ask students to compare their answers in small groups and share tips or strategies they found useful to help each other in case there is something they still find difficult.
- Check as a class and encourage volunteers to share any difficulties they encountered. It is advisable to elicit suggestions to help overcome the issues, but also to make suggestions about how students can improve.
- This may be a good opportunity for you to give general feedback to the class.
- To further consolidate all the work done in this unit, it is advisable to go to the self assessment section on page 170 and ask students to complete it.
- To help you keep track of students' progress, you can make photocopies of the evaluation instrument on page 176 and fill it in for each student in your classroom.

## reading CORNER

### GET READY TO READ!

- Before students start reading the story, you could ask them to mention characters from literature that are famous for solving enigmas. Sherlock Holmes and Hercule Poirot (famous detective from the Agatha Christie stories) may come to mind. Have students work in pairs or groups and discuss question 1.

### GET INTO THE TEXT!

- Students can read to check if their predictions were correct. They can copy the graphic organizer in their notebooks and fill it in once they have finished reading and are able to select the most important events. Once the organizers are complete, they can compare them in groups or pairs.

### GET TOGETHER

- Students can work in groups to do this task. If they try the enigma with other people, they could report back to the class the hypotheses others had when the question was posed.

## Reader Book

### Answer Key

#### GET THE MAIN IDEA

Answers may vary

#### GET THE DETAILS

Answers may vary


#### GET THE WORDS

1. inquire, 2. access, 3. former, 4. nation,  
5. pleasure, 6. neighborhood, 7. behave




**QUICK CHECK****1. Read the enigma and write three sentences to speculate on the solution.**

- You could have students work individually on this exercise.
- You can tell students that the objective of this activity is to help them demonstrate and practice what they have learned so far.

-  You could divide the class into small groups, preferably with students who did not work together for the project groups.
- You can have students share their hypotheses and vote for the best ideas. Remind them that their solutions should be clear and logical.

**Answers will vary**

**but should include:** logical and clear ideas. Answers could also include: adverbs or sentences using *may/might* have to express possibilities.

**2.  When you finish your discussion, give each other feedback on participation. Consider the following points.**

- You may ask students to work in the groups from the previous activity and have them discuss each question.
- Monitor students and help them reflect on their performance if necessary.
- Hold a class discussion to share students' reflections.
- This may be a good opportunity to compare this performance with the performance of the enigma game. Guide students to notice if they have improved any aspects they wanted to change.


Remind them that learning a language requires reflecting on what we need to improve and then practice it.

**NOTE:** By the end of this lesson you can tell students what actually happened: A fox was stealing the neighbors' newspapers to play with them at night.

**SELF-ASSESSMENT**

**Reflect on what you have done in this unit using this anecdotal record.**

- It may be useful to tell students that assessments help us know how we are doing in order to take actions and improve.
- You might read together with the class all the statements.
- You could explain that they have to work individually. They can browse their Student's Book to help them remember how well they have done each task so that they can add the relevant comments.
- You might monitor and help students to reflect on their performance if necessary.

** Share your notes with a classmate and, if you differ in some of the answers, discuss the reasons for that.**

- You may have pairs compare their answers and justify their differences. Remind them that this does not mean they are wrong, but that they have different ideas about the objectives of activities.
- You might check as a class asking volunteers to say why they think they did each activity.

## UNIT 10


# Evaluation Instrument

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.


Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

The student	When? Task/Activity done	Comment/ Observation
2	Imagined and proposed solutions to enigmatic events.	
4	Asked questions about enigmatic situations.	
6	Shared possible solutions about enigmas with classmates in a game.	
8	Participated in the design of a game of enigmas.	
10	Helped others reflect on their performance when writing enigmas or participating in a game of enigmas.	

# Review Units 8-10

1.  Discuss and then write an answer to the following questions.

**Possible Answers:** 1. Answers will vary;  
2. Captions, characters, panels, speech bubbles, (thought bubbles, sound effects/onomatopoeias)

2.  Choose a fantasy or suspense story and plan a short comic book story. Answer the questions.


Answers will vary.

3. Develop the first or last two panels of the story in Activity 2.

- You can use the Writing Assessment form on page 178 to grade students' performance for this activity. Answers will vary but each panel should include an illustration or description of the illustration, setting, situation and possible text; it could also have thought bubbles or sound effects.

4. Match the pictures with the corresponding fine art.

- brush and paint – painting, column-architecture, piano keys – music, quill – poetry, masks – theatre, pointe shoes – dance, camera – photography

5.  Choose one type of art from Activity 4 and write an issue to be discussed (e.g. modern architecture is not as valuable as classical). Then, conduct some research about it.


- Answers will vary but their research should have enough information to present arguments in favor and against the issue, supporting facts, and conclusion.

6.  Follow the instructions and conduct a debate.

- You can use the Speaking Assessment form on page 178 to grade students' performance for this activity.

7. Reflect about the debate. Use the mark sheet in Activity 6, page 149 and score your performance.

- Scores will vary but they should assess their own performance using the rubrics in the mark sheet.

8.  Work in pairs. Assign roles: one of you is A and the other one is B. Read your enigma and cover the other text. Then, follow the instructions below.

- You can use the Speaking Assessment form on page 178 to grade students' performance for this activity.
- Read the solutions at the bottom of the page and discuss the questions.

Answers will vary.

# Review Units 8-10

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate level (4-1)

## WRITING ASSESSMENT FORM

	Level / Descriptor
3	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 connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.
2	The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from *Cambridge English Preliminary Handbook*

Name of student: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Mark (✓) the appropriate column  
**SPEAKING ASSESSMENT FORM**

	Very good	Good	Needs Improvement
<b>Grammar and Vocabulary</b>			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
<b>Pronunciation</b>			
<b>Communication</b>			
The student can produce extended discourse of language with no or only slight hesitation.			

Adapted from *Cambridge Assessment Handbook*

# Term test 3

## Part 1

- Read instructions with the class. Make sure that students understand they need to use their imagination and what they know about fantasy stories to answer this task.
- **Answers:** Genre Fantasy; the rest of the answers will vary but should be clearly related to the genre and visual input of the panels.

## Part 2: Writing

- Read the instructions together with the class.
- Explain to students that they have to develop **ONLY** a short dialogue for one or two panels. Make sure that the second blank space is completed with information that would help them as a guide or story board to develop **ONLY** one or two panels.
- The sentences for the dialogue are expected to be clearly understood and to have no or only minor spelling and grammatical mistakes. See the Writing Assessment Form on page 178 of this Teacher's Guide. The notes for the story board don't have to be assessed, but consider making sure they are clear and they help develop at least a panel.

Teacher's notes

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**Part 3**

- You can allow students to choose their role or assign them one if you have a large class.

**Part 4**

Answers will vary.

**Part 5 Speaking**

- Read the instructions together with the class.
- Explain to students that they have to follow the debate format. You can help them time their participation.
- To assess the debate, consider that it should follow the format given. You can use the mark sheets on pages 149 and 153, or the record sheet on page 150 of the Student's Book to evaluate each performance. Students must be clearly understood in each segment of the debate. See the Speaking Assessment Form on page 179 of this Teacher's Guide.

**Part 6 Speaking**

- Explain to students that they need to suggest solutions to the enigma. Ask them to come up with at least three possible hypotheses and write them down.

**Part 7**

- Explain to students that this is a short discussion to share their hypotheses from Activity 6.
- To assess the discussion, consider that students should propose and discuss different hypotheses. Students should propose logical solutions to the enigma but also help their classmate reflect on their hypotheses. They should also reach a consensus. See the Speaking Assessment Form on page 179 of this Teacher's Guide.

**Part 8**

- Read the solution aloud: *The objects were used to make a snowman. The snow has now melted.*
- Students should quickly assess their solution.

This section reflects Student's book Language reference in order to help you prepare materials, activities or questions according to your class level, styles, and context, or simply to get to know what your students are exposed to. We hope this mirror will help you guide wisely your students' awareness of language.

## UNIT 1

### Writing / Giving instructions

In order to give clear instructions, 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.

*Pour alcohol in the mix.*

*Don't leave the mixture near a heat source.*

Use **sequence words** like first, then, after that, finally, to indicate the order of instructions.

*First, you need to mix baking soda and sugar.*

Use **cause and effect** sentences (**first conditional**) to indicate consequences of certain actions that may cause danger, or to prevent accidents.

*If you add too much alcohol, the mixture **will** get ruined.*

Give **explanations** using the simple present to make sure people understand why things happen.

*Oil and water **do not** mix together. Oil goes to the bottom **because** it is denser than water.*

### Using Adverbs

Adverbs are words that we can use to give instructions more precisely. They indicate how, how often, when or where to do something.

*Remove the mixture **slowly**.*

***Always** wear a lab coat.*

*Mix the water with the color tablet **before** the next step.*

*Put the mixture **away** for a few seconds.*

Adverbs answer the questions:

How?	How often?	When?	Where?
quickly	always	after	everywhere
quietly	everyday	already	here
carefully	frequently	before	inside
fast	never	now	near
easily	often	soon	there

## UNIT 2

### 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
	"I have a comic book."	She said she <b>had</b> a comic book.
	"I <b>am</b> reading!"	She told me she <b>was</b> reading.
	"Why <b>didn't</b> you <b>stop</b> ?"	He asked her why she <b>hadn't</b> stopped.
	"We <b>will</b> fix this."	He said they <b>would</b> fix that.

Use **reporting verbs** in the following way.

For orders like "Stop!" report using "told" → She **told** us **to** stop.

For questions like "Can you come?" report using "asked" → She **asked if** we could come.



## LANGUAGE REFERENCE

For statements like "It was great." Use "said" or "told" + the person who receives the message. → She **said** it had been great. or She **told James** it had been great.

### Describing People, Places and Actions

To make your descriptions of people, places and events more accurate and/or interesting you can use adjectives and adverbs. Adjectives tell you more about nouns (things, animals and places). Adverbs give more information about an action.

Adjectives			Adverbs		
for quality	feelings	quantity	manner	time	degree
amazing	disappointed	few	correctly	soon	almost
young	sad	little	exactly	tonight	nearly
important	excited	many	immediately	early	extremely
large	depressed	some	well	afterwards	quite

### Formal and Informal Language Use

You can use formal or informal register when narrating an event or telling an anecdote, depending on your audience or the purpose of your text. Consider the following differences.

Informal	Uses no contractions	<i>I will tell you...</i>
	Uses more passive voice	<i>She was told by her husband...</i>
	Avoids unnecessary repetition	---
	Prefers one-word verbs	<i>Records showed her father's name.</i>
	Formal connecting words	<i>eventually, finally</i>
	Uses contractions	<i>It's about...</i>
	Avoids passive voice	<i>Her husband told her...</i>
	Repetition or rephrasing happens more often	<i>She learned he had another daughter, that is, she learned she had a sister...</i>
	Uses more phrasal verbs	<i>She found out her father's name.</i>
	Informal connecting words	<i>and, but</i>

## UNIT 3

### Formal and Informal Language Use (see also Unit 2)

Formal	<p>I think I would prefer sitcoms over any other type of show as I find them easy to watch and you do not have to know many details or watch all episodes to understand the plot.</p> <p>Hello! How do you do?</p> <p>residents</p> <p>I think we should do it.</p> <p>I am impressed.</p> <p>→ → →</p>	<ul style="list-style-type: none"> <li>• Formal reports</li> <li>• Written reports</li> <li>• When talking to strangers</li> </ul>
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I like sitcoms. They are easy to watch.	<ul style="list-style-type: none"> <li>• In conversation with friends or classmates</li> <li>• In settings created to be casual (texts, social media, blogs)</li> <li>• With family</li> </ul>
Hey! What's up?	
people	
Well.... what I mean is... just let's do it!	
Really??? No way!!! ↗ → ↘	

## UNIT 4

### Pronouns

We use pronouns to replace nouns (people or things we are talking about)

Pronouns			
Subject	Object	Possessive	Reflexive
They replace the noun we are talking about: <i>Laura wrote this</i> → <i>She wrote this</i>	They replace the object of the sentence (the person or thing receiving the action) <i>Pedro will give Laura the notes.</i> → <i>Pedro will give her the notes.</i>	They show ownership of a noun. <i>The car is Laura's.</i> → <i>The car is hers.</i>	They replace the object of the sentence when it is the same as the subject. <i>Laura respects herself.</i>
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

Relative pronouns can be used to combine sentences, when the second phrase or sentence refers back to a noun in the first part.

Relative pronoun	Function	Example
who	relates to people	Emily Dickinson is the poet <b>who</b> wrote "Hope."
which	relates to animals and things	She wrote poems <b>which</b> are still widely read.
that	subject pronoun for people or things	The bird is the animal <b>that</b> represents hope.

### Rhyming words

We say there is a rhyme when we find words that sound similar because of the repetition of the same ending vowel and consonant sounds. In poetry, they are usually found at the end of some lines to help bring rhythm and musicality to the verses.

For example, two words that rhyme are "bright" /braɪt/ and "night" /naɪt/. Remember that some words in English are spelled differently, but they could rhyme if the sound is similar, as in "read" /ri:d/ and "need" /ni:d/.

# LANGUAGE REFERENCE

## UNIT 5

### Describing Past Events

To describe an event in the past, use past tenses in the following way:

tense	Use	Example
Past simple	To describe actions that started and finished in the past.	The second World War <b>started</b> in 1939.
Past continuous	Two continuous actions that took place in the past at the same time can be described using connectors as in the examples given.	The Nazi army forces <u>were controlling</u> France <b>as</b> they were attacking the U.K. <b>While</b> it <u>was still attacking</u> the U.K. with night bombings, the Nazi army <u>was also</u> fighting the Russians.
Past perfect	Used to describe events that happened before another event in the past.	The Battle of Britain <b>had already been won</b> when the U.S joined WWII.

### Indefinite pronouns

We use indefinite pronouns when we don't want to be specific about the person, place, thing or amount of things we are referring to.

person	thing	place	amount
everyone / everybody	everything	everywhere	all / many / most
someone/ somebody	something	somewhere	some
anyone/ anybody	anything	anywhere	any
no one / nobody	nothing	nowhere	none

Notice that "some" is used with a positive connotation, while "any" has a more negative affect: *Did **someone** survive the attack?* (I think someone did.) *Did **anyone** survive the attack?* (I think no one did.)

**Describing manner** (See use of adverbs in units 1 and 2)

## UNIT 6

### Connectors

When explaining ideas, connectors, or linking words, help associate statements.

Use	Connector	Example
	and, besides, in addition, additionally	Having a curfew is safe, <b>besides</b> , it helps forming good habits.
	but, yet, however, although, while	A curfew may seem a good idea, <b>however</b> , many young people feel it means lack of trust.
	as, because, since	Some may feel a curfew is a good idea <b>since</b> it helps with discipline.
	first, next, finally, then, after	<b>First</b> , let me explain why I believe having a curfew is a good idea.
	similarly, as with, in the same way, like	Having a curfew develops good habits in <b>the same way</b> having a meal at a fixed time everyday does.

## UNIT 7

### Order of Adjectives

When we describe something giving more than one characteristic in the same sentence, adjectives should follow an order. This order is normally as follows.

quantity	opinion / quality	size	age	shape	color / pattern	origin	material	
One	magnificent				colorful	Mexican	cotton	dress
Three		small	old	round			wooden	tables

If the purpose of the noun described is given, this would come at the end: *An expensive, big, shapeless, American, hunting artifact.* It is important to separate the adjectives with a comma.

## UNIT 8

### Describing people

To describe people we can use more than one adjective in a sentence. Follow this order.

opinion / quality	height / build	age	hair	complexion	eyes	clothes
smart nice intelligent pretty	tall, short medium height slim plumb well-built	young elderly mature teen	long straight wavy blond	pale dark fair tan	big round small bright brown	casual smart scruffy tidy

Example:

*A beautiful plumb, blue-eyed, smartly-dressed woman.*

### Using *-ing* Nouns and Adjectives

Words that end in *-ing* are not always verbs. They can be used to describe things (as adjectives) or they can be nouns (things we can talk about).

**Adjectives** that end in *-ing* describe a characteristic of the person or thing we are talking about. The man was **boring**. The **crying** baby was **annoying**. The **loving** wife was also beautiful.

**Nouns** that end in *-ing* are known as gerunds. They are things or activities we can talk about. **Telling** stories is fun! **Convincing** a dragon is not an easy task. **Fighting** them is harder.

# LANGUAGE REFERENCE

## UNIT 9

### Paragraph construction

The basic structure of a paragraph is as follows.

Element	Function	Result
<b>Topic Sentence</b>	Tells the reader what the paragraph is about. Expresses main idea.	<i>At the center of valuable art, there is skill and talent.</i>
<b>Supporting details</b>	Gives details or examples that support the main idea.	<i>Classical art shows that the artist can do something the rest of us can't. Conversely, modern art just shows that random, effortless activity can create something "pretty" or maybe "interesting". If you thought of, felt or dreamt something that you want to share in art, you've got to show it in a way that amazes others.</i>
<b>Closing sentence</b>	This is a conclusion and/or transition. It sums up what has been said and it can make a transition to the next paragraph.	<i>A piece of work that does not show talent, is not art.</i>

## UNIT 10

### Speculating about the Past

To speculate about past events we use modal verbs (must, might, may, could, can) with the construction *have + past participle*. This combination helps us express how certain we are of the reasons behind events that took place in the past.

100% certain	<b>must + have + past participle</b>	It <b>must have been</b> a thief.
certain that is NOT possible	<b>can't + have + past participle</b>	It <b>can't have been</b> a thief!
not so certain	<b>might/may/could + have + past participle</b>	It <b>may have been</b> a thief or it could have been a visitor.

We can also use "maybe" + simple past when we are not so certain: *Maybe, it was a thief.*

Teacher's guide Glossary section is a window to Student's book vocabulary. This section is intended to help you prepare getting meaning across as well as preparing suitable, contextualized and meaningful activities that can relate to your students' learning needs.

## UNIT 1

<b>burning</b> <i>adj.</i>	on fire, very hot
<b>carefully</b> <i>adv.</i>	in a cautious or careful manner
<b>exothermic</b> <i>adj.</i>	that releases heat
<b>fizz</b> <i>v.</i>	to form bubbles because of gas in a liquid
<b>mixture</b> <i>n.</i>	the result of a combination or blend of substances
<b>scrape</b> <i>v.</i>	to scratch the surface of something, in order to clean it or remove substances
<b>slowly</b> <i>adv.</i>	not fast, in a calm manner
<b>stirring rod</b> <i>n.</i>	a stick (normally made of glass or metal) use in a lab to mix substances
<b>suck</b> <i>v.</i>	to draw or bring inside by suction

## UNIT 2

<b>desperate</b> <i>adj.</i>	extremely anxious or fearful, feeling that the worst is coming
<b>disappointed</b> <i>adj.</i>	disillusioned, not satisfied
<b>disbelief</b> <i>n.</i>	the act of not believing, or being incredulous, not accepting truth
<b>discover</b> <i>v.</i>	find (something or someone) unexpectedly
<b>lucky</b> <i>adj.</i>	fortunate, having good luck
<b>pass away</b> <i>v.</i>	die
<b>unexpected</b> <i>adj.</i>	surprising, unforeseen or unanticipated

## UNIT 3

<b>avoid</b> <i>v.</i>	to evade or escape
<b>broadcast</b> <i>n.</i>	program, transmission
<b>follow-up</b> ( <i>question</i> )	<i>adj.</i> in complement or addition to
<b>Increase</b> <i>v.</i>	to rise in numbers
<b>intended</b> <i>adj.</i>	planned, aimed at
<b>key</b> <i>adj.</i>	important, crucial
<b>paraphrase</b> <i>v.</i>	to rephrase, to say the same thing in different words
<b>role</b> <i>n.</i>	part or function assumed by a person

## GLOSSARY

### UNIT 4

bliss <i>n.</i>	happiness, enjoyment
blossom <i>v.</i>	to grow and give flowers, to develop in a promising way
crumb <i>n.</i>	a bit or a fragment, leftover of bread
decay <i>v.</i>	to deteriorate or decompose
despite <i>prep.</i>	even with or after something, without being affected
feather <i>n.</i>	one part of the plumage of a bird
sore <i>adj.</i>	pained, uncomfortable
sorrow <i>n.</i>	sadness, unhappiness
soul <i>n.</i>	the inner spirit of a living thing
stanza <i>n.</i>	a group of lines that form a basic part of a poem, verse
still <i>adj.</i>	without movement
verse <i>n.</i>	a text arranged in metrical lines that normally rhyme and have rhythm
wee <i>adj.</i>	very small, tiny

### UNIT 5

anthology <i>n.</i>	a published collection of pieces of writing
awaken <i>v.</i>	to cause to stop sleeping, to cause to become active
battle <i>n.</i>	a fight or combat part of a war
bombing raid <i>n.</i>	an attack with bombs (explosive devices)
defeat <i>v.</i>	to win in a battle
engage <i>v.</i>	(in war) start a conflict or a combat
eventually <i>adv.</i>	in the end, after some (prolonged) time
front <i>n.</i>	the first line of defense of an army
in check <i>clon.</i>	under control, restrained
invade <i>v.</i>	to attack or occupy a territory
launch <i>v.</i>	to start, to set in motion
many <i>adj. det. pronoun.</i>	a large number of
military targets <i>n.</i>	places that are the objective to attack in armed conflict
secretly <i>adv.</i>	in a secret or discreet manner
troop <i>n.</i>	soldiers or armed forces
war <i>n.</i>	armed conflict
wound <i>v.</i>	to hurt or cause injury

## UNIT 6

<b>argument</b> <i>n.</i>	an opinion or idea backed up with explanations
<b>avoid</b> <i>v.</i>	to evade or escape
<b>clash</b> <i>v.</i>	to be face to face with opposing views, to confront (sb.) and cause conflict
<b>controversy</b> <i>n.</i>	a disagreement
<b>counterargument</b> <i>n.</i>	the opposing view of an argument
<b>entitlement</b> <i>n.</i>	the conviction of deserving a right or privilege
<b>facts</b> <i>n.</i>	something that is true
<b>go through</b> <i>v.</i>	to revise or check carefully
<b>regardless</b> <i>adv.</i>	even when facing specific (difficult) circumstances

## UNIT 7

<b>acquire</b> <i>v.</i>	to get, obtain or learn something
<b>belted</b> <i>n.</i>	something people hold true, without needing proof
<b>kilt</b> <i>n.</i>	a piece of clothing similar to a skirt, made of tartan fabric and worn traditionally by Scottish men
<b>nod</b> <i>v.</i>	to move one's head in an affirmative gesture
<b>sari</b> <i>n.</i>	a piece of clothing similar to a dress made of a piece of fabric draped around the body. Worn traditionally by South Asian women.
<b>shake hands</b> <i>v.</i>	to take someone's hand to say hello or as in a sign of agreement



## GLOSSARY

### UNIT 8

**blacksmith** *n.*

a person who works with iron, making things or repairing them in a workshop  
characteristic

**feature** *n.*

type or category

**genre** *n.*

clever, inventive, original

**ingenious** *adj.*

not nice, evil or cruel

**mean** *adj.*

to feel sorry for others

**pity** *n.*

inventiveness, intelligent creativity

**resourcefulness** *n.*

to move or travel without a plan through a large area

**roam** *v.*

vibrant, colorful, full of life

**vivid** *adj.*

### UNIT 9

**accuracy** *n.*

the quality or state of being correct or precise

**allow** *v.*

to permit, to consent

**argue** *v.*

discuss giving reasons to support an idea, trying to convince others

**conscious** *adj.*

aware, in a position of understanding

**conversely** *adv.*

on the other hand, or the contrary

**imply** *v.*

to infer or denote, to suggest without being specific

**meaningful** *adj.*

significant, important

**narrow** *adj.*

opposite of wide, limited in width

**object** *v.*

to express disapproval or disagreement with something

**rebuttal** *n.*

the confrontation to an idea, trying to disprove it

**supporter** *n.*

a person who believes in an idea or a cause

**view** *n.*

an opinion or a way to interpret things

### UNIT 10

**bang** *n.*

a quick loud noise as in the shot of a gun

**hypothesis** *n.*

(plural: hypotheses) a theory, a logical idea that needs to be proven

**noun** *n.*

a person, animal or thing that we can talk about

**pier** *n.*

the platform that connects the land to boats (in lakes or the sea)

**skip** *v.*

to jump lightly; to miss (a class or a turn in a game)

**trace** *n.*

a mark or evidence that something was there or passed through there

# STRATEGIES SUMMARY

<p><b>Unit 1</b> <b>Editing Instructions</b></p> <ol style="list-style-type: none"> <li>1. If editing your own work, leave it for a day or a few hours before starting.</li> <li>2. Analyze the text making sure the information flows logically.</li> <li>3. Make sure sentences are simple and clear.</li> <li>4. Check that visual elements support the meaning of the written text and help the reader.</li> <li>5. Make sure all the information is relevant for the experiment to conduct.</li> <li>6. Read again to check for grammar and spelling mistakes.</li> </ol>	<p><b>Unit 6</b> <b>Defending your Position in a Discussion</b></p> <ol style="list-style-type: none"> <li>1. Do research on the topic to discuss and make sure your data are correct.</li> <li>2. Be firm when expressing your point of view.</li> <li>3. Do not make the conversation about you or the other person, discuss ideas without offending others.</li> <li>4. Ask questions to those who have different opinions to yours. Listen respectfully to their responses.</li> <li>5. Stay positive. End your discussion saying what you can learn from the conversation.</li> </ol>
<p><b>Unit 2</b> <b>Telling Others about an Unexpected Event</b></p> <ol style="list-style-type: none"> <li>1. Decide on the effect your narrative will have in the audience so that you can plan what to say and how to say it.</li> <li>2. Outline the main events you want people to hear about. This can be done in note form.</li> <li>3. Practice by telling the event aloud in front of a mirror.</li> <li>4. For effect, make a pause when there is an important or surprising turn in the story. Look at your audience in the eye when you do this.</li> <li>5. Adopt a relaxed posture and try to hold eye contact with your audience as much as possible.</li> </ol>	<p><b>Unit 7</b> <b>Keeping a Conversation Going</b></p> <ol style="list-style-type: none"> <li>1. Ask open-ended questions (questions that start with What, Where, Why, How, etc.) instead of yes/no questions.</li> <li>2. Listen carefully and make positive comments about what you heard, for example: <i>That's interesting. This is the first time I hear about... You seem to know a lot about... That's an original idea etc.</i></li> <li>3. Don't be afraid to express your ideas. People engage more when they know the other person is willing to talk as well as to listen.</li> <li>4. Let the other person finish his/her ideas.</li> </ol>
<p><b>Unit 3</b> <b>Conducting an Interview</b></p> <ol style="list-style-type: none"> <li>1. Prepare a set of questions if you are conducting the interview.</li> <li>2. Be prepared to ask alternative questions depending on what the other person answers.</li> <li>3. Listen carefully to the other person and acknowledge their response (use set phrases like: <i>That's interesting. I didn't know that. Wow!</i>)</li> <li>4. Encourage the other person to elaborate on their responses: <i>Why do you say...? When do you notice that...?</i></li> <li>5. Thanks the other person for their time when you finish your interview.</li> </ol>	<p><b>Unit 8</b> <b>Describing Characters</b></p> <ol style="list-style-type: none"> <li>1. Start with the physical description but remember that is only a part of what a character is.</li> <li>2. Choosing one important physical trait or mentioning the clothes the person is wearing can tell a lot about the character.</li> <li>3. Describing characters context (where they live, what they do, if they have a family or not, etc.) can also be part of the description.</li> <li>4. Describe actions they do, the reason for the actions and the way they do them. That also says a lot about the character's personality.</li> </ol>
<p><b>Unit 4</b> <b>Expressing Emotions caused by Poems</b></p> <ol style="list-style-type: none"> <li>1. Make sure you understand a text 100% before deciding how it makes you feel.</li> <li>2. Explore the text to find evidence of what the author feels or the message he/she is trying to send.</li> <li>3. Pause for a moment to digest the information and decide how a poem makes you feel.</li> <li>4. Start with simple phrases to express your emotion "I feel..." and then explore the reasons for this feeling so that you can expand on your answer.</li> </ol>	<p><b>Unit 9</b> <b>How to Win a Debate</b></p> <ol style="list-style-type: none"> <li>1. Be informed to gain confidence.</li> <li>2. Stay calm, and be polite at all times.</li> <li>3. Always appear objective. Ask questions to the opposing side building on their own arguments.</li> <li>4. Recognize when the opposing side has a good idea, and try to contrast with a better one on your side, or with a question that challenges them.</li> <li>5. Do not get emotional, but show passion for the side you are defending.</li> </ol>
<p><b>Unit 5</b> <b>Writing a History Report</b></p> <ol style="list-style-type: none"> <li>1. Decide on the central idea of your report and conduct research.</li> <li>2. Select only a few sources. Too much information may confuse you.</li> <li>3. Take notes and organize them around your central idea. Discard the notes that have no connection to it.</li> <li>4. Write a draft and then edit it. It is always better to ask for help to edit and produce a final draft.</li> </ol>	<p><b>Unit 10</b> <b>Solving Enigmas</b></p> <ol style="list-style-type: none"> <li>1. Know what type of enigma you are going to solve: is it a logical problem, or a situation that requires creative thinking?</li> <li>2. Think of logical solutions first and then think outside the box. In other words, don't be afraid to be creative and look at the problem from different angles.</li> <li>3. Analyze the parts of the enigma carefully.</li> <li>4. Be prepared to be tricked. Answers are usually original.</li> </ol>

# DIGITAL SKILLS SUMMARY

<p><b>Unit 1</b> <b>Finding Experiments Online</b> Finding experiments online is quite easy if you have access to the Internet. Make sure the sites you are visiting are safe. Choose educational sites, or sites whose address starts with <b>https</b>. Prefer sites that end in <b>.org</b> or <b>.edu</b> as they come from serious organizations. Avoid clicking on ads or links in the sites you check.</p>	<p><b>Unit 6</b> <b>Recording a Discussion</b> Try video recording a discussion you hold at school. Use a smart phone or a mobile device for this. Watch the 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) in the discussion.</p>
<p><b>Unit 2</b> <b>Recording a Conversation</b> Using a smartphone or other electronic device to record your conversations and then reviewing them will help give you an idea on how best to improve interaction with others.  Record a conversation you have with a classmate and study how long each of you speaks, how often you interrupt each other, the type of questions you ask, etc. Then, make a plan to improve.</p>	<p><b>Unit 7</b> <b>Learning about Cultural Habits</b> The best way to learn about cultural differences is probably traveling. But if that is not possible, technology can help:</p> <ul style="list-style-type: none"> <li>• Read sites with recommendations for people who travel or do business in other countries.</li> <li>• Travel bloggers normally publish information of this type in their blogs.</li> <li>• Pay attention to details on habits when watching TV or movies from other countries.</li> </ul>
<p><b>Unit 3</b> <b>Finding TV Shows Online</b> To find safe sites that can offer you a taste of different TV shows in English follow the recommendations given for unit 1. It is always safer, and usually also more interesting, to find examples from trusted organizations like PBS in the US or the British Council (<a href="https://learnenglishteens.britishcouncil.org/study-break/video-zone">https://learnenglishteens.britishcouncil.org/study-break/video-zone</a>) to find examples of different types of TV shows and enjoy them.</p>	<p><b>Unit 8</b> <b>Finding your Reading Level</b> There are books (fantasy, thrillers and others) written in English to match the level of learners. To find the right book at the right level, there are sites that offer you a free test so you can find out what your reading level is, and then have recommendations on books. You can try: <a href="https://elt.oup.com/student/readersleveltest/?cc=mx&amp;sell=language=en">https://elt.oup.com/student/readersleveltest/?cc=mx&amp;sell=language=en</a></p>
<p><b>Unit 4</b> <b>Listening to Poetry</b> You can listen to poems in English using a computer or mobile device in podcasts (audio files available on the Internet for downloading). Sites like <a href="https://www.teachingenglish.org.uk/resources/secondary/stories-poems">https://www.teachingenglish.org.uk/resources/secondary/stories-poems</a> offer different types of poems to read.</p>	<p><b>Unit 9</b> <b>Recording a Debate</b> Try watching a debate online or on TV before conducting your own and analyze effective participation as well as the role of the moderator. You can video or audio record the debates you hold while studying this unit and then compare to check what you can do to improve.</p>
<p><b>Unit 5</b> <b>Researching History Topics</b> When researching facts about historical events the Internet offers too many options, and often the information is not correct unless you look in reliable sources. The Encyclopedia Britannica contains an important collection of articles on most topics, and this is one of the most trusted resources worldwide. You can also try history museum sites to conduct your research.</p>	<p><b>Unit 10</b> <b>Online Treasure Hunt</b> To practice your online research skills while solving enigmas, you can try sites like Google a Day (<a href="http://www.agoogleaday.com/">http://www.agoogleaday.com/</a>) to find questions or problems to solve every day and play with others to find an answers. Alternatively, if technology is available at your school, you could use that tool or others to create your own online treasure hunt with enigmas to solve as clues to find a final treasure. Organize this as a competition between teams.</p>

## AUDIO SCRIPTS

### Track 02. Unit 1. Get Going. Activities 1 & 2

**Teacher:** Hello, and welcome to the science lab. This academic year students will have to conduct experiments in the science class. It is important to wear a lab coat to prevent the school uniform from getting stains, a white lab coat is preferred. Protective goggles for the eyes are essential as well as handgloves, but the school can provide the plastic protective gloves. The glassware in the lab includes beakers and flasks for holding liquids, and flat dishes like this one to put the substances on it. We use these long, glass stirring rods to mix the substances or stir liquids. If students break any of the glassware, we might ask your help to pay for them. We kindly ask you to remind your children the lab is not a place to play in. We want to make the lab safe for everyone. Thank you very much mommies and daddies.

### Track 03. Unit 2. Get Going. Activities 2 & 3

**Narrator:** One

**Boy:** You're never going to believe this!

**Girl:** What? What happened?

**Boy:** I was just reading Time Magazine and...

**Girl:** You were just reading? That is amazing!

**Boy:** Ha ha - very funny! Do you want to know what I was reading about or not?

**Girl:** OK, OK Gee! It was just a joke - what was it you read about?

**Boy:** They've just found water on Mars!

**Girl:** No way! They did not! - You know I follow news from NASA and I haven't heard anything about that.

**Boy:** Look it up! July 25th - they found a lake below the south pole in Mars! And the article said scientists were still looking because there might be more.

**Girl:** Mmmmm, that's interesting... but I'll have to look it up.

**Narrator:** Two

**Man:** So Jane, why have you been so quiet today? Is there a problem?

**Jane:** Oh, yes. There is a BIG problem.

**Man:** Why? What happened?

**Jane:** I was working on my science project last night. I spent almost the whole day working on it... I had a lot of information, from articles and stuff. I had finished five or six pages, and I was writing more... and then the power went off!

**Man:** Oh, no! Were you doing it all in the computer? Did you save the document?

**Jane:** Yes, all in my laptop. And I hadn't saved the document. I thought the computer did that automatically.

**Man:** Yes, they do save those things automatically - so maybe you lost some information, but not all of it. Did you check?

**Jane:** Yes. But the problem was that the system crashed somehow. The program wouldn't start again and when it finally did - nothing! Puff! All gone. I lost my paper!

**Man:** Oh, that's awful! That's due tomorrow, and the teacher said there would be no exceptions.

**Narrator:** Three

**Brenda:** You'll never guess what happened!

**Kate:** Wow! You look so happy! What's going on?

**Brenda:** I went to this comic book store and found one of the ones I love. A very old Spiderman comic book in the box of sale. People leave there comics they don't want and you can buy any for 25 cents.

**Kate:** That's nice! No wonder you're so happy.

**Brenda:** But that's not all. I was browsing through my comic that day in the park...

**Kate:** I'm sorry... browsing? What does that mean?

**Brenda:** Yeah! You know... like not really reading it, but looking through the pages.

**Kate:** Oh, I see... go on.

**Brenda:** So, I was there with my comic, and suddenly, this stranger stopped and said something like "Wow! Do you know what you have in your hand?" And I said I did, that I knew I had a Spiderman Comic, of course. But then he told me what I had was a first edition, and to take care of it because it was valuable.

**Kate:** Valuable as in expensive, worth a lot of money?

**Brenda:** Yes, check this out! This is a really rare and expensive comic. Look at the value!

**Kate:** Wow! This is great! What a great find!

### Track 04. Unit 2. Get Moving. Activity 1

**Jeff:** So this is the story I heard on the news: It's about a young American woman from Wisconsin called Hillary who knew she was adopted, and she was OK with it. But then, when she grew up, she tried to find her blood relatives in Wisconsin.

**Claire:** Er... Blood relatives? I'm sorry, what does that mean?

**Jeff:** Oh, family by blood. So, let's say this woman was looking for her biological family. She wasn't desperate to find out; she mainly wanted to know her medical history.

**Claire:** Oh! I see.

**Jeff:** OK, so Hillary found out her father's name: Wayne from Greenwood. She also learned he had another daughter, that is, she learned she had a sister whose name was Dawn. But by this time, the father had already passed away.

**Claire:** Oh, no! He was dead already? That's sad.

**Jeff:** Yes. I think Hillary was disappointed, so she stopped looking. After that, she went on living her normal life when, one day she heard she was going to have new neighbors. After the new neighbors moved in, Hillary's husband got to meet them, and then one day, while talking casually with Hillary, he told her the new neighbors were nice. He also told her the woman's name was... Dawn! And that's when Hillary got excited and immediately asked her husband if she knew where Dawn was from. The husband was a bit confused but told her: "Dawn and her husband are from Greenwood." Hillary quickly went to the neighbors' house and asked Dawn the name of her father... Dawn told her "My father's name was Wayne". Hillary told Dawn to sit down... and then she told them they were sisters!

**Claire:** Wow! Isn't that an amazing coincidence?

**Jeff:** It is! Imagine... your neighbor turns out to be your sister! I think this is an amazing story.

### Track 05. Unit 2. Get Moving. Activity 2

**Narrator:** Dear friends and listeners, here in the "Unexpected Events" podcast I will tell you about an amazing coincidence. This story was reported on the news in 2018, and it's about a young woman from Wisconsin called Hillary who had been adopted by loving parents. She had no brothers or sisters. One day, when the time was right, she decided to look for her biological family. Records showed her father was a man from Greenwood called Wayne, and that she had a sister named Dawn. Hillary discovered in these records that she didn't have a father anymore, Wayne had passed away in 2010. After the discovery, she felt disappointed, so she did little to connect with other members of the family. After that, in 2018, new neighbors moved in next door. Eventually, Hillary was told by her husband that the name of her new neighbor was Dawn. Excited, Hillary asked if he knew where the neighbors were from, and when he said "Greenwood" Hillary couldn't help the excitement. Finally, Hillary and Dawn compared backgrounds and discovered that, with no doubt, they were sisters!

### Track 06. Unit 3. Get Going. Activities 3 & 4

**Narrator:** One

**Harry:** And now, the fire emergency we have been covering for the past two days. Fires keep burning in Southern California. Residents of nearly 100 homes have been asked by authorities to evacuate as soon as possible. The situation could get worse as the weather is dry and hot, hotter than it has been in the past few years, with record-breaking temperatures registered yesterday and earlier today. We have Dina with us, who is in the area of the fires, near where the firefighters are working. Dina... are you there?

**Dina:** Yes, Harry. Good evening to you and all our viewers. I am here now near one of the areas which could get more affected by these fires. What you see behind me, is the firefighter unit which has been assigned to this area. They have been here since 3 am today and they tell me they have had no time for breaks. The situation is serious and they are taking all the necessary measures to keep the fire under control and save as many homes as possible. The chief will give a press conference in a few more minutes,

## AUDIO SCRIPTS

so we are standing by to see what information he will share with us. Back to you in the studio, Harry.

**Harry:** Thanks Dina. We will be standing by with you to hear from the studio.

**Narrator: Two**

**Josey:** Oh, Greg! There are so many things I wish I could tell you!

**Greg:** I know – I think I feel the same way, Josey.

**Josey:** So... I don't know... how about... why don't we... er

**Greg:** Josey, you're acting weird. What's going on?

**Josey:** er... nothing... I was just remembering... thinking... well... you feel the same way, right?

**Greg:** Aha!

**Josey:** You feel like I do... so... we could go out and talk about this.

**Greg:** No! We don't need to go out. I think I should tell you now what I never can tell you.

**Josey:** OoooooK.

**Greg:** I can never tell you what I want because you are so difficult! You're always in a hurry, you are bossy... you are my best friend, but I also hate you sometimes... There! I said it!

**Josey:** What??? I thought... wait... I am difficult??? I thought we were going to talk about...

**Greg:** About what?

**Josey:** Oh, never mind... just give me some time to think... this is new information. Yikes!

**Greg:** Yeah, right... like you didn't know you were difficult. Ha!

### Track 07. Unit 3. Get Going. Activities 5 & 6

**Vanessa:** Have you heard the latest news? The piece about the fires in Southern California was scary.

**Jamie:** I don't watch the news. They make me anxious. There are too many things that are bad news or that I just don't understand.

**Vanessa:** But you have got to listen to the news! How do you stay informed?

**Jamie:** I read the headlines in the online papers. I still think the news is not fun.

**Vanessa:** I don't have fun watching the news but I feel better after being informed.

**Jamie:** Better? In what way?

**Vanessa:** Mmmm, I'm not sure. I feel like... like I'm being responsible. It helps me understand many things and so, I feel confident, I guess.

**Jamie:** That's interesting! Well, while you were watching the news I was watching Greg and Joyce. Have you ever seen that show? It's great!

**Vanessa:** I wouldn't miss it! I recorded it, so I shall see it tonight, or at the weekend. Was it a good episode?

**Jamie:** It was OK. But they had this situation... I won't spoil it for you... but there was a misunderstanding, and that was soooo funny. I was rolling with laughter! You have to see it. It will help you chill out.

**Vanessa:** Is that why you watch it? Because it helps you relax?

**Jamie:** Yes! You don't have to think too much, and you feel relaxed after laughing for a while.

### Track 08. Unit 3. Get Moving. Activity 3

**Presenter:** Answers to question 1

**Speaker 1:** I like documentaries because I like learning things. Probably my favorite is "Our world".

**Speaker 2:** I love soap operas. I watch "Days to remember".

**Speaker 3:** Oh, I don't watch a lot of TV... but, maybe I like a reality show... I watch "Project Designer" because it's exciting

**Presenter:** Answers to question 2

**Speaker 1:** They tell you all about different places like the tundra or the desert. And sometimes is like being in there because the images are fantastic, so you feel immersed in the story.

**Speaker 2:** It's about the life and problems of three families. You follow their love life, their problems at work, sometimes, even their crimes!

**Speaker 3:** In "Project Designer" they give the participants a challenge and they have to be very creative. It's a competition for people who want to be designers. I like

watching people experiment with fashion.

**Presenter:** Answers to question 3

**Speaker 1:** Mmmm. I don't know... for some reason it makes me feel important. Like I know more, you know?

**Speaker 2:** Oh, I guess the show distracts me from real life, so I feel... I guess I feel more relaxed after I watch an episode. Sometimes I feel curiosity about what will come next so I feel a bit anxious... like, I can't wait for the next one to come.

**Speaker 3:** I always feel curiosity about who the winner will be, and I always feel excited when I have the same opinion as the judges.

**Presenter:** Answers to question 4

**Speaker 1:** Ooooooh! Crime shows! I hate those shows!!!

**Speaker 2:** I watch a lot of TV so I like almost all types of shows... but maybe... gameshows! Yeah... definitely gameshows. They're so bad!

**Speaker 3:** Soaps. I hate soaps. Why do people watch them?

**Presenter:** Answers to question 5

**Speaker 1:** Crime shows are creepy! They show you all kinds of horrible details about horrible deaths... they make me afraid of everything, and of everybody!

**Speaker 2:** I always feel so bad for the people that lose in game shows. I am happy for the winners, but for the people who lose it's humiliating, I think... that's not fun to watch. It makes me very uncomfortable.

**Speaker 3:** All the drama in soap operas! I find that boring and unnecessary... there's enough drama in real life, don't you think?

### Track 09. Unit 3. Stop and Think. Activity 1

**Jamie:** Hi, Vanessa. Can I ask you a few questions?

**Vanessa:** Sure! What about?

**Jamie:** TV. We were talking about that the other day, remember?

**Vanessa:** Oh, yeah. OK, go ahead.

**Jamie:** So... I'm going to start by asking... what is your favorite TV show?

**Vanessa:** Mmmmm... Bizarre. Have you seen it? It's great!

**Jamie:** No, I haven't seen it. What is the show about?

**Vanessa:** It's about a group of kids that lose one friend... in another dimension or something... and after that they meet a girl that came from that place. The "upside down" they call it.

**Jamie:** Oh, it sounds interesting. How do you feel when you watch that show?

**Vanessa:** Ooooooh... let me think... I always feel intrigued... because there are all these mysteries and everything.

**Jamie:** Intrigued? What does that mean?

**Vanessa:** It means... captivated! But with curiosity too, you know? I am fascinated and have got a lot of questions for my brother when we watch it together. I always want to know more so we go online to find details.

**Jamie:** Well, Vane... I have to go now. Thanks for the chat... see you later!

**Vanessa:** It's been fun talking to you. Bye!

### Track 10. Unit 4. Get Going. Activities 4 & 7

**Narrator:** Hope is the thing with feathers by Emily Dickinson.

**Woman:** Hope is the thing with feathers that rests in the soul. And sings the tune without the words. And never stops at all. And sweetest in the wind is heard. And sore must be the storm. That could destroy the little bird that kept so many warm.

I've heard it in the coldest land and on the strangest sea. Yet, never, in extremity, It asked a crumb of me.

### Track 11. Unit 4. Get Going. Activity 9

**Narrator:** One

**Student A:** The poet tries to be optimistic, that is the mood of the poem, I know, but for some reason it's different for me. It makes me feel sad to think people need hope. The sound is pleasant to hear, the words are kind... but I still think is a little sad because it makes me think of problems.

**Narrator:** Two

**Student B:** The poem is beautiful and I love the sound. It

## AUDIO SCRIPTS

sounds like a song! It makes me feel hopeful. The way I see things now is that hope is always there and it's free!

**Narrator:** Three

**Student C:** It's a nice poem because it has a very strong message in very few lines. I can picture hope as a small but very strong bird. It made me think of hummingbirds! That's a happy thought for me.

### Track 12. Unit 4. Get Moving. Activities 2 & 3

**Narrator:** One

**Old man:** Since I was young I have not been as others were—I have not seen

As others saw—I could not get my feelings from a common place. From the same source I have not taken my sorrow; I could not awaken my heart to joy at the same tone. And all I loved, I loved alone...

**Narrator:** Two

If only my material flesh were thought, this awful distance would not stop my way; For then, despite of space, I would be brought, From limits far remote to where you now stay...

**Narrator:** Three

**Man:** Someone came knocking, At my wee, small door; Someone came knocking; I'm sure-sure-sure; I listened, I opened, I looked to left and right, But nothing was stirring, In the still dark night...

### Track 13. Unit 6. Get Going. Activities 6 & 7

**Student 1:** I have a curfew, and I don't think it's a bad idea. It's not that I love having to be at home by 11 pm, but I understand that my parents worry about me and prefer to see me home early.

**Student 2:** Well, I have a curfew too and I hate it. It's not a good idea. What is the difference between 11, 12 or 1 am? If you go to a party, you should decide when to come back, not your parents.

**Student 1:** Let's consider the purpose of the curfew: It's meant to protect us. While you may think we know how to be safe, protection of minors is the responsibility of our legal guardians. So, they should be the ones who decide how best to protect us.

**Student 3:** And when do we begin to exercise independence? and free will? I think our guardians should trust us with knowing when it is reasonable and safe for us to go back home. It is an issue of trust. I want my parents to trust me.

**Student 4:** Well, I don't think it is an issue of trust. Having a curfew is also showing respect for our family members - we should have a curfew so that our guardians can go to sleep knowing we are O.K.

**Student 2:** Well I did some research on the topic, and I found out, that in the U.S. teens may have a worse situation than ours. Some places in the U.S. have a legal curfew for teens. If young people are out after a certain time, they get into serious problems. They do this to prevent crimes committed by young people, and also to limit gang activity...

**Student 1:** Do you mean that the government decides the curfew and not the legal guardians?

**Student 2:** Yes. That's correct.

**Student 3:** That is so wrong! My dad would be mad. I don't have a curfew because he believes I need to develop awareness on safety, and he also says I should enjoy being a teenager. Sometimes parties start late and it is awful to have to leave when the fun is just starting.

**Student 4:** I think your dad and other adults would be mad. But, if the authorities decide on the curfew, is that effective? Does crime decrease?

**Student 2:** The results are inconclusive. Apparently, the formal research shows no significant changes, but the authorities believe it works. Authorities seem to believe what is convenient for them, that's my point. That there is no evidence that shows you are safer if you come home earlier.

**Student 1:** Mmmm, but that's in the U.S. - We would still need to consider if the same conditions apply here. I don't think they will.

**Student 1:** Well, it's time to wrap up. What are the conclusions so far? [FADE]

### Track 14. Unit 6. Get Moving. Activities 3 & 4

**Michael:** We should talk about the right for privacy. I think adults in general don't respect the fact that we need it, even at school, when we take notes. Aren't our notebooks private? Why should they check what we write on them?

**Moderator:** That's an interesting topic. Why don't we limit this to discussing privacy at school? The question can be: What are the limits authorities and teachers have to check our things or what we do? Who wants to start?

**Mariana:** I do. Let me start by saying that I believe we have the right to a personal space. And that others - teachers, friends or authorities- do not have the right to invade that space. I find it really intrusive when they search our bags, for example.

**Rod:** I'm not sure the right to privacy is even a right. Is it?

**Michael:** It is! Everyone in California has the right to... let me read this..."to make certain decisions about our bodies and our private lives without government interference - which includes public schools."

**Rod:** But where did you get that? This can be someone's opinion and not the law.

**Michael:** The text comes from the American Civil Liberties Union. They say the right to privacy is part of the amendments to the constitution.

**Rod:** Oh, I see. I think I stand with what Mariana and Michael are saying. No one should invade our personal space. Our backpacks and notebooks are private property.

**Moderator:** Well, I believe that Michael and Mariana are not speaking about the same thing. Mariana, do you think that checking what you write in class is an invasion of privacy?

**Mariana:** Mmmm, I disagree with Michael on that. Teachers need to check our notes and what we do in our notebooks from time to time. How else can they check our work?

**Michael:** Well, I don't mean they should never check our work. That is okay if it's a class task and if they let us know in advance.

**Rod:** Yes, Michael, you're right! Sometimes teachers seem to "spy" on everything we do and even want to control the way we take notes.

**Mariana:** I see what you mean now - you may be right then. I think it is rude to check everything we do and write. But I'm not sure... some teachers help a lot by looking at the way we do things. Don't you agree?

### Track 15. Unit 7. Get Going. Activity 5

**Student 1:** Why don't we talk about the cultural habits to use for our final project?

**Jim:** We could talk about singing.

**Student 1:** Mmmmmm, I don't think singing is a habit. We could talk about music. Music is different in many countries. Traditional music at least.

**Jim:** That's what I was thinking about! But let's brainstorm more ideas first, take them to our project group and then decide on what we will talk about.

**Student 1:** Perfect! Mmmm, we could discuss food. You know, food is so important in our country, and sooooo good. We could compare our type of food to what they have somewhere else.

**Jim:** How about meal times? That is also different in other countries. It was confusing for me when I lived in Scotland.

**Student 1:** OK, give me more ideas. Perhaps you can tell me what else was confusing for you when you were in Scotland. Did you have to wear a kilt?

**Jim:** Oh, no! That's such a wrong stereotype. People in Scotland don't wear kilts.

**Student 1:** So, what do they wear?

**Jim:** Men wear trousers and shirts like we do here. Kilts are for special occasions, and it's a very traditional thing. They wouldn't expect a foreigner to wear one.

**Student 1:** See? We could talk about that: the way people dress. They are different in every country, and we can use kilts as an example.

**Jim:** O.K. Let's propose dress..., I mean, traditional dress to the group, and the other ones we already have: music, food and mealtimes. Let's add also hand gestures and giving tips. I can tell you a couple of anecdotes I had with



## AUDIO SCRIPTS

those differences in Scotland!

**Student 1:** Now we have... one, two, three... six, six ideas to take to the group.

**Jim:** Excellent!

### Track 16. Unit 7. Get Going. Activity 7

**Student 1:** Hey, let's talk about traditional dress in other countries. Jimmy just told me something interesting about the kilts in Scotland.

**Student 2:** Kilts? What are kilts?

**Student 1:** They are the checked-patterned, wool skirts that Scottish people wear.

**Jim:** They are not skirts! They look like skirts, but they are something else. A real kilt is actually a long, rectangular piece of fabric. If you wrap the fabric around your waist with a belt, it takes the shape of a skirt.

**Student 1:** And you said people don't wear them every day; am I right, Jim?

**Student 2:** Really, Jim? How do you know?

**Jim:** I went there... no, sorry, I lived there for a while and most people don't wear them all the time. They may wear them for major events, like weddings. Although I saw a lot of people wear them when their national football team was playing. The fans call themselves The Tartan Army and they wear football shirts and kilts.

**Student 2:** Really? That's odd. Why would they wear skirts to a football game?

**Student 1:** They're not skirts!

**Jim:** They wear them in the same way you would wear a sombrero when Mexico is playing, I guess. They do it to show national pride and so that people can recognize them as the fans of the Scottish team.

**Student 2:** Interesting! I thought everyone wore kilts all the time.

**Jim:** Oh, no... It would be like saying Indian women wear Saris all the time.

**Student 1:** Wait a second... they don't? I think they do!

**Student 2:** No... wait a second... what is a Sari?

**Jim:** A Sari is the dress women wear in the India and other countries of the region. It's a long, colorful, embroidered piece of fabric that they wrap around the body and wear as a dress.

**Student 1:** I understand it's worn everyday still. Perhaps we should verify this with Lauren. She did some research on that.

**Student 2:** OK. Let's go ask her.

### Track 17. Unit 7. Get Moving. Activities 5 & 6

**Shelley:** Personal space is so important, and the article we read says it varies from country to country but I also think it is different from family to family.

**Carlos:** Why do you say that?

**Shelley:** Well, in my cousin's Rachel house everyone seems to get too close to you when they want to tell you something. I don't like that.

**Adriana:** But, is that because in your home people don't get very close?

**Shelley:** We get close, what I believe happens is that in Rachel's home everyone is different.

**Carlos:** Do you feel the same when you visit others? If you feel invasion everywhere it might be that your family is different.

**Shelley:** That's true... but no, I don't feel uncomfortable in other people's homes.

**Adriana:** Is your cousin Rachel from another country? That could explain why you think her family is different.

**Shelley:** No, she doesn't... but cultural habits start at home... I think, right? My point is that every family has their own culture.

**Carlos:** That is an interesting idea. We could present that as one of our conclusions, because I think the same. How about you, Adri?

**Adriana:** Yes, that could be one of our conclusions. But I want to comment about other countries. I read about Canada. I think Canadians in general are very...

### Track 18. Unit 9. Get Going. Activity 5

**Moderator:** For the question Is art emotion? Humberto defends the position. Humberto, you have 30 seconds to

state your view.

**Humberto:** Thank you. Art is an activity that is necessary to human beings because we need to express what we feel and we need to communicate it to others. Important works of art inspire people, or help them identify their own feelings so that they don't feel alone. So if you see a beautiful, sad sculpture, you may relate to the feeling and have some comfort for your own sadness. Art that doesn't project emotion, becomes just a piece of material that nobody will care about.

**Moderator:** Maggie, you will represent the opposing view. You have 30 seconds to state your position.

**Maggie:** We call art pieces of work that come from the human mind and become something we can see, experience or read. We recognize art because it stands out for its beauty, its meaning, or its importance. The intellectual response is more important than the emotional one because it allows us to distinguish good pieces of art from bad ones. Art are ideas that come from the reality we experience.

**Moderator:** Humberto, Maggie, you have listened to each other and now we will have some time for you to respond to your opponent. We will start with Maggie. You have again 30 seconds to respond to what Humberto said.

**Maggie:** I believe Humberto is a bit romantic in his ideas. A reaction, when it comes from the mind, is more valid. I can have an emotional response to something that my little brother painted on his art class... I can even love it with all my heart, but that does not make it an art piece! My mind will tell me that he doesn't have the skill to project the beauty or the meaning it needs, so that we can call it art. I need my mind to help me judge the ideas behind the work and also the importance.

**Moderator:** Humberto? What's your response to Maggie's position? Remember you have 30 seconds.

**Humberto:** My classmate says that art comes from the mind of people. I think it comes from the heart. I think artists like Monet or more modern ones like Braque want to cause an emotional response. When we admire a painting, we admire it from the heart, not from the mind. I agree with the notion that art can express ideas and that we can recognize in art beauty, meaning and importance, but when we recognize that, the response comes mainly from the heart.

**Moderator:** OK, we will conclude the participations here. Can you please explain us more about what you...

### Track 19. Unit 9. Get Moving. Activity 7

**Moderator:** For the question Is classical art better than modern art? Brianna defends the position. Brianna, you have 30 seconds to state your view.

**Brianna:** O.K. I will refer to classical art as not only the art that relates to Roman and Greek ancient art, I want to say that real art resembles that art that shows talent and skill like ancient art, art from the renaissance, and all the art that can be produced and that will stand the test of time. Art has to move and marvel the observer or the listener. All I see in most modern art is spots and disorganized content that any of us could create.

**Moderator:** Jared, you will represent the opposing view. You have 30 seconds for your opening argument.

**Jared:** Well... what I think is that... well, it's not just me... but a lot of people think that modern art is also important. It requires talent because... not everyone can be an artist. It's not easy. And if the critics recognize what you are doing and people want to pay a lot of money, it's valid, right? So modern art is as important as classical art, or maybe more important because it's more up to date. That's my view.

**Moderator:** Brianna, Jared, have now some time to respond to your opponent. We will start with Jared. You have 30 seconds to respond to Brianna's view.

**Jared:** O.K. I want to say that modern art creates a reaction. Brianna seems to say that it's only confusing... But I guess... Greek art and Roman art can also be confusing, because... Well, it is not always clear why it was created, right? Good modern art like cubism or other movements... are they called movements? ... Well, anyway, they are important nowadays because people appreciate them, not because they are confused.

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**Moderator:** Brianna, let's listen to your rebuttal. Remember you have 30 seconds.

**Brianna:** Well, Jared said "a lot of people think modern art is important"... I think that what "a lot of people" think does not make something true. And even though I know some art critics value modern art, who is to say that they hold the truth? Sometimes critics say something is worth thousands of dollars but all you see is a funny picture or a white canvas. Critics disagreed, as Jared and I today, on what true art is. An example can be that while some people may believe that Banksy -an anonymous graffiti artist- produces work which is very valuable, there are others that believe that what he does is vandalism, and not real art. Banksy...

**Moderator:** Thank you Brianna. I'm sorry to interrupt but you have used your time. Let's see where we are now. So far Brianna has presented the idea that classical art is more valid because it shows skills and it stands the test of time, which I believe means that even now we can appreciate old pieces. Jared presented the idea that modern art is as valid or maybe more valid because there are people who appreciate it and is more "up to date", which may indicate that people nowadays can relate better to it. Am I right?

**Jared:** Yes

**Moderator:** O.K. Now each one of you has a moment for a closing argument. Brianna?

**Brianna:** I want to retake the point that true art is what most of us can admire and respect. Classical art does that for many people and it's easy to recognize because we can see the talent behind the piece. We don't have to love it, but we all understand why a piece is important. The confusion that modern art creates is, in most cases, because it is not art.

**Jared:** It is my turn now, right? O.K. I will finish saying that modern art is important and we all know it because it is also an expression of the talent some people have. They just choose to use their talent in a different way. Classical art is valid, but modern art is valid too.

**Moderator:** Thank you! That concludes the debate on this question. Now moving on to the next topic...

### Track 20. Unit 10. Get Going. Activity 3

**Grace:** Let me tell you about this very enigmatic situation. I'm going to call it "The treasure box enigma." My grandmother used to live in a quiet, rural area, where there were very few people. One night, she could not sleep and she looked outside her bedroom window and saw a dim light in the forest. She woke her father up, he went to the window and saw nothing, so he told her to go back to bed. She looked out again and saw the light once more, so she decided to investigate thinking someone was out there trying to light a fire. When she got close, she saw the flame again! This time it was stronger, but it was flying! She got a bit closer to the spot...and the light disappeared! She looked around and there was nothing, just dirt, grass and crickets. The next day, she told her father what had happened. He explained to her what she might have seen. He took a shovel and they went to the place and started digging. They found a treasure! An old, rusty box full of old gold-coins! Now the questions for you are... What was the flame my grandmother saw? What was the explanation her father gave her? Why did they dig?

### Track 21. Unit 10. Get Going. Activity 5

**Student 1:** Maybe Grace's grandmother saw a ghost. And the ghost guided her to find the treasure box.

**Student 2:** She can't have seen a ghost, because they are not real! She might have seen the reflection of the gold.

**Student 3:** But the box was buried. She can't have seen that.

**Student 2:** Well, but maybe it wasn't all covered with dirt, maybe just a part, and what she saw wasn't a flame.

**Student 1:** And how come the father didn't see it? No, I'm sorry. I think my explanation is better.

**Student 3:** You know what could have happened? Maybe someone knew where the box was, and they were looking for it. What Grace grandmother saw might have been a flashlight from treasure hunters.

**Student 1:** But then? Why didn't they find it?

**Student 3:** Mmmmm. Because they knew they were trespassing! They were looking for a treasure in private property. And because they saw Grace grandmother, they left and did not come back.

**Student 2:** That sounds reasonable. I think I agree with this explanation. Because the father might have known about treasure hunters in town and that's why he decided to take the shovel and dig.

**Student 1:** O.K. I think that's the best explanation so far. Grace, are you going to tell us about the ending?

### Track 22. Unit 10. Get Going. Activity 6

**Grace:** Well, the explanation my grandmother was given was that there must have been a spirit guiding her to a treasure. And that's why my grandfather wanted to dig. He called the spirit an "anima", that's Spanish for "soul"- and he said that those spirits had been known in the area to reveal where treasures were hidden. The true explanation is that, when buried, the metal produced some gases, and they created pressure in the box, so finally, after a lot of years, the gas found its way out and reacted with oxygen, lighting a flame. So... there was no spirit. And my great grandfather did not see the light my grandmother saw because the reaction was intermittent, not constant.

### Track 23 Reader Legal

Track 24 Reader Unit 1: Playing with light

Track 25 Reader Unit 1: Playing with light

Track 26 Reader Unit 2: An Unexpected Evening

Track 27 Reader Unit 2: An Unexpected Evening

Track 28 Reader Unit 3: TV Shows

Track 29 Reader Unit 3: TV Shows

Track 30 Reader Unit 4: Poetry Night

Track 31 Reader Unit 4: Poetry Night

Track 32 Reader Unit 5: History and Fall of Constantinople

Track 33 Reader Unit 5: History and Fall of Constantinople

Track 34 Reader Unit 6: Should Sixteen and 17-year-olds Have a Right to vote?

Track 35 Reader Unit 6: Should Sixteen and 17-year-olds Have a Right to vote?

Track 36 Reader Unit 7: Cultural differences

Track 37 Reader Unit 7: Cultural differences

Track 38 Reader Unit 8: Knights and Dragons: The Spell

Track 39 Reader Unit 8: Knights and Dragons: The Spell

Track 40 Reader Unit 9: Graffiti

Track 41 Reader Unit 9: Graffiti

Track 42 Reader Unit 10: The System of Dr. Tarr and Prof. Fether

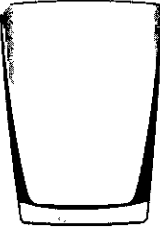

Track 43 Reader Unit 10: The System of Dr. Tarr and Prof. Fether



# Term Test 1

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read the instructions of the experiment and write the materials. Then complete the Density Diagrams.

 <p>No salt</p>	 <p>Saturated with salt</p>	<p><b>Playing with Density</b> <b>Materials</b></p> <hr/> <hr/> <hr/>
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## Instructions

- 1 Put the egg into a glass about three-quarters full of tap water.
- 2 Notice that the egg is sinking to the bottom of the glass. Illustrate it in the diagram below.
- 3 Add salt into the water slowly, stirring constantly with the teaspoon until no more will dissolve in the water. You'll know when you have enough salt in the water when some salt crystals fall to the bottom of the glass even after you've stirred it thoroughly.
- 4 Notice that now the egg is floating on the water. Illustrate it in the diagram.


## Conclusion

An object floats or sinks in water depending on its density. An object sinks because it has a higher density than water. An object floats when it has a lower density than water.

The egg initially sinks because it is denser than water. But when salt dissolves into the water, it becomes so dense that the egg then has a lower density than the water, and so the egg floats.

2.  Read the experiment in Activity 1 and discuss the question.

Why can't the egg float at the beginning of the experiment? How does the salt affect the water?

3.  Choose one situation and take turns retelling it. Ask and answer questions for clarification.

1 Your friend called to say you left your final project at home.	2 A friend from JSA messaged to say she's moving to your community.	3 You found a box in the park. It has a new smartphone.
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# Term Test 1

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

## 4. Find six TV shows in the word search.

Q	W	E	R	T	Y	U	I	O	P	L	K	J	H	G
N	F	D	S	A	Z	X	C	V	B	N	M	N	V	C
E	X	Z	A	Q	W	S	X	C	D	E	R	T	G	B
W	N	S	H	Y	U	I	K	L	O	P	A	S	D	F
S	P	O	R	T	S	B	R	O	A	D	C	A	S	T
B	G	A	H	J	K	L	P	O	I	U	Y	T	I	R
R	E	P	W	Q	A	Z	W	S	X	E	D	C	T	F
O	R	O	V	T	G	B	Y	H	N	U	J	M	C	I
A	K	P	O	R	E	A	L	I	T	Y	S	H	O	W
D	L	E	P	Q	W	E	R	T	Y	U	I	O	M	P
C	A	R	I	V	C	A	S	D	F	G	A	V	R	G
A	S	A	J	T	V	Z	X	C	V	B	N	M	L	K
S	J	H	G	G	A	M	E	S	H	O	W	F	D	S
T	A	A	Z	W	S	X	R	F	V	T	G	B	Y	H
N	U	J	M	I	K	O	L	P	Z	D	G	K	S	Y

## 5. Write one word to describe each TV show.

1 Game show \_\_\_\_\_ 2 Reality show \_\_\_\_\_

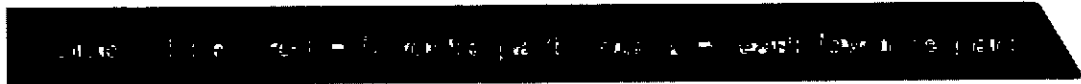
3 Sitcom \_\_\_\_\_ 4 Documentary \_\_\_\_\_

6.  Choose one of the TV shows in Activity 5. Take turns interviewing your classmate about the TV show and his/her emotions related to them.

# Term Test 2

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read the poems and underline your answers. Then choose one and complete the chart about it.



## Smart Boy

By Jenny Halston

George was a boy who always got one-hundred,  
 "How can he do it?" his teacher always wondered.  
 His secret was a phone, hidden in his lunch box;  
 The boy thought he was the smartest fox,  
 Until mommy called and his treasure got  
 plundered!

## Her Future

By Sonia Rojas

Lisa thought she was going to be a singer  
 Every day her Selena skills got bigger  
 But the football coach had another thought  
 "You're so fast, I'm going to give you a spot!"  
 She is now one of the guys and she is the best  
 striker!

1. Emotions		2. Questions to give partner	
3. Emotions you feel		4. My question	

2. Use the answers in Activity 1 to write an inventory of emotions about the poem you chose.


3.  Take turns reading out your inventory of emotions. Ask your classmate three questions about his/her work.

# Term Test 2

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

## 4. Use the timeline to write a short historical report.

1325	1519	1519	1521
Tenochtitlán is founded in the lake of Texcoco.	The Aztecs rule an empire of about 6 million people.	Spanish explorers appear in Tenochtitlán.	Tenochtitlán falls to Spanish forces.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 5. Write rights of young people that can be controversial.

- |         |         |
|---------|---------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |

## 6. Note down ideas about food as a cultural habit in different countries.

## 7. Work in groups of three. Follow the instructions.

- Agree on an issue from activities 5 and 6 to hold a discussion.
- Think about your position and give arguments for it. Present counterarguments when necessary.
- Reach a conclusion.

## RESOURCES FOR STUDENTS

Access these resources for extra practice or extra ideas.

### Unit 1

**To get some ideas for experiments, check** <https://www.asc-csa.gc.ca/eng/activities/fun-experiments/default.asp>

### Unit 2

**To watch videos of people telling stories, check** <https://learnenglishteens.britishcouncil.org/topics/stories/term>

### Unit 3

**To watch different types of shows in short videos, check** <https://learnenglishteens.britishcouncil.org/study-break/video-zone>  
**To watch different types of shows, check** <https://curio.ca/en/shows/>

### Unit 4

**To find suggestions for poets to read, check** <http://poets.ca/2017/03/01/poetry-to-get-through-high-school/>  
**Practice reading and understanding a poem in** <https://learnenglishteens.britishcouncil.org/uk-now/literature-uk/cold-knap-lake>  
**To find more poems, check** <https://www.teachingenglish.org.uk/resources/secondary/stories-poems>

### Unit 5

**To learn how to write a report, check** <https://advice.writing.utoronto.ca/types-of-writing/history/>  
**To use an app to create timelines, check** <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>

### Unit 6

**To watch a video of a discussion between students in an exam situation, check** <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/discussion>

### Unit 7

**To read a magazine that presents cultural information from different countries, check** *Faces Print Magazine* Cricket Media, McLean

### Unit 8

**To use an interactive tool to create comics, check** <http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>

### Unit 9

**To watch a sample debate, check** <https://highschooldebate.org/video-sample-debate/>  
**To read about debates, check** Duffy, Claire. (2018) *The Teen's Guide to Debating and Public Speaking*. Dundurn, Toronto.

### Unit 10

**To find more enigmas, check** <http://www.kosstu.kz/static/uploads/library/gumanitar/english/g-e-94.pdf>

### Extra support

**To learn more about English, check** <http://learnenglishteens.britishcouncil.org/>

**To find resources to read, check the PDF excerpts on** <https://curio.ca/en/collection/canada-reads-2566/?order=date>

## SUGGESTED RESOURCES FOR TEACHERS

### General sources for language and methodology

Ferlazzo, Larry & Katie Hull Sypniesky. *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*, Busy teacher.org  
[https://busyteacher.org/teaching\\_ideas\\_and\\_techniques/warmers/](https://busyteacher.org/teaching_ideas_and_techniques/warmers/)

#### Reading texts at the level of students

LearnEnglish Teens. "Reading." British Council <https://learnenglishteens.britishcouncil.org/skills/reading>

#### Exploring the use of literature in the classroom

O'Connel, Fitch (2009) BritLit: Using Literature in EFL Classrooms British Council <https://www.teachingenglish.org.uk/article/using-literature-introduction>

### Speaking practice with interactive videos "Intermediate B1 Speaking"

LearnEnglish Teens, British Council  
<https://learnenglishteens.britishcouncil.org/skills/speaking/intermediate-b1-speaking>

### Reading in English about the rights of Mexican young people

UNICEF Mexico (2010) *The Rights of Children and Adolescents in Mexico: A present day Agenda* UNICEF

### Ideas for controversial topics on Art

Kinsella, E. "It Was a Year of Turmoil. Here Are the 11 Biggest Controversies That Rocked the Art World in 2019"  
<https://news.artnet.com/art-world/the-biggest-controversies-that-rocked-the-art-world-in-2019-1741554>

### Finding simple enigmas for students

Sarah. "30 Riddles and Brain Teasers for Kids" Frugal Fun for Boys and Girls  
<https://frugalfun4boys.com/30-riddles-brain-teasers-for-kids/>

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