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Lina Alvarado Jantus

English 2<sup>nd</sup> Secondary

# MOVE ON



EDUCACIÓN  
SECRETARÍA DE EDUCACIÓN PÚBLICA



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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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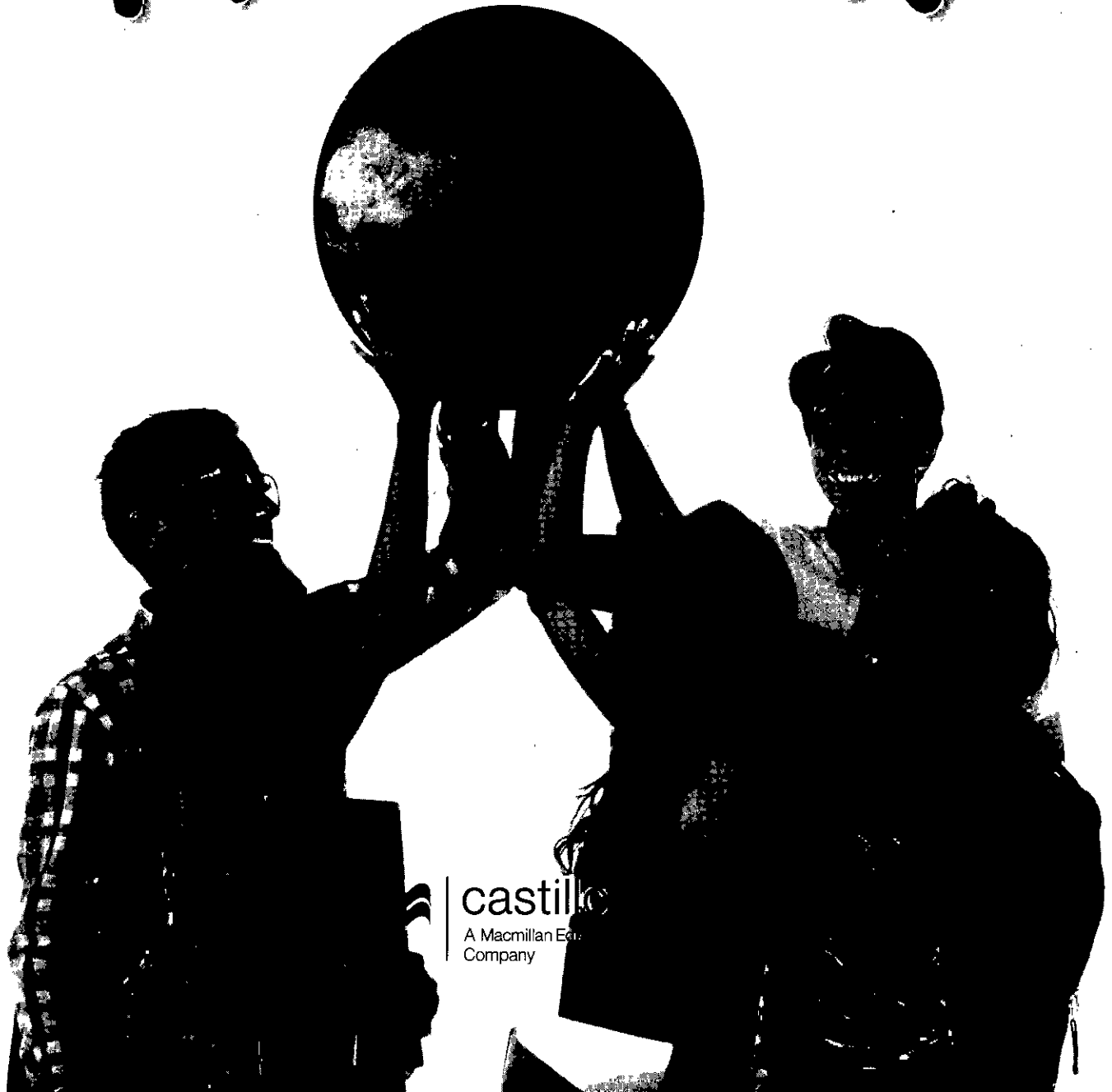
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TEACHER'S BOOK

Lina Alvarado Jantus

ingles: 2º grado

# MOVE ON



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**Environment:** Academic and Educational.  
**Communicative activity:** interpretation and follow-up of instructions.  
**Social practice of the language:** produce instructions to be prepared for an environmental emergency.

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**Environment:** Family and Community.  
**Communicative activity:** exchanges associated to the media.  
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**Communicative activity:** search and selection of information.  
**Social practice of the language:** paraphrase information to explain how a machine works.

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**Environment:** Family and Community.

**Communicative activity:** exchanges associated to information about oneself and others.

**Social practice of the language:** narrate life experiences in a conversation.

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**Environment:** Recreational and Literary.

**Communicative activity:** comprehension of oneself and others.

**Social practice of the language:** read brief literary essays to contrast cultural aspects.

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**Environment:** Academic and Educational.

**Communicative activity:** treatment of information.

**Social practice of the language:** discuss points of view to participate in a round-table session.

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**Environment:** Family and Community.

**Communicative activity:** exchanges associated to the social environment.

**Social practice of the language:** express complaints about a product.

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Exit slip ..... 173

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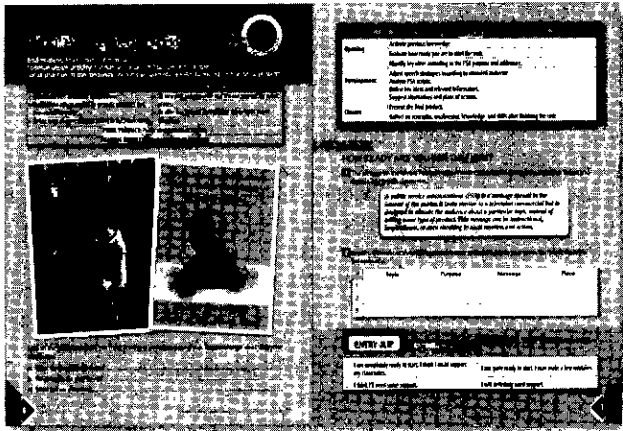
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# STRUCTURE OF THE STUDENT'S BOOK

Welcome to *Move on, 2<sup>nd</sup> Secondary*.

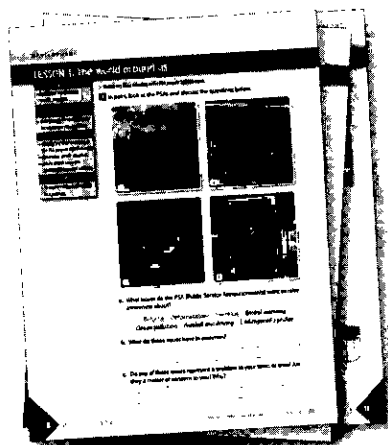
This book will be your guide and, hopefully, your friend for this school year. Enjoy it!



## OPENING

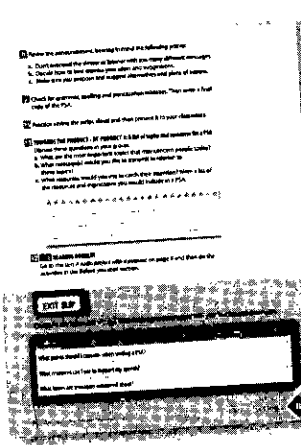
### How ready are you for this unit?

There are attractive, motivating photos that illustrate the main topic of the unit and accompany its learning goals. This section has short activities that have a double purpose: to motivate and interest you and to evaluate how much you already know about the topic(s) to be covered.



## DEVELOPMENT

There are three lessons per unit, which cover different topics of the same social practice.



## Reading Booklet

Brief activity that connects the topic of the lesson with the corresponding text in the Reading Booklet.

## Towards the Product

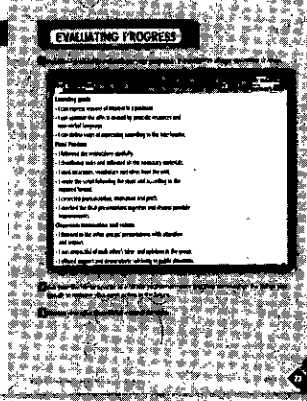
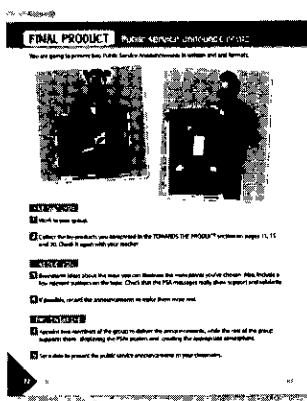
Activity that prepares you for the final product at the end of the unit with a self-assessment resource to monitor your performance.

## Exit Slip

Short activity at the end of every lesson to make you reflect on different aspects covered. It intends to encourage you to analyze your own performance and comprehension, identify strengths and weaknesses, and consider steps to improve.

## CLOSURE

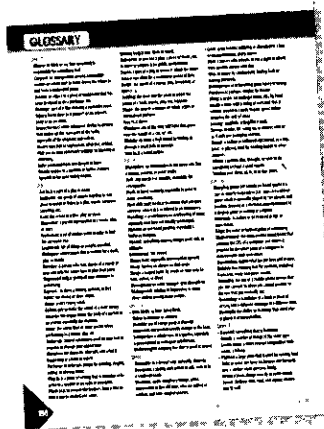
There is a **Final Product** section at the end of each unit, in which you will put into practice everything you learned in the unit.



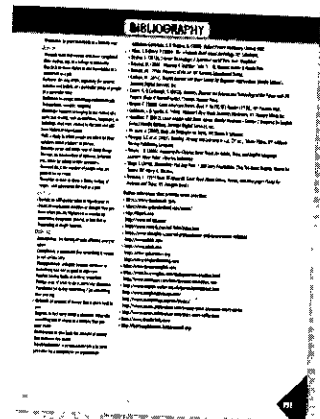
## Evaluating Progress

This tool allows you to reflect on your learning process and to evaluate your own performance during the preparation and presentation of the Final Product. It also helps you in your interaction with your classmates so as to improve your future performance.

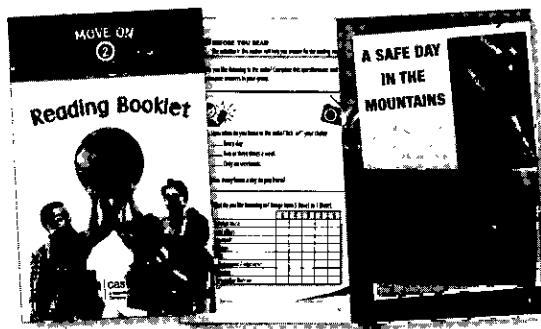




The **Glossary** provides you with the definition of the highlighted words throughout the book.



The **Bibliography** consists of a list of books which support the present textbook, and a list of online references that provide you with extra practice.



The **READING BOOKLET** offers you additional material that you can enjoy in your own time and at your own pace. There are narrative and informative texts, all of them with activities to aid your comprehension.

## ICONS

These are the icons you will find throughout the text:



This icon stands for the social learning environment of Family and Community.



It stands for the social learning environment called Recreational and Literary.



This icon stands for the social learning environment called Academic and Educational.

### Language in use

This section will help you understand important English structures.

### Did you know that...

This section provides additional information on the main topic of the lesson or on some of the activities.

### Stop & think

This section will help you reflect on your learning process and to raise your awareness on how you develop your strategies.

### Learning tip

This is an additional tool to make learning more accessible and contents easier to understand.

This icon indicates there is recorded material for a listening or reading activity and the corresponding track number is provided.

This icon shows you the page number of the text in the Reading Booklet you are dealing with.

This icon appears every time there is a word to be looked up in the glossary at the end of the book.

# STRUCTURE OF THE TEACHER'S BOOK

## UNIT 1: Making a better world

**UNIT OVERVIEW**

**Adapted from:** English for the 21st century, 2nd edition, 2007

**Equipment:** Exchange materials to access; process

**Communicative activity:** Exchange materials to access; process

**Social practice of the language:** Exchange materials to access; process

**Final Product:** Public service announcements (PSAs)

**Learning goals:** A public project with a purpose  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources

**Methodological suggestions:**
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources

**Suggested evaluation:**
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources

**Suggested assessment instruments:**
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources

**Materials:**
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources  
 - Express messages of concern on public problems  
 - Connect the effects of non-verbal language and product; resources

## UNIT 1 LESSON 1

**BACKGROUND INFORMATION**

A PSA is a short video or audio recording that is broadcast on TV, radio, or the internet. It is usually 30 seconds long and is designed to raise awareness about a social issue or to encourage people to take action. PSAs are often produced by non-profit organizations, government agencies, or individuals who are passionate about a cause.

**ENTRANCE SLIP**

Make students choose and look for the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems or new ways, get help in case they need, etc.

**1. In pairs, look at the PSAs and discuss the questions below.**

The aim of this activity is that students relate visually to everyday topics to discuss and discuss them with their partner. Encourage them to discuss their ideas freely and do not correct them at any stage.

**Assess:**

- Individual: global attitudes toward pollution, environmental issues.
- At the end of the lesson, students discuss.
- Students own ideas and opinions.

## UNIT 1 LESSON 2

**READING BOOKLET**

Ask students to look at each of the four and to the activities described. Invite some students to share their ideas with their classmates.

**EXIT SLIP**

Students reflect on what they have done and learned to do in this lesson and write the personal reflection. Write this on a piece of paper and give it to the teacher.

**PRODUCTION**

Students write on the sheet they want to be aware of and how they can do it. When writing the sheet, students will be able to follow the format they designed in lesson 2.

**FINAL PRODUCTS: PUBLIC SERVICE ANNOUNCEMENTS**

Remind students that products offer them the opportunity to perform their activities, putting the product what they have learned throughout the unit. Read the instructions as a class now and make sure they know what to do in each stage. Go around the classroom and monitor their work closely.

**PREPARATION**

- Form the groups, making sure they are balanced and have they can do it. When writing the sheet, students will be able to follow the format they designed in lesson 2.
- Explain to students that they will have to collect all the work done in the TEACHER'S BOOKLET section on pages 11, 15 and 20 and use that material and information to create one of the announcements.

**PRODUCTION**

- Students write on the sheet they want to be aware of and how they can do it. When writing the sheet, students will be able to follow the format they designed in lesson 2.

Unit overview detailing time, learning goals, materials and methodological suggestions and assessment instruments.

Step-by-step methodological suggestions for each activity, including communicative activity social practice of the language, learning goals and answers.

Step-by-step methodological suggestions for the making of the product, where students integrate and put to work different sections of the unit.

## READING BOOKLET: BACK OF THE BANANAS

**1. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment based on a record of their classmates' work.**

**2. Conduct a general conversation about the achievement of the unit.**

**3. Author's comments to additional information**

Explain to students that they have to read the book, look at the pictures and listen to the audio. They have to be able to understand the text and the pictures. They have to be able to understand the text and the pictures. They have to be able to understand the text and the pictures.

**4. Author's comments to additional information**

Explain to students that they have to read the book, look at the pictures and listen to the audio. They have to be able to understand the text and the pictures. They have to be able to understand the text and the pictures. They have to be able to understand the text and the pictures.

## TRANSCRIPTS

**STUDENT'S BOOK - UNIT 1 - LESSON 1 - PAGE 20 - EXERCISE 3**

**1. Listen to the audio and read the transcript.**

**2. Read the transcript and answer the questions.**

**3. Discuss the transcript with your partner.**

**4. Write a short paragraph about the transcript.**

**5. Present your paragraph to the class.**

## FINAL CHECK ANSWERS

**1. a) Health, b) Pollution, c) Environment**

**2. Picture 1, Picture 2, Picture 3**

**3. a) To make people aware of the importance of the environment and to encourage them to take action.**

**4. To get people more aware of the environment and to encourage them to take action.**

**5. To get people more aware of the environment and to encourage them to take action.**

Reading Booklet Step-by-step methodological suggestions for the activities in the Reading Booklet and their answers.

Transcripts of all the audio material included in the CD.


Final Check Answers Answers for the formative assessment included at the end of each unit of the Teacher's Book.

### FINAL CHECK

**1** Listen to the Public Service Announcements in the order they are mentioned.

a. Health  
b. Hunger  
c. Environment

**2** Listen again and match the pictures to the correct announcement.



**3** Listen to the PSA's again, carefully. Then answer if:

a. What is the purpose of each announcement?  
 I. \_\_\_\_\_  
 II. \_\_\_\_\_  
 III. \_\_\_\_\_

b. Who are the announcements directed to?  
 I. \_\_\_\_\_  
 II. \_\_\_\_\_  
 III. \_\_\_\_\_

c. Where would you put a visual support for the announcement?  
 I. \_\_\_\_\_  
 II. \_\_\_\_\_  
 III. \_\_\_\_\_

**4** Present the Public Service Announcement you created to your classmates.

**Total score \_\_\_\_\_/30**

UNIT 1 30

### ASSESSMENT INSTRUMENTS

**UNIT 1: Descriptive rating scale**

Observe, identify and express reasons of interest in an everyday practice.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Recognize everyday practices  | 5 | 4 | 3 | 2 | 1 |
| Identify reasons of interest  | 5 | 4 | 3 | 2 | 1 |
| Describe reasons, purposes and purposes of public service announcements | 5 | 4 | 3 | 2 | 1 |

Observe, contrast attitudes caused by graphic messages and non-verbal language.

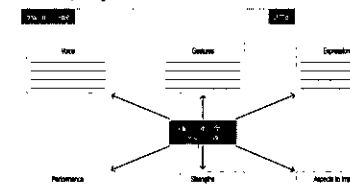
|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Identify non-verbal resources in everyday practices              | 5 | 4 | 3 | 2 | 1 |
| Identify non-verbal resources to support meaning                 | 5 | 4 | 3 | 2 | 1 |
| Compare and contrast the meaning of public service announcements | 5 | 4 | 3 | 2 | 1 |

Observe, define ways of representing according to intention.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Identify speech according to the situation                             | 5 | 4 | 3 | 2 | 1 |
| Identify non-verbal and paralinguistic resources in everyday practices | 5 | 4 | 3 | 2 | 1 |
| Suggest ways of acting in these practices                              | 5 | 4 | 3 | 2 | 1 |
| Draw inferences for practice's problems                                | 5 | 4 | 3 | 2 | 1 |
| Draw inferences and evidence to compare                                | 5 | 4 | 3 | 2 | 1 |

**UNIT 2: Graphic organizer**

View



Context

Language

Applicability

Strategy

Performance

290 ASSESSMENT INSTRUMENTS PHOTOCOPIABLE

Final Check Photocopiable unit evaluation included at the end of each unit.

Assessment Instruments A variety of photocopiable instruments to assess the process of the product, throughout the unit and at the end of it.

### GLOSSARY

**A**

- Active voice:** a short form of expression where the subject performs or "acts" the verb.
- Adjective:** a word that describes a noun or pronoun.
- Adjective:** a word or phrase that refers to a noun or pronoun and that can be replaced by an adjective or pronoun without changing the meaning of the sentence.
- Adjective:** a word that describes or gives more information about a noun or pronoun.
- Adjective:** a word that describes a noun or pronoun and that can be replaced by an adjective or pronoun without changing the meaning of the sentence.
- Adjective:** a word that describes a noun or pronoun and that can be replaced by an adjective or pronoun without changing the meaning of the sentence.
- Adjective:** a word that describes a noun or pronoun and that can be replaced by an adjective or pronoun without changing the meaning of the sentence.
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- Adjective:** a word that describes a noun or pronoun and that can be replaced by an adjective or pronoun without changing the meaning of the sentence.

**B**

- Base form:** the simplest form of a verb without any ending.
- Base form:** the simplest form of a verb without any ending.
- Base form:** the simplest form of a verb without any ending.
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- Base form:** the simplest form of a verb without any ending.
- Base form:** the simplest form of a verb without any ending.
- Base form:** the simplest form of a verb without any ending.

**C**

- Case:** a word that shows the relationship between a noun or pronoun and other words in a sentence.
- Case:** a word that shows the relationship between a noun or pronoun and other words in a sentence.
- Case:** a word that shows the relationship between a noun or pronoun and other words in a sentence.
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- Case:** a word that shows the relationship between a noun or pronoun and other words in a sentence.

**D**

- Direct object:** the person or thing that receives the action of the verb.
- Direct object:** the person or thing that receives the action of the verb.
- Direct object:** the person or thing that receives the action of the verb.
- Direct object:** the person or thing that receives the action of the verb.
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- Direct object:** the person or thing that receives the action of the verb.
- Direct object:** the person or thing that receives the action of the verb.

**E**

- End of the sentence:** the part of a sentence that comes after the main clause.
- End of the sentence:** the part of a sentence that comes after the main clause.
- End of the sentence:** the part of a sentence that comes after the main clause.
- End of the sentence:** the part of a sentence that comes after the main clause.
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The Glossary provides you with the definition of highly frequent pedagogical words and expressions to deal with the activities throughout the Activity book.

Bibliography A list of books and websites used as reference in the making of the Student's Book and the Teacher's Book.

## Level of competence

*Move On, 2<sup>nd</sup> Secondary* was organized based on international standards of the *Common European Framework of Reference for language* (CEFR). By the end of Basic Education, students are expected to reach a B1 level (Threshold). Therefore, the purpose of *Move On, 2<sup>nd</sup> Secondary* is to make students comprehend and exchange opinions on the general sense and main ideas of a variety of brief and clear oral and written texts in standard language, these texts developing familiar topics such as work, school, free time, and current issues. *Move On, 2<sup>nd</sup> Secondary* also intends to prepare students to manage fluently with a basic level in different situations taking place in the community and in those that may arise when traveling to areas where the language is used.

## Second Language (English) Curriculum

### Curricular Foundations

According to the document of curricular foundations designed by the Mexican Secretariat of Public Education (SEP, in its Spanish acronym), Second Language (English) represents the opportunity to transform language lessons into real communicative contexts characterized by respect and fostering cultural and linguistic diversity.

Syllabuses have two distinct features that make them more compatible with the aims, learning goals, and strategies addressed by the national curriculum:

- They are articulated in Cycles and not in school grades, which guarantees the continuity and articulation of the various grades and levels of Basic Education. Thus, syllabuses of Cycle 1 contain 3<sup>rd</sup> Grade of Preschool, 1<sup>st</sup> and 2<sup>nd</sup> Grades of Elementary School; Cycle 2 contains 3<sup>rd</sup> and 4<sup>th</sup> Grades of Elementary School; Cycle 3 contains 5<sup>th</sup> and 6<sup>th</sup> Grades of Elementary School; and Cycle 4 contains 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Grades of Secondary School.
- They present orientational sequences of contents based on the social practices of language that belong to specific learning environments within the complex reality posed by the Mexican education system.

## Purpose of English Language Teaching in Basic Education

The purpose of English language teaching in Basic Education is for students to develop abilities, knowledge, attitudes and learning strategies to participate and interact in oral and written social practices of the language, typical of different and familiar communicative and cultural contexts, with native and non-native English speakers. This involves:

1. Using the second language as a means to express ideas and thoughts confidently and efficiently to people of other cultures.
2. Using the second language to organize thinking and discourse, analyze critically and solve problems, and participate in different exchanges and expressions of one's own and others' cultures.
3. Apply the second language to interact creatively and ethically, conscientiously and with empathy towards points of view and feelings different from one's own.
4. Recognize the role of language and culture in the construction of knowledge, identity, self-regulation, experience and values.
5. Reflect upon language and culture to interpret and make sense in linguistic and cultural exchanges.

## Purpose of English Language Teaching for Cycle 4

In Cycle 4 of Basic Education (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Grades of Secondary School), the purpose of English language teaching is for students to maintain interactions and adapt them through different oral and written texts in a variety of communicative situations. Therefore, students are expected to:

1. Analyze some aspects that allow them to improve intercultural understanding.
2. Apply some strategies to overcome personal and group challenges in the process of learning a second language.
3. Transfer strategies to consolidate interactions in second language learning situations.
4. Use a simple but large linguistic repertoire in a variety of familiar and current situations.
5. Exchange interesting and updated information.
6. Manage to interact with a neutral register in social exchanges within a varied range of situations.



## Teaching Approach

The national program for Second Language (English) adopts an approach focused on the social practices of the language. They are oriented towards the process and the integration of learning and provide students with opportunities to participate in diverse communicative exchanges, which require the appropriate use of knowledge, abilities, attitudes and strategies, and to reflect upon different aspects of language and culture.

The social practices of the language observe communicative interactions and how they become the center of attention of teaching and learning. Therefore, language is defined as a communicative, cognitive and reflective activity by means of which we express, exchange, and defend our ideas, establish and maintain interpersonal relationships, have access to information, participate in the construction of knowledge, organize our mind, and reflect upon our own processes of discursive and intellectual creativity.

"Language is not an abstract object of speculation or a set of speech acts to be learned, but rather an instrument of socialization which allows us to accomplish a variety of tasks in all the possible contexts the user and learner is in."

In this way, the capacity to reflect about language is closely related to the social uses of the language with the aim of analyzing, developing and improving students' communicative competence in English.

Aiming at guaranteeing students' effective and successful participation in social practices of language within societies of the 21<sup>st</sup> century, the teaching approach proposed for Second Language (English) promotes and fosters students' reflection about linguistic forms, but from its communicative and social uses.

In other words, the aim is to learn English by using English (learning-by-doing) in real or close-to-real communicative situations, where students participate as language users and get interested in learning how communication takes place when interacting with others.

## Basic Contents Organization

Regarding this aspect of the curricular framework, it is important to notice that the program has been organized around the social practices of the language specific for each grade of the education system, which correspond to communicative activities common for all grades. All of this has been organized around three broad social learning environments, which are: *Family and Community, Recreational and Literary, and Academic and Educational.*

### Social learning environments

Due to its condition of non-native language, English is not present in most of students' social situations. This makes it fundamental to promote social uses of this language in the classroom, by creating particular social learning situations that compensate for the absence of English in the out-of-school context and which provide opportunities to learn the diverse communicative registers and formats necessary to participate successfully and autonomously in everyday practices of the language.

Social learning environments contribute to creating engaging language learning conditions which entail the development of collective activities that favor exchange among peers, making sure every participant knows what to do and what is needed to learn to successfully overcome the challenge of communicating in English with a specific social purpose.

### Topics Related to the Social Learning Environment: *Family and Community*

The activities and main topics related to this environment aim for students to approach English from their participation within a familiar communicative context in situations that favor the increase of self-esteem, and confidence in their own capacity to learn.

### Topics Related to the Social Learning Environment: *Recreational and Literary*

The activities and main topics in this environment are focused on approaching literature through participation in reading, writing, and oral exchanges, with the aim of activating experiences and knowledge of students so that they share and contrast their interpretations and opinions of both the texts and the cultural and recreational expressions in its contents.

## Topics Related to the Social Learning Environment: *Academic and Educational*

The activities and main topics in this environment are focused on strategies required to learn and study in situations that involve formal language —oral and written—, as well as appropriate guidelines for interaction in academic contexts. Students are expected to participate in social practices of the language that involve knowledge belonging to various fields.

### Social practices of the language

The social practices of the language represent the core referent in the definition of National English Program of Basic Education contents. As defined by the SEP, they are patterns or ways of interaction, which, in addition to the production of spoken and written texts, include several activities linked to them. Each practice has a specific communicative purpose and is linked to a particular cultural situation or context topic.

### Assessment

As stated above, the achievements established in the syllabuses of the three school grades of Cycle 4 correspond to the standards of the CEFR B1- achievement level.

From this perspective, the assessment at each stage (understood as a period or school year) of Cycle 4 includes promotion, although its main function is formative and should be characterized by being:

- *Global*. Because it considers the students' English language skills as a whole and does not isolate or break them down into fragments.
- *Continuous*. Because it not only considers the final product but also the work and performance students undertake throughout the development of the different stages of the communicative situation.
- *Formative*. Because it is continuous and it constantly collects evidence and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and among them and the teacher is guaranteed.

*Adapted from: Aprendizajes Clave para la Educación Integral. Plan y Programas de Estudio para la Educación Básica. Segunda Lengua: Inglés. Secretaría de Educación Pública, 2017. Ciudad de México.*

## Course description

**Move On, 2<sup>nd</sup> Secondary** consists of ten units. Each unit is divided into three lessons and ends with a Product, which serves as a consolidation of the contents learned.

Each unit has increasing complexity and level of difficulty, and includes "Pre", "While" and "Post" activities for all the abilities treated. Each unit contains the following sections:

### Lesson contents

This section identifies the contents of the lessons, the general and specific learning goals, the texts or dialogues to be used and the expected achievements of students. The expected values and attitudes are also stated.

### How ready are you for this unit?

There are attractive, motivating photos that illustrate the main topic of the unit and accompany its learning goals. This section has short activities that have a double purpose: to motivate and create interest and to evaluate how much students already know about the topic(s) to be covered.

### Variety of activities

#### Reading

When students have a purpose for reading, they can adopt different reading strategies to suit different types of texts and different reasons for reading. For example, students may need to skim one type of text to identify the main points it covers, but scan another text to locate specific information.

There are activities to motivate students to read and encourage them to predict and anticipate information. They are essential to reading skills development. Making predictions is a core strategy for reading comprehension; proficient readers constantly attempt to 'read ahead' of an author, picking up clues and predicting what might unfold.

Predictions are a category of inference: when we predict, we are going beyond what is explicitly stated to anticipate *what, where, why, how, who* and *if*. Developing students' abilities to make reasonable predictions helps to sharpen their inferential thinking. Make sure that you tell students that their various predictions, though thoughtful and well-founded, may still turn out to be incorrect.

There are reading tasks to focus students' attention, show them how to look for specific information, locate clues, and separate essential from non-essential information, and teach them that it is not necessary to know and understand every single word in the text to accomplish the tasks and get the required results.

Once students finish reading, there are tasks that connect the text with their own reality, give practice on specific grammar points extracted from the reading texts, and provide opportunities for oral and written expression.

#### Listening

The tasks to develop listening skills on **Move On, 2<sup>nd</sup> Secondary** help students to learn strategies that will improve their understanding of spoken messages. The same as for the development of the reading skills, its methodology adopts a three-phase approach with before, while and after listening tasks, to provide a setting, motivation and linguistic preparation, as well as activate prior knowledge, focus students' attention on specific tasks and reduce anxiety produced by unknown messages.

#### Writing and speaking

The development of these two skills is guided and always based on the content of a text, making use of a variety of activities and strategies.

Students are asked to develop written texts imitating what they have read in the lesson and following some instructions. Students participate in speaking activities imitating models and following instructions.

#### Products

In each unit, there is also a Product to be carried out by students where they integrate and put to work the different sections of the lesson. This is an additional tool we have provided to integrate all the teaching points and contents of the chapter, similarly to what happens in real-life situations. Students will put into practice collaborative work using what they have dealt with in the lessons while working in groups to produce a final product. While working on the product, the process is as important as the result.

## Special sections

### Did you know that ...?

The aim of this section is to provide interesting bits of information on the main topic of the lesson and motivate students to find more similar details on their own.

### Learning tip

A brief piece of advice to help students perform better or make better use of the material provided.

### Language in use

This section encourages students to identify characteristics of a grammar point that has appeared in the reading or listening texts, provides more examples, and helps students to deduce some general rules.

There are four formal instances of self-evaluation in **Move On, 2<sup>nd</sup> Secondary**.

- **Exit Slip.** Short activity at the end of every lesson to make students reflect on different aspects covered. The teacher is strongly advised to encourage students to analyze their performance and comprehension, identify strengths and weaknesses, and consider steps to improve.
- **Stop & think.** A simple set of statements to help students reflect on their own performance in specific aspects of the lesson.
- **Towards the product.** Once students complete the activities that prepare them for their final product, they read a simple checklist to evaluate their own performance during the process.
- **Evaluating Progress.** This tool allows students to reflect on their learning process and to evaluate their own performance during the preparation and presentation of the product, as well as their interaction with their classmates so as to have a better performance in the future.

## THE READING BOOKLET

This component aims at helping students get familiarized with the social practices of the language, language aspects that have been studied in each unit and also develop their reading comprehension skill.

At the end of each unit, students are invited to extend reading practice at the same time they analyze and discuss the informative and narrative texts that are included.

The main goal of this component is to provide extra reading time and foster students' interest in different types of texts. It has two main sections (Informative texts and Narrative texts) which include texts that are related to the contents and social practices proposed for each unit. All the texts are varied and have been specially selected to prompt students' motivation and interest. After reading, students are invited to reflect on the content, give opinions and share ideas.

The reading activities proposed will help students understand language structures, acquire new vocabulary, consolidate what they have learned and also, use different useful reading strategies. These activities are divided into three sections: *Before you read*, to introduce the topic and some vocabulary, *While you read*, to guide them and help them understand what they read, and *After you read*, to allow students to connect the content of the text with their own reality, with the rest of the world or with other areas of the curriculum.

At the end of the Reading Booklet, there is a Glossary section, and an Answers section, which provides the answers to the activities in the Before you read, While you read and After you read moments.



This component includes:

- an introduction with a description of the course and the course components, the curricular framework, and suggestions for classroom management;
- background notes for the teacher, related to the information content of the different texts;
- detailed teaching notes for every lesson;
- information on how to deal with students' most frequent errors and why these are produced;
- answers for all the tasks in the Student's Book and in the Teacher's Book, and for the extra test;
- the transcript of the recordings and an index of all the recordings included on the CD;
- one additional photocopiable test per unit;

### Choice of tasks

The book includes a great number of varied activities. The teacher should choose the ones which are more appropriate for his / her group, depending on their general level. The important thing for the teacher to bear in mind is the final product of each unit, and how the different students are advancing towards it.

Information and extra practice is suggested when there is a chance that students will make a mistake, in grammar, vocabulary, or pronunciation. Remember to be very careful as to when and how to correct errors; avoid interrupting students when they are doing oral communication activities; instead, make a note of the common mistakes and then correct with the whole class at the end of the activity.

### CD

The CD includes all the material for the listening activities and some reading texts, and six flashcards for each unit.

Concerning the audio material, the first nine tracks of the CD offer examples of useful classroom language that the teacher can use with students in different situations and with different purposes. They provide examples for students to imitate, or they are expressions the teacher can use and students need to identify and recognize.

As regards the flashcards, they contain photos and illustrations with the most significant vocabulary and structures in each unit of the Student's Book.

### Assessment instruments

This section contains the assessment instruments proposed by the national program. They are samples presented per unit that can be photocopied.

### Bibliography and websites

This section includes the reference books and online references of both the Teacher's Book and the Student's Book. They offer a list of books that support the present textbooks and others that can be used as reference. They also provide a list of websites that can be used for reference and extra practice.

## Integrating the four skills in the English classroom

Skills integration generally refers to linking the traditional four skills of language learning: reading, writing, listening, and speaking in the context of a lesson. An integrating approach to the development of communicative skills in the classroom is highly recommended for acquisition because, as skills are integrated in the classroom, the relevant knowledge of the foreign language is taught in a coherent, meaningful way.

In everyday life, there are many situations in which we use more than one language skill. For this reason, integration is concerned with realistic communication. When teachers integrate skills in a lesson, they are able to teach the foreign language at a discourse level. At this level, language is presented to students through texts which are whole units of communication (either spoken or written) rather than separated segments or parts they must analyze in isolation.

Skills integration allows students to process language by: contextualizing, interpreting, exploring, analyzing, experiencing, challenging, confronting, assimilating, practicing and sharing the new information.

### Forms of integration

There are two general forms to integrate skills in the classroom:

- **Simple integration.** It is the easiest form of integration. In this type of lesson, a receptive language skill serves as a model for a productive language skill.  
**For example:** A reading activity which provides a model for a writing task, a listening comprehension activity which guides students to oral production.
- **Complex integration.** In this form of integration, skills are integrated around a theme. The specific distribution of skills integration in the lesson will depend on the target topic.  
**For example:** A pre-reading discussion of the topic to activate schemata, followed by listening to a series of informative statements about the topic or passage to be read. While reading, the teacher focuses the lesson on a certain reading strategy (for instance, scanning). After reading, students react by writing a paraphrase of a section of the reading passage and making a comment.

Adapted from: Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> Ed., New York: Pearson Education.

## Some basic teaching reminders

- Start every lesson in a way that focuses everyone's attention. This creates expectation and prepares students for what is to come. For example, with books closed, write the topic of the lesson on the board and ask some questions about it, show a poster / picture related to the class topic, ask who can remember what they did the previous class, etc. Students should not open their books until everyone is paying attention.
- End an activity before students get bored with it. Equally, do not hurry the students or end the activity too soon if they are obviously enjoying it.
- Ask students to express their opinions.
- Don't assume that if one student says he / she understands, everyone else does.
- Elicit rather than tell. Students get bored of listening to the teacher explaining; someone in the class will probably know the answer.
- Don't ask students to explain difficult things, such as definitions of words, in English.
- Don't interrupt students during pair / group speaking activities to correct their English. It is better to pay attention to the main, common mistakes, write them on the board, and correct them with the class at the end.
- Don't insist on 100% accuracy. Mistakes are a normal part of the learning process, and a valuable source of information for the teacher.
- Give praise and encouragement, especially to the weaker students.
- Write positive comments on their work. Let them know what they are doing well, as well as what they need to improve.
- Remember that **you** are the main "motivator" in the classroom!

## 11 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – GREETINGS

- Good morning. / Good afternoon. / Hello. / Hi.
- Goodbye. / See you tomorrow. / See you later.
- Have a nice weekend. / Enjoy your holiday.

## 12 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – MOODS AND FEELINGS

- A:** How are you today?
- B:** I'm fine. / I'm great. / OK. / Very well, thank you. / I'm not very well. / I have a problem. / I'm feeling down. / I'm sad.

## 13 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – ASKING FOR CLARIFICATION

- Can you repeat that, please?
- Can you say that again, please?
- Sorry, I'm afraid I didn't understand.
- Can you help me with this exercise, please?

## 14 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – ENCOURAGEMENT

- Well done! / Good! / Excellent! / Good work! / Congratulations!
- Do it more carefully. / Say it again. / Try to correct that, please.
- Not too bad. / You'll do better next time. / Keep trying!

## 15 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – THE DATE

- A:** What day is it today?
- B:** It's Monday. / It's Tuesday. / It's Wednesday. / It's Thursday. / It's Friday. / It's Saturday. / It's Sunday.
- A:** What's the date today?
- B:** It's (Monday) March 9<sup>th</sup>. / It's (Monday) 9<sup>th</sup> March.

## 16 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – THE WEATHER

- A:** What's the weather like today?
- B:** It's sunny. / It's cloudy. / It's hot. / It's cold. / It's nice and warm. / It's nice and cool. / It's raining. / It's snowing.

## 17 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – THE TIME

- A:** What's the time? / What time is it?
- B:** It's one o'clock. / It's two o'clock. / It's three o'clock. / It's ten o'clock. / It's twelve o'clock.
- A:** What's the time? / What time is it?
- B:** It's quarter past nine. / It's half past ten. / It's five past eleven. / It's ten past twelve. / It's twenty past one. / It's twenty five past two.
- A:** What's the time? / What time is it?
- B:** It's quarter to eight. / It's twenty five to nine. / It's twenty to ten. / It's ten to three. / It's five to four.

## 18 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – SOME COMMANDS AND INSTRUCTIONS

- Answer the questions.
- Be quiet.
- Check your answers.
- Check your predictions.
- Close the door.
- Come to the board.
- Compare your answers.
- Complete the paragraph.
- Copy the instructions.
- Discuss the ideas in your group.
- Do exercise 1.
- Do not write in your book.
- Fill in the blanks.
- Find examples in the text.
- Find the cognates in the text.
- Listen to the recording.
- Look at the pictures.
- Look up these words in the dictionary.
- Make a list.
- Make some notes.
- Match the pictures.
- Name three activities.
- Open your books.
- Pay attention, please.
- Put the pictures in order.
- Read the instructions.
- Select the correct answer.
- Silence, please.
- Sit down.
- Stand up.
- Talk to your partner.
- That's all for today, thank you.
- Work in groups of four.
- Work with your partner.
- Write the sentences.

## 19 TEACHER'S BOOK – PAGE 24 – CLASSROOM LANGUAGE – TURN-TAKING AND PERMISSION

- Can I talk to you after the class?
- Excuse me; can I say something?
- Excuse me; can I leave the room for a minute?
- May I go to the bathroom?
- It's your turn.
- Sorry, it's my turn.

# UNIT 1: Making a better world



## UNIT OVERVIEW

|                                 |   |
|---------------------------------|---|
| Allotted time                   | 16 classes (45 minutes each)  |
| Environment                     | Family and community  |
| Communicative activity          | Exchanges associated to specific purposes.  |
| Social practice of the language | Express support and solidarity facing an everyday problem.  |
| Final Product                   | Public service announcements (PSAs)   |
| Reading Booklet                 | <i>A radio project with a purpose.</i>  |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Express reasons of interest in daily problems.</li> <li>• Contrast the effects of non-verbal language and prosodic resources.</li> <li>• Define ways of expressing according to the interlocutor.</li> </ul>   |
| Methodological suggestions      | <ul style="list-style-type: none"> <li>• Provide students with feedback when they:             <ul style="list-style-type: none"> <li>- Determine and identify speech situation.</li> <li>- Define key ideas about reasons to offer help according to purpose and addressee.</li> <li>- Include details and relevant information in key ideas</li> </ul> </li> <li>• Offer students models so that they can:             <ul style="list-style-type: none"> <li>- Identify meaning from the tone of voice and intonation.</li> <li>- Vary prosodic characteristics to support meaning.</li> <li>- Examine consequences of offering support and help in proper moments</li> </ul> </li> <li>• Promote students' discussion about what they need to know, and offer examples so that they can:             <ul style="list-style-type: none"> <li>- Decide ways of expressing opinions, recognizing effects of prosodic resources.</li> <li>- Select strategies to influence others' opinions.</li> <li>- Identify ways of using non-verbal language to persuade.</li> <li>- Demonstrate drive, intention and empathy through non-verbal language.</li> <li>- Produce expressions to provide information.</li> <li>- Adjust language resources according to addressee and purpose.</li> <li>- Show resilience when facing complex tasks.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:             <ul style="list-style-type: none"> <li>- A graph with speech situations.</li> <li>- A list of prosodic resources.</li> <li>- A list of expressions.</li> <li>- A script with sound effects.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Descriptive rating scale.</li> </ul>   |
| Materials                       |   |



**UNIT 1: Making a Better World**


Environment, Family and Community.  
Communicative activities and language used for specific purposes.  
Social function of the language: express support and solidarity facing an everyday situation.

**Learning Goals:**

- Identify the main idea of the text.
- Identify the purpose of the text.
- Identify the audience of the text.
- Identify the place of the text.
- Identify the time of the text.
- Identify the author of the text.
- Identify the genre of the text.
- Identify the main message of the text.
- Identify the main idea of the text.
- Identify the purpose of the text.
- Identify the audience of the text.
- Identify the place of the text.
- Identify the time of the text.
- Identify the author of the text.
- Identify the genre of the text.
- Identify the main message of the text.

**FINAL PRODUCT:** Make a public service announcement.

**READING TOOLKIT:** Read the text and answer the questions.



**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Write the abbreviation PSA on the board and brainstorm related ideas. Start a brief discussion about what students understand and ask them if they are familiar with the concept of public service announcements.

**Look at the pictures and discuss the following questions in your group. Then exchange ideas with your classmates.**

Encourage students to have a close look at the pictures that illustrate the main idea of the unit and invite them to comment on them. Then read the questions aloud and ask students to answer them. Do not correct mistakes at this stage; just allow them to express freely.

**Answers:**

- a. They show an abandoned dog and a smiling baby.
- b. Animal care and public health.
- c. To raise people's awareness about different problems that may affect society.

**Opening**

- Activate previous knowledge.
- Evaluate how ready you are to start the unit.
- Identify key ideas according to the PSA purpose and audience.
- Adjust speech strategies according to intended audience.

**Development**

- Analyze PSA scripts.
- Define key ideas and relevant information.
- Suggest alternatives and plans of actions.
- Present the final product.

**Closure**

- Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

**HOW READY ARE YOU FOR THIS UNIT?**

1. The pictures on the left are Public Service Announcements (PSAs). Read the definition below and discuss it with your classmates.

*A public service announcement (PSA) is a message spread in the interest of the public. It looks similar to a television commercial but is designed to educate the audience about a particular topic instead of selling some type of product. This message can be instructional, inspirational, or even shocking to elicit emotion and action.*

2. In pairs, bring a book or newspaper from your home. In your own words complete the table below.

| Topic | Purpose | Message | Place |
|-------|---------|---------|-------|
| 1.    |         |         |       |
| 2.    |         |         |       |
| 3.    |         |         |       |

**ENTRY SLIP**

I am completely ready to start. I think I could support my classmates.

I am quite ready to start. I may make a few mistakes.

I think I'll need some support.

I will definitely need support.

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 1, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

- 1. The pictures on the left are Public Service Announcements (PSAs). Read the definition below and discuss it with your classmates.

Read the definition aloud and as a class and explain any new vocabulary. Foster students' discussion on the topic and assist them when necessary.

## BACKGROUND INFORMATION

A PSA can be a very powerful way to heighten awareness on a certain issue. Many PSA campaigns have educated the public or contributed to social change. For example, the number of people who smoke cigarettes has decreased dramatically since the 1960s, not only because of legal restrictions, but also because the general public as a whole has become more aware of the severe health risks.

2. In pairs, think about three PSAs you have seen or heard lately in your town. Complete the table below briefly.

After students have clarified the meaning of Public Service Announcements, have them brainstorm the PSAs they have already seen or heard in their town. Encourage them to complete the table with very brief information. If necessary, allow them to work in pairs.

### Answers:

Students' own ideas.

## ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

## LESSON 1: The world around us

| Communicative activity  | Social practice of the language  |
|---|--|
| <ul style="list-style-type: none"> <li>Exchanges associated to specific purposes.</li> </ul>  | <ul style="list-style-type: none"> <li>Express support and solidarity facing an everyday problem.</li> </ul> |
| Students will ...   | What for?  |
| <ul style="list-style-type: none"> <li>Identify key ideas according to the PSA purpose and addressee.</li> <li>determine speech situation.</li> <li>adjust speech strategies according to intended audience.</li> </ul> | <ul style="list-style-type: none"> <li>To express reasons of interest in a problem.</li> </ul>               |

**LESSON 1: The world around us**

Identify key ideas according to the PSA purpose and addressee.

In pairs, look at the PSAs and discuss the questions below.

1. What issues do the PSA (Public Service Announcements) want to raise awareness about?

B. logging Deforestation Smoking Global warming  
Ocean pollution Alcohol and driving Endangered species

2. What do these issues have in common?

3. Do any of those issues represent a problem in your town or area? Are they a matter of concern to you? Why?

1. In pairs, look at the PSAs and discuss the questions below.

The aim of this activity is that students relate visuals to everyday topics or issues and discuss them with their partner. Encourage them to express their ideas freely and do not correct them as they speak.

### Answers:

- Deforestation, global warming, ocean pollution, endangered species.
- All the pictures are related to environmental issues.
- Students' own ideas and opinions.

2. Have a close look at the pictures in exercise 1. Analyze them and discuss the following questions.

- What messages do the four announcements want to transmit?
- What type of speech situation (family, school, etc.) does each one belong to?
- What textual or visual images do they use to transmit that message?
- Which is the best announcement to transmit the message? Why?
- Which announcement do you support the most? Why?

3. Listen to the recording. Match each public service announcement to the corresponding picture in exercise 1. Write the number.

PSA I: \_\_\_\_\_  
 PSA II: \_\_\_\_\_  
 PSA III: \_\_\_\_\_  
 PSA IV: \_\_\_\_\_

4. Listen to the recording again. Complete the sentences with specific information from it.

- \_\_\_\_\_ is the easiest thing to do.
- Our goal is that every person plants a \_\_\_\_\_ trees.
- Fish off the coast longest over \_\_\_\_\_ a year.
- Find out how you can help turn the tide on \_\_\_\_\_.
- You'll save one pound of \_\_\_\_\_ for every mile you \_\_\_\_\_.
- \_\_\_\_\_ or walk and help make a difference.
- When a tiny new-born \_\_\_\_\_ is orphaned, it is often because its mother has been \_\_\_\_\_ to serve the brutal ivory trade.

2. Have a close look at the pictures in exercise 1. Analyze them and discuss the following questions. Encourage students to continue analyzing the pictures and evaluating the impact that the different elements have on the message. Read the questions aloud and allow students to express their ideas freely, explaining that there are not incorrect answers and that everybody's opinions are valid.

**Answers:**  
 Students' own ideas.

3. Listen to the recording. Match each public service announcement to the corresponding picture in exercise 1. Write the number. Explain to students that they will listen to a recording related to the PSAs in exercise 1. Play the recording once and have students identify the correct picture for each announcement.

**Answers:** PSA I: picture 1, PSA II: picture 3, PSA III: picture 4, PSA IV: picture 2

4. Listen to the recording again. Complete the sentences with specific information from it. Play the recording again. Ask students to listen and fill in each sentence with the missing information. If necessary, play the recording with pauses after each sentence. Check answers orally with the whole class.

**Answers:**

- Planting trees.
- 150.
- 12,000.
- plastic pollution.
- CO<sub>2</sub>, don't drive.
- Bike, take the bus.
- elephant, killed.

**Stop & think**

Draw students' attention to the window STOP & THINK and read the information in it aloud. Explain to them that every time they see this type of window throughout the book, they should stop and reflect upon the learning goal stated there. In this particular case, if students tick the NO box, provide them with extra help and practice on PSAs. In this way, they will work on how to identify different speech situations, purposes and addressees.

5. Listen to the recording once more. In pairs, choose the correct alternative in the table. Then check your answers in your group.

| PSA | Speech situation  | Purpose of announcement                                       | Addressee                       |
|-----|-------------------|---|---------------------------------|
| I   | formal / informal | to plant / cut down trees to absorb CO <sub>2</sub> emissions | children / adults               |
| II  | formal / informal | to help stop ocean oil / plastic pollution                    | general public / elderly people |
| III | formal / informal | to stop using cars / bikes to walk instead                    | drivers / general public        |
| IV  | formal / informal | to help old / orphan elephants                                | general public / adolescents    |

6. You will create a short PSA. Choose one of the environmental problems in the box and brainstorm ideas to help solve it.

Air pollution    Deforestation    Global warming    Ocean pollution

Example:  
 Air pollution: conserve energy, recycle.

7. Use your ideas in exercise 6 to write the PSA. You may use the model from the recording and the expressions in the box below.

Example:  
 There are many things we can do to lower CO<sub>2</sub> emissions, but planting trees is the easiest thing to do... Come on, let's do it!

One of the human environmental problems in our world is...  
 There are many things we could do to...  
 We can also... if we all work together...

5. Listen to the recording once more. In pairs, choose the correct alternative in the table. Then check your answers in your group. Encourage students to work in pairs and choose the correct alternative after they finish listening. Then invite them to exchange ideas in groups. Ask some groups to share their conclusions with the rest of the class to check their answers orally.

**Answers:**

| PSA  | Speech situation | Purpose of announcement | Addressee      |
|------|------------------|-------------------------|----------------|
| I.   | formal           | plant                   | adults         |
| II.  | informal         | plastic                 | general public |
| III. | formal           | cars                    | drivers        |
| IV.  | informal         | orphan                  | general public |

6. You will create a short PSA. Choose one of the environmental problems in the box and brainstorm ideas to help solve it.

Invite students to choose one of the problems in the box and take notes about their ideas on the topic. Help them with expressions in English.

**Answers:**

Students' own ideas.

7. Use your ideas in exercise 6 to write the PSA. You may use the model from the recording and the expressions in the box below.

Ask students to write a short text for the PSA using their ideas. Remind them that the model from the recording and the expressions in the box may help them complete this task.

**Answers:**

Students' own ideas.

**Stop & think**

In this particular case, if students answer negatively, provide them with extra help and practice on their weak points. For example, ask them to reflect on the environmental problems that may affect their city/town/area and also different reasons for their interest.

Then, help them practice using the expressions in the box in exercise 7.

**8** Revise the announcement, bearing in mind the following points:

- Don't overload the viewer or listener with too many different messages.
- Decide how to best express your ideas and suggestions.
- Make sure you propose and suggest alternatives and plans of actions.

**9** Check for grammar, spelling and punctuation mistakes. Then write a final copy of the PSA.

**10** Practice saying the script aloud and then present it to your classmates.

**11 TOWARDS THE PRODUCT - BY-PRODUCT 1: A list of topics and resources for a PSA**  
Discuss these questions in your group:

- What are the most important topics that may concern people today?
- What message(s) would you like to transmit in relation to these topics?
- What resources would you use to catch their attention? Write a list of the resources and expressions you would include in a PSA.

\*\*\*\*\*

**11 READING BOOKLET**  
Go to the text *A radio project with a purpose* on page 8 and then do the activities in the Before you read section.

**EXIT SLIP**  
Consider the issues on 9c and then discuss your opinions and your feelings and responses.

**Questions**

What points should I consider when writing a PSA?

What resources can I use to support my speech?

What issues are teenagers concerned about?

8. Revise the announcement, bearing in mind the following points:

Before students do this activity, read the points aloud and make sure they understand exactly what they are supposed to do. Then have them revise the announcement they created, making sure they included the points they needed to focus on.

9. Check for grammar, spelling and punctuation mistakes. Then write a final copy of the PSA.

In order for students to do this activity, explain the conventions used to edit texts. Then guide students while they check their work and in the end, ask them to write the final copy of the PSA.

10. Practice saying the script aloud and then present it to your classmates.

Once they finish writing, ask students to read the message several times and encourage them to present it to the rest of the class.

11. **TOWARDS THE PRODUCT • BY-PRODUCT 1: A list of topics and resources for a PSA**

Explain to students that all the activities in this section of the unit are meant to help them prepare the final product. However, the tasks in this section have a concrete and specific connection with what they are expected to produce as an outcome. Also, tell students that they will have to self-evaluate their own performance using the

prompts in the chart once they finish the last task. In this way, they will really know how they are doing before they reach the section of the product itself. Read the prompts aloud and explain any new word. Remind students that they should always resort to you if they realize they need to work more on something. Be ready to provide these students with extra help and practice. Ask students to form small groups (3 – 4 members). Have them follow the instructions and then share their work with another group.

**Answers:**

Students' own ideas.

**Suggested assessment instrument:**

**Descriptive rating scale** (See sample on page 200)

**12. 8 READING BOOKLET**

Explain that the activities in this section will help students understand better and develop different reading strategies. At the same time, they provide them with the opportunity to deal with authentic texts related to the topic of the unit. Ask students to analyze the title and the pictures that illustrate the text on pages 10 - 17 in the Reading Booklet. Then ask them to do the activities in the Before you read section on their own and then share their answers with the rest of the class.

**Answers:**

Students' own ideas.

**EXIT SLIP**

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with you and some of their classmates.

If students have problems with the resources to support speech, explain that some of them are intonation, tone of voice, pitch, pronunciation and volume. Provide them with written and oral examples to help them see how these resources are useful to convey the message.

**LESSON 2: A message to remember...**

| Communicative activity  | Social practice of the language  |
|---|--|
| • Exchanges associated to specific purposes.  | • Express support and solidarity facing an everyday problem.   |
| Students will...  | What for?  |
| • analyze PSA scripts.<br>• define key ideas and relevant information.<br>• use non-verbal language and prosodic resources to create an effect. | • To present a PSA.<br>• To contrast the effects caused by prosodic resources and non-verbal language. |

1. Answer the following questions in your group. Take notes and then share ideas with your classmates.

Start the lesson by leading a general conversation about the importance and effectiveness of PSAs. Read the questions aloud and listen to students' ideas. Write down some of them on the board.

**Answers:**

Students' own ideas.

2. You will analyze some examples of PSA scripts. Before starting, look up the phrases in the box in a dictionary or the web, and match them to the corresponding description. Color the boxes according to the color code.

Explain that in this lesson students will analyze two scripts for real-life Public Service Announcements.

As a first stage, they will identify the different elements PSA scripts should contain.

Read the descriptions aloud and help students identify the correct color according to the concepts in the box. If necessary, allow them to use the Internet to find the information required.

**Answers:**

**Tracking:** Collecting information to monitor the use of a PSA.

**Media list:** A database of the public service professionals who you should contact to pitch a PSA.

**Community affairs:** Activities that media outlets conduct to benefit the community. Also known as public service.

**Spot:** Taped television or radio advertisement.

**Radio reader:** Scripts that radio announcers read live on the air or record for broadcast.

**Classifieds:** The section of the newspaper listing ads for employment, items for sale and situations desired.

**Community Calendar Listing:** Announcements in a newspaper or on a radio or television station promoting community events or services.

**Stop & think**

If students answer negatively, provide them with extra help and practice on identifying relevant information. You may give them a brief text to read on their own and underline the words or concepts that repeat throughout. In this way, they will clearly see which are the key ideas.

**Page 13**

**3. Analyze different PSA scripts (I. and II.). Identify and write the following elements in the correct place.**

| Period of broadcasting | Purpose                  | Title  |
|------------------------|--------------------------|--------|
| Type of PSA            | Audio resources/features | Client |
| Main body              | Length                   | Author |

.....:WMCO Foundation  
 .....:single-voice spot  
 .....:Distracted driving PSA  
 .....:07/11/17 – 09/11/17  
 .....:Ashley Glazer  
 .....:30"  
 .....:to inform the listeners of the dangers of distracted driving.  
 .....:Fast motorcycle engine sound for 3"; then sustains.  
 .....:In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay-aliver. This message is brought to you by W-M-C-O.  
 .....:Fast motorcycle engine sound sneaks in for 2"; then vanishes.

I can read and analyze PSA scripts.

**3. Analyze different PSA scripts (I. and II.). Identify and write the following elements in the correct place.**

Read the elements in the box aloud and ask students to use them in order to label the different parts of each script. Allow them to do this activity in pairs and go around the classroom monitoring their work. Check answers orally.

**Answers:**

**I. Client:** WMCO Foundation

**Type of PSA:** single-voice spot.

**Title:** Distracted driving PSA.

**Period of broadcasting:** 07/11/17 – 09/11/17

**Author:** Ashley Glazer

**Length:** 30"

**Purpose:** to inform the listeners the dangers of distracted driving.

**Audio features:** Fast motorcycle engine sound for 3"; then sustains.

**Main body:** In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay aliver. This message is brought to you by W-M-C-O.

**Audio features:** Fast motorcycle engine sound sneaks in for 2"; then vanishes.

**Stop & think**

If students answer negatively, refer them to the labels in the box of exercise 3. Explain these concepts in depth and then invite them to analyze an easier PSA script. You may visit these websites for extra practice and material:

- <http://www.redcross.org/about-us/news-and-events/media-resources/public-service-advertising/live-read-scripts>
- <https://www.edgestudio.com/script-library/english-adult/public-service-announcement>

If Internet connection is not available, ask students to remember some examples of PSAs they have heard/read in Spanish and invite them to analyze the different elements in them.



4. Elaborate a table to compare the information and characteristics of both scripts. Comment with your partner how the announcements are different/similar.

| Item | Script I | Script II |
|------|----------|-----------|
|      |          |           |

**II. Client:** Surgeon General Office.

**Type of announcement:** single-voice radio ad.

**Title:** Did you know?

**Period of broadcasting:** at least 18 weeks of announcements.

**Author:** Zach Vinski      **Length:** 20"

**Purpose:** to get people aware of the benefits of physical exercise.

**Audio features:** somber or depressing music for 2"; then sustains.

**Main body:** Exercise is Medicine! The nation's health physicians want you to know: Exercise greatly reduces serious risks to your health. Simply increasing your physical activity a little can help you and your family prevent many illnesses and improve your health, fitness and well-being. So join Exercise is Medicine and become more physically active and healthy. For more information and ways to get started, visit the Exercise is Medicine web site at [www.exerciseismedicine.org](http://www.exerciseismedicine.org)

**Audio features:** somber or depressing music for 2".

4. Elaborate a table to compare the information and characteristics of both scripts. Comment with your partner how the announcements are different/similar.

Ask students to organize the information in a table to visualize the similarities and differences between both scripts. Invite some students to share their findings with the class.

**Possible answers:**

**I. Client:** WMCO Foundation. **Topic:** Distracted driving. **Message:** To inform about the dangers of distracted drivers. **Type / length:** single-voice spot / 30". **Duration of campaign:** Two months. **Intended audience:** Drivers of all ages. **Visual / audio resources:** Fast motorcycle engine sound.

**II. Client:** Surgeon General Office. **Topic:** Physical activity. **Message:** To get people aware of the benefits of physical exercise. **Type / length:** Single-voice radio ad / 20". **Duration of campaign:** At least 18 weeks. **Intended audience:** People in general; people who don't do exercise. **Visual / audio resources:** Somber or depressing music.

**Stop & think**

If students answer negatively, ask them to re-read the scripts in exercise 3 in depth. Help them see and analyze the characteristics in both scripts.

11. Listen to the PSAs and highlight the main ideas and main message to be transmitted. Use a color code in the scripts on pages 13 - 14.

12. With your class, talk about and make a list of the prosodic resources that can be used in a conversation to support what you are saying (intonation, volume, pitch, etc.). Then listen again and identify the prosodic resources that were used.

13. Get in pairs and take turns to read the PSAs aloud, making sure you imitate the intonation and pitch in the model.

14. Identify different non-verbal language resources (such as: facial expression, gestures, eye contact, etc.) to support a message. Then contrast the different effects they may cause in the audience and comment with the class.

15. Choose one of the announcements and present it to your classmates. Remember to use non-verbal language and prosodic resources to create an effect.

**TOWARDS THE PRODUCT - BY-PRODUCT 2:** A draft of the script for the PSA in your group, organize your ideas and write the first draft for the topic you chose on page 11. Follow these steps:

- Revise the list of the prosodic resources that can be used in a PSA (volume, intonation, pauses, etc.).
- Revise the list of expressions you wrote in exercise 11, on page 11.

16. Analyze the main body of the scripts you read on pages 13 and 14. Identify and highlight the different sections in them following the color code.

5. Listen to the PSAs and highlight the main ideas and main message to be transmitted. Use a color code in the scripts on pages 13 - 14. Invite students to listen to the PSAs while they read the scripts on pages 13 and 14. Play the recording twice and then have them identify the main ideas in both scripts. You may ask them to underline the message with green and the main ideas with red.

6. **49** With your class, talk about and make a list of the prosodic resources that can be used in a conversation to support what you are saying (intonation, volume, pitch, etc.). Then listen again and identify the prosodic resources that were used.

Explain to students that prosodic resources are features that appear when we put sounds together in connected speech. It is very important to learn them as successful communication depends as much on intonation, stress and rhythm as on the correct pronunciation of sounds. Ask students to listen to the PSAs again and pay attention to prosodic resources without going into details. Allow them to express freely and write some ideas on the board.

7. Get in pairs and take turns to read the PSAs aloud, making sure you imitate the intonation and pitch in the model.

This time ask students to read the scripts on pages 13 and 14 and imitate the prosodic resources they heard in the recording. Have them take turns with their partners and correct each other.

8. Identify different non-verbal language resources (such as: facial expression, gestures, eye contact, etc.) to support a message. Then contrast the different effects they may cause in the audience and comment with the class.

Explain to students that in this exercise they will have to reflect on the non-verbal language that can be used to support the meaning of what they want to express (such as: gestures, body language, eye contact, etc.). Ask them to think about the effects they may cause in the audience. Then invite them to share their ideas and opinions with the rest of the class.

**Answers:** Students' own ideas.

9. Choose one of the announcements and present it to your classmates. Remember to use non-verbal language and prosodic resources to create an effect.

Now, ask students to choose one of the two PSAs and decide on the effect they want to create on the audience. To do this, explain that they will have to use and vary the prosodic resources and non-verbal language. Then invite volunteers to present their work to the rest of the class.

**Answers:** Students' own performance.

10. **TOWARDS THE PRODUCT • BY-PRODUCT 2:**  
**A draft of the script for the PSA**

Invite students to go back to the TOWARDS THE PRODUCT section on page 11 and revise the

material they gathered to create a PSA. Ask them to have a close look at it and explain that they will have to create the script for that PSA. Then ask students to get together with the same group and read the steps for this new task aloud. Make sure they all understand what they are supposed to do and assist them when necessary.

Once they finish the task, remind students to self-evaluate their own performance using the prompts in the Stop & think box on page 16.

**Answers:** Students' own ideas.

**Suggested assessment instrument:**  
**Descriptive rating scale** (See sample on page 200)

## Page 16

**Stop & think**

Can organize the ideas for a PSA.

Can identify the elements in a PSA.

4. Collect information and take notes for the main body of your PSA following the models on pages 13 and 14.

| Introduction | Body | Conclusion |
|--------------|------|------------|
|              |      |            |

**11. 10 READING BOOKLET**

Go to the text. A radio project with a purpose on page 10, have a quick look and answer the questions in pairs. They will organize your ideas and will help you understand the text better.

- What is the purpose of this project?
- Who is the intended audience of the announcements?
- How long would the campaigns take?

**EXIT SLIP**

What are the different elements in a PSA script?

What non-verbal language can I use to support my speech?

What difficulties did I find when creating my PSA script?

## Stop & think

In this particular case, if students answer negatively, ask them to go to the PSAs studied in lesson 1 and analyze how the visual resources enhance the message. You may also provide them with more practice by asking them to have a close look at the images of different PSAs on the Internet.

11. **10 READING BOOKLET**

Invite students to go to the text on page 10, have a look and answer the questions in pairs. Remember it is important they understand that there are no right or wrong answers.

**Possible answers:**

- a. The purpose of this project is to raise people's awareness about children in poor communities.
- b. The intended audience of the announcements is the group of students of these communities.
- c. The campaigns would take several months.

**EXIT SLIP**

Students reflect on what they have done and learned to do in the lesson and write their personal responses, which they can share with you and their classmates. If students have problems with non-verbal language to support speech, explain that it is a means by which a message is also transmitted. Non-verbal or body language includes different facial expressions, postures and gestures, eye-contact and proximity.

**Page 17**

**DEVELOPMENT**

**LESSON 3: Bullying, a matter of concern**

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>• Exchanges associated to specific purposes.</li> </ul>  | <ul style="list-style-type: none"> <li>• Express support and solidarity facing an everyday problem.</li> </ul>  |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>• decide ways to express opinions.</li> <li>• suggest alternatives and plans of actions.</li> <li>• adjust language according to PSA purpose and addressee.</li> </ul> | <ul style="list-style-type: none"> <li>• To define ways of expressing according to the interlocutor.</li> </ul> |

**1. How much do you know about bullying? Answer this quiz and then check it with your partner.**

To allow students to get involved in the topic of the PSA they will analyze, have them start the lesson by answering a quiz about bullying. In this way, students start dealing with this current topic and check what they already know about this serious problem that is affecting the school communities around the world.

**Answers:**

Students' own ideas.


**2. With your partner, add two more questions to the quiz describing other bullying situations. Talk about this issue and express your opinion.**

This activity aims at having students express their own concerns and ideas about this problem. Invite some pairs to share their questions with their classmates and start a general discussion about the topic.

**Stop & think**

If students answer negatively, ask them to write brief ideas about everyday issues such as animal care, eating disorders, cyber-bullying, etc. in Spanish. In this way, they will be using their skill of reflection more often and, in turn, this will help them have background information to use when expressing opinions.


**Page 18**

3.  You are going to read some pieces of information about bullying. Before starting, look up and copy the meaning of the following words.

Explain to students that knowing the meaning of some key words of the text they will read in advance will help them improve their comprehension. Encourage students to use the glossary at the end of the book, or any electronic device they may have, and find the definitions. Remind them of the importance of considering the context in which the words have been used. Check their answers orally.

**Answers:**


- a. **Pick on:** to treat somebody unfairly, by blaming or criticizing.
- b. **Device:** an object or a piece of equipment that has been designed to do a particular job.
- c. **Nasty:** very bad or unpleasant; offensive; unkind.
- d. **Safe:** protected from any danger or harm.
- e. **Blame:** to think or say that somebody is responsible for something bad.
- f. **Footage:** part of a film showing a particular event.

4.  Read and listen to the text on page 19. Answer the following questions and check your answers with a partner.

Have students analyze the text they will read and listen to and identify its main features. Guide them to identify the topic, its source and purpose (whose attention the text wants to capture). Then play the recording and have students read it in silence. After they finish this activity, encourage students to express their opinion on the message transmitted.

**Answers:**

- a. The text is about bullying.
- b. On the Internet, in teen's magazines or blogs.
- c. To raise teen's awareness about the importance and consequences of bullying.
- d. Students' own opinions.

5.  Read and listen to the text again. Identify which paragraph refers to the points below. Write the number.

Ask students to continue analyzing the content of the announcement. Help them find where the information required is mentioned. Check answers orally, inviting some students to share their answers with the rest of the class.

**Answers:**

- a. III: Ways to solve the problem.
- b. II: People who suffer the problem.
- c. V: A special type of this problem.

- d. I: A definition.
- e. IV: What not to do.

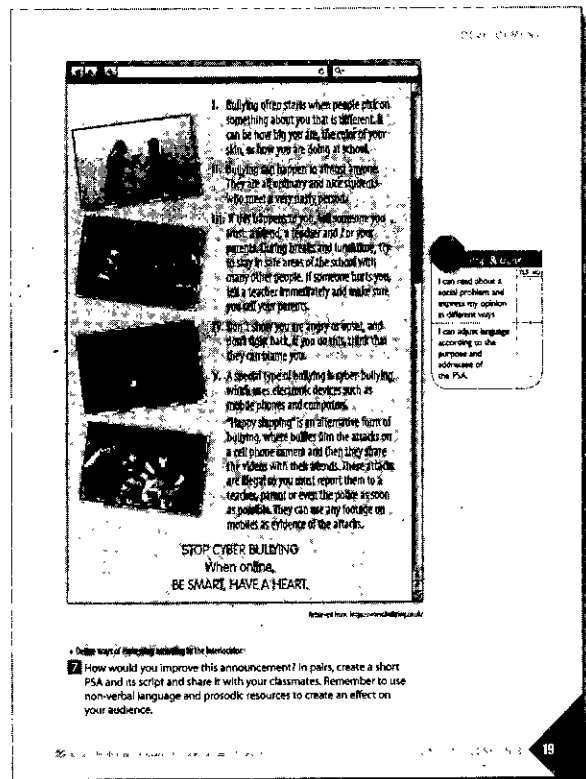
6. Read the text once more. Complete the table with specific information.

Copy the table on the board and ask some students to write their answers on it.

**Answers:**

| Things you should do if you're bullied   | Things you shouldn't do if you're bullied   |
|--|---|
| <ul style="list-style-type: none"> <li>• tell someone you trust.</li> <li>• try to stay in safe areas of the school with many other people.</li> <li>• make sure you tell your parents.</li> </ul> | <ul style="list-style-type: none"> <li>• don't show you are angry or upset.</li> <li>• don't fight back.</li> </ul> |

**Page 19**



**STOP CYBER BULLYING**  
When online,  
**BE SMART, HAVE A HEART.**

Read about a social problem and express my opinion in different ways. I can adjust language according to the purpose and audience of the PSA.

• Online steps of developing a writing for the booklet:

**7** How would you improve this announcement? In pairs, create a short PSA and its script and share it with your classmates. Remember to use non-verbal language and prosodic resources to create an effect on your audience.

7. How would you improve this announcement? In pairs, create a short PSA and its script and share it with your classmates. Remember to use non-verbal language and prosodic resources to create an effect on your audience.

Encourage students to brainstorm ideas in small groups of three and express freely. Then give them enough time to write a short script for their announcement on bullying and to make the poster about it. Go around the classroom and help students if necessary. After they finish working, call volunteers to show their work to the rest of the class and invite them to vote for the most attractive or interesting PSA.

## Answers:

Students' own ideas.

### Stop & think

If students answer negatively, invite them to always make it simpler when creating a PSA. Tell them that is preferable to provide a short message with a few pictures that will reach any type of audience than creating a complicated PSA.

## Page 20

**8** Match the sentences in box A with the ones in box B. Then listen to the recording and check your answers.

| A  | B   |
|--|---|
| • You see someone bullying a friend.                   | • You must tell your teacher or somebody you trust. |
| • Someone sends you abusive text messages.             | • You must report it as soon as possible.           |
| • Someone hurts you.                                   | • You shouldn't show you are angry.                 |
| • Someone shares a video of an attack on the Internet. | • Make sure you tell your parents.                  |

**9** In pairs, write the answers to the questions and form four mini-dialogues expressing your own opinions. Use the ideas in exercise 8.

**10** Practice repeating the dialogues you wrote in pairs. Make sure you practice the questions and the answers.

**11** With your partner, choose a mini-dialogue and role-play it in front of your classmates.

**12 TOWARDS THE PRODUCT - BY-PRODUCT 3: The final version of a PSA**  
Work in your group.  
a. Using the ideas you collected in exercise 10, page 16, write the draft of the main body of the PSA on a separate sheet of paper.

8. Match the sentences in box A with the ones in box B. Then listen to the recording and check your answers.

Read the sentences in the boxes aloud and ask students to match each situation in box A to an effect or consequence in box B. Then play the recording for students to check their work.

9. In pairs, write the answers to the questions and form four mini-dialogues expressing your own opinions. Use the ideas in exercise 8.

Invite students to work in pairs in order to create four mini-dialogues to exchange recommendations and suggestions. Also, tell them to use the openings in the bubbles.

## Answers:

Students' own ideas.

### Stop & think

If students answer negatively, invite them to keep it simple at first and use fixed phrases to express their opinions. After a lot of practicing in the English language, they will be able to express their opinions more freely.

10. Practice repeating the dialogues you wrote in pairs. Make sure you practice the questions and the answers.

Ask students to practice reading their mini-dialogues several times. Remind them of the use of prosodic resources and non-verbal language.

11. With your partner, choose a mini-dialogue and role-play it in front of your classmates.

Invite students to choose one of the dialogues and then present it to the rest of the class. Call volunteers to show the roleplay.

## Answers:

Students' own ideas.

12. TOWARDS THE PRODUCT - BY-PRODUCT 3: The final version of a PSA

Have students work in their groups. Refer them to the material they have developed in Lessons 1 and 2.

Once they have written the main message, help them correct the grammar, spelling and punctuation mistakes.

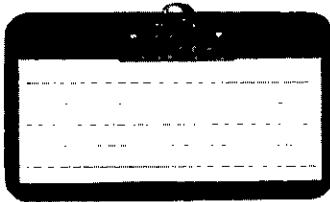
Encourage students to use the format of the scripts they have analyzed on pages 13 and 14 to elaborate their own PSA.

## Answers:

Students' own ideas.

**Suggested assessment instrument:**  
**Descriptive rating scale** (See sample on page 200)

- b. Revise the draft you wrote. Check and correct any spelling, grammar and punctuation mistakes.
- c. Elaborate a script of your PSA in the space provided. Follow the model on pages 13 and 14.



**13. READING BOOKLET**

Go to the text *A radio project with a purpose* on page 10 and do the following activities:

- a. Analyze and compare the texts and announcements and answer these questions:
  - I. What do you think is the best way to raise people's awareness on important topics?
  - II. What type of media would you choose to transmit these messages?
- b. Form groups of four and discuss your ideas.

**EXIT SLIP**

Write the responses to the following questions in your notebook and discuss them.

What are the most frequent topics of PSAs?  
 How can I express my opinions and influence others?  
 What new information did I learn about bullying?

**13. READING BOOKLET**

Ask students to form groups of four and do the activities described. Invite some students to share their ideas with their classmates.

**Answers:**

Students' own ideas.

**EXIT SLIP**

Students reflect on what they have done and learned to do in the lesson and write their personal responses, which they can share with you and their classmates.

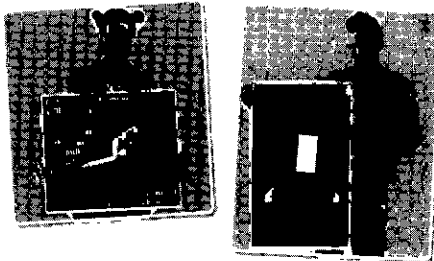
If students have problems with expressing opinions, refer them back to the phrases in the boxes on page 20. Then provide them with extra help and practice to express opinions on simple topics.

**CLOSURE**

**FINAL PRODUCT: PUBLIC SERVICE ANNOUNCEMENTS**

**FINAL PRODUCT** Public service announcements

You are going to present two Public Service Announcements in written and oral formats.



**PREPARATION**

- 1 Work in your group.
- 2 Collect the by-products you completed in the TOWARDS THE PRODUCT section on pages 11, 15 and 20. Check it again with your teacher.

**PRODUCTION**

- 3 Brainstorm ideas about the ways you can illustrate the main points you've chosen. Also, include a few relevant statistics on the topic. Check that the PSA messages really show support and solidarity.
- 4 If possible, record the announcements to make them more real.

**PRESENTATION**

- 5 Appoint two members of the group to deliver the announcements, while the rest of the group supports them, displaying the PSAs posters and creating the appropriate atmosphere.
- 6 Set a date to present the public service announcements to your classmates.

Remind students that products offer them the opportunity to perform real-life activities, putting into practice what they have learned throughout the unit.

Read the instructions as a class slowly and make sure they know what to do in each stage. Go around the classroom and monitor their work closely.

**PREPARATION**

- 1. Help form the groups, making sure they are mixed-ability and include students with a variety of talents. Assist them if necessary.
- 2. Explain to students that they will have to collect all the work done on the TOWARDS THE PRODUCT section on pages 11, 15 and 20 and use that material and information to create one of the announcements.

**PRODUCTION**

- 3. Students agree on the ideas they want to transmit and how they can do it. When writing the script, remind them to follow the format they analyzed in lesson 2.

- Help students get access to equipment to record their announcements.

## PRESENTATION

- Students decide whether they will appoint two members to deliver each announcements while the rest supports or they will take turns to say different parts and support.
- Negotiate with students a date to present the announcements to the class.

### Suggested assessment instrument:

**Descriptive rating scale** (See sample on page 200)

## Page 23

### EVALUATING PROGRESS

1. How do you think you did on your program? Use the unit. You should use your own criteria.

**Learning goals**

- I can express reasons of interest in a problem.
- I can contrast the effects caused by prosodic resources and non-verbal language.
- I can define ways of expressing according to the interlocutor.

**Final Product**

- I followed the instructions carefully.
- I distributed tasks and collected all the necessary materials.
- I used structures, vocabulary and ideas from the unit.
- I wrote the script following the steps and according to the required format.
- I corrected pronunciation, intonation and pitch.
- I checked the final presentations together and discuss possible improvements.

**Classroom Interaction and values**

- I listened to the other groups' presentations with attention and respect.
- I was respectful of each other's ideas and opinions in the group.
- I offered support and demonstrate solidarity in public situations.

2. Ask your classmates to compare your performance and to do an assessment of the same way. They should give you their points in the table.

3. Compare your values with the rest of the class.

23

## EVALUATING PROGRESS

- Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

- Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.

- Conduct a general conversation about the achievements of the unit.

## READING BOOKLET A RADIO PROJECT WITH A PURPOSE

Help students notice that the activities that go with each text are divided into three sections: *Before you read*, to introduce the topic and some vocabulary, *While you read*, to guide them and help them understand the text better, and *After you read*, to connect the content of the text with their own reality. Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

Before reading, start a general conversation about the importance of radio in rural communities by asking questions such as:

*In what ways do radio programs improve the lives of their local audience?*

*What kinds of Public Service Announcements are aired by the local radios?*

*What kinds of Public Service Announcements should be useful or important to be aired in rural areas?*

*How does the community participate in the production of Public Service Announcements?*

### Answers:

Accept students' ideas and opinions. Possible answers are: 3. To help children in the poor and vulnerable communities while there was a teachers' strike. 4. They gave children access to training and equipment to record their own programs. 5. It gave children an opportunity to express their ideas and concerns. 6. The town chosen was Tenango, where there were lots of girls who are usually vulnerable in indigenous communities. 7. How to respect their culture, their values, their traditions and how to be friends with everybody else, so that they can be better people and have better relationships with their community and the rest of the children who live there. 8. It helped people talk about their experiences as part of the same community. People learned how to be friends and have better relationships. 9. It can be applied by allowing people from other communities to talk about their everyday problems and try to solve them. 10. a. a very important social project with children from poor and vulnerable communities.



**40 STUDENT'S BOOK – UNIT 1 – LESSON 1 – PAGE 9 – EXERCISE 3**

- I. There are many things we can do to lower CO2 emissions but planting trees is the easiest thing to do. Our goal is that every person plants a hundred and fifty trees. If we plant these trees, they will absorb one third of the global CO2 emissions. We can only reach this goal if we all work together around the world. Come on, let's do it!
- II. The waters of the earth are getting polluted more and fish off the coast ingest over 12,000 tons of plastic a year. If plastic waste concentrates in the sea, other marine animals will also die out of suffocation effect. Find out how you can help turn the tide on plastic pollution at [www.surfrider.org/rap](http://www.surfrider.org/rap)
- III. You'll save one pound of CO2 for every mile you don't drive. Do your part. Bike, carpool, take the bus or walk and help make a difference in the health of our planet. Everyone is responsible!
- IV. When a tiny new-born elephant is orphaned, it is often because its mother has been killed to serve the brutal ivory trade. For an elephant, family is all important; a calf's very existence depends upon its mother's milk for the first two years of life. Please help us help an orphaned elephant by fostering one of the orphans directly through our website as a gift of life. Donate on-line now or be a foster parent [www.sheldrickwildlifetrust.org](http://www.sheldrickwildlifetrust.org)

**41 STUDENT'S BOOK – UNIT 1 – LESSON 2 – PAGE 15 – EXERCISE 5**

- I. In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay aliver. This message is brought to you by W-M-C-O
- II. The nation's health physicians want you to know: Exercise greatly reduces serious risks to your health. Simply increasing your physical activity a little can help you and your family prevent many illnesses and improve your health, fitness and well-being.  
So join Exercise is Medicine and become more physically active and healthy.  
For more information and ways to get started, visit the Exercise is Medicine web site at [www.exercisemedicine.org](http://www.exercisemedicine.org)

**42 STUDENT'S BOOK – UNIT 1 – LESSON 3 – PAGE 18 – EXERCISE 4**

- I. Bullying often starts when people pick on something about you that is different. It can be how big you are, the color of your skin, or how you are doing at school.
- II. Bullying can happen to almost anyone. They are all

- ordinary and nice students who meet a very nasty person.
- III. If this happens to you, tell someone you trust: a friend, a teacher and / or your parents. During breaks and lunchtime, try to stay in safe areas of the school with many other people. If someone hurts you, tell a teacher immediately and make sure you tell your parents.
  - IV. Don't show you are angry or upset, and don't fight back. If you do this, think that they can blame you.
  - V. A special type of bullying is cyber-bullying, which uses electronic devices such as mobile phones and computers. "Happy slapping" is an alternative form of bullying, where bullies film the attacks on a cell phone camera and then they share the videos with their friends. These attacks are illegal so you must report them to a teacher, parent or even the police as soon as possible. They can use any footage on mobiles as evidence of the attacks.  
STOP CYBERBULLYING. *When online, BE SMART, HAVE A HEART.*

**43 STUDENT'S BOOK – UNIT 1 – LESSON 3 – PAGE 20 – EXERCISE 8**

1. **A:** What can you do if you see someone bullying a friend?  
**B:** You must tell your teacher or somebody you trust.
2. **A:** What if someone sends you abusive text messages?  
**B:** You must report it as soon as possible.
3. **A:** What if someone shares a video of an attack on the Internet?  
**B:** Make sure you tell your parents.
4. **A:** What can you do if someone hurts you?  
**B:** You shouldn't show you are angry.

**44 TEACHER'S BOOK – UNIT 1 – FINAL CHECK – PAGE 34 – EXERCISE 1**

- I. It's right in your own backyard. It may be hard to believe, but millions of people don't even know where their next meal will come from. In communities just like yours, there are many who need help. Join people across the country to end hunger. Start today. It can be as easy as giving food or money to your local area food bank, or getting tips to start your own food drive. Get involved. Go to [www.createthegood.org/hunger](http://www.createthegood.org/hunger)
- II. It's much better fresh ... cold ... or warm. If it's not clear, it can make you sick. Animals, trees, insects, and plants use it too. What is it? It's air. That substance that none of us can live without. THE NATIONAL WILDLIFE FEDERATION is doing its part for a healthy environment. You can too. Don't pollute the environment. Our survival is at stake.
- III. Peanuts, milk, eggs and shellfish ... Do you know what these items have in common? They can kill people who are severely allergic to them. They can cause a severe allergic reaction called anaphylaxis. 1 out of 7 people may be at risk for anaphylaxis. Other causes include insect stings, antibiotics, and latex. Are you at risk? Be prepared. There are treatments that reverse the symptoms of a severe

allergic reaction. If you or someone in your family has had any of these symptoms after contact with items like these, talk to your doctor.

**READING BOOKLET – UNIT 1 – PAGE 10**

**A radio project with a purpose**

Some years ago, a teachers' strike in the state of Oaxaca caused students to miss school for several months.

UNICEF and its education partner, CIESAS, saw an opportunity to help children in the poorest and most vulnerable communities. The resulting project gave these children their own radio program and, more important, a voice. This is the story of that project.

In four cities and towns, including the remote village of Tenango, UNICEF and its partner gave children access to all the training and equipment necessary to record their own programs. Girls were especially vulnerable in indigenous communities, which is why Tenango was chosen for the radio project.

One of the students to join the project was Alondra Carrera. Alondra lived in a modest house with other family members. She was a top student and hoped to be a biologist one day. She quickly found her voice as a storyteller, sharing tales of her large extended family and her experiences growing up in one of the indigenous communities of Oaxaca.

The radio workshop was very important to all the students who joined the project. They learnt how to respect the culture, the values, the traditions and how to be friends with everybody else, so that they have better relationships with their community and with the rest of the children who live there. UNICEF sent the programs to different radio stations and posted them on the Internet. Many villages do not have radio stations, so the recorded programs were often played through the public loudspeakers that are still common in the town squares.

Even idle ambulances were used as mobile radio stations, playing the programs over their loudspeakers as they moved through the community.

In the city of Oaxaca, the project created a full scale production studio, where children can learn the skills they need to prepare for a career in broadcasting.

However, regardless of their future careers, these children have already succeeded in helping preserve their cultural identity with every broadcast.

**FINAL CHECK ANSWERS**

- a. 3 Health, b. 1 Hunger, c. 2 Environment
- Picture 1: II. Picture 2: III. Picture 3: I.
- a.I: to make people donate money or collaborate with a country campaign against hunger.

II: to get people care about the environment.

III: to warn people against risks of allergies.

b. I: general people of all ages, mainly adults that can donate money.

II: all people that may be polluting.

III: people who may suffer from allergies.

c. Students' own answers. Accept any coherent idea.

4. Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation                                 | Score |
|---|-------|---|-------|--|-------|
| Excellent message, totally appropriate for the chosen topic purpose.          | 4     | Practically no grammar or vocabulary mistakes.                | 3     | Correct spelling, neat presentation.         | 3     |
| Good message, fairly appropriate for the chosen topic and purpose.            | 3     | Very few grammar or vocabulary mistakes.                      | 2     | A few spelling mistakes and slightly untidy. | 2     |
| Acceptable announcement, hardly appropriate for the chosen topic and message. | 2     | Some grammar or vocabulary mistakes.                          | 1     | Several spelling mistakes and rather untidy. | 1     |
| Poor announcement inappropriate for the chosen purpose and topic.             | 1     | Grammar and vocabulary mistakes interfere with comprehension. | 0     | A lot of spelling mistakes and very untidy   | 0     |

5. Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation  | Score |
|---|-------|---|-------|---|-------|
| Excellent. Student can transmit the message clearly and raise audience's awareness.         | 4     | Practically no grammar or vocabulary mistakes.                | 3     | Fluid interaction, good pronunciation, correct pitch and intonation.  | 3     |
| Good. Student can accomplish the task and transmit the message.                             | 3     | Very few grammar or vocabulary mistakes.                      | 2     | Fluid interaction, a few pronunciation mistakes, correct pitch.       | 2     |
| Not very good performance. Student can hardly accomplish the task and transmit the message. | 2     | Some grammar or vocabulary mistakes.                          | 1     | Acceptable interaction, some pronunciation mistakes, some hesitation. | 1     |
| Student can't neither accomplish the task nor transmit the message.                         | 1     | Grammar and vocabulary mistakes interfere with comprehension. | 0     | Interaction affected by pronunciation mistakes; a lot of hesitation.  | 0     |

# FINAL CHECK

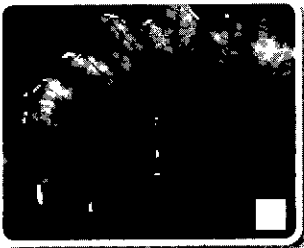
**1** **14** Listen to the Public Service Announcements in the recording. Number the topics in the order they are mentioned.

◆ 1 point

- a. \_\_\_\_ Health
- b. \_\_\_\_ Hunger
- c. \_\_\_\_ Environment

**2** **14** Listen again and match the pictures to the corresponding PSA (I., II. III.).

◆ 3 points



**3** **14** Listen to the PSAs again, carefully. Then answer the questions.

◆ 9 points

a. What is the purpose of each announcement?

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_

b. Who are the announcements directed to?

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_

b. Where would you put a visual support for the announcements?

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_

- 4** Choose one topic that students in your school may be concerned about. Write a short PSA to raise awareness about it.

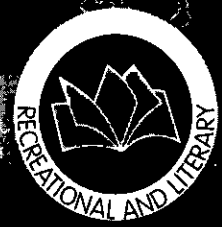
◆ 10 points

- 5** Present the Public Service Announcement you created to your classmates.

◆ 7 points

◆ Total score: \_\_\_\_\_ / 30

# UNIT 2: On stage



## UNIT OVERVIEW

|                                 |  |
|---------------------------------|--|
| Allotted time                   | 16 classes (45 minutes each)   |
| Environment                     | Recreational and literary  |
| Communicative activity          | Literary expression.   |
| Social practice of the language | Read theater plays   |
| Final Product                   | Dramatized reading   |
| Reading Booklet                 | <i>Back to the summer</i>  |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Select and revise theater plays.</li> <li>• Read theater plays.</li> <li>• Understand general meaning, main ideas and details.</li> <li>• Participate in dramatized reading of short plays.</li> </ul>  |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Transmit enjoyment of theater, devote specific time for the exploration of texts and help students achieve the following objectives:             <ul style="list-style-type: none"> <li>- Examine the order in which the development of actions is presented and the role that it plays in reading.</li> </ul> </li> <li>• Help students raise awareness of the value of their knowledge of the world and culture to comprehend the general sense of the text so they can:             <ul style="list-style-type: none"> <li>- Raise awareness of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text.</li> <li>- Value the purpose of punctuation marks in dialogues.</li> <li>- Practice intonation and pronunciation of words and expressions.</li> <li>- Establish the relationships between protagonists, secondary characters, and /or incidental characters.</li> <li>- Analyze forms of expressing details of actions.</li> <li>- Contrast present actions, actions in progress at the present time, actions that started in the past and conclude in the present.</li> <li>- Analyze strengths, own needs and the needs of others.</li> </ul> </li> <li>• Involve students in the decisions about which parts to emphasize and how to do it during reading aloud. Promote that, with your guidance, they themselves organize reading so that they can achieve the following objectives:             <ul style="list-style-type: none"> <li>- Correct mistakes.</li> <li>- Use gestures, visual contact, body language and pauses.</li> <li>- Relate non-verbal language to the sense of dialogues in order to reinforce the message.</li> <li>- Solve pronunciation difficulties.</li> <li>- Monitor rhythm, speed, intonation, own volume and the volume of others in order to improve fluency.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information from:             <ul style="list-style-type: none"> <li>- Selected theater plays.</li> <li>- Graphic of generated emotions.</li> <li>- Tips for reading aloud.</li> <li>- A script with sound effects.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>  |
| Materials                       |  |


**UNIT 2 On stage**

Environment: Recreational and Literary.  
 Communicative domain: literary expression.  
 Social practice of the language: read theater plays.

**You will ...** select and revise short plays for 7th grade students.  
**What for?** to participate in a dramatized reading of a short play.

to read plays and understand general meaning, main ideas and details.  
 to participate in a dramatized reading of short plays.

**FINAL PRODUCT:** A dramatized reading  
**READING BULLET:** Back to the summer



Look at the pictures and answer the questions in pairs.

- What are these people doing?
- Have you ever been in a theater? If yes, what play did you see?

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Write the word Drama on the board and brainstorm related ideas. Start a brief discussion about what students understand, ask them if they have ever seen a theater play and encourage them to speak about it.

Then draw their attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures.

**Look at the pictures. Answer the questions in pairs.**

Ask students to examine the pictures on page 24. Read the questions as a class and encourage them to share their personal experiences as much as possible. Allow students to use Spanish, if necessary.

**Answers:**

- On the stage.
- Students' own ideas.

**UNIT PLAN**

**Opening** Activate previous knowledge.  
 Evaluate how ready you are to start the unit.

**Development** Select and revise short plays for a young audience.  
 Read plays and understand general meaning, main ideas and details.  
 Participate in a dramatized reading of a short play.

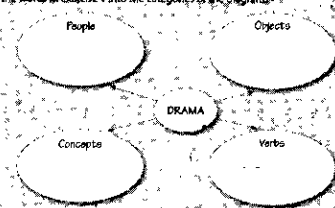
**Closure** Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

**HOW READY ARE YOU FOR THIS UNIT?**

1. Look up the words in the box in the Glossary on page 190.

|           |          |       |           |          |          |
|-----------|----------|-------|-----------|----------|----------|
| act (n.)  | audience | cast  | character | costumes | dialogue |
| director  | express  | lines | make-up   | narrator | perform  |
| play (n.) | rehearse | scene | script    | setting  | stage    |

2. Classify the words in exercise 1 into the categories of the diagram.



**ENTRY SLIP** Evaluate how ready you are to start this unit. Tick the appropriate box according to your feelings.

|  |   |
|--|---|
| I am completely ready to start. I think I could support my classmates. | I am quite ready to start. I may make a few mistakes. |
| I think I'll need some support.  | I will definitely need support.                       |

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 2, helping them reconize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

- Look up the words in the box in the Glossary on page 190.

Using the glossary, students find the meaning of the words in the box. This activity is a preparation for exercise 2, so make them notice the specific context of the words (drama). Check answers orally, inviting some students to read the definitions aloud.

**Answer:**

**Act (n.):** a part of a play or opera.

**Audience:** the group of people together in one place to watch or listen to a play, film, someone speaking.

**Cast:** the actors in a film, play, or show.

**Character:** a person represented in a film, play, or story.

**Costumes:** a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment.

**Dialogue:** conversation that is written for a book, play, or film.

**Director:** a person who is in charge of a film or play and tells the actors how to play their parts.

**Express:** to communicate what you think or feel, by speaking or writing, or in some other way.

**Lines:** words making up the dialogue of a play.

**Make-up:** colored substances used on your face to improve or change your appearance.

**Narrator:** the person who tells the audience what is happening in a play or movie.

**Perform:** to do an action or piece of work.

**Play (n.):** a piece of writing that is intended to be acted in a theater or on radio or television.

**Rehearse:** to practice a play, a piece of music, etc. in order to prepare it for public performance.

**Scene:** a part of a play or film in which the action stays in one place for a continuous period of time.

**Script:** the words of a film, play, broadcast, or speech.

**Setting:** the time and the place in which the action of a book, film, play, etc. happens.

**Stage:** the area in a theatre that is often raised above ground level and on which actors or entertainers perform.

## 2. Classify the words in exercise 1 into the categories of the diagram.

Encourage students to organize and classify the words related to drama into different categories. Draw the diagram on the board and invite students to write examples of words in each category.

**Answer:**

**People:** audience, cast, character, director, narrator

**Objects:** costume, script, stage, make-up

**Concepts:** dialogue, lines, scene, setting, play

**Verbs:** perform, rehearse, express

## ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

## LESSON 1: Wonderland

| Communicative activity  | Social practice of the language               |
|---|---|
| • Literary expression.  | • Reads theater plays                         |
| Students will ...   | What for?                                     |
| • read extracts of plays.<br>• analyze topic, purpose and structure of plays.<br>• identify theater genres. | • To revise short plays for a young audience. |


**DEVELOPMENT**

### LESSON 1: Wonderland


**1. In pairs, discuss the following questions with your classmates.**

- Have you ever participated in a play? How?
- What types or genres of plays do you know?
- What are the characteristics of each genre? Write a list in your group and then discuss with the class.


**2. You are going to read two scenes from a play based on one of the stories below. Look at the pictures that illustrate the text on pages 28 - 29 and answer.**




Peter Pan



The Wonderful Wizard of Oz



Alice in Wonderland



The Selfish Giant

- What story do you think it is based on?
- According to your answer in exercise 1. c, what genre do you think the play is?
- What do you know about this story? Write three pieces of information.
- What is the purpose of the play?

**3. Read and listen to the scenes of the play and check your predictions in exercise 2.**

## 1. In pairs, discuss the following questions with your classmates.

Read the questions as a class and then form pairs to answer them. Ask some volunteers to share ideas with the class.

**Answers:**

- Students' own ideas.
- Students may mention: comedy, tragedy, historical, musical, theater of absurd,
- Comedy is a play which is designed to be humorous. Tragedies contain and deal with dark themes such as death and disaster. They convey all emotions and have very dramatic conflicts. Historical plays focus on actual historical events. They can be tragedies or comedies but are often neither of these. Musical plays include songs to help explain the story. They are usually accompanied by dancing. Theater of Absurd

plays generally include metaphysical representations of existential questions.

2. You are going to read two scenes from a play based on one of the stories in the below. Look at the pictures that illustrate the text on pages 28 - 29 and answer.


Read the instructions and the names of the stories in the box and give students a few minutes to take notes of their answers, individually. Do not check answers at this point, but ask different students to write what they already know about the story on the board.

**Answers:**

- a. *Alice in Wonderland.*
- b. Children's play.
- c. Students' own ideas.
- d. To tell the story of the adventures of Alice in Wonderland.

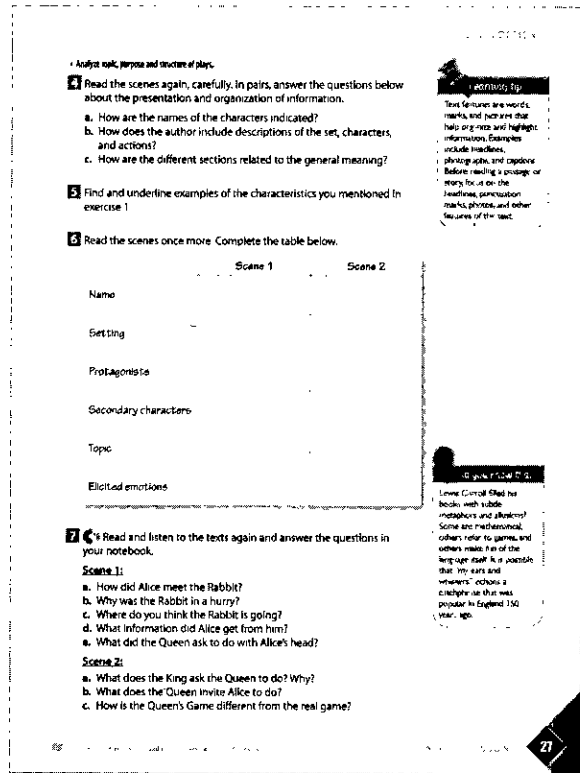
**Stop & think**

In case your students tick the "no" option, invite them to revise exercise 2 again and help them with comprehension.

3.  Read and listen to the scenes of the play and check your predictions in exercise 2.

Students read the text quickly in order to check their predictions.

**Page 27**



The screenshot shows a worksheet with the following sections:

- 1. Analyze each scene and structure of plays.**
  - Read the scenes again, carefully. In pairs, answer the questions below about the presentation and organization of information.
    - How are the names of the characters indicated?
    - How does the author include descriptions of the set, characters, and actions?
    - How are the different sections related to the general meaning?
- 2. Find and underline examples of the characteristics you mentioned in exercise 1.**
- 3. Read the scenes once more. Complete the table below.**

|                      | Scene 1 | Scene 2 |
|----------------------|---------|---------|
| Name                 |         |         |
| Setting              |         |         |
| Protagonists         |         |         |
| Secondary characters |         |         |
| Topic                |         |         |
| Elicited emotions    |         |         |
- 4. Read and listen to the texts again and answer the questions in your notebook.**

**Scene 1:**

  - How did Alice meet the Rabbit?
  - Why was the Rabbit in a hurry?
  - Where do you think the Rabbit is going?
  - What information did Alice get from him?
  - What did the Queen ask to do with Alice's head?

**Scene 2:**

  - What does the King ask the Queen to do? Why?
  - What does the Queen invite Alice to do?
  - How is the Queen's Game different from the real game?

4. Read the scenes again carefully. In pairs, answer the questions below about the presentation and organization of information.

Read the instructions and the questions as a class. Help them notice that this time the questions do not refer to the content of the text, but to its organization and presentation.

**Answers:**

- a. At the beginning of the line, in bold.
- b. In parentheses, in italics, in black print.
- c. They give information about the characters, the set and actions.

5. Find and underline examples of the characteristics you mentioned in exercise 1.


Read the instructions as a class. Elicit some examples and then give them time to find and underline the rest.

6. Read the scenes once more. Complete the table below.

Read the instructions and the labels of the table as a class. Give students time to read the texts again and complete the table. Check answers on the board.

**Answers:**

|                      | Scene 1   | Scene 6                                 |
|----------------------|---|---|
| Name                 | Down the rabbit hole to Wonderland                  | The Queen's Lawn Game                   |
| Setting              | The Rabbit hole and the hall of the Queen's palace. | The croquet field in the Queen's garden |
| Protagonists         | Alice, the Rabbit, the Queen                        | The King, the Queen, Alice              |
| Secondary characters | The cards   | The Cheshire Cat, One                   |

7.  Read and listen to the texts again and answer the questions in your notebook.

Read the instructions and the questions as a class and give students a few minutes to read the text again and find the answers. Check answers orally.

**Answers:**

**Scene 1:**

- a. She was chasing the rabbit.
- b. He was late for something.
- c. Accept any answer, logical or imaginative.
- d. He gave Alice no information, only confusing and contradictory answers.
- e. She ordered to cut it!

**Scene 6:**

- a. To reconsider her order because Alice is only a child.
- b. She invites Alice to play croquet.
- c. There are croquet mallets flying and dolls heads rolling. Only the Queen is allowed a score.



## BACKGROUND INFORMATION

Lewis Carroll (1832-98), a great producer of 'literary nonsense', has entertained countless readers since he published *Alice's Adventures in Wonderland* (1865) and *Through the Looking-Glass* (1871) nearly 150 years ago.

For many, the name 'Lewis Carroll' is synonymous with children's literature. But 'Lewis Carroll' was really a man named Charles Lutwidge Dodgson, a mathematician at Christ Church, Oxford. As such, he led something of a double life: to the readers of his Alice books he was Lewis Carroll, while to the world of mathematics and to his colleagues at the University of Oxford he was (Reverend) Charles Lutwidge Dodgson.

Adapted from: Zimmermann, K. (2015). What is Culture? - Definition of Culture. Retrieved from: <http://www.livescience.com/21478-what-is-culture-definitionof-culture.html>

## Page 28

Scene 1:  
Down the rabbit hole in Wonderland

The story is just as you remember it. Here is Alice meeting the White Rabbit.

Rabbit: Who are you?  
 Alice: That's not a very polite way of introducing yourself.  
 Rabbit: Whatever are you doing in my rabbit hole? I suppose you're going to say you fell from the sky.  
 Alice: Well no, as a matter of fact I remember chasing a rabbit, he was running very fast and saying...  
 Rabbit: Oh, my ears and whiskers!  
 Alice: Yes, exactly like that... and he had a pocket watch... (Rabbit takes out his watch)  
 Rabbit: Like this one?  
 Alice: Yes. And he kept saying...  
 Rabbit: Oh dear, oh dear, I shall be too, too late! Well, good-bye.  
 Alice: I'm sure you mean hello, I only just got here.  
 Rabbit: Good-bye, hello, good-bye, hello...  
 Alice: I wish you'd make up your mind.  
 Rabbit: No time. No time for that. I'm going to be late!  
 Alice: Late for what?  
 Rabbit: Difficult to say. Very difficult to say.  
 Alice: If you don't know what it is you are late for...  
 Rabbit: No time for that now. Hello! (Moves so her as he exits behind screen.)  
 Alice: Wait! (Alice follows Rabbit. She finds herself in a King and Queen's hall.)  
 Alice: He's gone. How very strange.  
 Queens: Who's that? (No one answers.) Whoa! What is your name, child?  
 Alice: Alice, so please Your Majesty.  
 Queens: And who are these? (She indicates the cards on the ground.)  
 Alice: How should I know? They look like a few old cards to me.  
 Queens: Off with her head!

Ask students to go back to the questions in the previous exercise. Read the questions aloud and draw their attention to the key words in them. Then read the text as a class and identify the parts of the text that are connected with the key words in the questions. Students should underline these sections in the text before answering the questions:

## Page 29

Scene 2:  
The Queen's Lawn Tennis

King: Reconsider, my dear. After all, she's only a child.  
 Queens: (To the cards.) Get up! (They do.) What have you been doing here?  
 One: Um... er... if it pleases your Majesty...  
 Queens: Off with their heads! (To Alice.) Can you play croquet?  
 Alice: Yes!  
 Queens: Come on, then. (She claps her hands.) The Game. The Game. Be quick about it. (The cards rush about setting up.) Get to your places! I want to begin! (Everyone rushes around, bumping into each other with croquet mallets, flying and dolls heads rolling all over the stage. A crazy game of croquet proceeds, with only the Queen allowed a score. Alice stops playing when she sees the Cheeshire Cat.)  
 Alice: Goodness! I never played the game this way.  
 Cheeshire Cat: How's it going?  
 Alice: I can't understand how they play croquet here and I don't see how there's anybody left in the Kingdom, what with all these beheadings.  
 Cheeshire Cat: How do you like the Queen?  
 Alice: Not at all! She's so extremely... (Alice sees that the Queen is behind her.) likely to win, that it's hardly worth finishing the game.  
 (The Queen snarlingly goes off and the King comes up to Alice.)  
 King: Who are you talking to?  
 Alice: It's a friend of mine, the Cheeshire Cat. Allow me to introduce you.  
 King: Hmm. I don't like that silly gin at all, but it may last my hand, if it lives.  
 Cheeshire Cat: Ad ratherr not.  
 King: How impertinent! He may not look at me like that.  
 Cheeshire Cat: A cat may look at a King; it's the law.  
 King: Get it out of here! Rude thing!  
 Queens: (Cocking up.) Off with its head!

Stop & think  
 I can read and understand portions of a play

Students now work independently and use the same reading strategy to work with the new text. Monitor their work and check answers as a class.

## Stop & think

In case your students tick the "no" option, invite them to read the scenes again (pages 82, 83) and help them with comprehension.

**Language in use** Punctuation marks

- Find and circle all the punctuation marks in the extracts on pages 28 and 29.
- Draw the symbol that corresponds to the following punctuation marks.
 

|                  |                          |       |                          |               |                          |
|------------------|--------------------------|-------|--------------------------|---------------|--------------------------|
| Parentheses      | <input type="checkbox"/> | Colon | <input type="checkbox"/> | Ellipsis mark | <input type="checkbox"/> |
| Exclamation mark | <input type="checkbox"/> | Comma | <input type="checkbox"/> | Question mark | <input type="checkbox"/> |
- Write the name of the corresponding punctuation mark.
 

|          |   |
|----------|---|
| a. _____ | mark. It indicates a pause when someone is speaking or an unfinished sentence.  |
| b. _____ | It is used to add extra information or a personal comment.                      |
| c. _____ | It indicates strong feelings or a raised voice in speech.                       |
| d. _____ | It separates parts of a sentence into logical elements.                         |
| e. _____ | It indicates a question or query.   |
| f. _____ | It introduces a list of things, a sentence or phrase taken from somewhere else. |

3. Circle the correct punctuation marks in each sentence.
- Advantages of beautiful Mexico ( ; ; ; ) the beaches are warm ( ; ; ; ) sandy ( ; ; ; ) and clean ( ; ; ; )
  - The books were left in the following places ( ; / ; / ) Mrs Smith's room ( ; ; ; ) Mr Powell's office ( ; ; ; ) and the caretaker's cupboard ( ; ; ; )

**Stop & think**

I can use punctuation marks properly

4. Fill in the blanks in this extract of the script of *The Wizard of Oz* with a punctuation mark. Use the color code in the Language in use section.

Dorothy stoops down to Toto and speaks to him

Dorothy Did she hurt you Come on we'll go tell Uncle Henry and Aunt Em

Farm yard Dorothy enters Toto follows her

Dorothy Aunt Em Aunt Em

Aunt Em and Uncle Henry are working with baby chicks in incubator.

Aunt Em Fifty-seven fifty-eight

**Language in use** Punctuation marks

- Write the names of the punctuation marks on the board and ask students to draw their symbol.
- Students read the rules to use punctuation marks.
- Students use the color code in point 1 to circle more examples of the punctuation marks in the reading text. Tell them to follow the example.
- Circle the correct punctuation marks in each sentence.

Read the instructions and the sentences as a class. Give students time to choose the correct punctuation marks and copy the sentences on the board to check answers.

- Answers:**
- Advantages of beautiful Mexico: the beaches are warm, sandy, and clean.
  - The books were left in the following places: Mrs Smith's room, Mr Powell's office, and the caretaker's cupboard.

**Stop & think**

In case your students tick the "no" option, invite them to revise the Language in use section again and help them with comprehension.

- Fill in the blanks in this extract of the script of *The Wizard of Oz* with a punctuation mark. Use the color code in the Language in use section. Read the exercise as a class. Make sure they understand what they are expected to do and give them time to fill in the blanks. Check answers on the board.

**Answers:**

**The Wizard of Oz**

- ( [ Dorothy stoops down to Toto and speaks to him . ] )
- Dorothy:** Did she hurt you ? [ ] Come on [ , ] we'll go tell Uncle Henry and Aunt Em [ . ]
- ( [ Farm yard [ . ] Dorothy enters [ , ] Toto follows her [ . ] )
- Dorothy:** Aunt Em ! [ ! ] Aunt Em ! [ ! ]
- ( [ Aunt Em and Uncle Henry are working with baby chicks in incubator [ . ] )
- Aunt Em:** Fifty-seven [ , ] fifty-eight [ ... ]

- Reviewers of plays
- Revise the text you completed. Check and correct the punctuation marks.
- Check for grammar and spelling mistakes. Write the final version of the text.
- TOWARDS THE PRODUCT - BY-PRODUCT 1: A selection of a short play**

Work in groups.

  - Form groups of four students.
  - Select a short play for a young audience (you may borrow a book from the library, surf the Internet or ask the teacher to give a list of names of plays), preferably one that is easy to perform and that everybody in your group likes.
  - Distribute the roles of the play you selected. (You may need to perform more than one role, according to the play you selected.)
  - Keep the material in your product folder.
- READING BOOKLET**

Have a close look at the title of the text on page 21. In pairs, do the following activities:

  - Predict and write at least three events that you think will happen in the play.
  - Share your predictions with your classmates.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

What theater genres can I mention?  
Why are punctuation marks useful when writing a play?

**10. Revise the text you completed. Check and correct the punctuation marks.**

Have students revise the text they completed, checking and correcting the punctuation marks.

**11. Check for grammar and spelling mistakes. Write the final version of the text.**

Ask students to check for grammar and spelling mistakes and then write the final version of the text in the form of a play script.

**12. TOWARDS THE PRODUCT • BY-PRODUCT 1: A selection of a short play**

Get students in groups of four, give them a few minutes to choose roles and practice reading the lines aloud. Give them time to practice role-playing the scene.

Ask them to write a report of the scene they performed in a separate sheet of paper. They should include the name of the play, a short description of the scene, and the roles they played. Tell them to put the report in a folder that they will use later when they work on the final product (page 94).

**Suggested assessment instrument:**  
**Graphic organizer** (See sample on page 200)

**13. 21 READING BOOKLET**

Read the instructions as a class tell them to have a quick look at the title. Based on that, they predict three events that will happen and share and compare them with the class.

**EXIT SLIP**

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with some of their classmates.

If they have problems with the use of punctuation marks, refer them back to the section Language in use (page 84).

DEVELOPMENT

**LESSON 2: Thanksgiving**

| Communicative activity  | Social practice of the language                                 |
|---|---|
| • Literary expression.  | • Reads theater plays   |
| Students will...  | What for?   |
| • read and listen to short plays.<br>• analyze ways to express details.<br>• compare ways to express events in the present. | • To identify general meaning, main ideas and details of plays. |

The screenshot shows a lesson page with the following content:

- Communicative activity:**
  - Literary expression.
  - Social practice of the language.
  - Read theater plays.
- Analyze elements of drama:**
  1. Read the words in the box. What do they have in common?  
 actual / activate / audience / backstage / costume / director / dressing room / make-up / artist / script / stage
  2. In pairs, find more words related with drama. Classify them in the corresponding box.
 

|           |
|-----------|
| People    |
| Place     |
| Equipment |
  3. How much do you already know about the celebration of Thanksgiving Day? Make some notes in your notebook and compare them with your partner.
  4. Look up the following words in the glossary. Write the definitions in your notebook.
 

|               |                 |                    |
|---------------|-----------------|--------------------|
| a. Gobble (v) | c. Toss (v)     | e. Engrossed (adj) |
| b. Pluck (v)  | d. Queasy (adj) | f. Yarn (n)        |
- Learning tip:** To keep track of new words you learn, keep a vocabulary journal. It can be like a personal "mini-dictionary" when you consider a new word either alphabetically or according to thematic topic, including descriptions as an example and a appropriate picture.

**1. Read the words in the box. What do they have in common?**

Read the instructions and the words in the box as a class and ask them to identify what they have in common.

**Answer:** They are all related to acting, plays and the theater.

**2. In pairs, find more words related with drama. Classify them in the corresponding box.**

Have students think about more words related with drama. You may organize a class competition, the pair that collects more words is the winner.

Invite some students to write their words on the board to allow the rest to complete their lists.

**Possible answers:**

**People:** troupe, playwright, orchestra, usher, composer, cast

**Place:** seat, main floor, stage box, bathroom, boxes,

balcony seats, rows, lobby/foyer, aisle, pit, wings  
**Equipment:** curtain, seats, footlights, libretto, program, lights

3. **How much do you already know about the celebration of Thanksgiving Day? Make some notes in your notebook and compare them with your partner.**

Read the title of the lesson as a class and elicit what they know about this festivity. Write their ideas on the board, but do not check answers at this point.

4.  **Look up the following words in the glossary. Write the definitions in your notebook.**

Make sure students have access to dictionaries, either paper or electronic. Read the words as a class. Give them some time to look them up in a dictionary and check answers orally.

**Answers:**

- Gobble (v):** to make the sound of a male turkey. = *gluglutear*
- Pluck (v.):** to remove the feathers from a chicken or other bird so that it can be cooked and eaten. = *desplumar*.
- Toss (v.):** throw. = *tirar*.
- Queasy (adj.):** sick, likely to vomit. = *mareado, con náuseas*.
- Engrossed (adj.):** giving all your attention to something. = *absorto*.
- Yam (n.):** a sweet potato. = *batata, camote*.

**Page 33**

• Read and listen to short plays.

3 Read the text on pages 34 - 35 quickly and check your predictions in exercise 3.

4 Read and listen to the text paying attention to pronunciation and intonation. Then answer the questions below in pairs.

- Where does the action take place?
- Who are the protagonists of the play? Who are the secondary characters?
- What has Grandma already done?
- What does Grandpa usually do on Thanksgiving Day?
- What did Tom think originally?
- What does Dad want Fred to do?
- What does Terri want to do?
- Why does the pig want to escape?

5 Read and listen to the text again. Find, underline and then copy the following information.

- Three pieces of additional information
- Three interjections
- Three questions
- Three words related to food
- Two famous American presidents

6 With your classmates, discuss the difference between facts and inferences. Then, read the sentences a. - e. and write F (fact) or I (inference).

- Grandpa usually watches a football game on Thanksgiving Day.
- Grandma and Grandpa usually have mashed potatoes and cranberry sauce.
- Grandpa must chop off Tom's head.
- The sight of blood makes dad feel sick.
- Grandpa wants to eat pork chops.

7 In pairs, go over the play again and identify the different punctuation marks. Say what each of them expresses.

**Did you know?**  
 sales of canned turkeys date back to the Lincoln day! According to one story, Lincoln's son had begged his father to give him a presidential pardon for the bird meant for the family's Christmas table, arguing it had as much a right to live as anyone. Lincoln agreed and the turkey lived.

5. **Read the text quickly and check your predictions in exercise 3.**

Students read the text quickly and check the ideas they mentioned in exercise 3. Check answers orally, using the ideas written on the board.

**BACKGROUND INFORMATION**  
**Thanksgiving Day**


Thanksgiving Day is on the fourth Thursday of November. It is a time to give thanks for the harvest of the preceding year.

The meal traditionally includes turkey, stuffing, mashed potatoes, sweet potatoes, cranberry sauce, rolls, gravy, and pumpkin pie. Parades and festivities are held in some cities.

The first Thanksgiving was in 1623, giving thanks for the rain that ended a drought and the first national Thanksgiving

Day was proclaimed by George Washington, on November in 1789.


**Adapted from:** Thanksgiving. (n.d.). Retrieved from <http://www.calendardate.com/thanksgiving.htm>

6.  **Read and listen to the text paying attention to pronunciation and intonation. Then answer the questions below in pairs.**

Read the questions as a class and tell students to go back to the text to find the answers one by one. Check answers orally.

**Answer:**

- The action takes place at grandma and grandpa's house, on Thanksgiving Day.
- The protagonists are: Tom, the turkey, grandma, grandpa, mum, dad, Fred, Terri, and Pig.
- She has already mashed the potatoes and crammed the cranberries.
- He watches football.
- He thought he was going to be the guest of honor.
- He wants him to kill the turkey.
- She wants to grant the turkey a special pardon.
- Because the family now plan to have pork chops for dinner.

7.  **Read and listen to the text again. Find, underline, and then copy the following information.**

Read the instructions and the headings in the table as a class. Give them time to find the information and then check answers on the board.

**Answers:**

**a. Three pieces of additional information** (any three of these):

Jobs still to be done: chop off the turkey's head, pluck his feathers, pull out his innards and toss him in the oven.  
Terry's actions: she is engrossed in her history book, she takes Tom's pulse, she gives him CPR (Cardiopulmonary Resuscitation).

**b. Three interjections** (any three of these): Ow! Eek! Oh, my! Oh, gross!

**c. Three questions:** What can we do to help? Did you hear what Dad just said to me? Terri, what are you doing? Who's up for some pork chops?

**d. Three words related to food** (any three of these):  
Ingredients: potatoes, cranberries, turkey, yams, bread, pork chops.  
Verbs: mash, toss it in the oven

**e. Two famous American presidents:** Harry Truman and John Kennedy.

**8. Are the statements below facts or inferences? Write F (facts) or I (inferences).**

Elicit from students definitions of fact (something that is known to have happened or to exist) and inference (a guess that you make or an opinion that you form based on the information that you have). Read the statements as a class and give them time to do the activity in pairs. Check answers orally.

**Answers:**

**a. I. b. I. c. F. d. F. e. F.**

**9. In pairs, go over the play again and identify the different punctuation marks. Say what each of them expresses.**

Invite students to go back to the text on page 83 and find the punctuation marks. Tell them to work in pairs and say what each mark expresses.

**Answers:**

**Parentheses:** It is used to add extra information or a personal comment.

**Colon:** It introduces a list of things, a sentence or phrase taken from somewhere else.

**Ellipsis marks:** It indicates a pause when someone is speaking or an unfinished sentence

**Exclamation mark:** It indicates strong feelings or a raised voice in speech.

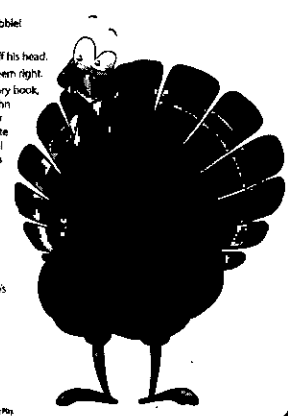
**Comma:** It indicates a pause when someone is speaking or an unfinished sentence

**Question mark:** It indicates a question or query.

**TERRI AND THE TURKEY**

**A Thanksgiving Day play.**  
**Narrator:** Thanksgiving. A time of joy, celebration, food, relaxation, and family. A day everyone loves. Everyone, that is, except Tom Turkey! (Tom Turkey looks on stage left, keeping his wings.)  
**Tom:** Gobble, gobble! (On stage right, Grandma and Grandpa enter. Tom looks at them as they speak.)  
**Grandma:** I mashed the potatoes, I drained the cranberries, and now it's time for you to do what you always do on Thanksgiving Day.  
**Grandpa:** Watch football?  
**Grandma:** Nah! It's time to prepare the turkey.  
**Tom:** Prepare? That doesn't sound so bad.  
**Grandpa:** Prepare? That's such hard work! I have to pluck the feathers.  
**Tom:** Owl!  
**Grandma:** And pull out the innards.  
**Tom:** Eek!  
**Grandpa:** And toss him in the oven.  
**Tom:** Oh, and  
**Grandma:** And don't forget that first, you must chop off his head.  
**Tom:** (Gobbles his neck full of fear.) And all this time, I thought I was going to be the guest of honor. I've got to get out of here! These people are going to eat me! (Mom and Dad enter.)  
**Mom and dad:** Hi, Grandpa! Happy Thanksgiving.  
**Dad:** What can we do to help?  
**Grandpa:** I'm glad you asked that. Go out back and chop off the turkey's head!  
**Mom:** Be brave, dear.  
**Dad:** Honey, you know the sight of blood makes me queasy.  
**Mom:** Grandma needs me in the kitchen.  
**Dad:** Well, sometimes a man has to do what a man has to do... (His son Fred and his daughter Terri enter.) ...make his kids do the work. Son, this Thanksgiving, I'm giving you a very special responsibility: chop off the turkey's head.  
**Fred:** Oh, gross!  
**Dad:** And also pluck the feathers, take out the innards, and give it to Grandma to put in the oven.  
**Fred:** But - but - but  
**Dad:** Have fun, son, (Fred turns to Terri, who has been engrossed in a book.)  
**Fred:** Terri! Did you hear what Dad, just said to me?  
**Terri:** No, I was too busy reading my history book.

**Fred:** He wants you to kill the turkey. (He pushes her toward Tom, and then exits. Note: All of the other human characters have cleared the stage, too.)  
**Terri:** Well, I guess if we want a turkey dinner, someone has to do it. (She picks up a prop and makes sure it's something safe.)  
**Tom:** (Approaching Tom.) Sorry, Mr. Turkey. The time has come.  
**Tom:** I - I - I feel faint! (The turkey starts to sway back and forth. He falls to the ground.)  
**Terri:** Oh no! I think he's having a heart attack! (checking the turkey's pulse.) He doesn't have a pulse. (Mom and Dad enter. Terri is pressing Tom's chest.)  
**Dad:** Terri, what are you doing!  
**Terri:** CPR. I learned this in health class.  
**Fred:** (Entering.) What's going on?  
**Terri:** I think it's working. Live, Mr. Turkey, live! (The actress presses Tom's chest dramatically.)  
**Tom:** (Coming back to life.) Gobble, gobble!  
**Dad:** You saved his life!  
**Terri:** Yep. Now I guess I'd better cut off his head.  
**Grandma:** Now wait, child. It just doesn't seem right.  
**Grandma:** You know, according to my history book, presidents Harry Truman and John Kennedy spared the lives of their turkeys, and since 1989, the White House has granted a presidential pardon to each live turkey that is presented to the president. Maybe this year we could do the same.  
**Grandma:** I think that's a lovely idea. Besides, we have many other delicious foods we can eat: yams, cranberries, freshly made bread, and mashed potatoes.  
**Grandpa:** That's right, Grandma. Now, who's up for some pork chops?  
**Pig:** (From a table.) I'm got to get - sit - (Exits.)



**The End**

Adapted from: Good and Beautiful, K-5, Year 4 by Anne Goss. Thanksgiving Day Play. Permission from: <http://www.greatminds.com/gdmscripts/grade5/thanksgiving.html>

## Stop & think

In case your students tick the "no" option, invite them to read the text again (page 88, 89) and help them with comprehension.

## Page 36

Complete every box to express events in the present.

**Language in use** Different present events

1. Analyze the extract from the play. Pay special attention to the verb tenses in bold.  
 Terri: (Approaching Tom.) Sorry, Mr. Turkey. The time has come.  
 Tom: I -- I -- I feel faint! (The turkey starts to sway back and forth. He falls to the ground.)  
 Terri: Oh no! I think he's having a heart attack! (Checking the turkey's pulse.)

2. Watch out!  
 Which of the sentences in point 1 refers to:  
 - a state or an action that is present?  
 - events that are happening at the moment of speaking?  
 - a situation that started in the past and continues up to the present?

3. Provide one example of your own for each type of tense.  
 Example: She goes to school; We are visiting you; They have done their homework.

**TOWARDS THE PRODUCT - BY-PRODUCT 2: A different ending for a short play**  
 a. Work in your group. Write two or three exchanges among the characters of the play you selected in the By-product 1 (ex. 12, page 31) and finish the short play in a different way.

**EXIT SLIP**  
 Complete the blank box and then discuss your conclusions with your teacher and classmates.

How can I express different events in the present?  
 Can I read exchanges aloud and dramatize them?

## Language in use Different present events

- Students read the extract, paying special attention to the verb tenses used.
- Read the questions aloud, stressing the key words that explain the use of the different tenses (for example, "state or action that is present"). This difference in intonation will help your students notice the key aspects of each tense and how they are used. If necessary, use examples and write them on the board, encouraging students to participate and make questions.  
 Invite students to go back to the sentences from the play and identify the tenses. As you check answers, ask them to support their choices explaining why they think they are correct.
- Students find their own examples for each verb tense. Then they get in pairs and share their examples with their partner. Motivate them to follow the example.

## BACKGROUND INFORMATION

### Special characteristics of each Present tense

#### Present simple:

**Affirmative form:** final -s in the third person singular:  
*(Joan plays the cello)*

**Negative form:** use of auxiliaries and verb in the Infinitive without to: *(I don't sing very well; Carla doesn't like cooking).*

**Interrogative form:** use of auxiliaries, verb in the Infinitive without to, and word order auxiliary + subject + verb: *(Where does John work? ; Why do you say that?)*

**Present Continuous:** a form of *to be* + verb ending in -ing:

**Affirmative form:** *(I am writing an e-mail).*

**Negative form:** addition of not *(I'm not studying right now.)*

**Interrogative form:** word order: form of *to be* + subject + verb ending in -ing *(Are you sleeping?)*

**Present Perfect:** a form of *have* + Participle of verb.

**Affirmative form:** *(I have finished my homework; She has created a new piece of art)*

**Negative form:** addition of not *(You haven't corrected your mistakes; Felix hasn't moved to Arizona.)*

**Interrogative form:** word order: have+ subject+ participle of verb *(Have the children been to the zoo? Has Antonia opened her presents?)*.

## Stop & think

In case your students tick the "no" option, invite them to revise the section Language in use again and help them with comprehension.

## 10. TOWARDS THE PRODUCT • BY-PRODUCT 2:

### A different ending for a short play

Encourage students to get in pairs and invent a different ending for the story.

They write two or three exchanges among the protagonists. Then, have them practice reading the exchanges aloud. You may assign this first part of the task as homework.

The next class, invite some pairs to do the dramatized reading of the exchanges in front of the class. This task is meant to prepare students for the final product.

### Suggested assessment instrument

**Graphic organizer.** (See sample on page 200)

## EXIT SLIP

Students reflect on the work they have done in the lesson and write their personal responses, which they can share with some of their classmates. If students have problems with present tenses, refer them back to the section Language in use. You may also read the information in the Background information window aloud.

LESSON 3: Drama

| Communicative activity   | Social practice of the language                    |
|--|--|
| • Literary expression.   | • Reads theater plays.                             |
| Students will ...  | What for?  |
| • analyze vocabulary related to drama.<br>• read extracts of plays.<br>• use non-verbal language and prosodic resources. | • To participate in a dramatized reading of plays. |

LESSON 3: Drama

**Communicative activity**  
• Literary expression.

**Students will ...**

**What for?**

• analyze vocabulary related to drama.  
• read extracts of plays.  
• use non-verbal language and prosodic resources.

**1** In groups, answer the following questions. Then compare your ideas with another group.

**a. How is drama different from prose?**

i. It has a plot.                      iii. It uses symbols.  
ii. It has characters.              iv. It is meant to be performed.

**b. Stage directions do all of the following EXCEPT:**

i. Convey the characters' thoughts to the audience.  
ii. Provide the director with details of the setting.  
iii. Direct the actors on how to speak their lines.  
iv. Tell the actors where to move during the scene.

**c. How do a soliloquy and an aside differ from each other?**

i. A soliloquy is spoken as a group, while an aside is spoken alone.  
ii. An aside is spoken as a group, while a soliloquy is spoken alone.  
iii. An aside addresses the audience when other characters are on stage, while a soliloquy addresses the audience when the character is alone on stage.  
iv. A soliloquy addresses the audience when other characters are on stage, while an aside addresses the audience when the character is alone on stage.

**2** Complete the text about drama with the words and concepts in the box. Review the meaning of the words in the glossary if necessary.

act, dialogue, parentheses, play, scenes, script, speaking lines, stage directions, lines

A \_\_\_\_\_ is composed of different parts. These parts are called \_\_\_\_\_ and \_\_\_\_\_.

The \_\_\_\_\_ is the lines the characters speak in the play. The characters' names appear in bold before their \_\_\_\_\_.

\_\_\_\_\_ tell the actor what to do. They appear inside \_\_\_\_\_, written in italics, and tell the character where to go on stage, how to move, and how to say their \_\_\_\_\_.

The special form that a play is written in is called a \_\_\_\_\_.

**Stop & think**

I can analyze and understand vocabulary related to drama.

1. In groups, answer the following questions. Then compare your ideas with another group.

The main objective of this task is to engage students by using Games and Inconsequential Competition (read about this strategy in the Teaching tip window). This activity is presented as a challenge in which students should use what they have learned in other areas of the curriculum.

Answers:

a. iv    b. i    c. iii

2. Complete the text about drama with the words and concepts in the box. Review the meaning of the words in the glossary if necessary.

After they have answered the short quiz, motivate students to complete the text by using

the words in the box. Check answers orally.

Answers:

A **play** is composed of different parts. These parts are called **acts** and **scenes**.

The **dialogue** is the lines the characters speak in the play. The characters' names appear in bold before their **speaking lines**.

**Stage directions** tell the actor what to do. They appear inside **parentheses**, written in italics, and tell the character where to go on stage, how to move, and how to say their **lines**.

The special form that a play is written in is called a **script**.

Stop & think

In case your students tick the "no" option, invite them to revise the vocabulary in exercise 2 again and help them with comprehension.

**Communicative activity**  
• Literary expression.

**Students will ...**

**What for?**

• read extracts of plays.  
• use non-verbal language and prosodic resources.

**3** Listen to the following lines from the play on pages 28 - 29. Pay special attention to the intonation and pronunciation.

My ears and whole soul Oh damn, oh damn! No time for that now.  
Who's this? Off with her head! Come on, then.  
Not at all! Get it out of here! Rude thing.

**4** Listen to some dialogues taken from the play *Terr and the turkey*. Pay special attention to intonation and pronunciation.

**5** Read and practice the expressions and the dialogues with your partner. Monitor volume, speed and intonation carefully. Ask your teacher to play the recording again if necessary.

**6** Choose one of the dialogues in exercise 4 and act it out in front of your classmates. Make sure you imitate the intonation and pronunciation in the model.

**7** **READING BOOKLET**  
Have look at the text back to the summer on pages 21 - 27. Predict the required information and complete the table below.

Type of play (tragedy, comedy, musical)

Setting

Protagonists

**Stop & think**

I can use prosodic resources to act out an extract of a play.

3. Listen to the following lines from the play on pages 28 - 29. Pay special attention to the intonation and pronunciation.

Have students listen to the lines from the play in Lesson 1 (pages 28 - 29), paying special attention to the intonation and pronunciation. Then ask them to repeat each expression imitating the model.

4. **18** Listen to some dialogues taken from the play *Terri and the turkey*. Pay special attention to intonation and pronunciation.

Play the four excerpts from the play *Terri and the turkey* one by one, with pauses, for students to listen and repeat, imitating intonation and pronunciation. Do this two or three times.

5. Read and practice the expressions and the dialogues with your partner. Monitor volume, speed and intonation carefully. Ask your teacher to play the recording again if necessary.

In pairs, have students read and practice the expressions and the dialogues. If necessary, play the recording again to allow the students to imitate the model.

6. Choose one of the dialogues in exercise 4 and act it out in front of your classmates. Make sure you imitate the intonation and pronunciation in the model.

Tell students to get in pairs and choose one of the dialogues. Make sure the different dialogues are distributed evenly among the pairs. Play the recording again, with pauses, for students to listen and repeat the dialogue they chose. Give them a few minutes to practice and invite some pairs to act out their dialogue in front of the class.

### Stop & think

In case your students tick the "no" option, invite them to revise exercises 3, 4, 5 and 6 again and help them with comprehension.

### 7. **21** READING BOOKLET

Refer students to the text. Encourage them to predict the information required to complete the table. Do not check answers at this stage.

**18** Listen to the recording. In pairs, take turns to read the poem aloud.

**Thanksgiving Time**  
by Langston Hughes

When the night winds whistle through the trees  
And blow the crisp brown leaves a-cracking down,  
When the autumn moon is big and yellow-orange and round,  
When old Jack Frost is sparkling on the ground,  
It's Thanksgiving Time!

When the pantry jars are full of mince-meat  
And the shelves are laden with sweet spices for a cake,  
When the butcher man sends up a turkey nice and fat to bake,  
When the stores are crammed with everything ingenious cooks  
can make,  
It's Thanksgiving Time!

When the gales of coming winter outside your window howl,  
When the air is sharp and chilly so it drives away your snow,  
When one's appetite craves turkey and will leave no other food,  
It's Thanksgiving Time!

Taken from: *Thanksgiving Time* - Poem by Langston Hughes, *Selected Poems of Langston Hughes*, © 1955, New York: Dover Publications, Inc. <http://www.poetryfoundation.org/poem/100000>

**19** TOWARDS THE PRODUCT - BY-PRODUCT 3: A rehearsal of the short play

• In your group, practice reading the short play you selected and the exchanges you wrote aloud and try to dramatize them. Correct each others' mistakes.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

**Questions**

What special format does a play have?

What elements does a play contain?

8. **19** Listen to the recording. In pairs, take turns to read the poem aloud.

Play the recording twice. Encourage students to listen and then take turns to read the poem aloud and correct each others' mistakes.

### 9. TOWARDS THE PRODUCT - BY-PRODUCT 3: A rehearsal of the short play

This activity is aimed at preparing students for the dramatized reading in the final product. Read the instructions aloud, make sure everybody understands what they have to do and assign enough time for students to rehearse.

You may also assign this activity as homework.

**Suggested assessment instrument**  
**Graphic organizer** (See sample on page 200)

### Stop & think

If students answer no, encourage them to read the poem once more and help them with comprehension, revising the context and message presented in it.



## EXIT SLIP

Students reflect on the work they have done in the lesson and write their personal responses, which they can share with some of their classmates. If they have problems with remembering the format of a play, refer them back to page 37 (exercise 1).

Page 40

CLOSURE

## FINAL PRODUCT: A DRAMATIZED READING

The screenshot shows a worksheet with a title 'FINAL PRODUCT A dramatized reading' and a photo of students performing. Below the photo, it says 'You are going to perform the dramatized reading of a scene from a play.' The worksheet is divided into three sections: PREPARATION, PRODUCTION, and PRESENTATION, each with numbered steps.

**PREPARATION**

- 1 Work in your group.
- 2 Collect and revise the by-products you completed in the TOWARDS THE PRODUCT section on pages 31, 36 and 39. Check it again with your teacher.

**PRODUCTION**

- 3 Practice until the actors can read all the lines fluently and everyone can use the props, music, etc. correctly.
- 4 Organize a general rehearsal before the performance. If it is possible, record your presentation and analyze it carefully. You may ask your teacher to watch the recording and give you feedback.
- 5 Design a poster to promote your performance and display it in a visible place.

**PRESENTATION**

- 6 Present your dramatized reading of the play to the other groups, to another class, or even to the whole school.

### PREPARATION

1. Have student work in their groups.
2. Ask students to collect and revise the by-products they completed in the TOWARDS THE PRODUCT section on pages 31, 36 and 39. Check them again with each group.

### PRODUCTION

3. Help students organize the rehearsals, going from first reading, to dramatized reading, to memorized lines, to acting, etc. without / with special effects and music, without / with costumes, etc.

4. The general rehearsal should take place when all the students can read their lines fluently, the costumes are ready, the props have been collected, etc. It is the moment to correct details and get ready for last-minute setbacks.
5. Monitor students' work as they make a poster to promote their play. It should be clear, with a minimum of text and attractive artwork.

### PRESENTATION

6. Organize the presentations of the groups' plays, when, where, audience, etc.

Suggested assessment instrument:  
Graphic organizer (See sample on page 200)

Page 41

The screenshot shows a worksheet titled 'EVALUATING PROGRESS'. It contains a table for 'Learning goals' and 'Final Product' with checkboxes. Below the table, there are three numbered reflection questions.

**EVALUATING PROGRESS**

1 Individually, reflect on and evaluate your progress in the unit. Place a checkmark in the boxes.

| Learning goals   |
|--|
| - I can select and revise short plays for a young audience.                |
| - I can read plays and understand general meaning, main ideas and details. |
| - I can participate in a dramatized reading of short plays.                |

**Final Product**

|   |
|---|
| - I followed the instructions carefully.  |
| - I distributed tasks and roles making the best use of our abilities and interests.     |
| - I used structures, vocabulary and ideas from the unit.                                |
| - I wrote the exchanges following the steps and according to the required format.       |
| - I checked and correct grammar, pronunciation, and intonation with the teacher's help. |

**Classroom interaction and values**

|   |
|---|
| - I respected other's ideas and opinions in the group.        |
| - I attended the rehearsals and gave ideas to solve problems. |
| - I finished the tasks according to schedule.                 |

2 Ask your classmates or a peer to evaluate your performance and then compare on the things you can do to improve your next project.

3 Discuss your reflections with a classmate of the class.

### EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
3. Conduct a general conversation about the achievements of the unit.

**READING BOOKLET**  
**BACK TO THE SUMMER**

**55** Start a conversation about the development of technology in the 21<sup>st</sup> century. Then ask students these questions: *Do you think time travel will be possible in the future? If yes, when do you think it will happen? If not, why not? Would you like to travel through time? If yes, would you rather travel to the past or to the future? Why?*

**Answer:**

1. By scenes.
2. Cryogenic chamber - Picture 3. Helmet - Picture 1. Mummy - Picture 2.
3. **Events:** Friends travel through time in a time machine. Friends visit the 1980s, Ancient Egypt, and the future.

| Back to the future |  |   |
|--------------------|--|---|
| Type of play       | Setting  | Protagonists  |
| Comedy             | Different places and periods through time: the living room in the children's house, a child's house in the 1980s, on the steps of the Queen's palace in Egypt, inside a cryogenic chamber in the future. | Three friends: Sean, Liam and Scott.<br>Jeff, a kid in the 1980s and his mother.<br>Ancient Egyptians, an Egyptian queen, an Egyptian slave, a mummy.<br>An old man in the year 2072. |

4. a. **Protagonists:** Sean, Liam and Scott.  
b. **Secondary characters:** Jeff and his mother, Ancient Egyptians, an Egyptian queen, an Egyptian slave, a mummy, an old man in the year 2072.

- c. Author's comments or additional information:
  - (Lights come up as happy summer music plays. Two friends, Scott and Liam are talking. Their friend Sean enters, carrying a strange-looking gadget.)
  - (Sudden realization.)
  - (The kids run in a circle and then rush off stage as the lights shift to Jeff. He is running around the stage wearing a cape, pretending to be a super-hero.)
  - (Voice off stage.)
  - (The time travel kids enter.)
  - (Sound effect - The kids disappear behind a drop.)
  - (Lights change. The kids are surrounded by ancient Egyptians who bow down before them.)
  - (The Egyptians all hail.)
  - (Points to steps.)
  - (A mummy slowly staggers onto the stage.)
  - (The mummy slowly staggers back off stage.)
  - (The Queen exits. The Time Machine is on stage. An Egyptian worker enters and finds it.)
  - (The kids spin around and travel through time again.)
  - (The Future; the year is 2072. An old man walks up to a cryogenic chamber.)
  - (He opens up the chamber. Sean, Scott, and Liam step out, very cold.)
  - (The kids return to the place where they had begun their time trip.)
5. a. They visited three times and places: the 1980's, Ancient Egypt, and the year 2072.  
b. Where they had started it, at home.
6. a. Because of the clothes, the music, the game the boy was playing, etc.  
b. They may have seen an Emperor and Roman soldiers, a show at the Colosseum, etc.  
c. A very modern city, full of incredible machines, people of all ages, many old people, etc.

**46 STUDENT'S BOOK – UNIT 2 – LESSON 1 –  
PAGE 26 – EXERCISE 3**

**Scene 1: Down the rabbit hole to Wonderland**

**Narrator:** The story is just as you remember it. Here is Alice meeting the White Rabbit.

**Rabbit:** Who are you?

**Alice:** That's not a very polite way of introducing yourself.

**Rabbit:** Whatever are you doing in my rabbit hole? I suppose you're going to say you fell from the sky.

**Alice:** Well no, as a matter of fact, I remember chasing a rabbit; he was running very fast and saying...

**Rabbit:** Oh, my ears and whiskers!

**Alice:** Yes, exactly like that... and he had a pocket watch... *(Rabbit takes out his watch.)*

**Rabbit:** Like this one?

**Alice:** Yes. And he kept saying...

**Rabbit:** Oh dear, oh dear, I shall be too, too late! Well, good-bye.

**Alice:** I'm sure you mean hello. I only just got here.

**Rabbit:** Good-bye, hello, good-bye, hello...

**Alice:** I wish you'd make up your mind.

**Rabbit:** No time. No time for that. I'm going to be late!

**Alice:** Late for what?

**Rabbit:** Difficult to say. Very difficult to say.

**Alice:** If you don't know what it is you are late for...

**Rabbit:** No time for that now. Hello! *(Waves to her as he exits behind screen.)*

**Alice:** Wait! *(Alice follows Rabbit. She finds herself in a long low hall.)*

**Alice:** He's gone. How very strange.

**Queen:** Who's this? *(No one answers.)* Idiots! What is your name, child?

**Alice:** Alice, so please Your Majesty.

**Queen:** And who are these? *(She indicates the cards on the ground.)*

**Alice:** How should I know? They look like a few old cards to me.

**Queen:** Off with her head!

**Scene 2: The Queen's lawn game**

**King:** Reconsider, my dear. After all, she's only a child.

**Queen:** *(To the cards.)* Get up! *(They do.)* What have you been doing here?

**Card One:** Um...er...if it pleases your Majesty....

**Queen:** Off with their heads! *(To Alice.)* Can you play croquet?

**Alice:** Yes!

**Queen:** Come on, then. *(She claps her hands.)* The Game. The Game. Be quick about it. *(The cards rush about setting up.)* Get to your places! I want to begin! *(Everyone rushes around, bumping into each other,*

*with croquet mallets flying and dolls heads rolling all over the stage. A crazy game of croquet proceeds, with only the Queen allowed a score. Alice stops playing when she sees the Cheshire Cat.)*

**Alice:** Goodness! I never played the game this way.

**Cheshire Cat:** How's it going?

**Alice:** I can't understand how they play croquet here and I don't see how there's anybody left in the Kingdom, what with all these beheadings.

**Cheshire Cat:** How do you like the Queen?

**Alice:** Not at all! She's so extremely... *(Alice sees that the Queen is behind her.)* likely to win, that it's hardly worth finishing the game. *(The Queen smilingly goes off and the King comes up to Alice.)*

**King:** Who are you talking to?

**Alice:** It's a friend of mine, the Cheshire Cat. Allow me to introduce you.

**King:** Hmm. I don't like that silly grin at all, but it may kiss my hand, if it likes.

**Cheshire Cat:** I'd rrrratherr not.

**King:** How impertinent! He may not look at me like that.

**Cheshire Cat:** A cat may look at a King; it's the law.

**King:** Get it out of here! Rude thing.

**Queen:** *(Coming up.)* Off with its head!

**47 STUDENT'S BOOK – UNIT 2 – LESSON 2 – PAGE 34 –  
EXERCISE 6**

**Terri and the turkey**

**A Thanksgiving Day play**

**Narrator:** Thanksgiving. A time of joy, celebration, food, relaxation, and family. A day everyone loves. Everyone, that is, except Tom Turkey! *(Tom Turkey walks on stage left, flapping his wings.)*

**Tom:** Gobble, gobble! *(On stage right, Grandma and Grandpa enter. Tom listens to them as they speak.)*

**Grandma:** I mashed the potatoes, I crammed the cranberries, and now it's time for you to do what you always do on Thanksgiving Day.

**Grandpa:** Watch football?

**Grandma:** No! It's time to prepare the turkey.

**Tom:** Prepare? That doesn't sound so bad.

**Grandpa:** Prepare? That's such hard work! I have to pluck the feathers.

**Tom:** Ow!

**Grandpa:** And pull out the innards.

**Tom:** Eek!

**Grandpa:** And toss him in the oven.

**Tom:** Oh, my!

**Grandma:** And don't forget that first, you must chop off his head.

**Tom:** *(Grabs his neck full of fear.)* And all this time, I thought I was going to be the guest of honor. I've got to get out of here! These people are going to eat me! *(Mom and Dad enter.)*

**Mom and dad:** Hi, Grandpa! Happy Thanksgiving.

**Dad:** What can we do to help?

**Grandpa:** I'm glad you asked that. Go out back and chop off the turkey's head.

**Mom:** Be brave, dear.

**Dad:** Honey, you know the sight of blood makes me queasy.

**Mom:** Grandma needs me in the kitchen.

**Dad:** Well, sometimes a man has to do what a man has to do... *(His son Fred and his daughter Terri enter.)*...make his kids do the work. Son, this Thanksgiving, I'm giving you a very special responsibility: chop off the turkey's head.

**Fred:** Oh, gross!

**Dad:** And also pluck the feathers, take out the innards, and give it to Grandma to put in the oven.

**Fred:** But – but – but...

**Dad:** Have fun, son. *(Fred turns to Terri, who has been engrossed in a book.)*

**Fred:** Terri! Did you hear what Dad just said to me?

**Terri:** No, I was too busy reading my history book.

**Fred:** He wants you to kill the turkey. *(He pushes her toward Tom, and then exits. Note: All of the other human characters have cleared the stage, too.)*

**Terri:** Well, I guess if we want a turkey dinner, someone has to do it. *(She picks up a prop ax; make sure it's something safe.)*

**Terri:** *(Approaching Tom.)* Sorry, Mr. Turkey. The time has come.

**Tom:** I – I – I feel faint! *(The turkey starts to sway back and forth. He falls to the ground.)*

**Terri:** Oh no! I think he's having a heart attack! *(checking the turkey's pulse.)* He doesn't have a pulse. *(Mom and Dad enter. Terry is pressing Tom's chest.)*

**Dad:** Terri, what are you doing?

**Terri:** CPR. I learned this in health class.

**Fred:** *(Entering.)* What's going on?

**Terri:** I think it's working. Live, Mr. Turkey, live! *(The actress presses Tom's chest dramatically.)*

**Tom:** *(Coming back to life.)* Gobble, gobble!

**Dad:** You saved his life!

**Terri:** Yep. Now I guess I'd better cut off his head.

**Grandma:** Now wait, child. It just doesn't seem right.

**Terri:** You know, according to my history book, presidents Harry Truman and John Kennedy spared the lives of their turkeys, and since 1989, the White House has granted a presidential pardon to each live turkey that is presented to the president. Maybe this year we could do the same.

**Grandma:** I think that's a lovely idea. Besides, we have many other delicious foods we can eat: yams, cranberries, freshly made bread, and mashed potatoes.

**Grandpa:** That's right, Grandma. Now, who's up for some pork chops?

**Pig:** *(Feeling faint.)* I've got to get out of here!

## 18 STUDENT'S BOOK – UNIT 2 – LESSON 3 – PAGE 38 – EXERCISE 3

My ears and whiskers!

Oh dear, oh dear!

No time for that now.

Who's this?

Off with her head!

Come on, then.

Not at all!

Get it out of here!

Rude thing.

- **Grandma:** I mashed the potatoes, I crammed the cranberries, and now, it's time for you to do what you always do on Thanksgiving Day.

**Grandpa:** Watch football?

**Grandma:** No! It's time to prepare the turkey.

- **Dad:** What can we do to help?

**Grandpa:** I'm glad you asked that. Go out back and chop off the turkey's head.

**Mom:** Be brave, dear.

- **Fred:** Terri! Did you hear what Dad just said to me?

**Terri:** No, I was too busy reading my history book.

**Fred:** He wants you to kill the turkey.

**Terri:** Well, I guess if we want a turkey dinner, someone has to do it.

- **Dad:** Terri, what are you doing?

**Terri:** CPR. I learned this in health class.

**Fred:** *(Entering.)* What's going on?

**Terri:** I think it's working. Live, Mr. Turkey, live!

**19 STUDENT'S BOOK – UNIT 2 – LESSON 3 – PAGE 39 – EXERCISE 8**

**Thanksgiving Time**

by Langston Hughes

When the night winds whistle through the trees And blow the crisp brown leaves a-crackling down;

When the autumn moon is big and yellow-orange and round,

When old Jack Frost is sparkling on the ground, It's

Thanksgiving Time!

When the pantry jars are full of mince-meat And the shelves are laden with sweet spices for a cake,

When the butcher man sends up a turkey nice and fat to bake,

When the stores are crammed with everything ingenious

cooks can make,

It's Thanksgiving Time!

When the gales of coming winter outside your window howl,

When the air is sharp and cheery so it drives away your scowl;

When one's appetite craves turkey and will have no other

fowl, It's Thanksgiving Time!

**20 TEACHER'S BOOK – UNIT 2 – FINAL CHECK – PAGE 54 – EXERCISE 4**

**Even monsters can be princesses**

**Scène 1**

*(In darkness, there is a roar and then screams)*

**Queen:** Run! She's coming!

**Princess:** Secure the main gate.

**Prince Henry:** She's already inside.

**Queen:** What can we do?

**Prince Henry:** She broke down the door. It's after the crown jewels!

*(Dee dee monster runs across the stage wearing a crown and jewels and doing a growly laugh - guards run after her)*

**Princess:** That's my crown! Give it back! Go get my crown, you fools!

*(Guards runs off after dee dee monster. Prince Henry is laughing)*

**Princess:** Stop laughing. It's not funny.

**Prince Henry:** She's a girl. She wants a girl's crown.

*(Dee dee monster comes in sits on the throne and does a silly princess pose)*

**Princess:** She's not a girl. She's a monster. A beast. A terrible creature who takes my stuff.

*(Dee dee monster gets sad, throws off crown and leaves)*

**Prince Henry:** You hurt her feelings.

**Princess:** She hurt my crown. Look. It's ruined! I want a new one!

**Queen:** We will have it repaired for you.

**Princess:** I want it now!

**Prince Henry:** Geez. Who's the monster now?

**Queen:** Come along dear. You can wear my crown until it is fixed.

**Princess:** You mean... your queen crown? I get to be the queen?

**Queen:** Whatever will make you happy, dear.  
*(Queen and prince Henry exit)*

**21 READING BOOKLET – UNIT 2 – PAGE 21**

**Back to the summer**

**Sean:** Hey, guys! Do you want to play with my new invention? It's a time machine.

**Liam:** Sorry, Sean, we're not in the mood.

**Scott:** Our summer vacation is practically over.

**Liam:** *(Sudden realization.)* Hey, wait a minute! Did you say a 'time machine'?

**Sean:** Yeah, I turned my mom's old cell phone into a flux capacitor. Would you like to try it?

**Liam:** Can we use it to start summer vacation all over again?

**Sean:** Sure, but first we've got to put on our safety helmets. All right, the coordinates are set for June 3<sup>rd</sup>. The lights are blinking; the buttons are working, the flux capacitor is...fluxing. We link arms, stomp our feet, and here we go!

**Liam:** Back to the beginning of summer!

**Mom:** Jeff? Jeffrey? Jeffrey Nathan Johnson, answer your mother.

**Jeff:** Mom, I'm practicing being a super hero! *(The time travel kids enter)*

**Scott:** I think it worked!

**Liam:** Hi, what's the date today?

**Jeff:** June 3<sup>rd</sup>

**Sean:** It works! My time machine works!

**Scott:** Everything looks different.

**Liam:** What's going on? Where are we? I don't think we're in the right place; we're lost!

**Liam:** Oh, my gosh, we're in the 1980s!

**Scott:** Take us back! Take us back right now!

**Sean:** I can't turn the machine back on. It's not working!

**Jeff:** Do you need help? Sounds like you need a hero.

**Liam:** Hey, we'd love your help. Let's find some new batteries or something.

**Jeff:** Hey, guys. You just need to press this button.

**Sean:** Wait! Don't touch it!

**Scott:** Uh, hi. My name's Scott.


**Liam:** We don't belong here!

**Egyptian 1:** Of course you do. When you appeared, we knew that it was a sign that you would lead us to greatness.

**Egyptian 2:** The prophecy says that you will finish building the Great Pyramids.

**Sean:** The Great pyramids? Where?  
**Egyptian 1:** (*Points to steps.*) Right over there.  
**Liam:** I don't want to be here. I want my Mommy!  
**Liam:** I said 'Mommy'.  
**Egyptian 1:** Do not worry. You will find our kingdom is a paradise.  
**Egyptian 3:** I'm tired of toiling and building all the time. What's this button for?  
**Scott:** No, don't touch that!  
**Old man:** What's this? A cryogenic chamber? It says, "Do not thaw until someone has invented a time machine". Oh my, I must unfreeze these poor young people immediately.  
**Sean:** Brr!  
**Scott:** So cold.  
**Old man:** Welcome to the future! The year is two thousand seventy two!  
**Sean:** Oh, dear. I don't suppose you have a time machine we could borrow.  
**Old man:** You are in luck, my friends. This will take you wherever you need to go.  
**Scott:** Great, let's go home!  
**Liam:** Well, I guess everything is back to normal.  
**Scott:** Yeah. Except now we have to go back to school.  
**Sean:** I wish there was a way we could start this whole thing all over again. Wait... I know... Let's travel in time again!

## FINAL CHECK ANSWERS

1. a. Title.  
 b. Playwright / author.  
 c. Descriptions.  
 d. Characters.  
 e. Directions.
2. actor / actress ; audience; backstage; costume; director; dressing room; make-up artist; script stage
3. Any of these:  
**People:** audience, cast, character, director, narrator  
**Physical things:** costume, script, stage, make-up  
**Concepts:** dialogue, lines, scene, setting, play  
**Verbs:** perform, rehearse, express
4.  Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation  | Score |
|---|-------|---|-------|---|-------|
| Correct exchanges and turn-taking and lively performance.             | 4     | Practically no language mistakes. Body gestures and non-verbal features to convey meaning.                              | 3     | Fluid interaction, good pronunciation, real-life hesitation.            | 3     |
| Mostly correct exchanges and turn-taking and appropriate performance. | 3     | Very few language mistakes. A lot of body gestures and non-verbal features to convey meaning.                           | 2     | Fluid interaction, a few pronunciation mistakes, a bit of hesitation.   | 2     |
| Acceptable exchanges and turn-taking and performance.                 | 2     | Some language mistakes. Some body gestures and non-verbal features to convey meaning.                                   | 1     | Fairly fluid interaction, some pronunciation mistakes, some hesitation. | 1     |
| Inappropriate exchanges and turn-taking and poor performance.         | 1     | Language mistakes interfere with comprehension. Practically no body gestures and non-verbal features to convey meaning. | 0     | Interaction affected by pronunciation mistakes, a lot of hesitation.    | 0     |

**1** Read this extract from a script. Identify and write the name of each element.

◆ 5 points

## The beggar and the king

by Winthrop Parkhurst

(A chamber in the palace, overlooking a courtyard. It is midsummer.

The windows are open and, from a distance, there comes a man's voice crying for bread.)

(The king sits in a golden chair. A servant stands by his side, fanning him with an enormous fan of peacock feathers.)

The beggar: (outside) Bread. Bread. Bread. Give me some bread.

The king: (languidly) Who is that crying in the street for bread?

The servant: (fanning) Oh king, it is a beggar.

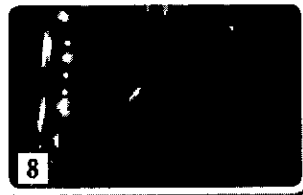
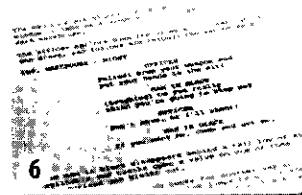
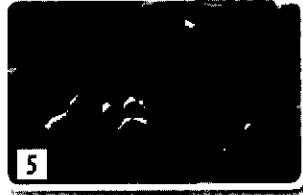
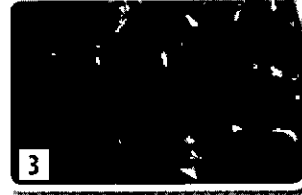
The king: Why does he cry for bread?

The servant: Oh king! He cries for bread in order that he may fill his belly.

The king: I do not like the sound of his voice. It annoys me very much. Send him away.

**2** Write the word that corresponds to the concept in the pictures.

◆ 9 points



**3** Complete the table with two words related to drama in each category.

◆ 8 points

| People | Objects | Concepts | Verbs |
|--------|---------|----------|-------|
|        |         |          |       |

**4**  Read and listen to this extract of a play and form groups of four.

◆ 8 points

- Assign roles and practice the speaking lines.
- Do a dramatized reading of the scene.

### Even monsters can be princesses

#### Scene 1

*(In darkness, there is a roar and then screams)*

Queen: Run! She's coming!

Princess: Secure the main gate.

Prince Henry: She's already inside.

Queen: What can we do?

Prince Henry: She broke down the door. It's after the crown jewels!

*(Dee dee monster runs across the stage wearing a crown and jewels and doing a growly laugh - guards run after her)*

Princess: That's my crown! Give it back! Go get my crown, you fools!

*(Guards runs off after dee dee monster. Prince henry is laughing)*

Princess: Stop laughing. It's not funny.

Prince Henry: She's a girl. She wants a girl's crown.

*(Dee dee monster comes in sits on the throne and does a silly princess pose)*

Princess: She's not a girl. She's a monster. A beast. A terrible creature who takes my stuff.

*(Dee dee monster gets sad, throws off crown and leaves)*

Prince Henry: You hurt her feelings.

Princess: She hurt my crown. Look. It's ruined! I want a new one!

Queen: We will have it repaired for you.

Princess: I want it now!

Prince Henry: Geez. Who's the monster now?

Queen: Come along dear. You can wear my crown until it is fixed.

Princess: You mean... your queen crown? I get to be the queen?

Queen: Whatever will make you happy, dear.

*(Queen and prince henry exit)*



# UNIT 3: Being prepared



## UNIT OVERVIEW

|                                 |  |
|---------------------------------|--|
| Allotted time                   | 16 classes (45 minutes each)   |
| Environment                     | Academic and educational   |
| Communicative activity          | Interpretation and follow-up of instructions.  |
| Social practice of the language | Produce instructions to be prepared for an environmental emergency.  |
| Final Product                   | Posters with instructions  |
| Reading Booklet                 | <i>A safe day in the mountains</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Select and check instructions.</li> <li>• Read and understand instructions.</li> <li>• Write instructions.</li> <li>• Edit instructions.</li> </ul>   |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Explain and model how to get information so that students can:               <ul style="list-style-type: none"> <li>- Have a look to get a general idea.</li> <li>- Ask about the purpose.</li> <li>- Analyze repertoire of words and expressions to identify addressee.</li> <li>- Check distribution and use of graphic and textual components.</li> <li>- Evaluate the function of the textual organization.</li> </ul> </li> <li>• Help students use experiences and prior knowledge so that they can:               <ul style="list-style-type: none"> <li>- Make connections between the text and prior knowledge.</li> <li>- Determine importance of information.</li> <li>- Anticipate general meaning.</li> <li>- Draw instructions to check comprehension.</li> <li>- Model reading strategies.</li> <li>- Make a list of words que determine order of steps.</li> <li>- Write sentences to describe steps.</li> </ul> </li> <li>• As students write, teach and reinforce processes to solve challenges such as:               <ul style="list-style-type: none"> <li>- Apply expressions to show general facts.</li> <li>- Use expressions to expand, explain and/or exemplify steps.</li> <li>- Make up instructions based on the writing of steps.</li> <li>- Exchange instructions and promote feedback.</li> </ul> </li> <li>• Create a positive atmosphere and and allow students to share their texts so they can:               <ul style="list-style-type: none"> <li>- Evaluate decisions as regards included and deleted information.</li> <li>- Delete, add and/or change information to improve a text.</li> <li>- Check punctuation marks, spelling of words and reliability of information.</li> </ul> </li> </ul> |
| Suggested evaluation            | Collect information such as: <ul style="list-style-type: none"> <li>- A list with environmental emergencies.</li> <li>- Instructions to face an emergency.</li> <li>- Graphic resources.</li> </ul>  |
| Suggested assessment instrument | Assesment rubric.  |
| Materials                       |  |

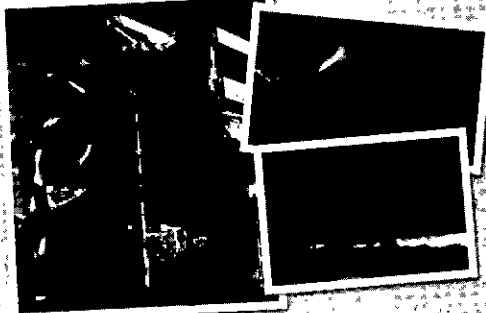
**Unit 3: Being prepared**

Environment: Academic and Edisciplinary.  
 Communicative activity: Interpret and follow-up of instructions.  
 Social practice of the language: produce instructions to be prepared for an environmental emergency.

You will...  
 • select and check instructions.  
 • read and understand instructions, write instructions.  
 • edit instructions.

What for?  
 • To identify environmental emergencies.  
 • To make posters with instructions to face environmental emergencies.

**FINAL PRODUCT:** Posters with instructions  
**READING BOOKLET:** A safe day in the mountains



Look at the pictures and answer the questions in pairs.

- What do the pictures have in common?
- Have you ever experienced any of them? Which one?
- What did you do to be ready for that emergency?

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Write the word Environmental emergencies on the board and brainstorm related ideas. Start a brief discussion about what students understand and ask them if they have been in an emergency lately.

Draw their attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures and write key words on the board.

**Look at the pictures and answer the questions in pairs.**

Read the questions as a class and then give students a few minutes to have a close look at the pictures and answer the questions. Check answers orally.

**Answers:**

- They all represent natural disasters.
- Students' own ideas.
- Students' own ideas.

**UNIT PLAN**

**Opening** Activate previous knowledge.  
 Evaluate how ready you are to start the unit.  
 Select and check instructions.


**Development** Read and understand instructions.  
 Write instructions.

**Closure** Present a poster with instructions to face environmental emergencies.  
 Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

---

**HOW READY ARE YOU FOR THIS UNIT?**

1. Label the natural disasters in the pictures.



2. Complete the following word map with the name of natural disasters related to each element. Use the vocabulary in the previous exercise and your own ideas.

**NATURAL ELEMENTS**

|     |       |       |      |
|-----|-------|-------|------|
| Air | Earth | Water | Fire |
|-----|-------|-------|------|

**ENTRY SLIP** How ready are you to start this unit? Use the information that best describes your feelings.

I am completely ready to start. I think I could support my classmates. I think I'll need some support.

I am quite ready to start. I may make a few mistakes. I will definitely need support.

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 3, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

**1. Label the natural disasters in the pictures.**

As the words to label the natural disasters in the pictures are either cognates or well-known expressions, students shouldn't have difficulties in identifying them. Offer support and help them discover the situations. Check orally.

**Answers:**

- Picture 1: tornado.
- Picture 2: flood.
- Picture 3: tsunami.
- Picture 4: earthquake.

2. Complete the following word map with the name of natural disasters related to each element. Use the vocabulary in the previous exercise and your own ideas.

Read the instruction and the labels in the diagram aloud. Encourage students to find the names of disasters related to each element in dictionaries, magazines, encyclopedias, the Internet, etc. Check answers on the board.

**Answers:**

**Air:** hurricanés, tornados, heat waves, dust storms, gales, sandstorms.

**Earth:** volcano eruptions, earthquakes, landslides, avalanches, mudslides, sinkholes.

**Water:** floods, blizzards, tsunamis, droughts, hailstorms, snowstorms, storms.

**Fire:** forest fires, wildfires.

**ENTRY SLIP**

Make students choose and tick (v) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

DEVELOPMENT

**LESSON 1: The earth in motion**

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>• Interpretation and follow-up of instructions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Produce instructions to be prepared for an environmental emergency.</li> </ul>             |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>• read instructions about earthquakes.</li> <li>• analyze the organization and the use of graphic and textual features.</li> <li>• make connections between the text and prior knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• To select and check set of instructions.</li> <li>• To understand instructions.</li> </ul> |

DEVELOPMENT

**LESSON 1: The earth in motion**

1. Interview your partner to find out how much he/she knows about natural disasters. Tick (v) the chosen alternative. Then see results and answers below.

a. What was the name given to the hurricane that nearly destroyed New Orleans in September 2005?  
 I.  Katrina.  
 II.  Kristina.

b. What scale do we use to measure the intensity of earthquakes?  
 I.  The Fahrenheit scale.  
 II.  The Richter scale.

c. Where was the epicenter of the earthquake on March 20<sup>th</sup>, 2012?  
 I.  Durango.  
 II.  Claxica.


d. Where did the biggest known earthquake happen?  
 I.  In Chile.  
 II.  In Mexico.

e. What is the extinction of dinosaurs blamed on?  
 I.  A climate change.  
 II.  A meteorite.

f. What is a drought?  
 I.  Dry and rainless weather.  
 II.  Stormy and windy weather.

g. What does the Japanese word tsunami mean?  
 I.  A big tidal wave.  
 II.  An underground eruption.

h. What natural disaster do these pictures illustrate?  
 I.  A volcano eruption.  
 II.  An earthquake.



1. Interview your partner to find out how much he/she knows about natural disasters. Tick (v) the chosen alternative. Then see results and answers below.

Read the questionnaire as a class and then have students work in pairs, asking each other the questions. Check answers orally.

**Answers:**

- a. i.                      c. ii.                      e. i.                      g. i.  
 b. ii.                      d. i.                      f. i.                      h. ii.

... Analyze the organization and the use of graphic and layout features.

**2** Have a quick look at the set of instructions on pages 46 - 47. Discuss and answer the following questions in pairs.

- What is the purpose of the different set of instructions?
- Who are they directed to?
- How is the information organized in the different texts?
- What did you already know about being ready for an earthquake?

**3** Circle the words in the box that you associate with the topic of the instructions. If necessary, look them up in the dictionary.

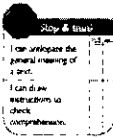
aftershocks calm cover destroyed dust epicenter  
fall fire injuries magnitude seismic shaking

**4** Read the three sets of instructions carefully. Check your predictions in exercises 2 and 3.

**5** Read the set of instructions on pages 46 and 47 again and underline the ideas they have in common. Copy them in the space provided.

\*\*\*\*\*

**6** Read text III only and draw the instructions in your notebook.



- 2. Have a quick look at the different instructions on pages 46 - 47. Discuss and answer the following questions in pairs.**

Invite students to have a look at the three sets of instructions and give them a few minutes to answer the questions. Check answers orally.

**Answers:**

- The purpose is to make people be ready to face an earthquake.
- They are directed to the general public.
- The instructions are listed and supported by visual material.
- Students' own ideas.

- 3. Circle the words in the box that you associate with the topic of the instructions. If necessary, look them up in the dictionary.**

Read the instruction and the words in the box aloud. Invite students to predict which of them will appear in a text about earthquakes. Do not check answers at this stage.

**Answers:**

aftershocks, calm, cover, destroyed, fall, fire, injuries, seismic, shaking.

- 4. Read the three sets of instructions carefully. Check your predictions in exercises 2 and 3.**  
Appoint different students to read the texts aloud and pause after each one is finished. Then ask the whole class some questions to check their comprehension and predictions.

- 5. Read the set of instructions on pages 46 and 47 again and underline the ideas they have in common. Copy them in the space provided.**  
Allow students to work in pairs. Make sure they read the texts again and compare them so as to identify the common ideas. Check answers orally.

**Answers:**

drop; cover, hold on; calm down; stay away from furniture, windows, walls, etc.; stop the car.

- 6. Read text III only and draw the instructions in your notebook.**

Invite students to re-read the last text and draw the instructions described to face an earthquake. You may assign this activity as homework and then invite the whole class to vote for the best or more accurate illustrations.







**Answers:**

Students' own drawings.











**Stop & think**

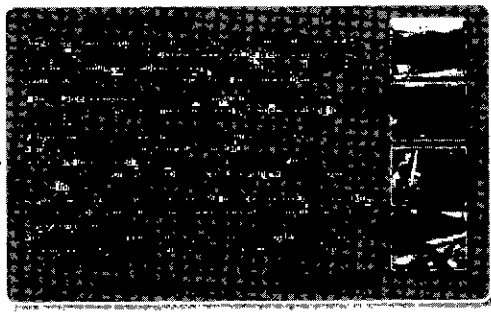
If students tick the NO box of the first point, ask them to go back to the texts and see the underlined information. There, they will have the general meaning of each text.

Save and check sets of instructions.  
Read and understand instructions.

|  |   |   |
|--|---|---|
| <b>BEFORE</b><br>The key to effective disaster prevention is planning:<br>• Ask the architect how to lower risk.<br>• Follow structural design and engineering practices while constructing a house or building.<br>• Builders: The structural members of the building and basement must be as accessible as possible.<br><b>Plan your home, workplace or school:</b><br>• Stop all heavy furniture/cabinets in the hall.<br>• Check the stability of lampshades, the ceiling fan and chandeliers.<br>• Heavily items, heavy Christmas decorations should be placed properly in the basement rooms.<br><b>Familiarise yourself with the exit routes:</b><br>Know where fire extinguishers, first aid kits, axes, and communication facilities are located. Learn how to use them beforehand.<br>Prepare family emergency plans (1) practice fire drills and can practise some drills.<br>Practice drills, earthquake preparedness. Conduct and participate in regular earthquake drills. |  |  |
| <b>DURING</b><br><b>STAY CALM.</b><br>When you are INSIDE a structurally sound building or home:<br><b>STAY WHERE</b><br>Do the "DUCK, COVER and HOLD."<br>• If possible quickly open the door for exit.<br>• High up like stairs, elevator, or on the 2nd or 3rd floor, you should stay on the ground floor.<br><b>IF YOU'RE OUTSIDE...</b> ...move to an open area.<br>• Stay away from trees, powerlines, poles and concrete structures.<br>• Move away from steep approach that they are completely unstable.<br><b>IF YOU'RE IN A MOVING VEHICLE...</b> STOP and stay inside the car, if it's safe to do so. If you're on a bridge, overpass, or flyover, which may have been damaged.<br><b>IF YOU RISE TO OBSERVE YOUR RESIDENCE...</b> I have a message stating where you are going and bring your emergency supply kit.   |  |  |
| <b>AFTER</b><br>Be prepared for aftershocks. Once the shaking stops, take the safest and safest way out of the building.<br>Don't:<br>...use elevators.<br>...enter damaged buildings.<br>...use telephones unless necessary.<br>...DRINK.<br>...gather and collect for books, water and electrical lines for damage.<br>...the sign of chemical, toxic and flammable materials.<br>...and avoid for which may occur.<br><b>Keep updated on disaster preparation instructions from battery-operated radios.</b>  |  |  |

### WHAT TO DO DURING AN EARTHQUAKE?

|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |



### Language in use

Expressing sequence of actions

1. Read the following extract from the text, paying special attention to the words in bold.  
*First*, if an earthquake occurs, the most important thing to do is to **drop and cover**. Next, be prepared for aftershocks after the initial earthquake has ended. After that, it is very important to stay calm and help people who are trapped. Finally, do not try to be a hero.

2. What do the words in bold in the sentences in point 1 express?  
 a. Frequency  
 b. Place  
 c. Sequence  
 d. Time

3. Watch out!  
 When we talk about a number of actions or events that happen one after the other, we can indicate the order with adverbs of sequence such as *First*, *Next*, *After that* and *Finally*.

4. Read the following instructions on how to make an emergency kit. Number them in the correct order.  
 a. Place the kit in the house and show everyone in the family where it is. Show them what is inside and explain its contents as only to be used in an emergency.  
 b. Gather canned food or dry goods such as soup, beans, crackers, and other food that lasts without refrigeration.  
 c. Purchase a first-aid kit with bandages, burn cream, pain relievers, sting treatment, rubbing alcohol and hydrogen peroxide.  
 d. Choose a large bag, box, or storage container for the kit.

5. Replace the numbers in point 4 by a word to express the correct sequence. Put the instructions together into a paragraph and write a short description of the process about how to make an emergency kit.

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1. Students read the extract from the text carefully.
2. Students read the examples to identify what these sentences express.  
**Answers:** c.
3. Ask a volunteer to read the grammar rule and make sure students understand. Let them know that **first** can be used instead of **firstly**, that **then** is also an adverb of sequence and that only **first** and **finally** have a fixed position in the sequence.
4. Students number the instructions to make an emergency kit.  
**Answers:**  
 a. 4 b. 2 c. 3 d. 1.
5. Students replace the numbers in point 4 by the adverbs they have just learned to express the correct sequence of instructions.  
**Answers:**  
 4. Finally; 2. Next; 3. After that; 1. First.

**Stop & think**

If students answer negatively to the second point, refer them back to the set of instructions about earthquakes on the previous pages.

**7. TOWARDS THE PRODUCT • BY-PRODUCT 1: A list of the most usual environmental emergencies**

Form groups and do the following activities:

- Talk about the most usual environmental emergencies in your town and in Mexico.
- Complete the table below with specific information. Then check answers with other groups.

| Emergencias in my town | Emergencias in Mexico |
|------------------------|-----------------------|
|                        |                       |

**8. 34 READING BOOKLET**

Have a quick look at the text *A safe day in the mountains* on pages 34 - 39. In pairs, write a list of possible environmental emergencies you could face when going camping or hiking in your town.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

**Subjetos:** \_\_\_\_\_ **Respuestas:** \_\_\_\_\_

What environmental emergencies can I mention?

Which ones are more common in my town?

What words can I use to show the sequence of instructions?

**7. TOWARDS THE PRODUCT • BY-PRODUCT 1: A list of the most usual environmental emergencies**

This activity provides students with the opportunity to make connections between the topic of the text and their own reality. Monitor the discussion and copy the table on the board. Invite some students to write their ideas on their own tables.

**Answers:**

Students' answers will vary according to the geographical situation of the area where they live.

**Suggested assessment instrument:**

**Assessment rubric.** (See sample on page 201)

**8. 34 READING BOOKLET**

Refer students to the text in the Reading Booklet on pages 34 - 39 to have an idea of what it will be about. Then tell them to work in pairs to write a list of possible environmental emergencies they could face when camping in the area. You can also ask them to list other types of emergencies related to health and safety.

**Possible answers:**

**Environmental emergencies:** extreme weather (heavy rain, strong winds, hail, snow, extreme cold or very high temperatures, etc.), floods, avalanches, landslides, mudslides, etc.

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have trouble to remember environmental emergencies, refer them back to the diagram of exercise 3 at the beginning of the unit.

**DEVELOPMENT**

**LESSON 2: The power of water**

| Communicative activity                              | Social practice of the language                                       |
|---|---|
| • Interpretation and follow-up of instructions.     | • Produce instructions to be prepared for an environmental emergency. |
| Students will ...                                   | What for?   |
| • read and understand a text about floods.          | • To write and edit instructions to face a flood.                     |
| • analyze and use expressions to form instructions. |   |
| • write ordered steps of a set of instructions.     |   |
| • edit written text.                                |   |

**DEVELOPMENT**

**LESSON 2: The power of water**

**1** Discuss and answer the following questions in your group.

- Have you experienced a natural disaster in your area?
- What type of disaster was it?
- Were you prepared for it?
- How did you and the people around you react?

**2** In pairs, look at the pictures and answer the questions below.

- What do the pictures illustrate?
- Can you identify where and when these events took place? How?

**3** Look at the text on page 51 and say where it was taken from.

- A book
- A magazine
- A newspaper

**4** In pairs, make a list of words that you expect to find in a text about flooding. Use your bilingual dictionary.

**1. Discuss and answer the following questions in your group.**

Invite students to discuss the title of the text on the following page and first review a description of a flood. Then ask them to make a list of things we

can do to be ready for a flood. Invite them to share their ideas with the class. Read the instruction and the questions and then give them a few minutes to discuss in groups. Invite them to share ideas with other groups or with the whole class.

**Answers:**

Students' own ideas.

2. In pairs, look at the pictures and answer the questions below.

Read the instruction and the questions as a class and then give students a few minutes to discuss in groups. Invite them to identify the floods in the pictures and to share ideas with other groups or with the whole class.

**Answers:**

All of the pictures illustrate floods that happened in Mexico. Students may recognize the region or the city by identifying the situations, the car models or even remember some of the details that the pictures show.

3. Look at the text on page 51 and say where it was taken from.

Make sure students have a close look at the picture on the following page and decide where the text was taken from. Check answers orally.

**Answers:**

c. A newspaper.

4. In pairs, make a list of words that you expect to find in a text about flooding. Use your bilingual dictionary.

Encourage students to think and write the words they think will appear in this text. Call volunteers to express their ideas freely; do not correct answers at this stage.

**Stop & think**

If students tick the NO box, explain that they should always try to connect what they read or listen to what they already know. In this way, learning a new topic will be an easier process.

Read the text quickly and check your predictions in exercise 4.

**ARE WE PREPARED FOR FLOODING?**

The rain in the recent years affected over 10,000 homes and businesses throughout Mexico. Unseasonal winter weather caused widespread flooding in the states of Michoacán and Mexico as well as in Mexico City, and hundreds of thousands of people saw rivers inundate their communities.

Greater Mexico City is one of the three largest metropolitan areas in the world and lies in an enclosed mountain valley, making it vulnerable to flooding.

As we look back, we must think ahead in case the situation is repeated. The Environment Agency said nearly half of the people who are living in flood-vulnerable areas are not aware of the risk, and only one in ten of them take any action to prepare for such disruption and damage.

One of the Environment Agency's main aims is to encourage people to be aware of the risks they may be facing and also to persuade people to prepare for flooding.

However, there are major concerns that those in flood-vulnerable areas are not taking preventive action. Flooding is a real risk: it is one we know about and one that people can do something practical about.



**There are a number of things we can do to prepare for a flood**

- Check if you are at risk of flooding; always keep informed and look at the relevant websites.
- Make sure you have a list of important phone numbers, including the emergency lines, the local council, and your insurance company.
- Put together a flood list which should include a first-aid kit, a flashlight, and waterproof clothing.
- Find out how to turn off your gas and electricity.
- Think about where you could move things like cars if a flood is imminent, and also where you could take your pets.
- Have some sandbags and flood boards at hand to block windows or doors.

Adapted from: United Kingdom, Home Office, Department for Communities and Local Government

5. Read the text quickly and check your predictions in exercise 4.

Appoint a few students to read some paragraphs of the text aloud. Invite the rest of the class to check their predictions in the previous exercise as their classmates read. Encourage them to find cognate words and underline them in the text.

**Answers:**

inundate, communities, metropolitan areas, vulnerable, situation, agency, prepare, persuade, preventive action, practical, informed, relevant, list, important, gas, electricity, imminent.

4. Read the text again and answer these questions. Check ideas with your partner.
- Why is so important to be prepared for floods?
  - Do you think people are aware of the risk? Why? Why not?
  - According to the information in the text, is it a matter of future concern? Why? Why not?
  - Why does the Environment Agency think people are not prepared for floods?
7. Read the text once more. Circle the suggestions on how to prepare for a flood that are mentioned in the text.
- Always get information and search the relevant websites.
  - After the flood, immediately get in touch with your relatives and friends.
  - Buy the necessary things and keep them at hand.
  - Write a list of things you must do if there is a flood.
  - Prepare some kind of effective barrier that will prevent water from flooding your home.

Analiza los verbos expresados en las instrucciones.

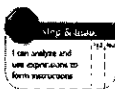
**Language in use** Expressing instructions and suggestions

1. Read the following extract from the text and answer the questions below.  
*Check if you are at risk of flooding, always keep informed and look at the relevant websites. Put together a flood kit which should include a first-aid kit, a flashlight, and waterproof clothes.*

- What do these sentences express?
- What is the simplest way to express that?

2. Watch out!  
 The simplest way to give instructions is using the imperative form, which is just the base form of the verb. To give a negative instruction, we use **don't** before the base form of the verb.

3. Go over the instructions on pages 46 - 47, in lesson 1, and look for more examples expressing instructions and suggestions. Underline the affirmative ones with green and the negative with blue.



6. Read the text again and answer these questions. Check ideas with your partner.

Have students reflect on the content of the text they read. Ask them to express their opinions freely and start a general conversation about the importance of being prepared for flooding, as it is a usual environmental emergency in the country.

**Possible answers:**

- Because flooding is a very usual natural emergency. Every year, heavy rain affects a great deal of homes and businesses all over the country.
- People who live in vulnerable areas are not totally aware of the risk because only a few of them are well informed and prepared to face the emergency.
- It is a matter of future concern as, for example, one of the largest metropolitan area is a vulnerable region. On the other hand, climate change will probably cause unseasonal heavy rain in the future and flooding will occur all over the country.
- Because only one in ten of them take any action to prepare for disruption and damage.

7. Read the text once more. Circle the suggestions on how to prepare for a flood that are mentioned in the text.

Read the instructions and the suggestions as a class and then give them time to read the suggestions in the text again to identify which are mentioned. Check answers orally.

Answers:  
a., c., d.

**Language in use** Expressing instructions and suggestions

1. Students read the extract from the text and answer the questions.

Answers:

- The sentences express instructions and suggestions.  
b. Using the imperative form of verbs.
- Students read the general rule on their own. Explain it if necessary.
- Students go over the text already studied in order to find more examples of this grammar point.

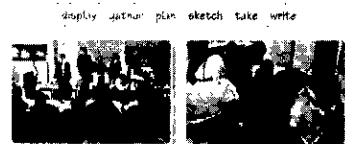
**Possible answers:**

**Positive (green color):** Stay away from trees, beware of falling objects, drop, cover, hold on, try to stay calm, etc.  
**Negative (blue color):** don't use elevators/enter damaged buildings/panic; do not try to be a hero; etc.

**Stop & think**

If students tick the NO box, refer them back to the Language in use section. If necessary, provide them with extra help and practice.

3. Complete the set of instructions to develop a protection plan. Use the visual clues and the verbs in the box.



- a few minutes to discuss an evacuation plan with your teachers.
- a floor plan of your home and of your school.



- a second way to exit from each room or area.
- special equipment, food, water, first-aid kits.



- down important telephone numbers.
- the plan in a visible place of the school.

**Stop & think**  
 Tick the NO box if you completed ordered steps of a set of instructions.



8. Complete the set of instructions to develop a protection plan. Use the visual clues and the verbs in the box.

Read the instruction of this exercise as a class, make sure students understand what they are expected to do and give them time to answer. Check answers with the whole class.

**Answers:**

- a. Take            c. Plan            e. Write  
b. Sketch        d. Gather        f. Display

**Stop & think**

If students answer negatively, ask them to pay close attention to the pictures and then refer them back to the Language in use section.

**Page 54**

**2 TOWARDS THE PRODUCT • BY-PRODUCT 2:** A short set of instructions  
You will write a short set of instructions to face a flood. In pairs, follow these steps:  
a. Complete the following diagram with words from the text on page 51.

**10 READING BOOKLET**  
Go over the text *A safe day in the mountains* on pages 34 - 39 and identify the instructions. Circle the positive verbs and underline the negative ones.

**EXIT SLIP**  
Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

How can I create a set of instructions?  
What are the main things to remember to face a flood?

9. **TOWARDS THE PRODUCT • BY-PRODUCT 2:**  
**A short set of instructions**  
a. Read the labels of the diagram and give students time to complete it using the words from the text on flooding. Check answers on the board.

**Answers:**

Students' own ideas. Refer them to the content of Lessons 1 and 2 and the information for emergencies at their own city/town/region.

**Suggested assessment instrument:**  
**Assessment rubric:** (See sample on page 201)

**10. READING BOOKLET**

Invite students to go over the text and identify the instructions (affirmative and negative).

**Answers:**

**Positive instructions:** eat, take, stay, wear, try, carry, look for, make, keep out.

**Negative instructions:** do not forget

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

**Page 55**

**DEVELOPMENT**

**LESSON 3: An emergency plan**

**Communicative activity**

**Social practice of the language**

- Interpretation and follow-up of instructions.

- Produce instructions to be prepared for an environmental emergency.

**Students will...**

**What for?**

- make connections with personal experiences.
- talk about environmental emergencies.

- To talk about being prepared for emergencies.

**DEVELOPMENT**

**LESSON 3: An emergency plan**

**1** Make connections with personal experiences.  
In groups of four, answer the questions below. Take notes and share your comments with the other groups.

- How does your school inform you of an earthquake plan?
- What elements do you need if there is an earthquake?
- What are the safety measures and safe areas in your school?
- What do you do if you are indoors / outdoors?
- What actions should NOT be done?
- Where and how can you find information about the post-earthquake situation?
- How can you check if your family and friends are safe?

**2** In pairs, match the first part of the instructions in box A to the second part in box B.

|   |  |
|---|--|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>if there is an earthquake,</li> <li>if you are outdoors,</li> <li>if you are in a crowded area,</li> <li>Stay away from glass</li> <li>if someone's hurt,</li> <li>if there is no electricity,</li> <li>When the earthquake ends,</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>do not run for the nearest exit.</li> <li>use a flashlight or matches.</li> <li>get underneath something for protection.</li> <li>call for an ambulance or the emergency services.</li> <li>stay calm and help people who are trapped.</li> <li>or anything that could fall.</li> <li>stay as far away from buildings as possible.</li> </ol> |
|---|--|

**3** Listen to the recording and check your answers in exercise 2. Then write the complete sentences in your notebook.

**EXIT SLIP**  
I can make connections with personal experiences.

- In groups of four, answer the questions below. Take notes and share your comments with the other groups.

Read the instruction as a class, have students form groups of four and encourage them to take turns to ask and answer the questions, taking notes of their answers. Form cross groups for them to share and compare ideas.

**Answers:**


Students' own ideas.

- In pairs, match the first part of the instructions in box A to the second part in box B.

Make sure students understand what they are expected to do and give them time to answer in pairs. Do not check answers at this stage.

**Stop & think**

If students answer negatively, encourage them to always find at least one piece of information in a text or topic that straightly relates to their own lives.

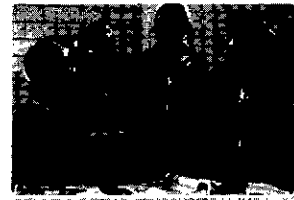
-  Listen to the recording and check your answers in exercise 2. Then write the complete sentences in your notebook. Play the recording and have students listen in order to check their answers. Then ask them to write the complete sentences in a list. Check with the whole class.

**Answers:**


- |         |        |        |       |
|---------|--------|--------|-------|
| a. iii. | c. i.  | e. iv. | g. v. |
| b. vii. | d. vi. | f. ii. |       |

Put about 10 essential emergency items in a box.

- In pairs, put the following conversation in order. Use numbers 1 - 7.



- Colin: ... Good idea, and we should include it in the school magazine!
- Gary: ... We can also interview an expert and write an article on it.
- Gary: ... We can also interview an expert and write an article on it.
- Sally: ... Gary, do you think we're prepared for emergencies?
- Paula: ... I think it's a great idea. It's very important to inform our schoolmates about emergencies.
- Paula: ... What about our school? How can we prepare?

-  Listen to the conversation you put in order in exercise 4 and check your answers. Pay special attention to the intonation and pronunciation.

- Form groups of four and practice the conversation. Then role-play it in front of your classmates.


**READING BOOKLET**

Circle the items in the box that you think are essential for a day in the mountains. Look up the words you don't know in the glossary of the Reading Booklet.

- boots compass whistle flashlight swimcap  
 first-aid kit map gloves raincoat hat  
 spare sweater suit shovel waterproof clothes

- In pairs, put the following conversation in order. Use numbers 1 - 7.

Invite students to work in pairs and put the conversation in order using numbers 1 - 7. Do not check answers yet.

-  Listen to the conversation you put in order in exercise 4 and check your answers. Pay special attention to the intonation and pronunciation.

Have students listen to the conversation they put in order and check their answers.

**Answers:**

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

- Form groups of of four and practice the conversation. Then role-play it in front of your classmates.

Have students form groups of four by joining pairs and help them choose a role to play in the conversation. Play the recording again, if necessary, for them to repeat their part. Give the groups a few minutes to practice the conversation. Then invite them to role-play the conversation in front of the rest of the class.

**Answers:**

Students' own performance.



## 7. 34 READING BOOKLET

Ask a volunteer to read the items in the box and have the class look up the words they don't know in the glossary at the end of the Reading Booklet. Then ask students to circle the ones they think are essential for a day in the mountains.

### Possible answers:

boots, compass, flashlight, first-aid kit, map, gloves, spare food, spare sweater, shovel, waterproof clothes.

## Page 57

**8. TOWARDS THE PRODUCT • BY-PRODUCT 3: An edited set of instructions**

- Work in your group.
- Use the notes and ideas in the diagram you elaborated in By-product 2 (page 54) to write instructions on how to face a flood in the space provided. Remember to make a list of the steps in order first.
- Check the instructions you write, adding words to show the correct sequence and expressions to explain and exemplify the steps. Delete any unnecessary information you have included.
- Check and correct spelling, grammar and punctuation mistakes. Then, write the final version on a separate sheet of paper and keep this work in your product folder.

**EXIT SLIP**

Complete the tasks on this slip and discuss your conclusions with your teacher and classmates.

**QUESTIONS**

Can I organize the steps of a set of instructions in the correct sequence? If not, why not?

What are the main things to remember to face a tsunami?

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## 8. TOWARDS THE PRODUCT • BY-PRODUCT 3: An edited set of instructions

- Have students work in groups of three or four.
- Using the notes and ideas in the diagram they elaborated in By-product 2 (page 54), they should write instructions on how to face a flood in a separate sheet of paper.
- Help them check the instructions they wrote, and show them how to add words to show the correct sequence and expressions to explain and exemplify the steps.
- Remind students to check and correct spelling, grammar and punctuation mistakes. Then, they write the final version on a separate sheet of paper and keep this work in their product folder.

**Suggested assessment instrument:**  
**Assessment rubric** (See sample on page 201)

### Stop & think

If students tick the NO box, encourage them to always find at least one piece of information in a text or topic that straightly relates to their own lives.

## EXIT SLIP

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have trouble to organize the steps, encourage them to think what comes first in any set of instructions and what comes next.

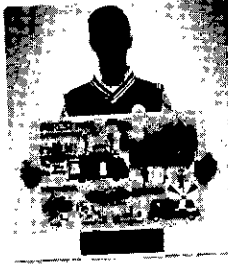
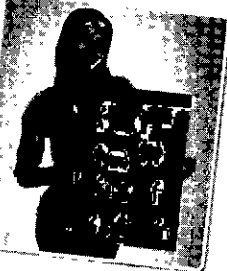
## Page 58



## FINAL PRODUCT: POSTERS WITH INSTRUCTIONS

**FINAL PRODUCT** Posters with instructions

As a class, you are going to prepare a set of posters with instructions to be prepared for different environmental emergencies.

**PREPARATION**

- Work in groups.
- Choose one environmental emergency that you may have to face in your town: floods, earthquakes, tsunamis, hurricanes, severe weather, etc. In order to do this, go to the TOWARDS THE PRODUCT section on page 49 and read the list of emergencies you wrote in the table.
- Negotiate with the other groups so that you prepare a set of instructions for different emergencies. Try to avoid overlapping with the rest of the groups.

**PRODUCTION**

- As a group, brainstorm and write down ideas about the chosen emergency. Include information about what you can do before, during and after the emergency and what should be included in an emergency grab-bag.
- In order to accomplish the task, collect the work you did in the TOWARDS THE PRODUCT section on pages 54 and 57.

58

## PREPARATION

1. Carefully monitor the formation of groups so that students work with classmates they get on well with. Bear in mind that the members of the groups should have a variety of abilities and levels of English.
2. Guide students' work in order for groups to choose different emergencies to work on during the process. Have students go back to the TOWARDS THE PRODUCT section on page 49 to use the list of emergencies in the table.
3. Make sure the topics do not overlap among the different groups.

## PRODUCTION

4. At this stage, make sure students follow these steps:
  - a. They clearly identify the purpose of their work.
  - b. The groups can be sub-divided into two, so that one brainstorms what to do and the other what to include in an Emergency Grab Bag.
  - c. Suggest the groups appoint a secretary to take notes of the ideas resulting from brainstorming and of the resulting instructions. The entire group should contribute to the organization of notes, provide vocabulary, correct sentences, spelling, etc.
5. Have students go back to the TOWARDS THE PRODUCT section on pages 54 and 57, in order to use the instructions as models to do their work.

### Suggested assessment instrument:

**Assessment rubric** (See sample on page 201)

- 6 Write a rough copy with the set of instructions divided into before, during and after the emergency. Remember to include the vocabulary and structures learned in this unit.
- 7 Make drawings of the different instructions in separate sheets of paper.
- 8 Write the final version of the instructions on cardboard paper, paste the corresponding drawings and design a title for the poster.

### PRESENTATION

- 9 Display your poster and explain it in an oral presentation to the class. Then put all the posters together and show them to the rest of the school.

### EVALUATING PROGRESS

- 1 Individually, reflect on and evaluate your progress in the unit. Write down your reflections or responses.

#### Learning goals

- I can select and check instructions.
- I can read and understand instructions.
- I can write, revise and edit instructions.

#### Final Product

- I followed the instructions carefully.
- I agreed on the topic and the design of the poster.
- I used structures, vocabulary and ideas from the unit.
- I organized the instructions according to stages.
- I checked and correct grammar, spelling and punctuation.

#### Classroom interaction and values

- I respected other's ideas and opinions in the group.
- I supported my classmates and gave ideas to solve problems.
- I finished the tasks according to schedule.

- 2 Ask your teacher or a partner to evaluate your performance and then comment on the things you did do to improve your work habits in the future.

- 3 Discuss your reflections with the rest of the class.

6. Give students enough time to write a draft with the instructions they had as notes, using sequencing expressions and other connectors. Remind them to divide their instructions into three groups: before, during and after the emergency.
7. Students with more artistic abilities plan the format and distribution of the information and make the drawings to illustrate each instruction.
8. Groups re-write their instructions, correcting the mistakes identified, and add the appropriate illustration next to each instruction.

## PRESENTATION

9. Organize the presentation of the posters in such a way that each group gets the appropriate attention. Make sure all the posters are also displayed to the rest of the school community.

## EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.
2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.



3. Conduct a general conversation about the achievements of the unit.

**READING BOOKLET**  
**A SAFE DAY IN THE MOUNTAINS**

Start this session by asking students questions such as: *Have you ever been hiking/climbed a mountain? If yes, when?, How did you like it?, What happened?, What equipment did you take? If no, would you like to do it?, Why?, etc.*

Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

**Answers:**

1. a. Camping, climbing, skiing, trekking.

| Item               | Reason why it is important                                   |
|--------------------|--|
| Waterproof clothes | To keep you warm and dry.                                    |
| Socks              | To your feet from blisters and rubbing.                      |
| Boots              | To protect your feet and ankles and help give you stability. |
| Backpack           | To carry all your things all day. (Must fit well).           |
| Knife              | To do all sorts of things.                                   |
| Matches/Lighter    | To light a fire.   |
| Whistle            | To call attention, for help, etc.                            |
| First-aid kit      | To deal with small injuries, cuts, blisters, etc.            |
| Food and water     | To keep you powered and hydrated.                            |

2. Appropriate clothes: warm clothing, rain-proof outer garments, boots.
3. Did students list a whistle, a torch, and a first-aid kit?
4. a. Paragraph I.  
b. Paragraph III.  
c. Paragraph II.  
d. Paragraph VII.  
e. Paragraph VI.  
f. Paragraph V.  
g. Paragraph IV.
5. a. Headache, profound fatigue, loss of appetite, nausea and, occasionally, vomiting.  
b. A high carbohydrate diet (more than 70% of your calories).  
c. Warm clothing, wind and rain-proof outer garments (jacket or sweatshirt with a hood, and over pants), gloves, long-sleeved sweaters, boots (not shoes) with rubber mountaineering soles.  
d. Boots (not shoes) with rubber mountaineering soles.  
e. Display your equipment, shake tall shrubs, use mirrors to reflect light, blow a whistle, light a flashlight.  
f. A compass.
6. Students' own ideas.

**TRANSCRIPTS**

**22 STUDENT'S BOOK – UNIT 3 – LESSON 3 – PAGE 55 – EXERCISE 3**

- a. If there is an earthquake; get underneath something for protection.
- b. If you are outdoors, stay as far away from buildings as possible.
- c. If you are in a crowded area, do not run for the nearest exit.
- d. Stay away from glass or anything that could fall.
- e. If someone's hurt, call for an ambulance or the emergency services.
- f. If there is no electricity, use a flashlight or matches.
- g. When the earthquake ends, stay calm and help people who are trapped.

**23 STUDENT'S BOOK – UNIT 3 – LESSON 3 – PAGE 56 – EXERCISE 5**

**Paula:** Gary, do you think we're prepared for emergencies?  
**Gary:** I know we can do things to prepare for them.  
**Paula:** What about our school? How can we prepare?  
**Gary:** We can elaborate an emergency plan.  
**Sally:** We can also interview an expert and write an article on it.  
**Colin:** Good idea! And we should include it in the school magazine.  
**Sally:** I think it's a great idea. It's very important to inform our schoolmates about emergencies.

**24 READING BOOKLET – UNIT 3 – PAGE 34**

*A safe day in the mountains*

**Precautions to take before setting out for a day in the mountains.**

- I. If your itinerary will take you above an altitude of 1,800 meters, you should be aware of the risk of altitude illness. If you begin to show symptoms such as headache, profound fatigue, loss of appetite, nausea and, occasionally, vomiting, do not go higher until the symptoms decrease. If symptoms increase, go down, down, down!
- II. Eat a high carbohydrate diet (more than 70% of your calories). Take a reserve food supply with you for emergencies (chocolate, mint cake, cookies, and glucose tablets). Stay properly hydrated.
- III. Wear appropriate clothes. Take plenty of warm clothing, especially wind and rain-proof outer garments (jacket or sweatshirt with a hood, and over pants), gloves, and one or two spare long-sleeved sweaters. Wear boots (not shoes) with rubber mountaineering soles.

- IV.** If one of your group members shows signs of hypothermia, such as tiredness, reluctance to keep moving, or collapse, get the victim into warm, dry clothes and keep them in a horizontal recovery position. If the victim is conscious, give them a warm drink, but no coffee or tea, and never alcohol. Remember that victims of hypothermia have to be handled very gently. Do not forget that "exposure" (hypothermia) is dangerous and often fatal, and can happen at any time of the year, even in summer. As soon as you have identified a victim of hypothermia, try to attract attention to get help. To this effect, always carry a whistle, a flashlight, and a first-aid kit.
- V.** If you find yourself in a survival situation, like being lost or in a storm in the mountains, for example, the first thing to do is to prevent heat loss. Look for or make a shelter and keep out of the wind.
- VI.** Make sure that you assist Search and Rescue crews to find you on the ground by providing the necessary signs: display your equipment, shake tall shrubs, use mirrors to reflect light. Above all, keep calm and make yourself visible.
- VII.** ALWAYS carry a map and compass, and know how to use them.

## FINAL CHECK ANSWERS

- ✓ a., c., d., f.
- They are not too expensive. They provide a good opportunity to share experiences with friends and see different places.
  - The tent, the gas-stove, the food.
  - Clothes, shoes, the sleeping bag.
  - Make a list of what you want to take, and of what you and the other people will carry.
- Check.
  - Tell someone.
  - Be.
  - Don't crush.
- Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation   | Score |
|---|-------|---|-------|--|-------|
| Five correct and appropriate instructions.            | 4     | Practically no grammar or vocabulary mistakes.                | 3     | Fluid interaction, good pronunciation.                 | 3     |
| Four correct and appropriate instructions.            | 3     | Very few grammar or vocabulary mistakes.                      | 2     | Fluid interaction, a few pronunciation mistakes.       | 2     |
| Three acceptable and almost appropriate instructions. | 2     | Some grammar or vocabulary mistakes.                          | 1     | Fairly fluid interaction, some pronunciation mistakes. | 1     |
| Inappropriate and incomplete instructions.            | 1     | Grammar and vocabulary mistakes interfere with comprehension. | 0     | Interaction affected by mistakes.                      | 0     |

1 Read the text and tick (✓) the information that is mentioned in it.

◆ 6 points



## Camping safety tips

Camping is a safe and fun activity enjoyed by millions every year. Students and young people like going on camping holidays because they are not too expensive and they provide a good opportunity to share experiences with friends and see different places.

If you travel with a group, some things can be shared – the tent, the gas stove, the food. Each person must have clothes, shoes, and a sleeping bag.

Many people who go camping for the first time take too much. Normally 10 kilos is the right weight to carry. Also, it is important to take the essentials. It is no use taking a tin of peaches if you do not have a tin opener!

When getting ready for your camping holiday, make a list of what you want to take, of how much things weigh, and of what you and the other people will carry. Careful planning will save you a lot of trouble.

Big problems are very unlikely, but little things may pop up, so here are some tips for camping safety.

1. Check the weather forecast for the area.

2. Take enough food, clothing, and equipment to keep you comfortable in case of emergency.

- Tell someone where you will be, and when you plan to be home.
- Plan to return to camp well before dark.
- Be alert to approaching storms, dress properly, and seek appropriate shelter.
- Poisonous snakes, ticks and poisonous plants may be found along trails. Be careful.
- Avoid tick bites by staying on trails and avoiding grassy or brushy areas.
- Wear light colored clothing so ticks can be seen. Do not wear shorts. If a tick is attached to your skin, grab it with tweezers and remove it. Do not crush the tick's body, as this can force bacteria into your skin. Wash the area with soap and water. If you develop a fever or skin rash, call a doctor.
- Always plan where to meet in case a member of your group gets separated.
- Check your first-aid kit before each trip. Replace missing items and check expiration dates.

*Enjoy your next camping trip!*

- a. \_\_\_\_\_ Appropriate clothes.
- b. \_\_\_\_\_ Be prepared to encounter wild animals.
- c. \_\_\_\_\_ Camping is a safe and fun activity.
- d. \_\_\_\_\_ Danger and treatment of ticks.
- e. \_\_\_\_\_ How to get food while camping.
- f. \_\_\_\_\_ Poisonous elements can be found along trails.

**2** Read the text again and find the following information.

◆ 10 points

a. Two reasons why young people like going on camping holidays:

\_\_\_\_\_

b. Three items that can be shared:

\_\_\_\_\_

c. Three items that are not to be shared:

\_\_\_\_\_

d. Two points to consider when getting ready for your camping trip:

\_\_\_\_\_

**3** Read the text again and fill in the blanks of the sentences.

◆ 4 points

a. \_\_\_\_\_ the weather forecast.

b. \_\_\_\_\_ where you will be.

c. \_\_\_\_\_ alert to approaching storms.

d. \_\_\_\_\_ the tick's body.

**4** In pairs, choose an emergency (earthquake, fire, flood, hurricane, tsunami, volcano eruption, etc.). Take turns to give five instructions / suggestions to face the emergency. Then write them down in the space provided below.

◆ 10 points

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

◆ Total score: \_\_\_\_\_ / 30 points



# UNIT 4: Breaking news




## UNIT OVERVIEW

|                                 |   |
|---------------------------------|---|
| Allotted time                   | 16 classes (45 minutes each)  |
| Environment                     | Family and community  |
| Communicative activity          | Exchanges associated to the media.  |
| Social practice of the language | Compares the same piece of news in different newspapers.  |
| Final Product                   | A comparative chart   |
| Reading Booklet                 | <i>Today's news</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Check pieces of news.</li> <li>• Read and listen to different pieces of news.</li> <li>• Compare the same news item in different newspapers.</li> </ul>  |
| Methodological suggestions      | <ul style="list-style-type: none"> <li>• Provide students with situations and examples in order for them to:               <ul style="list-style-type: none"> <li>- Select pieces of news according to headlines.</li> <li>- Analyze ways of asking for and giving opinions about headlines.</li> <li>- Anticipate content of news items from text structure.</li> <li>- Share opinions about news.</li> </ul> </li> <li>• Demonstrate the use of reading strategies and guide students so that they can:               <ul style="list-style-type: none"> <li>- Anticipate content of news items from text graphic resources.</li> <li>- Make connections between prior knowledge and events.</li> <li>- Organize information according to basic questions.</li> <li>- Report what other people said.</li> <li>- Infer information from headlines.</li> <li>- Model reading strategies.</li> </ul> </li> <li>• Monitor students' actions and help them find solutions so that they can:               <ul style="list-style-type: none"> <li>- Compare changes when describing identical events.</li> <li>- Classify resources when describing protagonists of events, place, time, etc.</li> <li>- Exchange opinions about events in the same news item.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:               <ul style="list-style-type: none"> <li>- Selected piece of news.</li> <li>- Notes about information based on basic questions.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Questionnaire.</li> </ul>  |
| Materials                       |   |

**UNIT 4 HOW READY ARE YOU FOR THIS UNIT?**

Environment, Family and Community  
 Communicative activities: oral and written, associated to the main  
 social practice of the language: compare the same news item in different newspapers

**Final Product:** A comparative chart  
**Learning Goals:** 1. Report what other people said.  
 2. Infer information.  
 3. Exchange information on a piece of news.  
**Final Product:** A comparative chart  
**Learning Goals:** 1. Report what other people said.  
 2. Infer information.  
 3. Exchange information on a piece of news.



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**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Draw their attention to the pictures and ask: *What can you see in this picture?* Eliciting a brief description of it. Help students with the vocabulary they need to talk about the picture.

Then you may show them some newspapers headlines about the most relevant and interesting news in Mexico at the moment. After that, you may ask students related questions or you may invite them to comment on them.

**Look at the picture. Discuss these questions in your group.**

Invite students to have a close look at the front page picture. Then motivate them to answer the questions and exchange ideas with their classmates.

**Answers:**

- It displays front pages of different newspapers showing the same type of news.
- It is about the use of Internet spreading over the world faster than electricity.
- Students' own experiences.
- Students' own opinions.

**UNIT PLAN**

**Opening**  
 Activate previous knowledge.  
 Evaluate how ready you are to start the unit.  
 Analyze elements of pieces of news.  
 Anticipate content of a piece of news from graphic and textual resources.

**Development**  
 Organize information.  
 Report what other people said.  
 Infer information.  
 Exchange information on a piece of news.  
 Elaborate a comparative chart on pieces of news.

**Closure**  
 Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

**HOW READY ARE YOU FOR THIS UNIT?**

1. Get a copy of a local newspaper and identify all the topics it covers (sports, politics, etc.). Use a dictionary if necessary.

2. Match the following headlines with a newspaper section.

Trump warns North Korea of "fire and fury" over nukes  
 Dinosaurs were lactose-intolerant  
 Kings of rings

Sports  
 Politics  
 Science

**ENTRY SLIP**

I am completely ready to start. I think I could support my classmates.  I am quite ready to start. I may make a few mistakes.

I think I'll need some support.  I will definitely need support.

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**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 4, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

1. Get a copy of a local newspaper and identify all the topics it covers (sports, politics, etc.). Use a dictionary if necessary.

Ask students to bring copies of local newspapers in advance or allow them to use the Internet, if it is possible. Help them identify the different topics in the newspapers and thus the different sections: Local, International, Sports, Entertainment, Business, Science, etc.

2. Match the following headlines with a newspaper section.

This activity gives students the opportunity to make connections with real-life situations.

Encourage them to read the newspaper headlines carefully and match them to a newspaper section seen in the previous exercise.

**Answers:** (from top to bottom) First headline – Politics, Second headline – Science, Third headline – Sports

## ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

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OPEN UP

## LESSON 1: What do you think about...?

| Communicative activity  | Social practice of the language                       |
|---|---|
| • Exchanges associated to the media.  | • Compare the same news item in different newspapers. |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>• identify elements of a piece of news.</li> <li>• answer questions to understand a news item.</li> <li>• anticipate the content of a news item based on its structure.</li> <li>• share opinions about pieces of news.</li> </ul> | • To exchange opinions about a news item.             |

**LESSON 1: What do you think about...?**

1. Identify elements in a piece of news.

Look at the pictures and talk about their similarities and differences with your partner.

2. In pairs, analyze some pieces of news in a newspaper and identify the different sections and elements in them. Then match the names in the box to the corresponding definition.

Body Byline End Headline Lead Quotations Visuals

a. ... : It catches your eye and sums up the story. It is usually in larger font and often in bold.

b. ... : This tells who wrote the article and sometimes the journalist's specialty.

c. ... : This briefly gives the most important information.

d. ... : It supplies additional information. It is divided into small paragraphs.

e. ... : These are images used to make a text easier to understand or more interesting.

f. ... : It expresses general conclusions about the topic.

g. ... : These retell, word for word, what someone actually said.

3. You are going to read a news item. Before you start, read the headline and answer the questions below in groups.

a. What professions are more popular among men/women? Why?

b. Is it more difficult for girls to study than it is for boys? Why? Why not?

### 1. Look at the pictures and talk about their similarities and differences with your partner.

Give students enough time to read the questions and have a look at the pictures. Encourage them to share their answers with the rest of the class.

#### Possible answers:

They all show the word news and present pieces of news with pictures supporting them.

Two of them rely more on graphic resources (more photos and color) than on textual resources.

### 2. In pairs, analyze some pieces of news in a newspaper and identify the different sections and elements in them. Then match the names in the box to the corresponding definition.

Ask them to bring some newspapers (they can be national or regional) and analyze with the class the different sections in each piece of news. Then read the definitions aloud and make sure everybody understands them well. Check answers orally, inviting students to show the different elements in the pieces of news they analyzed in the class.

#### Answers:

- a. Headline. c. Lead. e. Visuals. g. Quotations  
b. Byline. d. Body. f. End.

## BACKGROUND INFORMATION

### The elements of a news article

The important information in a news article is highlighted by the following elements:

**Headline:** It catches the reader's eyes and sums up the story. It is usually in larger font and often in bold.

**Byline:** This tells who wrote the article and sometimes gives the journalist's specialty.

**Place:** It tells where the story originated.

**Lead:** It gives the most important information very briefly (usually who, what, when and where).

**Body:** It supplies additional information. It is divided into small paragraphs.

**Facts:** Every news article includes simple, true statements about what happened.

**Quotations:** These retell, word for word, what someone actually said.

**Adapted from:** Parts of a News Report (n.d.). **Retrieved from:** <http://schools.peelschools.org/sec/fletchersmeadow/studentlife/OSSLTprep/Documents/Parts%20of%20a%20news%20report.pdf>

### 3. You are going to read a news item. Before you start, comment and answer the questions below in groups.

Encourage students to think of their own reality, considering the situation in their family, in their town, in Mexico.

**Possible answers:**

- a. Among women, the most common professions are: teachers, laboratory technicians, therapists, editors, librarians, journalists, nurses, midwives, etc. Among men, the most common professions are: scientists, engineers, lawyers, construction workers, accountants, police officers, architects, photographers.
- b. In theory, it is not, but in many places, girls are expected to be in charge of the house and the family and not go out to work.

**Stop & think**

If students tick the NO box, explain to them that they should always focus on the headline. There, they will have the main idea of the news item clearly stated.

**Page 63**

1. **Headline** is a word that tells us the topic of a news item. **Lead** is the first sentence in a news item.

2. Identify and label the different elements of this piece of news.

**NEWS**

**SCHOOL FOR GIRLS**

Around the world, 62 million girls are not in school. The *Let Girls Learn* effort program aims at changing that.

*By Rosalía Méndez*

Around the world, 62 million girls are not in school. The *Let Girls Learn* effort program aims at changing that.

At 13, Rosalía Méndez left her family's home in Tecomán, Mexico, to live in Mexico DF with an aunt who promised to send her to school. Instead, her aunt put Rosalía to work as her maid. Determined to go to school, Rosalía gathered leaves and began selling products in a nearby city to raise money for her education. She did that for three years. "I was busy working," Rosalía told us. "I had no time to learn." Rosalía, now 22, is about to finish high school. Thanks to *Let Girls Learn*, she plans to attend college and study computer science. She says working alongside women college students at the *Let Girls Learn* event strengthened her resolve. "I'm focused on my books," says Rosalía. "I know if I study hard, I too, can go to the university and live a happy life."

Rosalía's story is familiar to girls growing up in Latin America. In many places, a girl's place is in the home. She is expected to learn to cook and clean and, one day, get married and have children. Educating girls is considered a waste of money.

3. Read the article carefully and answer the following questions in pairs. Then, check with your classmates.

- a. What is the topic of the piece of news?
- b. Who is the author? Who is the protagonist?
- c. Where does the story take place?
- d. What are the main events in the story?
- e. What do you think about this article?

**4. Identify and label the different elements of this piece of news.**

Ask students to use the definitions they read in exercise 2 to label the different parts of the news item.

**Answers:**

a. Headline. b. Lead. c. Byline. d. Body. e. End.

**5. Read the article carefully. Answer the following questions in pairs. Then check with your classmates.**

In pairs, students read the news item carefully and identify the answers to basic questions, which are

crucial to understand any piece of news.

**Answers:**

- a. The topic of this news item is school for girls.
- b. Brenda Moore is the author and Rosalía Méndez is the protagonist.
- c. It takes place in Mexico.
- d. At 13, Rosalía Méndez left her family's home, in Tecomán, Mexico, to live in Mexico DF with an aunt who promised to send her to school. Instead, the aunt put Rosalía to work as her maid. Rosalía returned home and began to raise money for her education. She did that for three years.
- e. Students' own ideas and opinions.


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2. Listen to different ways to express opinions. Pay special attention to intonation and pronunciation.


| Asking for opinions              | Giving opinions                   |
|----------------------------------|-----------------------------------|
| • What do you think of/about...? | • I (don't) think/believe that... |
| • What's your opinion of...?     | • In my opinion...                |
| • What would you say if...?      | • It seems to me that...          |
| • What about...?                 | • I can say that...               |
| • How do you feel about...?      | • From my point of view...        |

7. In pairs, read the newspaper headlines below and express your opinion. Practice the questions and statements you've just heard in the recording.

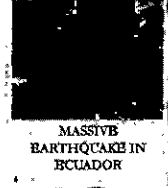
**MAIN WATERFALL IN AGUA AZUL BEGINNING TO DRY**



**Spanish PM visits Catalonia after huge protest**



**MASSIVE EARTHQUAKE IN ECUADOR**



**6. Listen to different ways to express opinions. Pay special attention to intonation and pronunciation.**

Read the questions and answers in the box aloud and explain that they are used to ask for and give opinions. Then play the recording twice: the first time, for students to listen to the expressions carefully; the second time, for them to imitate intonation and pronunciation.

**7. In pairs, read the newspaper headlines below and express your opinion. Practice the questions and statements you've just heard in the recording.**

In pairs, have students express their own opinions about the different headlines. Remind them to use the questions and the statements to express opinions they learned in the previous exercise.

**Answers:**

Students' own ideas and opinions.

**Stop & think**

If students answer negatively, refer them back to exercise 6 and invite them to repeat some questions and answers several times. In this way, they will rehearse ways to express opinions.

**Page 65**

**8** Now, go back to page 61 and have a close look at the newspaper headlines. Ask for and give your opinion about each of them. Take turns with your partner.

**9 TOWARDS THE PRODUCT - BY-PRODUCT 1: Selection of a piece of news**

- Select a piece of news of your choice and identify the different elements in it.
- Paste the news item you selected on a separate sheet of paper and keep it in a folder.

**10 READING BOOKLET**

Go to the text *Today's news* on pages 45 - 51 and identify the main elements in the news items. Then copy and complete the table below with information about each piece of news.

|                 | I | II | III | IV |
|-----------------|---|----|-----|----|
| Byline (author) |   |    |     |    |
| Topic           |   |    |     |    |
| Headline        |   |    |     |    |
| Lead            |   |    |     |    |
| Quotation       |   |    |     |    |

**EXIT SLIP**

What are the main elements of a piece of news?  
 How can I express my opinion about pieces of news?  
 What is the most interesting news item I've found lately?

**8.** Now, go back to page 61 and have a close look at the newspaper headlines. Ask for and give your opinion about each of them. Take turns with your partner.

Encourage students to do the same as in exercise 7.

**TEACHING TIP**

Show students a few flashcards with headlines and encourage them to say what the news items will be about.

**9. TOWARDS THE PRODUCT • BY-PRODUCT 1: Selection of a piece of news**  
 Ask students to bring a copy of a local newspaper and select a piece of news from it. Using the questions and statements, encourage them to exchange opinions about the selected piece of news.

**Suggested assessment instrument: Questionnaire** (See sample on page 201)

**10. READING BOOKLET**

Invite students to go to the Reading Booklet and have a look at the four news items. Then ask them to identify the different parts in each piece of news and to copy and complete the table. You may assign this last activity as homework and check their answers the next class.

**EXIT SLIP**

If students have problems to express their opinions, refer them back to exercise 6. Make sure they understand how to ask for and give opinions using the expressions in the chart.

**Page 66**

**DEVELOPMENT**

**LESSON 2: Sports news**

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>Exchanges associated to the media.</li> </ul>  | <ul style="list-style-type: none"> <li>Compare the same news item in different newspapers.</li> </ul> |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>read and listen to different news items.</li> <li>identify topic and specific information.</li> <li>answer questions about a news item.</li> <li>make connections with prior knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>To write a short report of a piece of news.</li> </ul>         |

**LESSON 2: Sports news**

**State described with your knowledge**

**1** Answer the following questions with your partner. Then share your comments with your classmates.

- How do you get information about sports?
- Do you usually read or listen to sports news on TV? Yes / No! Why?
- What sports programs or magazines do you usually listen to or read?

**2** Have a look at the pictures and write the name of the different sports events. Where do you often get information about them?

Tour de France Grand Prix Open Championship World Cup

**3** According to the events in the pictures anticipate what each of the news items will be about. Comment with your partner.

1. Answer the following questions with your partner. Then share your comments with your classmates.

Give students some time to discuss the questions in pairs and encourage them to develop a conversation about the topic. Students can answer these questions in pairs or in groups. The use of English is ideal, but they can speak Spanish if this helps them get interested in talking about sports and sport programs.

**Answers:**

Students' own ideas and opinions.

2. Have a look at the pictures and write the name of the different sports events. Where do you often get information about them?

Have them take turns to describe each picture and discuss where they often find information about these sports events. Then ask them to identify each of them using the names in the box.

**Answers:**

Picture 1: Grand Prix.

Picture 2: World Cup.

Picture 3: Open Championship.

Picture 4: Tour de France.

3. According to the events in the pictures, anticipate what each of the news items will be about. Comment with your partner.

Invite students to have a quick look at the pieces of news on the following page and say the topic of them. Have them comment on the topic in pairs.

**Answers:**

Students' own ideas.

**Stop & think**

If students tick the NO box, explain to them that these sports events are very famous around the world and that they are as important as the Soccer World Cup or Freestyle Wrestling competitions.

*Read and listen to different news items. Identify topic and specific information.*

**2** Read and listen to the news items and check your answers in exercise 3.

Last Tuesday, in Sydney, Australia, the famous tennis player Tylor Smith lost the match because he suspended his shoulder while he was playing. Unfortunately, he was out of the Australian Open competition. It happened during the last set. While he was winning 4 - 3, thousands of people watched the terrific moment on TV!

Yesterday, Maki Chan, the famous cyclist from Beijing, China, had a real happy day. She got the first place in the Tour de France after 3 days of very hard competition.

Last night, the South Africa rugby national team lost against New Zealand in their own country. They played well, but they couldn't reach the level of New Zealand. They didn't get to the finals of the Rugby World Cup.

F1 rider Marcos Do Santos got the first place in the Grand Prix last week, in Rio de Janeiro, Brazil. He began the race quite behind, in 10th place. But, in the end, many motor-racers quit and he could reach the first place and won his fifth trophy.

**3** Read the texts again. Complete the missing information in the table.

| Name              | Sport     | Event             | Place          | Time         |
|-------------------|-----------|-------------------|----------------|--------------|
| Tylor Smith       |           | Open Championship |                | Last Tuesday |
| Marcos Dos Santos | F1 racing |                   | Rio de Janeiro |              |
| Maki Chan         |           |                   | France         |              |
| The national team | rugby     |                   |                |              |

**4** Have a look at the text on page 68 and answer the questions below.

- What section does the piece of news belong to? Why?  
Philosophy Local World Sports Entertainment Opinion
- What do you know about the topic of the news item?

*I can anticipate the content of news items based on graphic and textual components.*

4. Read and listen to the news items and check your answers in exercise 3.

Encourage students to read the four pieces of news as they hear them. Play the recording and give them some time to check their predictions in the previous exercise. Then play the recording a second time and ask them to write down any other ideas that they had not predicted but were mentioned by the speaker.

5. Read the pieces of news again. Complete the missing information in the table.

Invite different students to read the news items aloud. Then ask the whole class to pay attention to the missing information in the table and complete it with specific details.

**Answers:**

| Name              | Sport     | Event             | Place             | Time         |
|-------------------|-----------|-------------------|-------------------|--------------|
| Tylor Smith       | tennis    | Open Championship | Sydney, Australia | Last Tuesday |
| Marcos Dos Santos | F1 racing | F1 Grand Prix     | Rio de Janeiro    | A week ago   |
| Maki Chan         | cycling   | Tour de France    | France            | Yesterday    |
| The national team | rugby     | World Cup         | South Africa      | Last night   |

6. Have a look at the text on page 68 and answer the questions below.

Now, have students look at the news item on the following page. Using the textual and graphic resources, ask them to identify the section of the newspaper it belongs to and its topic. Then elicit students' ideas about weightlifting.

**Answers:**

- Sports.
- Students' own ideas.

### Stop & think

If students answer negatively, make sure they understand that if they can identify some of the graphic resources they will have an idea of what the text will be about. Ask them to pay closer attention to the photos and the words that appear more often.

### Page 68

Answer questions about a photo text.

Read the following piece of news carefully. Check your predictions in exercise 6.

**NEWS**

**POWERFUL TEEN BREAKS STRONGMAN RECORDS**

Last Sunday, Max Pippa pulled a 12,000-pound truck during the Lift for Hope event at the Kansas Expo-center in Topeka.

*By Emily Morrison*



The young competitor has played baseball and football in the past and has lifted weights and competed for two years.

"I guess I found a sport I'm good at," Pippa said during a telephone interview. "The weightlifting because it's an actual sport. For me a typical teenager, I would rather text by picking up stones and tires than go drinking with my friends."

The Topeka's Strongest Man Competition raised \$2,161 for the American Cancer Society's Camp Hope, a camp for children who are recovering from or are battling cancer.

Pippa trains three to four days in the gym, practices what he eats and stays away from steroids.

"I'm planning on doing this for the rest of my life," he said. "I believe I've received a gift, and if I don't develop it, it will go away."

Pippa, a 17-year-old competitor in the Lift for Hope event, had one thing on his mind: setting a new World American Strongman record in the teenage heavyweight division.

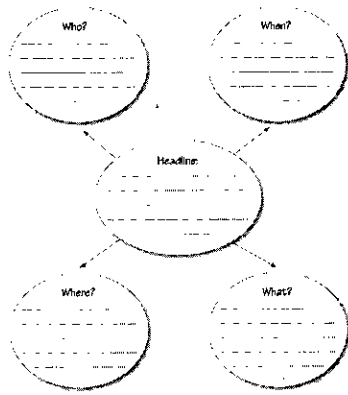
Pippa put on a weight belt and got down to business. On his first attempt, Pippa lifted 500 pounds. On his second lift, Pippa lifted 600 and on his last attempt, he lifted 650 pounds.

7. Read the following piece of news carefully. Check your predictions in exercise 6.

Appoint several students to read the news item aloud for the rest of the class. Help them with pronunciation of new words and pause their reading if necessary to provide any explanations. After that, have students confirm their predictions in the previous exercise.

### Page 69

Read the news item on page 68 again. Complete the diagram with information from the article.



Read the piece of news once more. Answer the following questions and then check with your partner.

- What sports has Max Pippa practiced?
- Why isn't he a 'typical' teenager?
- What are Max Pippa's training details?
- What are his plans for the future?
- What do you think about this piece of news?

8. Read the news item on page 68 again. Complete the diagram with information from the article. Encourage students to read the piece of news again and complete the bubbles of the diagram by answering the basic *Wh-* questions.

**Answers:**

**Headline:** POWERFUL TEEN BREAKS STRONGMAN RECORDS

**Who?:** Max Pippa.

**When?:** last Sunday.

**Where?:** Kansas Expo-center in Topeka.

**What?:** pulled a 12,000-pound truck and broke strongman's record.

### Stop & think

If students tick the first NO box, explain that they are always using different reading strategies to understand a text in Spanish or English. They do it when they anticipate the topic, make connections, infer information, visualize, ask questions, etc.

9. Read the piece of news once more. Answer the following questions and then check with your partner.

Now, have students read the article the last time and answer questions to identify specific and additional information about the story. Check their answers orally.

**Answers:**

- Max has played baseball and football.
- Because he prefers training to go drinking with friends.
- He trains three to four days a week in the gym, he watches what he eats and stays away from steroids.
- He plans to do this for the rest of his life.
- Students' own ideas and opinions.

**Page 70**

**Report practice**

**10** Listen to the following news extract. Pay special attention to intonation and pronunciation.

*"Good evening and welcome to today's report on the latest sports news. Yevgeny Makl Chars, the famous cyclist from Beijing, China, had a real happy day! She got the first place in the Tour de France after three days of very hard competition."*

**11** Replace the underlined parts in the extract with information about the text on page 68. Add any other interesting or relevant information. Then report the piece of news to your classmates.

**12. TOWARDS THE PRODUCT • BY-PRODUCT 2: A report on a news item**

- Search for the same news item in English published in a variety of newspapers: printed and online (at least 3).
- Identify the main differences among the versions of the news item.

**13. READING BOOKLET**

Read the different news items on pages 45 - 51 carefully and answer the questions below.

- Which news item is more interesting to you? Why?
- Can you relate any of them to Mexico? How?

**EXIT SLIP**

Consider the lesson activities and then discuss your reactions with your teacher and classmates.

How can I identify the topic of a piece of news?

What questions are useful to provide complete information?

**10.** Listen to the following news extract. Pay special attention to intonation and pronunciation.

Ask students to read the news extract, underline the parts that refer to sports and make them notice the way in which the text is organized. Then play the recording twice and ask students to pay attention to intonation and pronunciation.

**11. Replace the underlined parts in the extract with information about the text on page 68. Add any other interesting or relevant information. Then report the piece to news to your classmates.**

Invite students to do this activity in pairs if necessary, but allow them to express freely.

**Answers:** Students' own ideas.

**12. TOWARDS THE PRODUCT • BY-PRODUCT 2: A report on a news item**

Challenge your students to find a piece of news in different sources (such as printed and online). Encourage them to repeat the analysis of the different formats and keep the material they developed in a separate folder.

**Suggested assessment instrument: Questionnaire** (See sample on page 201)

**13. READING BOOKLET**

Motivate them to make personal connections. Invite some students to share their comments with the rest of the class.

**EXIT SLIP**

If students have problems to express their difficulties, invite them to talk in Spanish. Assist them as much as possible to improve their writing skills by providing them with extra help and practice.

**Page 71**

**DEVELOPMENT**

**LESSON 3: Twin tigers**

| Communicative activity  | Social practice of the language                       |
|---|---|
| • Exchanges associated to the media.  | • Compare the same news item in different newspapers. |
| Students will...  | What for?   |
| • compare changes to describe identical events.<br>• paraphrase ideas in oral and written form.<br>• report what people said. | • To compare the same piece of news.                  |

**LESSON 3: Twin tigers**

**1** Have a look at the pictures and identify the animals in danger of extinction around the world. If possible, find out their scientific names in an encyclopedia or on the internet.

**2** In pairs, research on and discuss about endangered animals in Mexico. Complete the table with your findings.

You may visit: <https://xavetrips.usf.edu.com/mexico/endangered-animals-mexico-6388.html>  
<https://www.biologicaldiversityprogram.org/international/mexico/pdf/English-Top-10-Endangered-Mexico.pdf>

| Birds | Sea animals | Felines | Others |
|-------|-------------|---------|--------|
|       |             |         |        |

**3** Read the headlines of the news items on pages 72 - 73 and anticipate what the news will be about.

**4** Look up the following words in the glossary and discuss the meaning with your partner. They will help you understand the text better.

curator bread curate rate cub catch up



1. Have a look at the pictures and identify the animals in danger of extinction around the world. If possible, find out their scientific names. Start this lesson by encouraging students to brainstorm about animals in danger of extinction. Take notes on the board and then give students some time to identify the animals in the pictures.

**Answers:**

1. African elephant bull; *Loxodonta africana*.
2. giant panda; *Ailuropoda melanoleuca*.
3. Siberian tiger; *Panthera tigris altaica*.
4. rhinoceros; *Rhinocerotidae*.
5. Magellanic penguin; *Spheniscus magellanicus*.
6. leatherback turtle; *Dermochelys coriacea*.

2. In pairs, research on and discuss about endangered animals in Mexico. Complete the table with your findings.

Now motivate students to find information about the animals in danger of extinction in Mexico. Allow them to use the Internet or go to the library to do the research. You may turn this activity into a competition by setting a time limit, a number of examples and a reward.

**Possible answers:**

- Birds:** harpy eagle, golden eagle, brown pelican.
- Sea animals:** grey whale, vaquita, axolotl.
- Felines:** jaguar, wildcat, ocelot, tigrillo.
- Others:** monarch butterfly, howler monkey, box turtle, prairie dog.

3. Read the headlines of the news items on pages 72 - 73 and anticipate what the news will be about.

Students read the headlines of the news items and make predictions about what they are going to read. Motivate them to share anything they already know about Malayan tigers.

**Stop & think**

If students tick the NO box, make sure they understand that if they can identify some of the graphic resources or the photos, they will have an idea of what the text will be about.

4. Look up the following words in the glossary and discuss the meaning with your partner. They will help you understand the text better.

Ask students to look up the definitions of the list of words in the box, which will appear in the pieces of news they will read. Then have them brainstorm other contexts in which these words could appear.

**Answers:**

Students will find the words in the glossary.

**Page 72**

Compare and contrast news texts.

5 Read the pieces of news carefully and check your predictions in exercise 3. Then exchange your opinion on them with the rest of your classmates.

**The Seattle Post**

**Malayian tiger cubs celebrated at Prague zoo**

Two cubs of critically endangered Malayian tigers in their enclosure at the zoo in Prague, Czech Republic, on Nov. 14, 2017. The two cubs, a male and a female were born on Oct. 8, 2017. So far, only two European zoos managed to breed this subspecies of tiger. The bear was born at the zoo in Halle, Germany in 2013.

AP Photo/Chris Wedel

**IRELAND TODAY**

**Prague Zoo hopeful critically-endangered tiger cubs will survive**

The Prague zoo kept the press that twin Malayan tiger had a good chance of survival.

The cubs - a male and a female - were born at Prague Zoo on October 8, 2017.

There are only a few hundred Malayan tigers surviving in the wild in Asia and they are classified as critically endangered.

A key obstacle for breeding is that males are too often aggressive toward their female partners.

Keeper Pavel Brandl said that the 11-year-old mother, Barya, had been doing well and the two cubs were fine.

They will be named in December.

AP Photo/Chris Wedel

**Page 73**

**NEW CHANNEL TIMES**

**Prague zoo fetes health of rare Malayan tiger cubs**

PRAGUE: The Prague zoo on Tuesday celebrated the health of two rare Malayan tiger cubs - a male and a female - born three six weeks ago. Zoo officials said that the small size of the female - belonging to the critically endangered subspecies - had been a cause for concern after the two underweight cubs born in the spring died.

"We are monitoring their weight and development very closely," Pavel Brandl, the zoo's director of reproduction, said.

The male is developing very nicely, absolutely better than we expected. The female was born small and she has to catch up. Her initial weight was too low," he added.

The cubs, which have yet to be named by their breeders, were born in Europe and Africa.

"For Barya it was finally her best chance to give birth. She's already 11 and tigers very rarely give birth after 15 years of age," he said.

Only two other zoos in Europe - including the one in Halle, Germany, in 2013 - have successfully bred Malayan tigers to date.


"The Malayan tiger is rather rare in European zoos, at present there are 17 adult animals," Brandl said.

Brandl said that Barya's new set of cubs would be safe once they reach 10 to their six-month birthday.

"At present, some 3000 tigers are left worldwide and there are only several hundred adult Malayan tigers," Brandl said.

Breeding is also very expensive as it requires a lot of special care and requires a lot of money. It's not like other big cats where you can breed them in a zoo and sell them for a lot of money. It's a very expensive hobby and the zoo has to be very careful about it," Brandl said.

AP Photo/Chris Wedel

5.  Read the pieces of news carefully and check your predictions in exercise 3. Then exchange your opinion on them with the rest of your classmates.

Have students look at the pictures and the headlines of the news articles and invite them to describe what they see. Then ask volunteers to read the pieces of news aloud and assist them with the pronunciation of new words. After they finish reading each news item, ask students comprehension questions such as *Where were the cubs born? When? How were they born?*, etc.

### Stop & think

If students answer negatively, explain to them that they should focus on the main differences among news items. Tell them to pay close attention to basic points such as photos, headlines, repeated details and conclusions.

## Page 74

• Compare changes to describe identical events.

6. Read the pieces of news on pages 72 - 73 again and circle the correct answer.

- What is the topic of the news items?
  - The birth of two Malayan tigers in the wild.
  - The survival of two Malayan tiger cubs in Prague.
- What is the purpose of the news items?
  - To inform that two newborn Malayan tigers at a Czech zoo have recovered.
  - To inform that some subspecies of tigers are in danger of extinction.

7. Read the three news items once more and compare them. Use a color code to underline the same kind of information in each piece (topic, place, event described, etc.)

8. In pairs, share your work in exercise 7 and write down three changes you've found among the news items.

9. Analyze the resources used in each piece of news. Complete the table below with your findings.

|               | I.   | II.  | III.   |
|---------------|--|--|--|
| Protagonists  | Two Malayan tiger cubs (male and female).  | Two Malayan tiger cubs (male and female); zoo keeper (Pavel Brandl).   | Two Malayan tiger cubs (male and female); zoo mammal curator (Brandl).   |
| Place         | Zoo in Prague, Czech Republic.   | Zoo in Prague, Czech Republic.   | Zoo in Prague, Czech Republic.   |
| Time          | November 14, 2017.   | November, 2017.  | November, 2017.  |
| Extra details | * Only two European zoos managed to breed this subspecies of tiger. The other was a zoo in Halle, Germany in 2013. | * The obstacle for breeding is that males are too often aggressive toward their female partners. * Banya, the 11-year-old mother, had been doing well. * The cubs will be named in December. | * The male is developing well, in line with veterinary data. * The female was born small and has to gain weight. * They were born to Banya (11-year-old mother) and Johann. * Only two other zoos in Europe, including the one in Halle, Germany, in 2013, have successfully bred Malayan tigers. * 3,000 tigers are left worldwide and there are only several hundred adult Malayan tigers. * The males tend to attack the females. |

6. Read the pieces of news on pages 72 - 73 again and circle the correct answer.

Have students read the news items again, concentrating on the content, and choose the best answers to the questions. Check answers orally.

Answers:

- a. ii.    b. i.

7. Read the three news items once more and compare them. Use a color code to underline the same kind of information in each piece (topic, place, event described, etc.)

Ask students to work in pairs in order to re-read the news items again and compare them. Point out that they should use a color code to underline the same type of information in the three pieces of news.

Possible answers:

Two cubs of Malayan tigers – a male and a female and critically endangered – born on October 3, 2017 at the zoo in Prague, Czech Republic, have a chance of survival.

8. In pairs, share your work in exercise 7 and write down all the changes you've found among the news items.

Invite students to comment on the changes found in the three pieces of news and ask them to take some notes. Then invite them to share their ideas with the rest of the class.

Answers:

Students' own ideas.

9. Analyze the resources used in each piece of news. Complete the table below with your findings.

Motivate students to analyze the pieces of news in depth so as to complete the table with specific information. Check answers orally.

Answers:

|               | I.   | II.  | III.   |
|---------------|--|--|--|
| Protagonists  | Two Malayan tiger cubs (male and female).  | Two Malayan tiger cubs (male and female); zoo keeper (Pavel Brandl).   | Two Malayan tiger cubs (male and female); zoo mammal curator (Brandl).   |
| Place         | Zoo in Prague, Czech Republic.   | Zoo in Prague, Czech Republic.   | Zoo in Prague, Czech Republic.   |
| Time          | November 14, 2017.   | November, 2017.  | November, 2017.  |
| Extra details | * Only two European zoos managed to breed this subspecies of tiger. The other was a zoo in Halle, Germany in 2013. | * The obstacle for breeding is that males are too often aggressive toward their female partners. * Banya, the 11-year-old mother, had been doing well. * The cubs will be named in December. | * The male is developing well, in line with veterinary data. * The female was born small and has to gain weight. * They were born to Banya (11-year-old mother) and Johann. * Only two other zoos in Europe, including the one in Halle, Germany, in 2013, have successfully bred Malayan tigers. * 3,000 tigers are left worldwide and there are only several hundred adult Malayan tigers. * The males tend to attack the females. |

## Stop & think

Make sure students give honest answers. If they don't feel confident, explain the language point again and give more practice.

### Page 75

**Language in use** Reporting what others said

- Analyze the following pair of sentences taken from the pieces of news on pages 72-73.
  - "We are monitoring their weight and development very closely," Pavel Brandt, the zoo's curator of mammals, told AFP.  
"No Banya. It was literally her last chance to give birth. She's already 11 and tigers very rarely give birth after 15 years of age," said Brandt.
  - The Prague zoo keeper told the press that twin Malayan tigers had a good chance of survival.  
Keeper Pavel Brandt said that the 11-year-old mother, Banya, had been doing well and the two cubs were fine.
- In pairs, answer the questions below.
  - What is the writer referring to in the first pair of sentences?
  - What are the sentences in the second pair referring to?
  - What changes can you identify in the second pair of sentences?
- Analyze and study the changes in the sentences below.
 

| Direct speech                          | Indirect speech                                      |
|--|--|
| He said: "I go to school every day."   | He said (that) he went to school every day.          |
| He said: "I went to school yesterday." | He said (that) he had gone to school the day before. |
- Watch out!
 

When someone is quoting what another person said, he/she is using **Direct Speech**, stating the exact words between inverted commas.

When someone is reporting what another person said, he/she is using **Indirect Speech**, introducing the report with (someone) said / asked / told that... Generally, when the original sentence is expressed in the Present Simple, it is reported in the Past Simple; when it is expressed in the Past Simple, it is reported in the Past Perfect tense.
- Read the following sentences taken from the pieces of news. Write DS (Direct Speech) or IS (Indirect Speech) and then say how you distinguished them.
  - Brandt said that Banya's new set of cubs would be safer once they make it to their six-month birthday. \_\_\_\_\_
  - "The male is developing very nicely, absolutely in line with veterinary data. The female was born small and she has to catch up. Her initial weight was too low," he added. \_\_\_\_\_
  - "At present, some 3,000 tigers are left worldwide and there are only several hundred adult Malayan tigers," Brandt said. \_\_\_\_\_

### Language in use

#### Reporting what others said

Remind students that this section is designed to help them revise or discover a particular grammar structure or an interesting item of vocabulary related to the text.

1. Students read the sentences taken from the pieces of news and pay attention to the differences among them.

2. Students answer the questions in pairs. Check their answers orally and with the whole class.

#### Answers:

- The writer refers to what someone actually said.
- The writer refers to the report of what someone else said.
- Verbs tenses have been changed.

3. Students analyze the structures and changes in simple examples. If necessary, copy the examples on the board and explicitly tell them the changes made.

4. Students read the general rule and try to explain it in their own words. Check their comprehension by asking basic questions.

5. Students work on their own and then give reasons of their choices. Check their answers orally and with the whole class.

#### Answers:

IS, DS, DS.

6. Have students read the piece of news and underline examples of Direct Speech and Indirect Speech in it with blue and red respectively.

### Page 76

**Bill and Melinda Gates Ask Young People to Help Solve Problems**

*By Jennifer Knicker*

The Bill and Melinda Gates Foundation released their annual letter on Tuesday - and this one's for the kids.

The Gates directed this year's note to the people they consider as having the greatest impact where it comes to changing the world: teenagers. Calling upon the next generation of world leaders, the letter asks young people to think about how they can be a force for good in the world. Gates told young people to think about five world problems young people could help solve through their contribution and education.

"Many of these ideas won't work, but that's okay. Each of them will teach us something useful and keep us moving forward," Gates said.

6. Read the news item below. Underline the example of Direct Speech with blue and the example of Indirect Speech with red.

10 Find a recent interesting fact or event related to your town/city/area and take some notes of the most important points about it. Make sure you can answer the questions: Who?, What?, Where?, When? and Why?

11 Put the ideas together in sentences to create a short piece of news in English.

12 Make sure you include all the sections a news article contains and that you report what other people said at least twice. Then check grammar and spelling mistakes and write the final copy.

I can report what other people said

I can write a short piece of news

10. Find a recent interesting fact or event related to your town/city/area and take some notes of the most important points about it. Make sure you can answer the questions: Who?, What?, Where?, When? and Why?

Encourage each group to find a recent interesting fact or event related to their town or city and take some notes of the most important points about it and that may answer the basic Wh-questions.

11. Put the ideas together in sentences to create a short piece of news in English.

With the information they collected, students write sentences. Remind them that, at this stage, they should not care about mistakes but to put their ideas down on paper.

12. Make sure you include all the sections a news article contains and that you report what other people said at least twice. Then check grammar and spelling mistakes and write the final copy.

Remind students that revising is a key part of writing as it gives writers the opportunity to reflect on what they have written (in terms of both form and content). Revision is also close to critical reading; when students revise a piece of writing they are able to reflect on whether its message matches the writing goal.

**Answers:**

Students' own ideas.

**Stop & think**

If students tick the NO box, explain to them that writing is a long process and that they will gain confidence as they practice more.

**Page 77**

**13. TOWARDS THE PRODUCT - BY-PRODUCT 3: A comparative chart of news items**  
In pairs, answer the questions below.

- Which of these characteristics should a news item have? Circle the alternatives.
  - It is based on facts.
  - It provides information in order.
  - It answers the questions of Who, What, Where, When and Why.
  - It has a known author.
  - It has a clear structure.
  - It shows the writer's preferences.
- Do articles written in Spanish have the same structure? Compare them with a news item from a Mexican newspaper.
- Work with the pieces of news you analyzed in By-products 1 and 2. Record the results of your analysis in the chart below.

|              | Newspaper I. | Newspaper II. | Newspaper III. |
|--------------|--------------|---------------|----------------|
| Similarities |              |               |                |
| Differences  |              |               |                |

**14. READING BOOKLET**  
Go over the text Today's news on pages 45 - 51 and check if they have the characteristics you identified in exercise 13.

**EXIT SLIP**

Check the lesson content and then discuss your conclusions with your teacher and classmates.

How can I report what other people said?

What are the characteristics of a news item?

UNIT 4 LESSON 3 77

**13. TOWARDS THE PRODUCT • BY-PRODUCT 3: A comparative chart of news items**

a. Students read the characteristics listed and identify those present in a news item.

**Answers:**

All of the characteristics are present.

b. Students can work in pairs or small groups and compare the news items in the text and one in a Mexican newspaper. Then they comment if they have the same or different structure.

**Answers:**

Articles should have the same features and structure.

c. Encourage students to compare the news item they worked with in the by-products 1 and 2. Ask them to write down some ideas which are similar in both pieces of news.

**Suggested assessment instrument: Questionnaire** (See sample on page 201)

**14. READING BOOKLET**

Have students read the four pieces of news on pages 45 - 51, and check if they all have the features they identified in the previous exercise. Check answers orally the next class.

**EXIT SLIP**

If students have problems to report what other people said, refer them back to the Language in use section on page 39 and provide them with extra help and a lot of practice.

**Page 78**


**CLOSURE**

**FINAL PRODUCT: A COMPARATIVE CHART**

**CLOSURE**

**FINAL PRODUCT** A comparative chart

You are going to make a chart comparing the same piece of news published in different sources.



- PREPARATION**
  - Work in groups. Distribute the necessary actions to elaborate the comparative chart.
  - Collect all the material you developed in the TOWARDS THE PRODUCT sections (By-products 1, 2 and 3). Revise it again in your group.
  - Select another piece of news from different sources and identify the elements in it.
  - Analyze the different versions and express your opinion in the group.
- PRODUCTION**
  - Compare the news items as you did in the section By-product 3 on page 77. Identify similarities and differences as regards: protagonist(s), time, place, main event(s), etc., and take notes in your notebook.
  - Draw a chart on a big piece of cardboard paper. Use the model in By-product 3 (on page 77).
  - Enter the corresponding information in your chart. Remember to check and correct grammar, spelling and punctuation mistakes.
  - Collect and paste some visual material to illustrate your chart.
  - Appoint two or three team members to present the information in the comparative chart to the rest of the class. The other members will show the visual support or help in any necessary way.
- PRESENTATION**
  - Display and explain your comparative chart in an oral presentation to the class. Then invite your classmates to express their opinions about the piece of news you presented.

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As students will need to do some research and some extra work outside of class time, take this opportunity to negotiate with them appropriate deadlines for each stage.

### PREPARATION

1. Help students form the groups and monitor the distribution of tasks and actions.
2. Make students brainstorm the different topics of pieces of news that can be used, write them on the board and then help them choose one.
3. Go around the classroom monitoring the task of selecting exactly the same news item in a variety of newspapers, printed and/or online.
4. Make sure students analyze each piece of news in depth and take notes in their notebooks. Remind them to express their opinions on the news items by following the model on page 65.

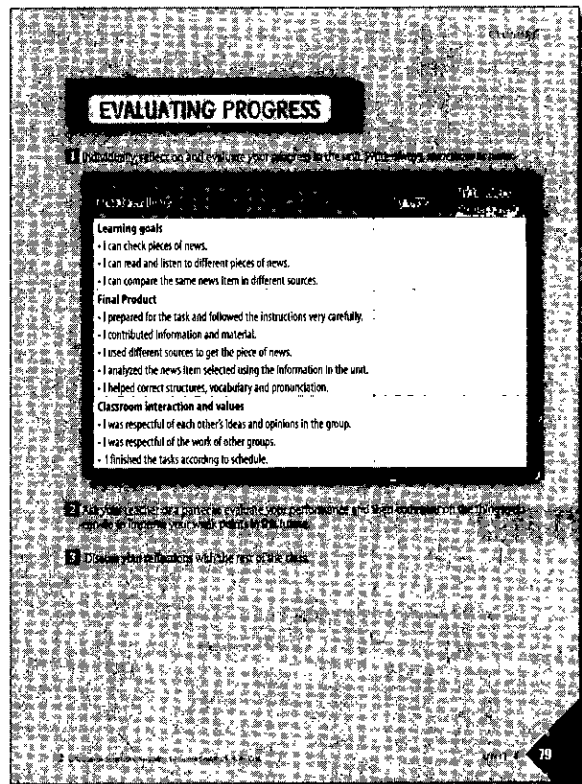
### PRODUCTION

5. Invite students to go back to the TOWARDS THE PRODUCT section on page 77 so as to follow the model to compare the news items.
6. Suggest students to use a chart similar to the one on page 74 of their books to enter the similarities and differences in relation to the selected news items. Draw the chart on the board to make sure each group follows this step closely.
7. Students enter the corresponding information for each piece of news. Assist them when analyzing the similarities and differences among them.
8. Students should use a variety of visual support for the chart: photos, illustrations, graphs, maps, etc.
9. Help groups decide who will present the information and who will support the presenters.

### PRESENTATION

10. Assign a date for the presentation and a place to display the comparative charts. Motivate each group to express their opinions about the piece of news presented.

**Suggested assessment instrument:**  
**Questionnaire** (See sample on page 201)



### EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
3. Conduct a general conversation about the achievements of the unit.

## READING BOOKLET TODAY'S NEWS

Start this session by asking students questions such as: *What are the most recent news in Mexico?, Which one calls your attention more?, Why?, What type of news items do you like the most?, Why?,* etc. Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

### Answers:

1. **TEXT I:** a funny Guinness record. **TEXT II:** an archaeological discovery. **TEXT III:** a sports record. **TEXT IV:** a scientific / environmental discovery.
2. **TEXT I**
  - a. **Wag:** to move back and forth.
  - b. **Brag:** to show off.
  - c. **Smash:** to break.
  - d. **Humble:** showing humility.
  - e. **Boast:** to talk with too much pride about yourself.
- TEXT II**
  - a. **Claim:** to say it is true.
  - b. **Buried:** hidden in the ground.
  - c. **Lie:** to remain in a flat position on a surface.
  - d. **Shrine:** temple; place where people goes to worship.
  - e. **Relic:** a part of a body of a holy person respected as a religious object.
- TEXT III**
  - a. **Exploits:** adventures.
  - b. **Entourage:** group.
  - c. **Cobbled:** streets made of stone.
  - d. **Saddle:** seat of a bike.
  - e. **Culmination:** collection.
- TEXT IV**
  - a. **Polynya:** area of open water surrounded by sea ice.
  - b. **Remarkable:** unusual or surprising.
  - c. **Edge:** the outside limit of a surface or object.
  - d. **Launch:** to start an activity; to make a product available for the first time.
  - e. **Premature:** happening before the normal or expected time.
3. Students' own ideas.
- TEXT I:**
4. Answers will vary according to students' choices.
- TEXT II:**
5. a. – ii.    b. – v.    c. – iv.    d. – i.    e. – iii.
- TEXT III:**
6. Europe, Asia, Oceania, America.
7. Students' own ideas.
- TEXT IV:**
8. Students' own mind maps.

## TRANSCRIPTS

### 25 STUDENT'S BOOK – UNIT 4 – LESSON 1 – PAGE 64 – EXERCISE 6

#### Asking for opinions

- What do you think of...?
- What do you think about...?
- What's your opinion of...?
- What would you say if...?
- What about...?
- How do you feel about...?

#### Giving opinions

- I (don't) think that...
- I don't believe that...
- In my opinion...
- It seems to me that...
- I can say that...
- From my point of view...

### 26 STUDENT'S BOOK – UNIT 4 – LESSON 2 – PAGE 67 – EXERCISE 4

Last Tuesday, in Sydney, Australia, the famous tennis player Tylor Smith lost the match because he separated his shoulder while he was playing. Unfortunately, he was out of the Australian Open competition. It happened during the last set. While he was winning 4 – 2, thousands of people watched the terrible moment on TV!

Yesterday, Maki Chan, the famous cyclist from Beijing, China, had a real happy day. She got the first place in the Tour de France after 3 days of very hard competition.

Last night, the South African rugby national team lost against New Zealand in their own country. They played well, but they couldn't reach the level of New Zealand. They didn't get to the finals of the Rugby World Cup.

F1 racer Marcos Do Santos got the first place in the Grand Prix last week, in Río de Janeiro, Brazil. He began the race quite behind, in tenth place. But, in the end, many motor-racers quit and he could reach the first place and won his fifth trophy.

### 27 STUDENT'S BOOK – UNIT 4 – LESSON 2 – PAGE 69 – EXERCISE 10

Good evening and welcome to today's report on the latest sports news. Yesterday, Maki Chan, the famous cyclist from Beijing, China, had a real happy day! She got the first place in the Tour de France after three days of very hard competition.

### 28 TEACHER'S BOOK – UNIT 4 – FINAL CHECK – PAGE 88 – EXERCISE 1

#### Reporter:

SANTA ROSA, Calif. — Three days after catastrophic wildfires first began in Northern California, authorities say the conditions are likely to deteriorate still further. Since late Sunday evening, wildfires in Sonoma, Napa and neighboring counties have spread rapidly, killing at least 23

people, injuring more than 100 and leaving hundreds missing, according to the Sonoma Sheriff's Office. Thousands have been forced to flee their homes after mandatory evacuations. One of the hardest-hit areas was the neighborhood of Coffey Park in Santa Rosa, a suburban area.

Many people who evacuated are staying with family or friends, but those with nowhere else to go have sought refuge in the dozens of Red Cross shelters opened in the area. As of Wednesday, that included more than 4,400 people. Many areas remain closed off and will remain so until next week, as the Sonoma County Sheriff Robert Giordano said in a press conference. As of Wednesday morning, at least 3,500 homes and businesses had been destroyed.

## READING BOOKLET – UNIT 4 – PAGE 45

### Today's news

#### I. South Dakota dog Mochi sets new Guinness World Record for longest canine tongue.

By Ronald Wexler

It's an award to get tongues wagging! But despite world fame, eight-year-old St Bernard Mochi, "Mo", isn't letting celebrity go to her head.

The American canine has just been named Guinness World Records holder for the longest tongue on a dog. It's 18.6 cm long, smashing the previous record holder's effort, a Pekingese called Puggy, whose tongue was merely 11.4cm long. Mo's owner, Carla Rickert, adopted her when she was two years old. "She's so humble, she never brags or boasts but I know that she very proud of her new record," Ms. Rickert said. Mo enjoys some celebrity status in her US hometown in South Dakota, with people stopping her to get selfies, but poor old Mo has some breathing problems and struggles to pick up objects. She also produces a lot of slobber because of the space her huge tongue takes up in her mouth.

#### II. Researchers claim they've found the secret tomb of St. Nicholas.

No, it's not at the North Pole.

By Nina Golgowski

Researchers believe they may have found the final resting place of St. Nick.

A recent scan of the ground beneath St. Nicholas Church in the Turkish province of Antalya has revealed what local officials say could be a secret tomb. They believe the tomb could belong to the popular Christian saint who helped inspire the legendary character Santa Claus, the Hurriyet Daily reports. Cemil Karabayram, head of Antalya's Monument Authority, expressed high hopes for what may lie there.

"We believe this shrine is not damaged at all, but it is quite difficult to get to it as there are mosaics on the floor," Karabayram told the Turkish paper.

Cemil Karabayram said it will take some time to examine the ground beneath the church.

"The world's eyes will be set on here," he told Hurriyet Daily.

"We claim that St. Nicholas has been kept in this temple without any damage. We are at the last stage. If we get the results, Antalya's tourism will gain big momentum." Carol Myers, creator of the non-profit St. Nicholas Center, which provides information on the saint, says people shouldn't be so sure.

"The speculation is very premature," she told us by email on Wednesday. "If there are relics, they need to be dated and examined by international experts. The Turks, of course, are very interested in promoting tourism, but I'm very reluctant to draw any conclusions."

St. Nicholas' real-life acts of generosity, particularly to children, helped inspire the red and white-suited figure known as Santa Claus who has become a worldwide symbol for Christmas and holiday festivity.

The popular saint was born in the third century in the village of Patara, to wealthy parents who taught him Christian beliefs and values. Wanting to live a life of piety, he gave his wealth to the needy and dedicated his life to serving God while becoming the Bishop of Myra.

#### III. British cyclist Mark Beaumont rides into Paris as a Guinness World Record holder.

By Morris Crompton

A British cyclist set a new world record on Monday by traveling around the globe in 79 days.

Scottish adventurer Mark Beaumont rode into Paris 78 days, 14 hours and 14 minutes after he set off from the French capital, smashing the previous record of 123 days for a round-the-world bike trip.

He also beat the fictional exploits of Phileas Fogg from the *Around the World in Eighty Days* adventure novel. In Jules Verne's 1873 book, Fogg took 80 days to complete his voyage by train, ship and balloon.

The 34-year-old British cyclist rode the last cobbled stretch to the Arc de Triomphe with a 20-strong entourage on wheels, including a man in a top hat on an old-fashioned bicycle. About 50 supporters were at the monument to greet him, including his wife Nicci and his daughters Harriet, four, and Willa, one.

"I doubt I'll ever do anything like it again," Mr. Beaumont said, describing the journey as "definitely the longest two-and-a-half months of my life."

A Guinness World Records judge was on hand to present him with his two framed records – he also beat the previous time for the furthest distance cycled in a month – while he was still in the saddle.

Beaumont was able to fly over the Atlantic and Pacific oceans but he did the rest with his own muscles. He spent 16 hours a day on the bike for 76 days to cover the 29,000 km, getting up at 3.30 am every day. The three remaining days were spent on flights.

Beaumont started the journey in Paris on July 2 and crossed Europe, Russia and Mongolia before arriving in Beijing. From there, he flew to Perth and then crossed Australia and New Zealand before flying on to Anchorage in Alaska. His trans-

American journey ended in Halifax in Canada, where he boarded a flight for Portugal in Europe. This is "the culmination of me as a 12-year-old boy pedaling across Scotland 22 years ago and going on lots of adventures, going further every time", Beaumont told his followers on social networks.

But he predicted that his record may not last forever. "I'm 6 foot 3 inches (1.9 m) tall and 90 kg. Someone who is 75 kg and a 'proper' cyclist might do it faster. We shall see", he said.

#### IV. Scientists working to understand massive Antarctic polynya hole in ice.

By Stephanie Fox.

A hole larger than a European country has opened up in Antarctica and scientists don't know exactly why or how it formed.

The hole in the ice is "quite remarkable," University of Toronto Mississauga professor Kent Moore declared. "It looks like you just punched a hole in the ice," he said. Areas of open water surrounded by sea ice, such as this one, are known as polynyas. They form in coastal regions of Antarctica, Mr. Moore said.

This polynya is "deep in the ice pack", though, and form through other processes that aren't understood, he said. "This is hundreds of kilometers from the ice edge. If we don't have a satellite, we can't know it is there."

A polynya was observed in the same location, in Antarctica's Weddell Sea, in the 1970s.

The hole reopened again this year, marking "the second time it's opened up after 40 years of not being there", Mr. Moore said.

At that time, scientists had a limited ability to study the phenomenon. Now, scientists are working to understand how often the polynya occurs and whether it is influenced by climate change.

However, Mr. Moore said that blaming climate change was "premature".

Scientists can say with certainty, though, that the polynya will have a wider impact on the oceans.

## FINAL CHECK ANSWERS

- | Where...?            | When...?           | What happened...?                   |
|----------------------|--------------------|-------------------------------------|
| North of California. | Since last Sunday. | Wildfires began and spread rapidly. |
- 23; 100.
  - Many; family and friends.
  - Closed; next week.
  - 3,500; destroyed.
- Students' own ideas.
- Headline:** Sssssscary stuff!

**Lead:** Python bites woman on the nose as she goes in for kiss.

**Byline:** Lee Moran

**Body:** from *An American tourist (...)* to *declared the doctors.*

**Quotations:** "Reticulated pythons can grow to 20 feet and are among some of the longest snakes in the world, but they are not venomous".

**Conclusion:** The free snake show took place at the Phuket Bio Technology medicinal herb store in the Chalong district of Phuket. The store owner agreed to pay the tourist 135,000.baht (around \$3,700) in damages.
- A 29-year old American tourist, Alexandra Hamilton.
  - At an animal park in Thailand.
  - By a video which was posted on the Internet.
  - To the Phuket International hospital.
  - The store owner paid the tourist around \$3,700 in damage.
- Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation  | Score |
|---|-------|---|-------|---|-------|
| Excellent. Student can transmit the message clearly and raise audience's awareness.         | 4     | Practically no grammar or vocabulary mistakes.                | 3     | Fluid interaction, good pronunciation, correct pitch and intonation.  | 3     |
| Good. Student can accomplish the task and transmit the message.                             | 3     | Very few grammar or vocabulary mistakes.                      | 2     | Fluid interaction, a few pronunciation mistakes, correct pitch.       | 2     |
| Not very good performance. Student can hardly accomplish the task and transmit the message. | 2     | Some grammar or vocabulary mistakes.                          | 1     | Acceptable interaction, some pronunciation mistakes, some hesitation. | 1     |
| Student can't neither accomplish the task nor transmit the message.                         | 1     | Grammar and vocabulary mistakes interfere with comprehension. | 0     | Interaction affected by pronunciation mistakes; a lot of hesitation.  | 0     |



# FINAL CHECK

**1**  Listen to the recording and complete the table.


◆ 3 points

| Where...? | When...? | What happened...? |
|-----------|----------|-------------------|
|           |          |                   |

**2**  Listen again. Fill in the blanks of the sentences as you listen.

◆ 8 points

- Wildfires in Sonoma, Napa and neighboring counties have spread rapidly, killing at least \_\_\_\_\_ people, injuring more than \_\_\_\_\_ and leaving hundreds missing.
- \_\_\_\_\_ people who evacuated are staying with \_\_\_\_\_.
- Many areas remain \_\_\_\_\_ off and may remain so until \_\_\_\_\_.
- At least \_\_\_\_\_ homes and businesses had been \_\_\_\_\_.

**3**  Listen once more. Identify two pieces of additional information in the news item.

◆ 2 points

- \_\_\_\_\_
- \_\_\_\_\_

**4** Read the article below. Label the elements of a news item.

◆ 6 points

• **Headline** • **Byline** • **Lead** • **Body** • **Quotations** • **Conclusion**

## THE PHUKET NEWS

### Sssssscary stuff!

**Python Bites Woman On The Nose As She Goes In For Kiss**

*By Lee Moran*

An American tourist got a terrifying surprise when going to kiss a reticulated python at an animal park in Thailand over the weekend.

A video posted online shows the serpent surging up into the air, locking its jaws onto the woman's nose and refusing to let go. The tourist was identified as 29-year-old Alexandra Hamilton.

Witnesses screamed out in horror as the animal's trainers desperately tried to remove it from the woman's face. The clip then cuts out.

The snake was eventually removed and the woman was taken to Phuket International Hospital, where she received five stitches in her nose, according to The Phuket News.

"Reticulated pythons can grow to 20 feet and are among some of the longest snakes in the world, but they are not venomous," declared the doctors.

The free snake show took place at the Phuket Bio Technology medicinal herb store in the Chalong district of Phuket. The store owner agreed to pay the tourist 135,000 baht (around \$3,700) in damages.







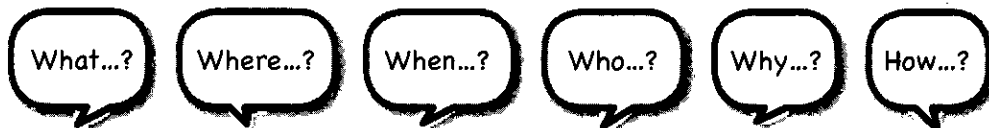
**5** Read the article again. Answer the following questions.

◆ 5 points

- a. Who is the protagonist of the story? \_\_\_\_\_
- b. Where did the story happen? \_\_\_\_\_
- c. How was the story published? \_\_\_\_\_
- d. Where was the woman taken? \_\_\_\_\_
- e. What did the store owner do? \_\_\_\_\_

**6** In pairs, take turns to exchange information about a piece of news you have read recently. Use the openings in the bubbles. Then express your opinion about it.

◆ 6 points



◆ Total score: \_\_\_\_\_ / 30 points

# UNIT 5: To be or not to be...



## UNIT OVERVIEW

|                                 |  |
|---------------------------------|--|
| Allotted time                   | 16 classes (45 minutes each)   |
| Environment                     | Recreational and literary  |
| Communicative activity          | Recreational expression  |
| Social practice of the language | Improvise a monologue about a topic of interest.   |
| Final Product                   | Game: Improvised monologues  |
| Reading Booklet                 | <i>Teen monologues</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Check monologues.</li> <li>• Plan a monologue.</li> <li>• Present a monologue.</li> <li>• Ask for and offer feedback.</li> </ul>  |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Facilitate word and expression repertoires about topics chosen by students and opportunities to use them when planning monologues. Provide students with the necessary conditions to achieve the following objectives:             <ul style="list-style-type: none"> <li>- Recognize different types of monologues.</li> <li>- Choose monologue genre.</li> <li>- Analyze characteristics of the chosen genre.</li> <li>- Negotiate rules to play.</li> <li>- Revise word repertoires, own expressions and expressions of others.</li> </ul> </li> <li>• Provide models of behavior associated with speaking and listening so students comprehend them and achieve the following objectives:             <ul style="list-style-type: none"> <li>- Value the time of use of body language that is more suitable for the monologue.</li> <li>- Discuss how to use body language to provoke desired emotions.</li> <li>- Define strategies to monitor speech.</li> <li>- Take audience needs and knowledge into consideration when choosing topic.</li> <li>- Offer proposals and value proposals made by others.</li> </ul> </li> <li>• Stimulate students' confidence and help them improvise when speaking so they achieve the following objectives:             <ul style="list-style-type: none"> <li>- Control emotions</li> <li>- Use appropriate speech register</li> <li>- Choose appropriate conventions.</li> <li>- Self-evaluate performance.</li> </ul> </li> <li>• Focus students' attention on positive and constructive attitudes towards foreign language use so that they achieve the following objectives:             <ul style="list-style-type: none"> <li>- Value strengths of language mastery and language competence.</li> <li>- Contribute to solve problems in order to improve performance.</li> <li>- Explicit used strategies.</li> <li>- Value opinions of others.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:             <ul style="list-style-type: none"> <li>- Catalogue of strategies to use body language</li> <li>- List of monologue topics</li> <li>- Participation rules</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Rubrics</li> </ul>  |
| Materials                       |  |


**UNIT 5: To be or not to be.**

Environment: Reflexional and literary.  
Communicative activity: reflexional expression  
Social practice of the language: monologue a monologue about a topic of Interest

How will you use it? What for?

short monologues - to improve a short monologue while playing a game.  
plan a monologue.  
present a monologue.  
ask for and offer feedback.

**FINAL PRODUCT:** Game-improved monologues  
**READING BOOKLET:** from monologues



Have a look at the pictures. Answer the questions below and exchange ideas with your classmates.

- Where are the people in the pictures?
- What are they doing?
- Who are they speaking to?

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**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Write the word Monologue on the board and brainstorm related ideas. Start a brief discussion about what students understand and ask them if they are familiar with some monologues or artists who perform them.

Draw their attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures, writing key words on the board and inviting them to record them in the vocabulary section of their notebooks.

**Have a look at the pictures. Answer the questions below and exchange ideas with your classmates.**

Ask students to examine the pictures on page 80. Read the questions as a class and encourage them to share their personal experiences as much as possible. Allow students to use Spanish, if necessary.

**Answers:**

- The people in the pictures are actors / actresses.
- They are acting in a theater play.
- They are speaking to the audience.

**UNIT PLAN**

|                    |   |
|--------------------|---|
| <b>Opening</b>     | Activate previous knowledge.<br>Evaluate how ready you are to start the unit.<br>Identify and recognize types of monologues.<br>Analyze characteristics of a monologue and speaker.           |
| <b>Development</b> | Check key words and expressions to convey meaning.<br>Use body language and speech features.<br>Use appropriate speech registers.<br>Self-evaluate performance.<br>Present the final product. |
| <b>Closure</b>     | Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.   |

**HOW READY ARE YOU FOR THIS UNIT?**

1. Read the excerpts. Are they monologues or dialogues? Write M (monologue) or D (dialogue).

**Excerpt 1:**  
To be or not to be...  
That is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune.

**Excerpt 2:**  
Bill, look! What light through yonder window breaks?  
It is the east, and Juliet is the sun.  
Arise, fair sun, and kill the envious moon,  
Who is already sick and pale with grief.

**Excerpt 3:**  
Grandma: I washed the potatoes, I canned the cranberries, and now it's time for you to do what you always do on Thanksgiving Day.  
Grandpa: Which football?  
Grandma: No! It's time to prepare the turkey.

2. Do you know the origin of the excerpts in exercise 1? Discuss with your partner and then check with your teacher.

**ENTRY SLIP**

How ready are you to start this unit? Use the scale and write your answer.

|  |   |
|--|---|
| I am completely ready to start. I think I could support my classmates. | I am quite ready to start. I may make a few mistakes. |
| I think I'll need some support.  | I will definitely need support.                       |

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**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 5, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

1. Read the excerpts. Are they monologues or dialogues? Write M (monologue) and D (dialogue) in the space provided.

Ask students to give you a simple definition of monologue and dialogue. Then draw their attention to the excerpts and give them time to label the texts. Check answers as a class.

**Answers**

- M
- M
- D

## BACKGROUND INFORMATION

**Hamlet** is the protagonist of *Hamlet, Prince of Denmark*, tragedy in five acts by William Shakespeare.

**Romeo Montague** is the protagonist of William Shakespeare's tragedy *Romeo and Juliet*.

### **The Tragedy of Hamlet, Prince of Denmark**

It is a tragedy written by William Shakespeare at an uncertain date between 1599 and 1602. Set in Denmark, the play dramatizes the revenge Prince Hamlet is called to wreak upon his uncle, Claudius, by the ghost of Hamlet's father, King Hamlet. Hamlet is Shakespeare's longest play and is considered among the most powerful and influential works of world literature.

### **Romeo and Juliet**

It is a tragedy written by William Shakespeare early in his career about two young star-crossed lovers whose deaths ultimately reconcile their feuding families.

### **William Shakespeare**

William Shakespeare (April 26, 1564 - April 23, 1616) was an English playwright, actor and poet also known as the "Bard of Avon" and often called England's national poet. In his 20 years as a playwright, Shakespeare wrote plays that capture the complete range of human emotion and conflict.

**Source:** <https://www.biography.com/people/william-shakespeare-9480323>

2. Do you know the origin of the excerpts in exercise 1? Discuss with your partner and then check with your teacher.

Draw students' attention to the key words in the texts such as *To be, Juliet, turkey* and ask them if they are familiar with the plays and authors. The objective of this activity is to explore their prior knowledge of the topic of the unit, so let them express their ideas and correct answers at the end, as a class.

#### **Answers:**

- Hamlet, William Shakespeare.
- Romeo and Juliet, William Shakespeare.
- Terry and the Turkey, a Thanksgiving play.

## ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

## DEVELOPMENT

### LESSON 1: Monologues

| Communicative activity  | Social practice of the language                     |
|---|---|
| • Recreational expression   | • Improvises a monologue about a topic of interest. |
| Students will...  | What for?   |
| • recognize different types of monologues.<br>• analyze characteristics of monologues.<br>• read and listen to a variety of monologues. | • To check different types of monologues.           |

**LESSON 1: Monologues**

**1** In groups, discuss these questions and then check your ideas with your classmates.

- What is a dialogue?
- What is a monologue?

**Language in use** — Monologues

**1** Read the information about monologues aloud.

- There are two main types of monologues:
  - autobiographical: the character tells a story about an experience and its impact in his or her life.
  - storytelling: the character tells a story about people and how this has made him or her understand something about human beings.
- Typical monologue format:
  - Introduction (engagement of audience)
  - Beginning of story
  - Middle of story
  - End of story
  - Reaction (to the story)

**2** Apply what you learned in the Language in use. Read a storytelling monologue and underline the different stages in it.

When I was little, we went to the ride called "Scary Whirl" Scary Adventures". I was only 5 so I was expecting happy adventures with Scary Whirl, a few cute dragons, singing tunes and the occasional old lady with an apple. I got a weird feeling the moment the ride took off. Where is Scary Whirl? Where are the dragons? It wasn't until the ride was over that someone told me the ride was supposed to make you feel as if you WERE Scary Whirl. "WHY???" I didn't want to be Scary Whirl. That little story didn't tell me I was supposed to be the scariest dragon ever and dragged through a dungeon, being completely tortured by frightening dragons? No way! No way! I walked off that ride, angry and to be honest... angry! My older brother thought it was funny... he kept laughing at how terrified I was... so he bought me a Princess t-shirt. Gee... THANKS! Next time I am being sought for Spain! *Maria Elena*

1. In groups, discuss these questions and then check your ideas with your classmates.
- Introduce the topic of the lesson (and of the entire unit), asking students to recall what they have learned in their language and literature classes. Allow the use of Spanish at this stage, as the purpose of the activity is that they can make connections with what they already know about these literary devices. Invite them to use their literature books or encyclopedias.


#### **Answers:**

- Dialogue: Generally speaking, a dialogue is the main form of interaction between the characters in a story. It is a form of interaction between characters. They exchange ideas, information, and in general communicate. Dialogues create and change relationships between characters and can also advance the plot or story.

- b. Monologues: they are short, dramatic, stories that are acted out on a stage in front of a live audience. They are long speeches given by a character in a story, movie, play, etc., or by a performer (such as a comedian)

### Language in use: Monologues

In pairs, students read about the types and format of monologues. Make sure they understand the information, answering their questions, if necessary. You may also go back to the excerpts of the monologues on page 81 and analyze them as a class.

2.  Apply what you learned in the Language in use. Read a storytelling monologue and underline the different stages in it.

The objective of this activity is that students practice and apply what they have read in the Language in use section. Students read the monologue to identify its stages. Encourage them to work in pairs or in small groups. Check the activity as a class.

#### Answers:

##### 1. Introduction (engagement of audience)

"When I was little... we went to on this ride called "Snow White's Scary Adventures". I was only 5 so I was expecting happy adventures with Snow White, a few cute dwarves... singing birds and the occasional old lady with an apple. I got a weird feeling the moment the ride took off. Where is Snow White? Where are the Dwarves?"

##### 2. Beginning of story

It wasn't until the ride was over that someone told me the ride was supposed to make you feel as if you WERE Snow White... What????!! I didn't want to be Snow White. That's some scary stuff!

##### 3. Middle of story

"But there I was, trapped on the ride, crashing into walls and dragged through a dungeon, being constantly tortured by frightening images of the evil witch. I walked off that ride scared, and to be honest... angry!"

##### 4. End of story


"My older brother thought it was funny... he kept laughing at how terrified I was... so he bought me a Princess tiara. Gee... THANKS!"

##### 5. Reaction (to the story)

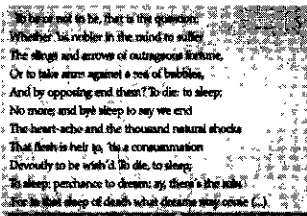
"Next time I am heading straight for Space Mountain!"

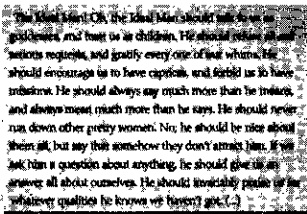
#### Stop & think


In case your students tick the "no" option, invite them to revise the section Language in use and analyze the text in exercise 2 again, as a class.

 Find information about these famous monologues on the internet. Then read and listen to the two excerpts, identify their origin and write the number of extract.

- ... *Romeo and Juliet*
- ... *Life is a dream*
- ... *A woman of no importance*
- ... *Hamlet*

I.  To be or not to be, that is the question: Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them? To die: to sleep; No more; and by sleep to say we end The heart-ache and the thousand natural shocks That flesh is heir to, 'tis a consummation Devoutly to be wish'd. To die, to sleep; To sleep: perchance to dream: ay, there's the rub; For in that sleep of death what dreams may come (...)

II.  "And that's what I, the ideal man, should not do as a gentleman and treat as an ordinary man. He should encourage us to have capital, and forbid us to have industry. He should always say much more than he means, and always mean much more than he says. He should never run down other pretty women. No; he should be nice about them all, but say this somehow they don't attract him. If we ask him a question about anything, he should give us an answer all about ourselves. He should inevitably praise us for whatever qualities he knows we haven't got. (...)

3.  Find information about these famous monologues on the internet. Then read and listen to the two excerpts, identify their origin and write the number of extract.

Now that students have been introduced to the topic and recalled what they have learned, motivate them to read the monologues and identify the plays where they come from. Before starting, you may share the background information in the box with them.

#### Answers:

- Hamlet*
- A woman of no importance*

#### BACKGROUND INFORMATION

##### *A woman of no importance*

*A Woman of No Importance* is a play by Irish playwright Oscar Wilde. The play premiered on 19 April 1893 at London's Haymarket Theatre. Like Wilde's other society plays, it satirizes English upper-class society. It has been performed on stages in Europe and North America since his death in 1900.

##### Oscar Wilde (1854–1900)

Born on October 16, 1854, in Dublin, author, playwright and poet Oscar Wilde was a popular literary figure in late Victorian England.

• Analyze characteristics of monologues.  
• Read and listen to a variety of monologues.

4. Read the excerpts again and complete the table below.

| Type | Speaker's tone and feelings | Characteristics |
|------|-----------------------------|-----------------|
| I.   |                             |                 |
| II.  |                             |                 |

5. Read the excerpts once more and highlight key words in them. Write them in the spaces provided.

6. Listen to the beginning of the excerpts. Pay special attention to the tone.

7. Get in pairs and take turns to practice repeating after the recording. Make sure you imitate the tone and mood of each extract. Correct each other's mistakes.

8. Choose one of the extracts and read it aloud in front of your classmates.

*I can read and listen to a variety of monologues. I can check repetition of words and expressions.*

**Stop & think**

In case your students tick the "no" option, invite them to revise previous pages again and help them with comprehension.

**6. Listen to the beginning of the excerpts. Pay special attention to the tone.**

Before starting, revise the importance of pace, tone and pitch in a monologue. Offer examples saying the same expressions in different tones. Read a sentence at different paces and ask students which is more interesting to hear and which one attracts the attention of the audience.

Play the recording. Invite students to listen and pay special attention to the tone of each extract.

**BACKGROUND INFORMATION**

**Pace, Pitch and Tone**

These three qualities of the voice are often the difference between the success and failure of people's speaking.

**Pace**

Pace is a measure of how quickly or slowly we speak. Slowing down further can denote "gravity" for the speaker's points, whereas speeding up (even if only slightly) can show enthusiasm.

**Pitch**

The rise and fall of a speech are on the pitch.

**Tone**

It is the inflection a speaker gives to his/her words to add additional meaning. In everyday life, it is possible to differentiate between anger, humor, happiness and other emotions because of the tone people speak in. Speakers must use the appropriate tone to convey their message.

**4. Read the excerpts again and complete the table below.**

Encourage students to highlight key words that help them convey the meaning of the texts. Then invite some students to share their answers with the class.

**Answer**

- I. **Type:** inner. **Speaker's tone and feelings:** sad.  
**Characteristics:** It is the lament of a man who fears his fate.
- II. **Type:** outer. **Speaker's tone and feelings:** enthusiastic.  
**Characteristics:** It is the expression of an idealization.

**5. Read the excerpts once more and highlight key words in them. Write them in the spaces provided.**

Invite students to read the monologues again and identify the words that are related to their mood, type and characteristics. Encourage them to underline these key words and then write them in the space provided. They can work in pairs.

**Answer:**

- I. Suffer, outrageous, troubles, to die, heart-ache, shocks, sleep of death
- II. Ideal, goddesses, gratify, whims, encourage, caprices, pretty women, praise us

**7. Get in pairs and take turns to practice repeating after the recording. Make sure you imitate the tone and mood of each extract. Correct each other's mistakes.**

Have students get in pairs and take turns to practice repeating after the recording. Walk around the room and monitor their work, making sure they imitate the tone and mood of each extract. Help them correct each other's mistakes.

**8. Choose one of the extracts and read it aloud in front of your classmates.**

When you notice students feel confident about their speech, encourage them to choose one of the extracts and read it aloud in front of their classmates.

**57 READING BOOKLET**  
Go to the text *Teen monologues* on pages 57 - 62 in the Reading Booklet. Look at the pictures, read the titles and anticipate the topic of each one. Copy the following table in your notebook.

| Text | Title | I infer it will be about... |
|------|-------|-----------------------------|
|      |       |                             |

**TOWARDS THE PRODUCT • BY-PRODUCT 1: Topic cards**  
In groups, make topic cards. Follow these steps:

- Brainstorm different topics that are interesting for you (for example, sports, movies, etc.)
- Write a list of the topics in your notebook.
- Cut out cardboard cards and write the names of the topics using a marker.
- Keep these cards in your product folder.

**EXIT SLIP**  
Complete the form below and then discuss your conclusions with your teacher and classmates.

Questions (responses)

What is a monologue?  
Which are the different types of monologues?  
Can I list different topics to talk about?

9. **57 READING BOOKLET**

As homework, tell students to analyze the pictures and the titles of the monologues on pages 57 - 62. Invite them to make predictions about the topic of each.

10. **TOWARDS THE PRODUCT • BY-PRODUCT 1: Topic cards**

Discuss the experience of performing a monologue as a class. Elicit possible topics to talk about, such as: sports, summertime, chores, camping, the circus, school lunch, ghosts, rainbows, recycling, the moon/the sun, school safety, dreaming big, goodness, respect, peer pressure, cyberbullying, acceptance. Have students form groups of four and make topic cards following the steps. Students should put their cards in a folder. Tell them that they will use the cards later when they work on the final product.

**Suggested assessment instrument**  
**Assessment rubric** (See sample on page 202)

**EXIT SLIP**

As usual, students reflect on the work they have done in the lesson and write their personal responses, which they can share with some of their classmates. Make sure you devote enough time for students to identify what they have learned and their feelings about it.

If they have problems with understanding this lesson, refer them back to the section Language in use on page 98. Read the information as a class again and answer their questions, if necessary.

**DEVELOPMENT**

**LESSON 2: Feelings**

| Communicative activity   | Social practice of the language                     |
|--|---|
| • Recreational expression  | • Improvises a monologue about a topic of interest. |
| Students will...   | What for?   |
| • recognize different feelings and emotions.<br>• choose appropriate body language for a monologue.<br>• select topics for monologues. | • To plan a monologue.                              |

**DEVELOPMENT**

**LESSON 2: Feelings**

**Communicative activity**  
• Recreational expression  
• Select an idea of the language  
• Express a language about a topic of interest.  
• Recognize different feelings and emotions.  
• Choose appropriate body language for a monologue.  
• Select topics for monologues.  
• Plan a monologue.

**Social practice of the language**  
• Improvises feelings and emotions.  
• Chooses body language to convey emotions.

**1** Look at the pictures and discuss with your partner.

- How do these people feel? Are they showing the same emotions?
- What words do you know to express their emotions?

**2** In pairs, stand opposite each other and follow the instructions. Then discuss how body language conveys different emotions.

- Imitate the gestures and facial expressions your partner makes.
- Guess the feeling your partner is interpreting.
- Exchange roles.

**3** In groups, analyze and discuss the type of body language appropriate for a monologue. Complete the table below.

| Facial expressions |
|--------------------|
| Posture            |
| Gestures           |
| Eye contacts       |
| Space              |
| Voice              |

1. Look at the pictures and discuss with your partner.
  - a. How do these people feel? Are they showing the same emotions?
  - b. What words do you know to express their emotions?

Invite students to look at the pictures and identify the body gestures the people are making. Motivate them to identify the feelings that each person wants to convey.



**Answers:**

P1: grief/sorrow; P2: love ; P3: surprise; P4: confusion /being puzzled; P5: anger P6: happiness

- In pairs, stand opposite each other and follow the instructions. Then discuss how body language conveys different emotions.

As a prolongation of the Extension tip, encourage students to change pairs and continue playing with body gestures.

- In groups, analyze and discuss the type of body language appropriate for a monologue. Complete the table below.

Students get in pairs or in groups and discuss how they can use body language in a monologue. Ask them to take notes and then complete the table.

**Answers:**


Students' own ideas.

**Stop & think**

In case your students tick the "no" option, invite them to revise the exercises 1, 2 and 3 again and help them with comprehension.

**Page 87**

*Read and listen to a monologue.*

- Look at the picture that illustrates the text below. Answer the questions in pairs.
  - How does the character feel? Why?
  - What are the character's motivation and problem?
-  Read and listen to the following monologue and check your predictions in exercise 4.

Humans say we are destroying the calm of the fishermen in the towns. They tell how they "suffer" when our brothers become trapped in the fishing nets and when we eat the fish they catch. But I have a question: who is disturbing who?

Do we, sea lions, disturb humans or are you disturbing us?

We all live in the same planet: it doesn't matter if it is in the jungle, in the desert or in the sea. We all grow under the same sun and, together, we have participated in this wonderful show called life for a million years.

Sea lions also have a heart and a mind: we have families, little kids and great pain. We love, hums, laugh. Do you remember we belonged to the same family? But one day you went to the land to start a civilization and we decided to stay/wild in the ocean.

You hunt other human beings and you hunt us. You take away our food in your nets and harpoons. Factory vessels kill us to produce fishmeal or fertilizers and pilots use our colonies as target practice. We have never gone to your cities to eat human beings; we do not kill other sea lions or put ourselves in prison. Remember we are wild!


Why don't we try to live in peace? We understand your needs, we only want to live and be happy too!

- Read the monologue again and answer the questions below. If necessary, listen to it again.
  - What is the tone of the monologue?
  - What is the speaker's motivation and purpose?
  - Who is the author speaking to?

- Look at the picture that illustrates the text below. Answer these questions in pairs. Ask students to analyze the illustration in the text. Invite them to share ideas about this

character's feelings and probable problems. Do not check answers at this point.

**Answers:** Students' own ideas.

-  Read and listen to the following monologue and check your predictions in exercise 4.

Have students listen and read what the sea lion is saying and then check their ideas in exercise 4. Invite some students to share their answers and the reflections about their predictions. You may also copy this table on the board and ask students to complete it.

| My prediction is... | ✓/X | Idea revised |
|---------------------|-----|--------------|
|                     |     |              |

- Read the monologue again and answer these questions. If necessary, listen to it again.

Students now analyze the monologue in more detail, using the questions as a guide. Play the recording again if necessary.

**Answers:** Angry; b. The speaker wants that humans stop bothering sea lions. He wants to reflect on these animals' situation; c. to human beings

**Page 88**

- Read the monologue once more. Identify the part in which these ideas are mentioned and underline them following the color code.
 

| Description of the situation | Author's reflection |
|------------------------------|---------------------|
|                              |                     |
- Circle the correct alternative to complete the paragraph below.
 

In this monologue, the author states his opposition / position in relation to a situation that disturbs the animal's life. The purpose is to warn / persuade the audience by expressing feelings / arguments. In key parts, in the first part, the author describes a situation / presents a conflict. The second part summarizes / connects the ideas in the introduction. In the conclusion, the author states the ultimate proposal / theme.
- This monologue.*
  - You will write a brief monologue. Reflect on a situation / event / feeling you would like to write about and decide on the following points:
    - Type of monologue: autobiographical / storytelling
    - Tone and mood: funny / sad / ironic / angry
    - Purpose of monologue:
  - Answer the questions below and take down notes. Then put the notes together and write the first draft of your monologue.
    - What happens at the beginning of the story?
    - What happens in the middle section?
    - What happens at the end of the story?
  - Revise the ideas you have included in the monologue.
    - Check that you have used connectors to link your ideas and strong words to illustrate your feelings.
    - Make sure the initial sentences engage the audience and invite it to continue listening.
    - Read the monologue aloud to check that it is complete and the message is clearly stated.

- Read the monologue once more. Identify the part in which these ideas are mentioned and underline them following the color code.

Students read the script of the monologue carefully and identify the information required. Check answers on the board or orally.

**Answers:**

**Description of the situation:** Humans say we are destroying the calm of the fishermen in the towns. They tell how they "suffer" when our brothers become trapped in the fishing nets and when we eat the fish they catch.

**Author's reflection:** who is disturbing who?

Do we, sea lions, disturb humans or are you disturbing us? We all live on the same planet; it doesn't matter if it is in the jungle, in the desert or in the sea. We all grow under the same sun and, together, we have participated in this wonderful show called life for a million years.

**Author's proposal:** Why don't we try to live in peace? We understand your needs, we only want to live and be happy too!

**8. Circle the correct alternative to complete the paragraph below.**

Once they have analyzed the different parts of the monologue, students identify the correct alternative to complete the paragraph.

**Answers:**

In this monologue, the author states his *position* in relation to a situation that is affecting the animal's life. The purpose is to *persuade* the audience by expressing *feelings*. It has *three* parts. In the first part, the author *describes a situation*. The second part *supports* the ideas in the introduction. In the conclusion, the author states the animals' *proposal*.

**9. Reflect on a situation/event/feeling you would like to write about and decide on the following points.**

As a first step, students will determine what they want to say and how they will express it. Help them identify the best way they can show their thoughts, emotions, actions, and the speech, as well as their personal reactions to what happened, how it affected them and how it continues to affect them right now.

After they have decided what they will be speaking about and the audience they will be speaking to, students need to decide how they will say your monologue. (the TONE of the piece).

**10. Answer the questions below and take down notes. Then put the notes together and write the first draft of your monologue.**

At this stage, students should elaborate the content of their monologues, guided by the questions. Then they write a first draft using the notes they have taken.

**11. Revise the ideas you have included in the monologue.**

Next, students should revise their ideas and

make any necessary change (add connectors, deleting boring ideas, adding interesting details to engage the audience, etc.)

**12. Check grammar, spelling and punctuation.**

**13. Copy the final version of your monologue and exchange it with a partner.**

**EXIT SLIP**  
Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

What can I express in a monologue?  
How can I organize the ideas in a monologue?  
Can I convey my feelings in a monologue?

**14. TOWARDS THE PRODUCT • BY-PRODUCT 2: Strategies and non-verbal language to convey feelings.**

a. Form groups of four. Read or recite the monologue you wrote in exercise 10 aloud in your group.  
b. Select and use appropriate non-verbal language to convey your feelings.

**12. Check grammar, spelling and punctuation.**

As usual at this stage, ask students to check grammar, spelling and punctuation.

**13. Copy the final version of your monologue and exchange it with a partner.**

Have students prepare final versions of their monologues and exchange them with a partner. If possible, ask students to send their final copies by e-mail to a partner and share the evaluation results on the next class.

**14. TOWARDS THE PRODUCT • BY-PRODUCT 2: Strategies and non-verbal language to convey feelings.**

Ask students to form groups of four and have them perform their pieces in front of their classmates. In each group, have students suggest how to use appropriate non-verbal language to transmit the spirit of the monologue they are reciting.

**Suggested assessment instrument:**  
**Assessment rubric** (See sample on page 202)

## Stop & think

In case your students tick the "no" option, invite them to revise pages 104 and 105 again and guide them through the writing process.

## EXIT SLIP

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with some of their classmates. If they have problems with understanding monologues, review the lesson, reading the texts again as a class. Answer their questions, if necessary.

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## DEVELOPMENT

### LESSON 3: Famous monologues

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>Recreational expression</li> </ul>   | <ul style="list-style-type: none"> <li>Improvises a monologue about a topic of interest.</li> </ul>               |
| Students will ...   | What for?   |
| <ul style="list-style-type: none"> <li>read and analyze different monologues.</li> <li>self-evaluate performance.</li> <li>identify strategies used when delivering a monologue.</li> </ul> | <ul style="list-style-type: none"> <li>To present a monologue.</li> <li>To ask for and offer feedback.</li> </ul> |

**DEVELOPMENT**

### LESSON 3: Famous monologues


**1. In pairs, discuss and tick (✓) the characteristics that monologues should have.**

- Monologues often happen at an important moment during the play or the character's life.
- There should be a convincing reason or purpose for the monologue.
- Monologues should reveal something about the character.
- A monologue is just a character telling a story he/she remembers.

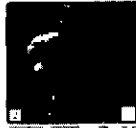
**2. With your classmates, discuss the characteristics of the types of monologues in the boxes.**

Inner monologue      Outer monologue


**3. Have a quick look at the monologues from famous movies. Identify the movies and tick (✓) the characters who delivered those monologues.**




1



2



3



4

- In pairs, discuss and tick (✓) the characteristics that monologues should have.

Review the general concepts related with monologues. Read the sentences aloud and ask students to identify if they represent characteristics of monologues. Check answers orally.

**Answers:**

a., b., c. are characteristics of monologues.

- With your classmates, discuss the characteristics of the types of monologues in the boxes.

Start a general conversation about the characteristics of both types of monologues. Write students' ideas on the board and then read the definitions provided aloud so that students confirm or correct their previous ideas on the topic.

**Answers:**

**Inner monologue:** The character speaks his/her thoughts out loud either to the audience or itself.

**Outer monologue:** The character speaks directly to somebody and another person is aware of being spoken to.

- Have a quick look at the monologues from famous movies. Identify the movies and tick (✓) the characters who delivered those monologues.

Invite students to look at the pictures. Elicit what they know about the movies and the characters. Then give them some time to do the activity.

**Answers:**

Picture 1. Braveheart

Picture 2. Alice in Wonderland

Picture 3. 101 Dalmatians

Picture 4. Alice in Wonderland

I. 101 Dalmatians

II. Alice in Wonderland

4. Read the monologues carefully and identify their characteristics. Complete the files below each monologue.

**I.**

You beautiful but I'm not beaten yet. You've won the battle, but I'm still in the war. My spiky purple coat is in plain sight and looking back in a moment, I'll have what I came for. You'll see. I'll end up as sausage meat, alone on some cold plate. I'll end up as medium red. No friends, no family to make me feel better. I'll be alone in a room with a door on the side. Charles De'Vil has the last laugh!

Type: \_\_\_\_\_

Mood: \_\_\_\_\_

Emotions evoked: \_\_\_\_\_

**II.**

When am I? Well, I'm not a silly pair of Tweedles who get all bent out of shape and tied up in knots if you don't know the proper way to say hello. And I'm certainly not a bunch of snooty flower girls who act like they're better than everybody else and whose only interest in life is to look pretty. And I'm not some party animal and flake who likes to cheat at games and break other people's things just because he thinks it's funny. I'm also not a crazy white rabbit who never has time to diet and play and get to know me, when all I wanted to do was be his friend. And I'm absolutely, positively, categorically not a big old sexy Queen of Hearts who wants to eat you. So, I'll tell you who I am: I'm Alice!

Type: \_\_\_\_\_

Mood: \_\_\_\_\_

Emotions evoked: \_\_\_\_\_

4. Read the monologues carefully and identify their characteristics. Complete the files below each monologue.

Do this activity as a class. Read the monologues aloud and make sure students understand the main message in them. Ask questions such as *What type of monologue is this? What emotions does it evoke?* And then give them time to complete the files.

**Answers:**

- I. **Type:** outer  
**Mood:** sarcastic, annoying, scary.  
**Emotions evoked:** fear, sadness, disgust, worry.
- II. **Type:** outer  
**Mood:** joyous, uplifting, excited.  
**Emotions evoked:** courage, joy, excitement, etc.

**Stop & think**

If students answer no, encourage them to read the monologues once more and help them with comprehension, revising the context and situations presented on each of them.

Read and analyze different monologues.

3. Read and listen to another monologue and then complete the activities below.

**Pyggy:** My daughter can be a right pain sometimes. She never, never, no matter how often I tell her, remembers to clean the armpit from her room. It drives me mad. One cup I found had so much mould in it that it had started evolving into a more intellectual species! (Looks at audience) And you know what? She never has her phone on. There's me worrying about where she has got to and I can't even phone her! I am not trying to check up on her, but it would be nice to know where she was occasionally. (Pause)

**But you know...** I will miss her when she leaves home. She always offers to make me a cup of tea when I feel tired, bless her. She always does the cooking on a Friday night as well – a lovely spaghetti bowl. The only thing she can't cook, but it is lovely. I know I complain a lot about her, but I will miss her so much when she goes.

**Tip to choose a good monologue:**

1. Choose a monologue you really like.
2. Break it down into smaller chunks.
3. Plan what to discuss.
4. Think on your character.
5. Record yourself performing the monologue and watch the video.

a. Identify the type of monologue (inner / outer).

b. Identify and highlight mood changes in the text.

c. Circle key words in the monologue. Then write them down.

d. With another color, underline the climax of the monologue.

5. Read and listen to another monologue and then complete the activities below

Students analyze a new monologue using the questions as a guide. Read the text as a class and make sure they understand it. Then tell them to get in pairs and find the information required.

**Answers:**

- a. Outer
- b. From anger (My daughter can be a right pain sometimes) (It drives me mad) to love (I will miss her so much when she leaves home).
- c. pain, mad, never, miss, leaves, lovely.
- d. "But you know... I will miss her when she leaves home. She always offers to make me a cup of tea when I feel tired, bless her. She always does the cooking on a Friday night as well – a lovely spaghetti bowl."

Read and listen to the following monologue.

**34** Read and listen to the following monologue and answer the questions below. Then compare them with a partner.

**Carrie Ann:** Cherries. Cherries. Cherries. Cherries. Oh my god! Cherries. Cherries. Cherries. Cherries. *(Pause for a moment and takes a big sip.)* Is it what I think it is? Can this be real? I happen to tell a random stranger about my problems and like a guardian angel he swoops down to save the day. Oh, maybe I should get him some coffee. Do guardian angels even drink coffee? My God! Lucille is going to be fine. This kind of money is going to make everything fine. And I'm going to walk into Frank's office, look him straight in the eye and tell him, "you can take this job and keep it 'cause I quit!" And if Lucille gets better - when Lucille gets better, I'll take her to Florida and we'll go to Disney World every day. This man - this this-this this angel - has no idea that today he saved not one life, but two. Well, maybe I should get him some coffee. I can have all the coffee he wants.

**Map & Learn**  
I can read and understand monologues.  
I can analyze different monologues.

- What's this woman's problem? How do you know?
- What does she mean by "Cherries. Cherries. Cherries. Cherries"?
- Who is the man she refers to?
- Why does she say he's her guardian angel?
- What does the man give her?
- Who is Frank? And Lucille?
- What might be wrong with Lucille?

6. **34** Read the following monologue and answer the questions below. Then compare them with a partner.

Now invite students to read a new monologue. Read the questions aloud and make sure everybody understands what they have to identify in it. Give enough time for students to read and analyze the text and check answers orally.

**Answers:**

- She doesn't have enough money for a sick person.
- It's an optimistic expression meaning: Money, money, money.
- The stranger that helped her.
- Because he gave her a lot of money.
- A lot of money.
- Her boss. Maybe it's the woman's daughter or sister.
- She may be ill or she may need a medical treatment.

**Stop & think**

If students answer no, encourage them to read the monologues once more and help them with comprehension, revising the context and situations presented on each of them.

Read and listen to the following monologue.

**35** Listen to the following expressions. Pay special attention to the tone and pace of each one.

She never...  
no matter how often I tell her...  
And you know what?  
But you know...  
Cherries. Cherries. Cherries.  
Can this be real?  
this-this-this this angel...

**35** Listen to the monologues again. As you listen, highlight any changes (shift in the tone, pace of speaker's mood, etc.) you can identify in the texts on pages 92 and 93.

**9** In pairs, take turns to practice reading the monologues aloud. Correct each other's mistakes in tone and pace.

**10** In pairs, choose one topic to talk in a monologue and write down your ideas. Also, choose related words and expressions, register, non-verbal language to be used and emotions to convey.

**Map & Learn**  
I can reproduce and read a brief monologue.

**35** Join another pair. Take turns to say the respective monologues aloud and in front of your classmates.

7. **35** Listen to the following expressions. Pay special attention to the tone and pace of each one.

Have students listen to the expressions in the recording, paying special attention to the tone and pace. Ask students to repeat the expressions aloud imitating the model in the recording.

8. **35/34** Listen to the monologues again. As you listen, highlight any changes (shift in the tone, pace of speaker's mood, etc.) you can identify in the texts on pages 92 and 93.

Now, let students listen to the monologues. As they listen, help them identify and highlight any changes (shift in the tone, pace or speaker's mood). Show them how to take note of the shift in tone by rising (↗) or falling (↘) arrows. Also, invite them to identify different emotions or feelings from the punctuation marks.

9. In pairs, take turns to practice reading the monologues aloud. Correct each other's mistakes in tone and pace.

Give students time to practice reading the monologues on pages 92 and 93.

10. In pairs, choose one topic to talk in a monologue and write down your ideas. Also, choose related words and expressions, register, non-verbal language to be used and emotions to convey.

Devote enough time to allow students to practice reading the monologues in pairs. As they work, monitor and help them correct their mistakes in tone and pace so that they can transmit the messages.

**11. Join another pair. Take turns to say the respective monologues aloud and in front of your classmates.**

Invite students to form groups of four, choose one of the monologues they practiced and read it aloud in front of their classmates.

**Stop & think**

In case your students tick the "no" option, invite them to read their monologues aloud and guide them through the speaking process.

**Page 95**

**12. READING BOOKLET**  
Work in groups of three. Read the monologues on pages 57 - 62 quickly. Check if they have the characteristics you identified in exercise 1 and write them down.

.....

**13. TOWARDS THE PRODUCT - BY-PRODUCT 3: A list of rules**  
a. Work in your group. Discuss some ideas for a list of rules of a game called "improvised monologues." (You will find some examples on page 96, point 3)  
b. Agree on turns and time of participations, types of monologues, etc. Take some notes and keep them in your product folder.

**EXIT SLIP**  
Complete the final exit slip and then discuss your conclusions with your teacher and classmates.

What are the characteristics of a monologue?  
Why are changes (shift in the tone, pace or speaker's mood) important?  
Can I agree on and write down the rules of a game?

95

**12. READING BOOKLET**

In groups of three, students read the monologues quickly and check if they have the characteristics they identified in exercise 1.

**13. TOWARDS THE PRODUCT • BY-PRODUCT 3: A list of rules**

Have students get in their groups and discuss some rules of the game. Motivate them to write the rules in a piece of cardboard and include this material to their folder. These should include:

**Audience:**

- Pay the same respect to the performer as you would like to receive yourself when you're performing
- No sniggering
- Focus, no fidgeting, whispering or distracting
- Think of constructive criticism.

**Performer:**

- Give it your best
- Focus
- Be able to take constructive criticism.

Finally, tell students that this activity will prepare them for the performance of the final product.

Tell them that this activity is a preparation for the final product.

**Suggested assessment instrument:**

**Assessment rubric** (See sample on page 202)

**EXIT SLIP**

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with some of their classmates. If they have problems with understanding monologues, review the lesson as a class, reading the texts again. Answer their questions, if necessary.

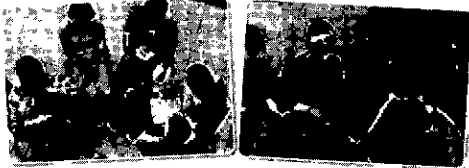
**Page 96**

**CLOSURE**

**FINAL PRODUCT: GAME: IMPROVISED MONOLOGUES**

**FINAL PRODUCT** Game: improvised monologues

You are going to play the game "Improvvised Monologues" in your group.



**PREPARATION**

- 1 Form groups.
- 2 Look at your topic cards (By-product 1) in your folder. Discuss how every group member ranks them from the most interesting to the least.
- 3 Revise the set of rules you discussed (By-product 3) and compare them with the rules below. Agree on your own rules.
  - Only one person speaks at a time – no interrupting!
  - If the person runs out of things to say, the group can ask a question to keep the speaker going.
  - Forty-five seconds is the minimum, but it is okay to go up to one minute to finish an Ides.
  - Students can volunteer after the exercise begins.
  - Students must stay on topic.
  - When time is up (preferably with an alarm indicator) the student stops speaking.
  - Another student takes their turn.

**PRODUCTION**

- 4 Individually, reflect on each of the topics and take some notes of the feelings and emotions that each topic evokes. Use the expressions you learned in the unit. Also, think about experiences related to them.
- 5 Get a box or a bag and put the cards inside it.

96

## PREPARATION

1. Students get in groups of five or six students
2. Students look at their topic card in their folders. Each member ranks them from the most interesting to the least. Encourage them to justify their choices.
3. Each group read the instructions given and compare them with the set of instructions they prepared in the by-product 3. Make students agree on their own set of rules before they start playing.

## PRODUCTION

4. Students reflect on the topics and take notes of the feelings and emotions that they evoke. Encourage them to use the expressions they have learned in the unit and talk about experiences related to the topics.
5. Students put the topic cards in a box or a bag.

Page 97

**PRESENTATION**

1. Start playing the game. The first student takes one card from the bag and improvises a monologue based on the topic of the card. In the end, provide each other with feedback.
2. Use a stopwatch or cell phone with alarmed timer (you may also get a sand clock) to set time limit.

**EVALUATING PROGRESS**

1. Individually, reflect on and evaluate your progress in the unit. Write always, sometimes or never.

**Learning goals**

- I can check monologues.
- I can plan a monologue.
- I can present a monologue.
- I can ask for and offer feedback.

**Final Product**

- I followed the instructions carefully.
- I agreed on the topics to perform a monologue.
- I reflected on the feelings and emotions related to the topics.
- I spoke enthusiastically, using body language to transmit the message.
- I used speaking strategies to stay on topic (pauses, paraphrases, etc.)

**Classroom interaction and values**

- I respected speaking turns and listened to my classmates attentively.
- I accepted and valued everybody's opinions in the group.
- I offered support to my classmates.

2. Ask your class to discuss together to evaluate your performance and offer each other advice for things you can do to improve your performance in the future.
3. Discuss your evaluation with the rest of the class.

97

## PRESENTATION

6. Read the instruction aloud twice. Make sure students understand before they start playing.
7. Students use a stopwatch or cell phone to set a time limit and play.

**Suggested assessment instrument**  
**Assessment rubric** (See sample on page 202)

## EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
3. Conduct a general conversation about the achievements of the unit.

## READING BOOKLET TEEN MONOLOGUES

Help students notice that the activities in the Reading Booklet are divided into three sections: Before you read, to introduce the topic and allow students to familiarize with the types of texts they will be dealing with, While you read, to guide students' reading and help them understand, and After you read, to connect the topic of the texts with a real classroom task. Monitor students but let them work on their own, without feeling under pressure or evaluated. You may also assign these activities as homework and set a date to exchange comments and answers.

### Answers:

1. I.: a teen talking to a friend  
 II.: a girl talking to her mother  
 III.: a soldier  
 IV.: a boy who is being bullied  
 V.: a girl who is hungry  
 VI.: a robot
2. Analyze the pictures and find the cognates in the texts. Predict the topic of each, take notes and complete the second column of the table.

| Text | I predict the topic is... | ✓/X | Prediction revised / confirmed / corrected   |
|------|---------------------------|-----|--|
| I.   | Student's own ideas       |     | The importance of being honest with a friend |
| II.  | Student's own ideas       |     | The pressure of life chores                  |
| III. | Student's own ideas       |     | The horror of war                            |
| IV.  | Student's own ideas       |     | Reflection against bullying                  |
| V.   | Student's own ideas       |     | Thoughts about food                          |
| VI.  | Student's own ideas       |     | Reflection about an action                   |

4. I. Agree to disagree
- II. Typical teen
  - i. A battle for peace
  - ii. I am a shark
  - iii. A donut daydream
  - iv. It was too easy
5. a. V.; b. III.; c. II.; d. IV.; e. I.; f. VI.

## TRANSCRIPTS

### 30 STUDENT'S BOOK – UNIT 5 – LESSON 1 – PAGE 83 – EXERCISE 3

- I. To be, or not to be: that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing end them? To die: to sleep;  
No more; and bye sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, 'tis a consummation  
Devoutly to be wish'd. To die, to sleep;  
To sleep: perchance to dream: ay, there's the rub;  
For in that sleep of death what dreams may come (...)
- II. The Ideal Man! Oh, the Ideal Man should talk to us as goddesses, and treat us as children. He should refuse all our serious requests, and gratify every one of our whims. He should encourage us to have caprices, and forbid us to have missions. He should always say much more than he means, and always mean much more than he says.  
He should never run down other pretty women. No; he should be nice about them all, but say that somehow they don't attract him. If we ask him a question about anything, he should give us an answer all about ourselves. He should invariably praise us for whatever qualities he knows we haven't got. (...)

### 31 STUDENT'S BOOK – UNIT 5 – LESSON 1 – PAGE 84 – EXERCISE 6

- I. To be, or not to be: that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing end them? To die: to sleep;
- II. The Ideal Man! Oh, the Ideal Man should talk to us as goddesses, and treat us as children. He should refuse all our serious requests, and gratify every one of our whims. He should encourage us to have caprices, and forbid us to have missions. He should always say much more than he means, and always mean much more than he says.

### 32 STUDENT'S BOOK – UNIT 5 – LESSON 2 – PAGE 87 – EXERCISE 5

Humans say we are destroying the calm of the fishermen in the towns. They tell how they "suffer" when our brothers become trapped in the fishing nets and when we eat the fish they catch.

But I have a question: who is disturbing who?

Do we, sea lions, disturb humans or are you disturbing us? We all live in the same planet; it doesn't matter if it is in the jungle, in the desert or in the sea. We all grow under the same sun and, together, we have participated in this wonderful show called life for a million years.

Sea lions also have a heart and a mind; we have families, little kids and great pains. We love, hate, laugh.

Do you remember we belonged to the same family?

But one day you went to the land to start a civilization and we decided to stay wild in the ocean.

You hurt other human beings and you hunt us. You take away our food in your nets and harpoons. Factory vessels kill us to produce fishmeal or fertilizers and pilots use our colonies as target practice.

We have never gone to your cities to eat human beings; we do not kill other sea lions or put ourselves in prison. Remember we are wild!

Why don't we try to live in peace? We understand your needs, we only want to live and be happy too!

### 33 STUDENT'S BOOK – UNIT 5 – LESSON 3 – PAGE 92 – EXERCISE 5

- I. My daughter can be a right pain sometimes. She never, never, no matter how often I tell her, remembers to clear the mugs from her room. It drives me mad. One cup I found had so much mold in it, it had started evolving into a more intellectual species! (*Looks at audience*) And you know what? She never has her phone on, there's me worrying about where she has got to and I can't even phone her! I am not trying to check up on her, but it would be nice to know where she was occasionally.  
(*Pause*)  
But you know, I will miss her when she leaves home. She always offers to make me a cup of tea when I feel tired, bless her. She always does the cooking on a Friday night as well – a lovely spaghetti bowl. The only thing she can cook, but it is lovely. I know I complain and nag at her, but I will miss her so much when she goes.



**34 STUDENT'S BOOK – UNIT 5 – LESSON 3 – PAGE 93 – EXERCISE 6**

II. Chèries. Cherries. Cherries. Cherries. Oh my god. Cherries-Cherries-Cherries-Cherries. *(pauses for a moment and takes it all in)* Is it what I think it is? Can this be real? I happen to tell a random stranger about my problems and like a guardian angel he swoops down to save the day. Oh, maybe I should get him some coffee. Do guardian angels even drink coffee? My God. Lucille is going to be fine. This kind of money is going to make everything fine. And I'm going to walk into Frank's office, look him straight in the eye and tell him, "you can take this job and keep it 'cause I quit!" And if Lucille gets better – when – when Lucille gets better, I'll take her to Florida and we'll go to Disney World every day. This man – this-this-this this angel – has no idea that today he saved not one life, but two. Yeah, maybe I should get him some coffee. He can have all the coffee he wants.

**35 STUDENT'S BOOK – UNIT 5 – LESSON 3 – PAGE 94 – EXERCISE 7**

- She never, never
- Not matter how often I tell her
- And you know what?
- But you know...
- Chèries. Cherries. Cherries.
- Can this be real?
- This-this-this this angel...

**36 TEACHER'S BOOK – UNIT 5 – FINAL CHECK – PAGE 106 – EXERCISE 1**

**Alice:** *(Angrily)* Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. *(Calling after him)* I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I may not go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! *(Falling)* How curious. I never realized that rabbit holes were so dark... and so long... and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

**37 READING BOOKLET – UNIT 5 – PAGE 57**

**Boy:** Look, you don't have to be... you don't have to agree with me all the time, in order for me to like you more. I see what you're doing and I just want you to know that you don't need to try so hard for me to like you or for anyone else to like you. Be you. I already like and care about you as a friend and that's why I'm telling you this, okay? We're friends and if we are going to be good friends than I'd rather know the real you and not the you that you seem to put on. You get what I'm saying? I used to do the same thing and then I realized I care more about being true to me, than having someone like me more. There's more to like when we all stop trying to front and just be true to ourselves. You may not agree with me but that is my whole point. And if someone doesn't like you for you, well, then they weren't worth having in your life, to begin with.

**Girl:** I'm trying... It's not always as easy as you think. I have so much going on in my life and I can only do so much. I know you think I am Wonder Woman, I know how things look to you and everybody else on the outside, but I am still only eighteen and sacrificing so much of my youth for what I want in my life. I get that this is what I want and I've brought this upon myself. You are right, it is what I want but you can't continue to burden me with things you need me to do for you. I don't have time to run to the store on the way home from practice, when I have exams and homework. I don't have time to have hour-long dinners with you and the family, or do chores or all the other things that other girls of my age do... I can't have a boyfriend or go to house parties or any of it.  
(beat)

It's not that I don't want to do those things, well, I can do without the chores, but I need to be disciplined and fully committed to figure skating. You know this Mom, you know what this means to me. Please try to understand me better. I'm not your typical teen.

**Man:** A while back, we could pay for substitute soldiers, but it never was a good alternative for war. We need you and guilt has blood stains forevermore. Our war was an expanding pool of quicksand.

We had no choice, with just a knife to resist and a lump in our throat. Swallowed, we were soldiers like saliva in the mouth cavity of death. Walking through trenches, watching each step. Fellow men fell. We struggled, strangled, and bitten with a knife in our back, how zeros clouded our vision, dropped death, grinding teeth, in precision. Look, I observed my enemy for centuries. He is human, just like me. I volunteered not to fight against a monster we could all be part of. Of course, we want peace, thought a part of the monster.

**Boy:** Sometimes, when I stand on the beach and look out at the ocean, I imagine I'm a shark.

My feet are hot, so hot they're burning. Burning so much, I start to not feel the pain anymore. I take several deep breaths, and I breathe out the heat through my nose. I can feel it leaving me. My feet are tingling. But I feel no pain. I am a shark. I'm swimming through the water and you can cut me with your knives, but my skin is hard and I am tough. And I feel no pain. A boy, this boy I know, but wish I didn't, runs out of the ocean and past me. I feel the cold water he's brought in on my legs. He's tossed sand on me too and it's sticking to me. I reach my hand down to feel the roughness on my legs. It's like sandpaper. His friend runs out of the water too, chasing him, and he bumps into me. Pushes past me. My body turns with him, but my feet stay grounded. Like a rooted flower blowing in the wind. I don't fall over. He yells something. Freak... Try again... Knock... but I can't make out these words. I can't understand them. My head is under water. Sound is muted down here. I am swimming fast. I am a shark. As two bodies now run past me, run into me, there is the sound of laughter. My roots were not deep enough. My face is burning hot against the floor of the beach. My hands push my body up and I taste sand in my mouth. It's rough in my mouth now. Like my legs, my arms, my chest. I feel a kick to my side, but it is nothing to me. I am strong. My skin is tough. I feel nothing. I am a shark.

**Girl:** I'm dreaming of a donut. I'm that hungry. Like, literally, daydreaming about tasting one.

Biting into one. I'm not sure which one I'd choose... Maybe the kind with chocolate icing on the outside and that creamy filling. What are those called? Cream puffs? Not that but... they're so good. So rich. I like that feeling of a little kind of explosion as my teeth hit the pastry. And the filling just spills out into my mouth. Or maybe I'd go for a glazed donut. They're simple. But we all know they're the best, right? The melted sugar. The glaze. I like to feel the glaze melt on my tongue. Turn from icing into liquid. You know you can really taste the sugar, so intense, right on the front of your tongue? I really should be studying. I know that. I have my books right here. But when you're hungry... you know... it's all you can think about.

**Robot:** Darlene's right. I can't trust them. This was too easy. But at least I stopped them. For now. I can go home knowing that. But was she right about me? Am I sticking my head in the sand? Did my revolution just bury our minds. Instead of freeing them? Encrypting the data was meant to empower us, but instead, it left us powerless, scaring us into even more submission. And this all started because I tried to hide from society. Remember? I reset it to zero and if I don't do anything about it, it'll continue to grow in this malignant way. And that's what I'm afraid of the most. This dark future I set in motion. Who knows what could come from this... The truth is I'm the one to blame. I'm the problem. This was my fault. All of it. I did this.

## FINAL CHECK ANSWERS

1. **C36** a. Alice ( a girl falling down a hole).  
b. She is falling down a hole.  
c. Very angry with the rabbit.
2. **C36** a. inner                      b. angry
3. Read the script again. Highlight the different parts using the color code below.  
**Green:** Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [Calling after him] I say, Mr. White Rabbit, where are you going?  
**Blue:** I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! [Falling] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house!  
**Red:** Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!
4. Read the script of the monologue once more.  
a. Alice is waiting for Mr. White Rabbit.  
b. Alice decides to follow the rabbit and falls into a hole.  
c. She sees the bottom of the hole. She thinks she will hit the bottom and that it will hurt.
5. Assign points according to these criteria

| Task   | Score | Language  | Score | Presentation   | Score |
|--|-------|---|-------|--|-------|
| Correct and lively performance. Variety of rate, pitch, tone, and volume.                            | 4     | Practically no language mistakes. Body gestures and non-verbal features to convey meaning.                              | 3     | Good pronunciation, real-life hesitation. No use of script.  | 3     |
| Mostly correct and appropriate performance. Rate, pitch, and volume to express character.            | 3     | Very few language mistakes. A lot of body gestures and non-verbal features to convey meaning.                           | 2     | A few pronunciation mistakes, a bit of hesitation. Use of script does not inhibit performance.                         | 2     |
| Acceptable performance. Attempts to use vocal variety and volume, but execution is weak.             | 2     | Some language mistakes. Some body gestures and non-verbal features to convey meaning.                                   | 1     | Some pronunciation mistakes, some hesitation. Use of script inhibits performance.                                      | 1     |
| Inappropriate and poor performance. Limited or inappropriate enunciation, vocal variety, and volume. | 1     | Language mistakes interfere with comprehension. Practically no body gestures and non-verbal features to convey meaning. | 0     | Presentation affected by pronunciation mistakes, a lot of hesitation. Use of script in hand detracts from performance. | 0     |

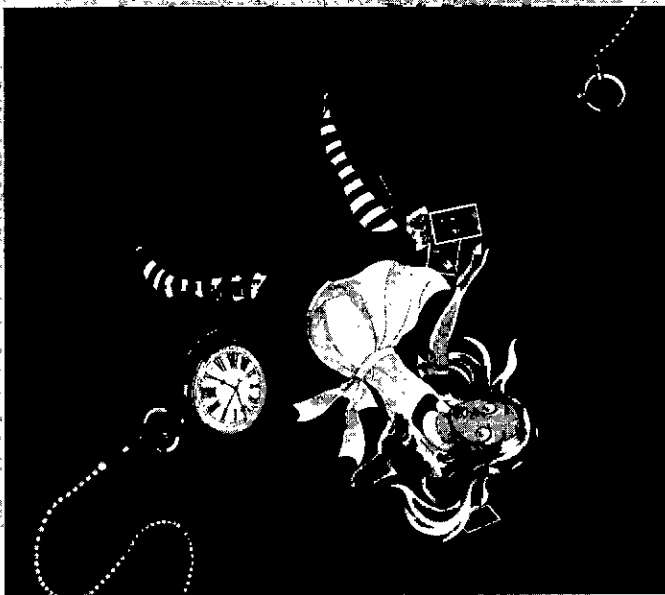
# FINAL CHECK

**1** **36** Listen and read the monologue quickly. Answer the questions.

◆ 6 points

- Who is the speaker?
- What is the problem?
- How does she feel?

**Alice:** *(Angrily)* Why, how impolite of him! I asked him a civil question, and he pretended not to hear me. That's not at all nice. *(Calling after him)* I say, Mr. White Rabbit, where are you going? Hmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I may not go where I please. I—I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! *(Falling)* How curious. I never realized that rabbit holes were so dark... and so long... and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!



**2** **36** Listen and read the monologue again. Circle the correct alternative.

◆ 2 points

- a. Type of monologue: inner / outer  
b. Tone and mood: sad / angry / ironic / funny

**3** Read the script again. Highlight the different parts using the color code below.

◆ 3 points

- Green:** Introduction  
**Blue:** Development / main section  
**Red:** Conclusion /end

**4** Read the script of the monologue once more.

◆ 6 points

a. What happens at the beginning of the story?

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b. What happens in the main section?

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c. What happens at the end of the story?

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**5** **36** Listen to the monologue again, if necessary. Then practice and perform it in front of your classmates.

◆ 3 points

◆ Total score: \_\_\_\_\_ / 20 points

# UNIT 6: How do they work?



## UNIT OVERVIEW

|                                 |   |
|---------------------------------|---|
| Allotted time                   | 16 classes (45 minutes each)  |
| Environment                     | Academic and educational  |
| Communicative activity          | Search and selection of information.  |
| Social practice of the language | Paraphrase information to explain how a machine works.  |
| Final Product                   | Infographics  |
| Reading Booklet                 | <i>A bit of... genius!</i>  |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Select and revise materials that show how machines work.</li> <li>• Read and understand information.</li> <li>• Write information.</li> <li>• Edit texts describing how a machine works.</li> </ul>  |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Provide students with graphic materials that show how a machine works and guide their attention to the interpretation of images and texts, so students are able to:             <ul style="list-style-type: none"> <li>- Evaluate text organization and determine patterns.</li> <li>- Reflect on the use of images and/or illustrations.</li> <li>- Express purpose and addressee</li> <li>- Define with other criteria to elect information.</li> </ul> </li> <li>• Help and explain to students how to value and reinforce text comprehension and give them support to:             <ul style="list-style-type: none"> <li>- Infer implicit information, posing plausible alternatives.</li> <li>- Distinguish between terminology and expressions used in British and American variants.</li> <li>- Evaluate main ideas and the information in them which elaborates more content.</li> <li>- Establish relationships between text and images.</li> <li>- Monitor the use of own reading strategies and those of others.</li> </ul> </li> <li>• Think aloud the steps and actions to follow in order to write and organize information and paraphrase information and help students to be able to:             <ul style="list-style-type: none"> <li>- Paraphrase information, using a range of expressions and pertinent linguistic resources.</li> <li>- Order and relate ideas and explanations in a diagram.</li> <li>- Complete a diagram with notes that explain main ideas.</li> </ul> </li> <li>• Promote feedback among students, give them time and opportunities to share their texts. Give them support to:             <ul style="list-style-type: none"> <li>- Read to revise spelling and punctuation.</li> <li>- Order statements in a sequence.</li> <li>- Adjust language according to addressee and purpose.</li> <li>- Elaborate final versions.</li> <li>- Share proposals to spread and socialize texts.</li> </ul> </li> </ul> |
| Suggested evaluation            | Collect information such as: <ul style="list-style-type: none"> <li>- A list of statements.</li> <li>- Notes explaining how a machine works.</li> <li>- Graphic resources.</li> </ul>   |
| Suggested assessment instrument | Anecdotal record from   |
| Materials                       |   |


**UNIT 6: How do they work?**

Environment, Academic, and Educational  
Communicative activity: search and selection of information.  
Social practice of the language: paraphrase information to explain how a machine works.

**You will...** **What for?**

select and check reliability that show how machines work... to elaborate a set of infographics describing how a machine works.  
read and understand information.  
write information.  
edit text describing how a machine works.

**FINAL PRODUCT:** infographics  
**READING BOOKLET:** A bit of... poster



Look at the pictures and answer the following questions in your group:

- What are the people doing?
- Are they using any machines or technological devices? Which ones?
- Do you know how any of these machines work?  
(If you don't, explain it to your classmates. Use Spanish if necessary.)
- If you choose one of the devices in the pictures, find information about how it works and share your findings with your classmates.

98

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Introduce the topic of the unit writing the word *Machine* on the board and have students brainstorm related words. Write the list of the words on the board and then ask students to explain why they think they are related.

Lead the conversation in such a way students give examples of machines they are familiar with.

Draw students' attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures, writing key words on the board and inviting them to record them in the vocabulary section of their notebooks.

**Look at the pictures and answer these questions in your group.**

Ask students to examine the pictures on page 98. Read the questions as a class and encourage them to use as much vocabulary as possible. Help them find the answers and allow students to use Spanish to explain how a machine works.

**Possible answer:**

The pictures show people using machines: a washing machine and a tablet.

**ENTRY PLAN**

**Opening** Activate previous knowledge.  
Evaluate how ready you are to start the unit.  
Evaluate textual organization.  
Determine patterns of cause-effect, comparison, contrast, etc.  
Reflect on the use of images and illustrations.

**Development** Infer information.  
Evaluate main ideas and additional information.  
Paraphrase information.  
Organize and relate ideas in a diagram.  
Present the final product.

**Closure** Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

**HOW READY ARE YOU FOR THIS UNIT?**

**1** In pairs, write a list of machines or technological devices you use everyday. Check and complete with your classmates' lists.

At home At school

**ENTRY SLIP** Evaluate how ready you are to start this unit. Write the phrase that best describes your feelings.

I am completely ready to start. I think I could support my classmates. I am quite ready to start. I may make a few mistakes.

I think I'll need some support. I will definitely need support.

99

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 6, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

**1. In pairs, write a list of machines or technological devices you use everyday. Check and complete with your classmates' lists.**

Read the instructions and the words in the box as a class. As they are all elements and devices that students usually use or know about, they should not have any difficulty to write a list of the devices they usually work with.

Tell them to work in small groups to share information. Check answers on the board or orally.

You may encourage students to explain what they use the devices in their lists for.

**Possible answers are:**

**At home:**

Coffee maker, laundry machine, computer, tablet, microwave oven, video game consoles, TV set, DVD player, camcorder, etc.

**At school:**

Computer, cell phones (if allowed), tablet (if allowed), overhead projector, DVD player (to listen to English tracks), TV set (if possible), etc.

**BACKGROUND INFORMATION**

**Useful vocabulary related to the devices.**

Cell phone (smart phone): make calls, send texts, browse the net, access different applications, use social networks, download and listen to music, use maps, listen to the radio, read books, etc.

Tablet: take it anywhere, do quick Web searches, read and respond to e-mail, download books that you use on a day-today basis, watch movies and TV shows, play games, etc.

MP3 player: Plug it into a laptop/computer and sync music onto it.

Laptop: plug all sorts of external devices into it, save an email attachment and file it any way you want, create software, graphics, music, video, writing, etc.

E-reader: Load free or cheap books, receive e-mail me when a new book is added to the Kindle Top 100 Free e-books list, convert and send documents, etc.

Video game console: play games and be in touch with other players, dance, etc.

**ENTRY SLIP**

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

**DEVELOPMENT**

**LESSON 1: Laptops**

| Communicative activity   | Social practice of the language  |
|--|--|
| <ul style="list-style-type: none"> <li>Search and selection of information.</li> </ul>   | <ul style="list-style-type: none"> <li>Paraphrase information to explain how a machine works.</li> </ul> |
| Students will...   | What for?  |
| <ul style="list-style-type: none"> <li>check materials that explain how a machine works.</li> <li>activate prior knowledge.</li> <li>clarify technical terms.</li> <li>evaluate main ideas and additional information.</li> <li>establish relationships between text and visuals.</li> </ul> | <ul style="list-style-type: none"> <li>To read and understand information.</li> </ul>                    |

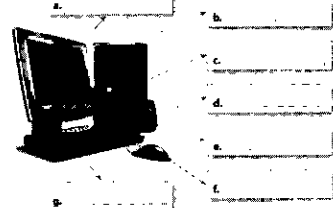
**DEVELOPMENT**

**LESSON 1: Laptops**

**Communicative activities**

- Search and selection of information.
- Paraphrase information to explain how a machine works.

**1 Label the elements of a computer.**



**2 Answer the following questions in pairs and take notes of some shared ideas.**

- Where can you search for information about computers?
- What is the main difference between a laptop and a desktop computer?
- What do you already know about desktop computers and laptops? Write three things.

**3 Look at the text on page 101 and analyze its organization. Identify the following points:**

- Words you expect to find in a text about laptops. Identify the ones that are cognates (like words between English and Spanish).

| Word | Cognate |
|------|---------|
|      |         |
|      |         |
|      |         |

- Purpose and intended audience of the text.
- Main pieces of information contained in the text.

**100**

With books still closed, write the title of the text on page 101 (*How do Laptops Work?*) on the board and elicit what students know about laptops.

**1. Label the elements of a computer.**

Elicit the names of the elements of a computer aloud and then give students a few minutes to label the picture. Check answers on the board, asking different students to draw the computer and label the parts. If possible, and if there is a computer available in the classroom, invite students to show and name the elements.

Answer:

- a. screen. b. DVD drive. c. switch. d. speakers.  
e. keyboard. f. mouse. g. monitor.

2. Answer these questions in pairs and take notes of some shared ideas.

Read the questions as a class. Invite the groups to take notes of their answers and share them.

3. Look at the text on page 101 and analyze its organization. Identify the following points:

Students scan the text and make predictions referred to the vocabulary, structure and content of the text.

Page 101

**HOW DO LAPTOPS WORK?**

How can all the equipment found in a desktop tower fit into such a small package?

Laptop and desktop computers are very similar; they have the same basic hardware, software, and operating systems. The primary difference is how their components fit together. A desktop computer includes a motherboard, a video card, a hard drive, and other components in a large case. The monitor, the keyboard, and other peripherals connect wirelessly or with cables.

A laptop is much smaller and lighter than even the most compact PC tower. The screen and the keyboard are integrated parts of the unit. These components have to:

- fit into a compact space;
- conserve power;
- produce less heat than desktop components.

**Laptop Processor**  
The microprocessor, or CPU, works with the operating system to control the computer. It essentially acts as the computer's brain.

**Laptop Memory and Storage**  
Like a desktop, a laptop has an internal hard disk drive, which stores the operating system, applications, and data files. However, laptops generally have less disk space than desktops.

**Laptop Graphics and Screen**  
A graphics processing unit (GPU) is a microprocessor that handles the calculations necessary for 3-D graphics rendering. Like a CPU, a GPU produces a lot of heat. Laptops frequently share memory between the CPU and the GPU. In this way, they are more efficient than desktop computers because they save space and reduce power consumption. A laptop displays its graphics on a liquid crystal display (LCD) screen. Most screens measure between 12 and 17 inches (30 and 43 cm), and the size of the screen affects the overall size of the laptop.

**Laptop Batteries**  
A laptop is portable and can run on batteries alone. Many laptops claim to have a 5-hour battery life, but this can vary depending on how the computer is used.

Adapted from: Wilson T. Fisher, R. H. (2) How Do Laptop Computers Work? (Accessed from: <http://www.gutenberg.org/files/50000/50000-h/50000-h.htm#LaptopComputersWork>)

4. Read the text quickly and check your ideas and predictions in exercises 2 and 3. Have students revise their notes in exercises 2 and 3. Then tell them to read the text quickly to check them.

Answer:

A desk top is bigger, to be kept and is used on desks); the reading text is about laptops (smaller, portable). Desktops and laptops differ in size and weight.

Page 102

**Language in use** — **Expressing a comparison**

1. Read the sentences from the text. Pay special attention to the words in bold. A laptop is much smaller and lighter than even the most compact PC tower. They are more efficient than desktop computers.

2. Analyze the sentences in point 1 and answer the questions.  
a. What is the sentence expressing?  
b. How many elements are involved? Which one(s)?  
c. What happens with the adjectives in each sentence?

3. Watch out!  
When we want to compare two elements, we use a special type of adjectives called comparatives. When we use short adjectives, the comparatives are formed by adding the particle *-er* to the adjective and then the word *than*. When we use long adjectives, we use *more* before the adjective and then the word *than*.

4. Compare two similar objects and express a few comparisons to your partner.

5. Read the text again. Tick (✓) under the corresponding column.

Read the instructions and the sentences in the chart as a class. Give them time to read the text again and decide if they describe a desktop or a laptop.

Answer:

- a. Desktop computer. b. Laptop. c. Desktop computer. d. Laptop. e. Laptop. f. Laptop.

6. Read the text again and answer the questions below.

Read the instructions and the questions as a class and then let them read the text again to find the answers.

Answer:

- a. They have to fit into a compact space, conserve power, and produce less heat than desktop components.  
b. Because they are much lighter and smaller than PC towers.  
c. Fourth paragraph.  
d. The pictures show the parts of laptops described in the text.

7. Read the text once more and write what the words in bold refer to.

Tell students to read the text carefully to identify what the words in bold refer to. Remind them that these words refer to information that has appeared earlier in the text.



Answer:

- a. it: the microprocessor b. which: an internal hard disk drive c. its: a laptop's e. they: laptops f. it: the laptop

### Language in Use: Expressing a comparison

1. Make students notice the structure in the example sentences. Guide them using questions such as: *What are these words referring to? How do you translate them to Spanish?*
2. Now give students time to discuss the questions with a partner and write the answers in their notebooks.
3. Read the grammatical rule aloud. Make pauses and explain giving examples or using Spanish, if necessary.
4. Encourage students to work in pairs and produce their own examples.

### Page 103

8. You will write contrastive paragraphs about the advantages and disadvantages of laptops. Work in pairs on the following points:

- a. Talk about the advantages and disadvantages of laptops.
- b. Take notes and organize your conclusions in the table below.

| Advantages | Disadvantages |
|------------|---------------|
|            |               |

9. Complete this short paragraph expressing your conclusions.

We think \_\_\_\_\_ are better than \_\_\_\_\_ because they are \_\_\_\_\_ than \_\_\_\_\_.

They can \_\_\_\_\_ and \_\_\_\_\_.

10. Revise the information in the paragraphs. Check that you have included all the relevant information in your notes and used comparatives to express your ideas.

11. Check grammar, spelling and punctuation. Write the final version of your paragraphs below.

8. You will write contrastive paragraphs about the advantages and disadvantages of laptops. Work in pairs on the following points:
  - a. Read the instructions as a class and ask: *What are the advantages and disadvantages of laptops?* Listen to students' ideas and write some of them on the board.
  - b. Motivate them to look at the table and complete it with their notes. Encourage them to share their ideas with a partner.

9. Complete this short paragraph expressing your conclusions.

Write an example sentence using comparatives to remind students of the right structure. Motivate them to complete the paragraph using their notes.

10. Revise the information in the paragraph.

Check that you have included all the relevant information in your notes and used comparatives to express your ideas.

Students can do this activity in pairs. They should exchange their drafts and revise each other's work.

Once they have finished the revision, ask them to write the final version of their work on a separate piece of paper.

11. Check grammar, spelling and punctuation. Write the final version of your paragraphs below.

Monitor their work and help them, answering their questions, if necessary.

### Page 104

12. TOWARDS THE PRODUCT • BY-PRODUCT 1: A list of actions

Work with a partner. Choose a device you can find at school or at home and write a list of the actions it can / can't do.

13. READING BOOKLET

Have a look at the text *A bit of... genius!* In pairs, look for information about the man in the photo on page 68 to answer the questions below.

- a. Who is he?
- b. Why is he famous?
- c. What do the devices have in common?

EXIT SLIP

Complete the lesson exit slip and then check your conclusions with your partner and discuss them.

Where can I find and select information about how a machine / device works?

How can I express comparisons between two elements in English?

Can I write a list of the actions a machine can/can't do?

12. TOWARDS THE PRODUCT • BY-PRODUCT 1: A list of actions

Following the example in the text on page 101, students should choose a device and identify the things this device can/ can't do. Explain that they are going to use this material when they elaborate the final product.

**Suggested assessment instrument**  
**Anecdotal record** (See sample on page 202)

**13. 68 READING BOOKLET**

Read the questions as a class before students read the text on pages 68 - 71. Explain to them that the reading purpose is to find this information in the text. Tell them to underline key words and then check answers as a class.

**Possible answer:**

- Jonathan Ive
- Because he is the designer of Apple devices: the iPhone, the iPad, the iPod, etc.
- It is less than 1.4 centimeters deep and weighs about 140 grams, it has a touch-sensitive wheel that makes it incredibly easy to navigate through the various menus and options with just a thumb, and it has super-tight integration with the jukebox / media player software that comes with it.

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with their classmates. Ask the questions aloud and help students discover the answers. Devote enough time for a general conversation about the achievements in the lesson. If they have problems with the use of comparatives, refer them back to the section Language in use (page 156).



**LESSON 2: Digital cameras**

| Communicative activity   | Social practice of the language                          |
|--|--|
| • Search and selection of information.   | • Paraphrase information to explain how a machine works. |
| Students will...   | What for?  |
| • read and understand information.<br>• put in order and connect ideas and explanations in a diagram.<br>• complete a diagram with notes that explain main ideas | • To take notes about how a machine works.               |

**DEVELOPMENT**

**LESSON 2: Digital cameras**

• Establish relation between text and visual.

**1** Look at the pictures and answer the questions in pairs. Then exchange ideas with your classmates.

**2** In pairs, find information about the development of photography. Put the cameras in the pictures in chronological order.

**3** Label the different parts of a digital camera.

**Communicative activity**

- Search and selection of information.
- Social practice of the language
- Paraphrase information to explain how a machine works.
- Read and understand information.
- Put in order and connect ideas and explanations in a diagram.
- Complete a diagram with notes that explain main ideas.

**What for?**

- To take notes about how a machine works.

**Think & think**

- Put pictures in chronological order.
- Label components in diagram with technical terms.

- Look at the pictures and answer the questions in pairs. Then exchange ideas with your classmates. Help and guide students to identify that all the people in the pictures are taking photographs with different types of cameras (old/modern, conventional/digital).
- In pairs, find information about the development of photography. Put the cameras in the pictures in chronological order. Encourage students to search for information about the development of cameras or to use what they already know about this topic. Then encourage them to order the pictures in the chronological order.

**Answers:**

Picture 1: c    Picture 2: b    Picture 3: d    Picture 4: a

### 3. Label the different parts of a digital camera.

If possible, students find the meaning and function of the elements using the Internet or an encyclopedia.

If not, share the following information with them:

#### Shutter button:

In photography, the shutter-release button is a push-button found on many cameras, used to record photographs. In modern or digital photography, this notion is less meaningful, so the term "shutter button" is more used.

#### On / off switch:

control consisting of a mechanical or electrical or electronic device for making or breaking or changing the connections in a circuit.

#### Lens cover:

A lens cover or lens cap provides protection from scratches and minor collisions for camera and camcorder lenses.

#### Memory card slot:

It is used to add storage memory to a device, in the form of a memory card.

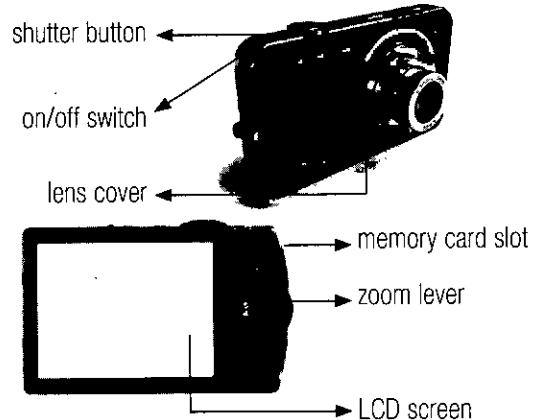
#### Zoom lever:

It gives control of the focus and/or zoom.

#### LCD screen:

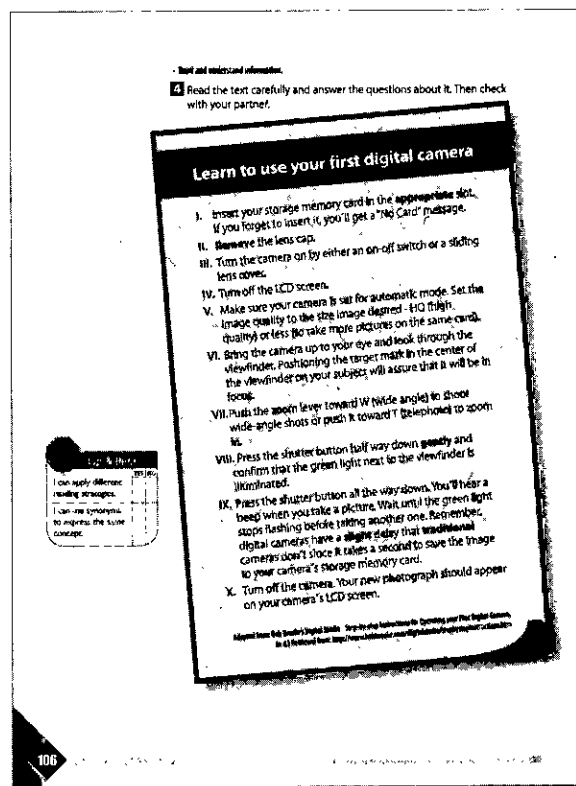
A liquid-crystal display (LCD) is a flat-panel display or other electronically modulated optical device that uses the light-modulating properties of liquid crystals.

#### Answers:



#### Stop & think

In case your students tick the "no" option, invite them to revise exercises 2 and 3 again and help them with comprehension.



### 4. Read the text carefully and answer the questions about it. Then check with your partner.

Students should read the questions on page 107 before they read the text. Help them to identify key words in the questions so they can read to find this information in the text.

#### Answers:

- a. iii.; b. ii.; c. the words can be replaced by synonyms (appropriate = suitable; remove=separate, pull out; gently=softly; slight=small, tiny; traditional=conventional)

#### Stop & think

If students answer no, encourage them to read the text once more and help them with comprehension, revising the reading strategies that they used to comprehend the text.

a. Where is the text taken from?  
 I. An encyclopedia  
 II. A brochure  
 III. A user's manual

b. What is the purpose of the text?  
 I. To persuade people to buy the camera.  
 II. To teach people how the camera works.  
 III. To describe the elements of the camera.

c. What words or expressions can you use to replace the highlighted words in the text? How are they called?

• Complete a diagram with notes that explain main ideas.

5 Read the text again. Summarize the steps to use a digital camera and take notes in the diagram below.

6 Work in groups of four. Use your notes to tell the class how the digital camera works. Remember to use connectors to link the ideas in each step and the image on page 105 to show the elements as you speak.

7 Discuss the following questions in your group. Then exchange ideas with the rest of your classmates.

a. Did you already know how to use a digital camera?  
 If yes, were the instructions clear?  
 If not, do you think you can follow the instructions now?

b. What new information did you get from the text?

c. What other sets of instructions have you read?

d. How were the instructions similar / different to the ones in the text?

5. Read the text again. Summarize the steps to use a digital camera and take notes in the diagram below.

Analyze the text that describes how a device works. Help students to interpret the information in the text and support them to complete a diagram with notes that explain main ideas.

6. Work in groups of four. Use your notes to tell the class how the digital camera works. Remember to use connectors to link the ideas in each step and the image on page 105 to show the elements as you speak.

Help students interpret the information in the text and support them to identify adequate connectors (so that, in order to, to) to link the ideas in each step. Students then read their notes aloud to tell their classmates how a digital camera works.

**Stop & think**

In case your students tick the "no" option, invite them to revise exercise 5 again and help them with comprehension.

7. Discuss the following questions in your group. Then exchange ideas with the rest of your classmates.

Read the questions as a class and give students

time to discuss the questions in groups of four or five students. Explain to them that they have to choose a group member to take notes and the rest take turns to present their ideas in front of the class.

• Put in order and correct them and explain them.

8 Connie and David are talking about digital cameras. Put their conversation in order and then listen to the recording to check.

David: Can you explain to me how the camera works?  
 Connie: Sure, how do we get these beautiful pictures from a camera?  
 David: Does it need a special type of film?  
 Connie: There is no film; instead, digital cameras have a piece of electronic equipment that captures the incoming light rays and turns them into electrical signals.  
 David: Very simple. With digital cameras you can instantly see what the picture will look like from the LCD screen on the back. If you don't like it, you can simply delete it.  
 Connie: When you press the button to take a photograph, an aperture opens and light streams in through the lens.

9 Go to exercise 12 on page 104, Lesson 1. With the same partner, use the set of instructions you wrote there to create a new conversation between Connie and David.

10 Practice the new conversation with your partner, taking turns to play both roles. Remember to imitate the pronunciation and intonation in the model.

11 Role-play the conversation in front of the class.

8. Connie and David are talking about digital cameras. Put their conversation in order and then listen to the recording to check.

Students should read the text before they listen and put the conversation in the right order. Play the recording and give them time to tackle the listening task.

**Answers:**

**David:** Connie, how do you get these beautiful pictures from a camera?

**Connie:** Very simple. With digital cameras, you can instantly see what the picture will look like from the LCD screen on the back. If you don't like it, you can simply delete it.

**David:** Can you explain to me how the camera works?

**Connie:** When you press the button to take a photograph, an aperture opens and light streams in through the lens.

**David:** Does it need a special type of film?

**Connie:** There is no film; instead, digital cameras have a piece of electronic equipment that captures the incoming light rays and turns them into electrical signals.

9. Go to exercise 12 on page 104, Lesson 1. With the same partner, use the set of instructions you wrote in that exercise to rewrite the conversation between Connie and David.

Tell them to use the conversation model to write a new dialogue referring to the instructions they wrote in that exercise.

10. Practice the new conversation with your partner, taking turns to play both roles. Remember to imitate the pronunciation and intonation in the model.

Students get in pairs and practice the conversation they wrote. Tell them to pay special attention to pronunciation and intonation and help them when necessary.

11. Role-play the conversation in front of the class.

Now students should be ready to present the conversation in front of the class.

## Page 109

**12. TOWARDS THE PRODUCT • BY-PRODUCT 2: A short list of instructions**  
Work in pairs. Write a short set of instructions to explain how the device you chose in exercise 12 on page 104 works. Keep this work in your product folder.

**13. READING BOOKLET**  
Have a look at the text *A bit of... genius!* on pages 68 - 71. Do the following activities in your group:

- Write a list of five famous inventions that have changed people's lives, giving reasons for your choice.

.....

- Share your list with other groups and support your opinions
- Come to a general agreement and then answer these questions:
  - Which invention would you identify as the most important of all times?
  - Is it related to the man in the text?

**EXIT SLIP**

Complete the lesson activities and discuss your conclusions with your teacher and classmates.

| Questions  | Responses |
|--|-----------|
| Was my previous knowledge useful to support comprehension? |           |
| What type of words can I use to express the same concepts? |           |
| Can write a set of instructions?                           |           |

## 12. TOWARDS THE PRODUCT • BY-PRODUCT 2: A short list of instructions

Devote enough time to allow students write a short list of instructions explaining how the device they chose in the by-product 1 works. Ask them to include this new material in their product folder and tell them that they will use it in the final product.

## Suggested assessment instrument

### Anecdotal record (See sample on page 202)

## 13. 68 READING BOOKLET

Read the questions aloud before students open their booklets on pages 68 - 71. Then give them time to underline key words in the questions, open their Reading Booklets and find the answers in the text. Check answers as a class.

### Stop & think

If students answer no, encourage them to report what they did in exercise 12 orally, leading them to reflect on the relationship between text and visual material.

## EXIT SLIP

Students reflect on what they have done during the lesson and write their personal responses, which they can share with their classmates.

Ask the questions aloud and help students discover the answers. Devote enough time for a general conversation about the achievements in the lesson.

If they have problems with describing how a machine works, refer them back to exercises 4 (page 106) and 5 (page 107).

DEVELOPMENT

LESSON 3: Cell phones

| Communicative activity   | Social practice of the language  |
|--|--|
| <ul style="list-style-type: none"> <li>Search and selection of information.</li> </ul>   | <ul style="list-style-type: none"> <li>Paraphrase information to explain how a machine works.</li> </ul>   |
| Students will...   | What for?  |
| <ul style="list-style-type: none"> <li>read and check texts.</li> <li>complete a diagram with notes that explain main ideas.</li> <li>distinguish words used in American and British English.</li> <li>paraphrase information using appropriate connectors.</li> </ul> | <ul style="list-style-type: none"> <li>To write, check and edit texts about how a device works.</li> </ul> |

DEVELOPMENT

**LESSON 3: Cell phones**

Communicative activity

- Search and selection of information.

Social practice of the language

- Paraphrase information to explain how a machine works.

Students will...

- read and check texts.
- complete a diagram with notes that explain main ideas.
- distinguish words used in American and British English.
- paraphrase information using appropriate connectors.

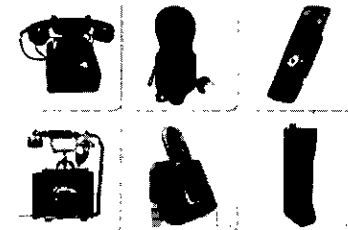
What for?

- To write, check and edit texts about how a device works.

1. In pairs, answer the following questions. Then compare your answers with other pairs.

- Who was Alexander Graham Bell?
- Why was he famous?

2. Look at the pictures and number the telephones from oldest (1) to newest (6).



3. Read the title of the text on page 111 and answer the questions in pairs.

- Which of the telephones in exercise 2 is the text related to? How do you know it?
- What words would you expect to find in a text about telephones? Write a list.

I can read and check texts

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- In pairs, answer the following questions. Then compare your answers with other pairs. Read the instructions and the questions as a class. Give pairs a few minutes to answer the questions and to exchange ideas with other pairs. You may want to share the following Background information with the class.

**BACKGROUND INFORMATION**  
**Alexander Graham Bell**

Alexander Graham Bell (born on March 3, 1847, Scotland) worked with Thomas Watson on the design and patent of the first practical telephone. In all, Bell held 18 patents in his name alone and 12 that he shared with collaborators. He died on August 2, 1922, in Canada.

**Answer:**

- Alexander Graham Bell was an American inventor.
- He invented the telephone.

- Look at the pictures and number these telephones from oldest (1) to newest (6). Working in pairs, students number the telephones from oldest to newest.

**Answer:**

3 - 1 - 6 - 2 - 5 - 4

- Read the title of the text on page 111 and answer the questions in pairs.

Students read the title of the text on page 111 to predict which of the telephones in exercise 2 the text is related to. Then they reflect and identify the words (cognates) they expect to find in a text about telephones. Do not check answers at this point.

**Stop & think**

In case your students tick the "no" option, invite them to revise exercise 3 again and help them with comprehension.

Read the text quickly and check your predictions in exercise 3.

**AND IT IS A CELL**

One of the most interesting things about a cell phone is that it is actually a radio, an extremely sophisticated radio, but a radio nonetheless.

I. \_\_\_\_\_

The genius of the cellular system is the division of a city into small cells. Each cell is about 26 square kilometers. Each carrier in each city also runs a central office called the MTSO (Mobile Telephone Switching Office).

II. \_\_\_\_\_

When you first power up the phone, it listens for an SID (System Identification Code) on the control channel. When it receives the SID, the phone compares it to the SID programmed into the phone; if the SIDs match, the phone knows that the cell is part of its home system. The phone also transmits a registration request, so that the MTSO keeps track of your phone's location in a database in order to know which cell you are in.

The MTSO gets the call and tries to find you. It looks in its database to see which cell you are in. The MTSO picks a frequency pair that your phone will use in that cell to take the call; the MTSO communicates with your phone over the control channel to tell it which frequencies to use; and the call is connected.

As you move toward the edge of your cell, your cell's base station notes that your signal is diminishing. Meanwhile, the base station you are moving toward sees your phone's signal strength increasing; the two base stations coordinate with each other through the MTSO. At some point, your phone gets a signal on a control channel telling it to change frequencies.

III. \_\_\_\_\_

If the SID on the control channel does not match the SID programmed into your phone, the phone knows it is roaming. The MTSO of the cell that you are calling checks its database so as to confirm that the SID of the phone you are using is valid. The amazing thing is that all of this happens within seconds!

Adapted from: Sam M. Katz. (c) 1994. The World of Phones. New York: The McGraw-Hill Companies. www.mh.com

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- Read the text quickly and check your predictions in exercise 3.

Students read the text quickly to check their predictions in exercise 3.

**Answers:**

- a. The cell phone, pictures 3 and 5.
  - b. Base - cell - cellular - central - compare - control - code - control - division - frequency - identification - kilometers - office - move - program - radio - registration - signal - station - system - telephone - use
- Draw students' attention to the different words used in each variety of English. You can invite them to mention other cases in which different words are used. You can also give them a few other words that are different in these two varieties of English.

**Page 112**

• Complete 1 diagram with notes that explain main ideas.

5 Read the text again carefully. Choose one heading for each paragraph.

a. From Cell to Cell    b. Roaming    c. The Cell Approach

6 Read the text once more. Extract the information to complete the diagram below.

a. For the name:    b. Definition:

Reasons    Cellular Phones    MTSO

c. For the registration    d. Role:

Process

e. Receiving a call    f. Changing from one cell to another:

7 Complete the table with the equivalent expression in British English. Then add three more words of your own and their equivalent expressions.

| American English | British English |
|------------------|-----------------|
| cell phone       | mobile phone    |
| kilometers       |                 |
| toward           |                 |

5. Read the text again carefully. Choose one heading for each paragraph.
- Remind students that headings constitute a very concise summary of paragraphs in a text. Tell them to read the text carefully to choose the correct heading for each paragraph. Check answers orally.
- Answers:**
- a. From Cell to Cell - Paragraph II.
  - b. Roaming - Paragraph III.
  - c. The Cell Approach - Paragraph I.
6. Read the text once more. Extract the information to complete the diagram below.
- Read the instructions and the labels in the diagram as a class. Tell students to read the text carefully to find information to complete it.

**Answers:**

- a. **For the name:** a city is divided into small cells. Each cell is about 26 square kilometers.
- b. **For the registration:** so that the MTSO keeps track of your phone's location in a database in order to know which cell you are in.
- c. **MTSO Definition:** each carrier's central office (Mobile Telephone Switching Office).
- d. **MTSO Role:** keeps track of your phone's location in a database in order to know which cell you are in.
- e. **Process of receiving a call:** The MTSO gets the call and tries to find you. It looks in its database to see which cell you are in.  
The MTSO picks a frequency pair that your phone will use in that cell to take the call; the MTSO communicates with your phone over the control channel to tell it which frequencies to use; and the call is connected.
- f. **Process of changing from one cell to another:** your cell's base station notes that your signal is diminishing. Meanwhile, the base station you are moving toward sees your phone's signal strength increasing; the two base stations coordinate with each other through the MTSO. At some point, your phone gets a signal on a control channel telling it to change frequencies.

**Stop & think**

In case your students tick the "no" option, invite them to revise exercises 6 and 7 again and help them with comprehension.

7. Complete the table with the equivalent expression in British English. Then add three more words of your own and their equivalent expressions.
- Give students time to complete the table. Students can use dictionaries or online dictionaries to find the British English equivalents.

**Answers:**

cell phone - mobile phone; kilometers - kilometres; toward - towards

**More examples:**

liters - litres; cookies - biscuits; French fries - chips You will find additional information and examples at: <https://en.oxforddictionaries.com/usage/british-and-american-terms>

**8. Infer and paraphrase the information to answer the questions below.**

- What is the main characteristic of the cellular system?
- What happens when the telephone receives the SID?
- What is the function of the MTSO?
- How does the cell's station know that you move toward the edge of your call?
- How long does it take the MTSO to validate your code? Is it a fast or slow process?

**9. Summarize the steps on how mobile networks work. If necessary, read the text once more.**

**How mobile networks work**

**Language in use** **Connecting ideas**

1. Study the sentences from the text, paying special attention to the words and expressions in bold.

- The phone also transmits a registration request, so that the MTSO keeps track of your phone's location in a database in order to know which cell you are in.
- It looks in its database to see which cell you are in.
- It checks its database so as to confirm that the SID of the phone...

2. What do the connectors in the examples indicate?

- A contrast.      b. A purpose.      c. A reason.

3. Watch out!  
We use connectors such as **in order to** or **so that** to link the two parts of a sentence indicating a **purpose** or an **intended result**.

4. In pairs, play a game providing causes and results and using the connectors. You say the first part of the sentence (cause) and the connector and your partner provides the second part (result). Like turns.

**Adapted tip**  
In order to and so that are similar in meaning, but their structures are different. In order to is always followed by a verb in the base form, while so that is always followed by a clause (subject and verb).

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8. Infer and paraphrase the information to answer the questions below.

Explain to students what inference and paraphrases are (a deduction made considering explicit information and a re-statement of something heard or read). Check answers orally.

**Answer:**

- That the cities are divided into small cells.
- The phone compares it to the SID programmed into the phone.
- It keeps track of your phone's location in a database in order to know which cell you are in.
- Because your cell's base station notes that your signal is diminishing and the base station you are moving toward sees your phone's signal strength increasing; the two base stations coordinate with each other through the MTSO.
- It is a very fast process. It only takes seconds.

9. Summarize the steps on how mobile networks work. If necessary, read the text once more.

Give students plenty of time to read the text again and carefully to find the information required to complete the diagram.

**Answers:**

- When the phone is first powered up, it listens for a SID (System Identification Code) on the control channel. The phone compares it to the SID programmed into the phone; if the SIDs match, the phone knows that the cell is part of its home system.

- The phone transmits a registration request so that the MTSO keeps track of the phone's location in a database. The MTSO looks in its database to see which cell you are in.
- The MTSO picks a frequency pair that the phone will use in that cell to take the call.
- The MTSO communicates with the phone over the control channel to tell it which frequencies to use; and the call is connected.

**Language in use** **Connecting ideas**

- Students read the sentences from the text carefully, paying special attention to the parts in bold, which are connectors.
  - Students examine the examples to identify what the connectors indicate.
- Answer:**
- A purpose.
- Read the rule for connectors aloud, stressing the key words so students notice their use.
  - Write five or six causes in advance that are relevant to your students' context. Choose one to model the activity and then play the game with students.

**10. Write, check and edit texts about how a device works.**

**10.1** In groups of three, do the following activities:

- Complete the short descriptions of two unusual devices with words and phrases in the boxes.

tip: **electronic board**    **kick**    **pair of hands**    **life music**

**A** \_\_\_\_\_ that allows \_\_\_\_\_ to play alone.

**A** \_\_\_\_\_ lights up when players \_\_\_\_\_ against them in time to \_\_\_\_\_

**data**    **flash cards**    **history dates**    **information**  
**memorization tool**    **to memorize**    **programs**

**The Outside is on the line**

**10.2** Listen to the recording and check your answers.

**10.3** Search the web and find information about an unusual device. In your notebook, write a set of statements about it, explaining:

- What the device is.
- Its purpose.
- How it works.

You may visit: <https://www.sureinherstal.com/news/5-unusual-smart-devices-and-products-for-your-home/>

**10.4** Put the statements together in a paragraph following the model in exercise 10a.

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10. **A** In groups of three, do the following activities:
- Read the words and phrases in the boxes and the gapped paragraphs as a class. Give students a few minutes to complete the paragraphs with them.
  - B** Play the recording for them to check their answers.

11. Search the web and find information about an unusual device. In your notebook, write a set of statements about it, explaining:

Students now write their drafts which should include the points stated.

If possible, encourage them to visit the recommended site to get information about unusual devices.

12. Put the statements together in a paragraph following the model in point 10.a.

Tell them to follow the model in point 10.a.

**Answers:**

Students' paragraphs may vary according to the device they have chosen. Check that they follow a pattern similar to: The \_\_\_\_\_ is \_\_\_\_\_. To use it, you \_\_\_\_\_ . It \_\_\_\_\_ , and then \_\_\_\_\_. It allows you to \_\_\_\_\_ .

**Stop & think**

In case your students tick the "no" option, invite them to revise exercises 11 and 12 again and guide them through the writing process.

**13** Revise your paragraph carefully. Add, delete or change information, making sure you use appropriate connectors and language resources to express your ideas and describe the device.

**14** Check for grammar, spelling and punctuation mistakes.

**15** Write the final version of your paragraph and exchange it with another group.

**16 TOWARDS THE PRODUCT • BY-PRODUCT 3: Graphic resources to illustrate instructions**  
In your group, find graphic resources or make drawings that illustrate the instructions you wrote in the by-product 2, on page 109. Keep this material in your product folder.

**EXIT SLIP**  
Complete the lower exit slip and then discuss your conclusions with your teacher and classmates.

What connectors can I use to express purpose or intended result of an action?

How can I adjust my writing to the audience?

13. Revise your paragraph carefully. Add, delete or change information, making sure you use appropriate connectors and language resources to express your ideas and describe the device. Motivate students to revise their work following the guidelines provided in the instructions.

14. Check for grammar, spelling and punctuation mistakes. Help students check their draft. Encourage the use of a dictionary to correct spelling mistakes.

15. Write the final version of your paragraph and exchange it with another group. Students exchange the final version of their work. Motivate them to reflect on their strengths and weaknesses as they do this activity.

16. **TOWARDS THE PRODUCT • BY-PRODUCT 3: Graphic resources to illustrate instructions** Give students time to work in groups and elaborate the visuals to support the text they have written in the by-product 2. Encourage them to make oral descriptions using the visuals. Tell them that this activity is a preparation for the final product so they will use this material when they elaborate it later.

**Suggested assessment instrument**  
**Anecdotal record** (See sample on page 202)

## EXIT SLIP

Students reflect on what they have done in the lesson and write their personal responses, which they can share with their classmates.

Ask the questions aloud and help students discover the answers. Devote enough time for a general conversation about the achievements in the lesson.

If they have problems with the use of connectors, refer them back to the section Language in use (page 113).

### Page 116

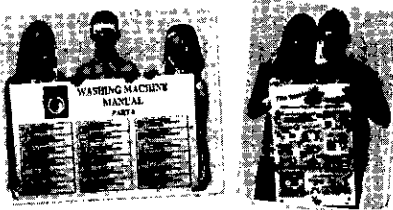
C O S L R E

## FINAL PRODUCT: INFOGRAPHICS

C O S L R E

### FINAL PRODUCT Infographics

You are going to prepare a set of instructions and pictures showing how a device or machine works.



**PREPARATION**

- 1 Work in pairs or groups.
- 2 Go over the work you did in the TOWARDS THE PRODUCT section on pages 104, 109 and 115, and choose one of the machines or devices described in them.

**PRODUCTION**

- 3 Use the material done in the TOWARDS THE PRODUCT sections to make a poster. Include the set of instructions and the corresponding visuals illustrating how to use the machine or device. Bear in mind the following points:
  - a. Design an effective poster, making it attractive and easy to read.
  - b. Choose the easiest and most effective way to make the poster: on cardboard paper or printed.
    - By hand. Choose the person with the best handwriting in your group to make the poster on cardboard paper, using bright markers or pencils.
    - Using a computer. For the texts, choose fonts that are easy to read, consider color and size and be careful not to mix too many different fonts. For the whole poster, some computer programs allow you to make much larger posters by sticking several printed pages together.
  - c. Put pictures and corresponding texts together.
- 4 Practice saying the descriptions, instructions, or explanations while showing the corresponding pictures. Repeat this several times.

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### PREPARATION

1. Help students form groups with classmates they get on well with, but also trying to mix students with different talents: writers, speakers, designers, a leader, etc. Negotiate with the class how they want to distribute the names of gadgets.
2. Have students collect the material they developed in the by-products 1, 2, and 3. Ask them to check it again if necessary.

## PRODUCTION

3. Monitor the preparation of the poster.
  - a. Design.
  - b. Texts: computer or by hand.
  - c. Pictures and texts are put together
4. Monitor, help and correct while students rehearse the presentation of their poster

### Page 117

- 3 Choose the person who best says the descriptions, instructions, or explanations to be the spokesperson. Meanwhile, the rest of the group members are in charge of showing the corresponding picture.

#### PRESENTATION

- 4 Make your group presentation in front of the class. Then display the poster in a visible place of the classroom.

### EVALUATING PROGRESS

- 1 Individually, reflect on and evaluate your progress in the unit. Write always, sometimes or never.

| Area to evaluate  | My teacher | My partner |
|---|------------|------------|
| <b>Learning goals</b>   |            |            |
| - I can select and check materials that show how machines work.             |            |            |
| - I can read and understand information.                                    |            |            |
| - I can write information.  |            |            |
| - I can edit texts describing how a machine works.                          |            |            |
| - I can elaborate a set of instructions describing how a machine works.     |            |            |
| <b>Final Product</b>  |            |            |
| - I followed the instructions carefully.                                    |            |            |
| - I completed the assigned tasks and collected all the necessary materials. |            |            |
| - I agreed on the machine, device, or gadget to work on in our group.       |            |            |
| - I helped correcting grammar, vocabulary, and pronunciation.               |            |            |
| - I checked the final work together and discussed possible improvements.    |            |            |
| <b>Classroom Interaction and values</b>                                     |            |            |
| - I helped and supported my classmates while delivering our presentation.   |            |            |
| - I was respectful of the work of other groups.                             |            |            |
| - I was respectful of each other's ideas and opinions in the group.         |            |            |

- 2 Ask your Teacher or a partner to evaluate your performance and their comment on the things you can do to improve your weak points in the future.

- 3 Discuss your reflections with the rest of the class.

5. Students choose the person who can best say the texts aloud and organize the presentation of the accompanying texts.

### PRESENTATION

6. Organize the presentation of the posters.

### Suggested assessment instrument

**Anecdotal record** (See sample on page 202)

### EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

- Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
- Conduct a general conversation about the achievements of the unit.

## READING BOOKLET A BIT OF... GENIUS!

Before reading, start a general conversation about famous inventions by asking questions such as:  
*What inventions can you think of?*  
*What is your favorite invention? Why?, etc.*

### Answer:

- Samuel Morse** (1791 - 1872): Inventor of the Morse code and one of the inventors of the telegraph.  
**Thomas Alva Edison** (1847 - 1931): Inventor of the electric light bulb and the phonograph.  
**Wilbur Wright** (1867 - 1912): With his brother, Orville, developed the first successful airplane.  
**Alexander Graham Bell** (1847 - 1922): one of the primary inventors of the telephone, he also did important work in communication for the deaf.

- Time line of important inventions

| Year      | 1450               | 1939           | 1947                | 1948   | 1960         | 1970          |
|-----------|--------------------|----------------|---------------------|--------|--------------|---------------|
| Invention | The printing press | The helicopter | The Polaroid camera | Velcro | The Internet | Post-it notes |

- Cognates:** genius, designer, vice president, industrial, design, conceptual, numerous, interested, idea, exactly, interests, adept, computers, originally, frustrating, technology, inspiration, use, important, function, ultimate, create, instructions, products, indicate, complete, inventions, rediscover, music, company, capacity, photo, type, evolution, lesson, consumer, electronics, different, digital, depend, form, factor, centimeters, grams, incredibly, navigate, various, menus, options, integration, organizing, converting, external, application, automatically, connected, considered, important, millions, liberate, services, elevated.
- c. A famous designer.
- Yes, he studied industrial design at Northumbria University.
- Yes; the gadgets he has created can be used without looking at an instructions book.
- Student's opinion.
- 8 - 10 Students' opinions and ideas.

## ▶ BACKGROUND INFORMATION Information

- Samuel Morse** (1791 - 1872) was an American artist and inventor best remembered for his invention of the single-wire telegraph system and the co-inventor of Morse code.
- Thomas Edison** (1847 - 1931) was an American inventor who created great innovations as the electric light bulb and the phonograph. He held more than a 1,000 patents for his inventions.
- Wilbur Wright** (1867 - 1912) is best known for developing the first successful airplane with his brother, Orville. Today, the Wright brothers are regarded as the "fathers of modern aviation."
- Alexander Graham Bell** (1847 - 1922) was a Scottish educator, scientist, inventor, and linguist. He was one of the primary inventors of the telephone, did important work in communication for the deaf and held more than 18 patents.

Retrieved from: <http://www.biography.com>

## TRANSCRIPTS

### 38 STUDENT'S BOOK – UNIT 6 – LESSON 2 – PAGE 108 – EXERCISE 8

**David:** Connie, how do you get these beautiful pictures from a camera?

**Connie:** Very simple. With digital cameras, you can instantly see what the picture will look like from the LCD screen on the back. If you don't like it, you can simply delete it.

**David:** Can you explain to me how the camera works?

**Connie:** When you press the button to take a photograph, an aperture opens and light streams in through the lens.

**David:** Does it need a special type of film?

**Connie:** There is no film; instead, digital cameras have a piece of electronic equipment that captures the incoming light rays and turns them into electrical signals.

### 39 STUDENT'S BOOK – UNIT 6 – LESSON 3 – PAGE 114 – EXERCISE 10

**Speaker 1:** The hands-on *Hand-clap game* is an electronic board that allows kids to play alone. A pair of hands lights up when players clap against them in time to the music.

**Speaker 2:** The *Quizlet* is an online memorization tool. To use it, you enter the data you need to memorize, be it vocabulary words, history dates, or science facts. It turns the information into flash cards and then generates tests. After you take a test, the program retests you on the questions you got wrong.

**A bit of...genius**

Sir Jonathan Paul Ive, CBE, KBE, (born February 1967) is a British designer and the senior vice president of industrial design at Apple Inc. He is the leading designer and conceptual mind behind a numerous devices such as: mp3 players, tablets, smart tunes. Jonathan Ive was born in Chingford, London. He was brought up by his father, who was a teacher, attended the Chingford Foundation School, and went on to attend Walton High School in Stafford. He then studied industrial design at Northumbria University (Newcastle Polytechnic at the time).

Around age 14, he knew he was interested in "drawing and making stuff". The idea of design had been long in his mind, but he was unsure about exactly what he would design. His interests were very broad — from furniture and jewelry to boats and cars.

Ive was not always adept at computers and originally found them frustrating; to him, technology was difficult to grasp. Jonathan Ive gets inspiration from everyday life devices. He believes that design and ease of use are as important as function.

The ultimate goal of his work is to create gadgets that can be used without looking at the instructions book. He thinks it is very sad and frustrating to be surrounded by products that seem to indicate a complete lack of care. He gets his greatest joy from his work when people tell him that his inventions have let them rediscover lost music of their youth, or fall in love with music again.

In 2001, the company introduced an MP3 player with the unheard-of storage capacity of 5 gigabytes. Nowadays, the device plays songs, movies, games, and photo slideshows, and people can store up to 160 GB of any type of file they want. The evolution has been a lesson in consumer electronics marketing and development.

What makes this device designed by Ive different from any other digital media player? The answer will depend on who you ask. Some might say it is the form factor – it is less than 1.4 centimeters deep and weighs about 140 grams. Other people might say it is the touch-sensitive wheel that makes it incredibly easy to navigate through the various menus and options with just a thumb. And some might say the greatest thing in the world is the super-tight integration with the jukebox / media player software that comes with it.

It lives on the computer, and it is used for organizing, playing, converting, and downloading files from an external source to the computer and from the computer to the device.

People can watch or listen to the files through the application on their computer and download them to their device. They just plug it in and it automatically downloads every new file added to the jukebox since the last time it

was connected. It also uploads playlists and song ratings. Jonathan Ive is considered the most important British industrial designer of our time. He changed the way millions listen to music and helped liberate computers from dull beige boxes.

In 2006, Ive was appointed Commander of the Order of the British Empire (CBE) in the New Year Honours for services to the design industry and he was elevated to Knight Commander of the same Order (KBE) in the 2012 New Year Honours.

**FINAL CHECK ANSWERS**

1. a. – IV. b. – III. c. – I. d. – II.
  - b. It was a race between the two sides for domination of space, a tense competition for superiority in space technology.
2. a. Ribbon. b. Crystal. c. Condenser. d. Carbon. e. Dynamic.
3. a. Modern microphones work electronically while old microphones work mechanically.
  - b. The diaphragm, which collects the sound waves and creates movement.
4. Assign points according to these criteria.

| Task   | Score | Language                                       | Score | Presentation   | Score | Total Score |
|--|-------|--|-------|--|-------|-------------|
| Clear and complete. Correct number of words.             | 4     | Practically no grammar or vocabulary mistakes. | 3     | Correct spelling, neat presentation.                     | 3     |             |
| Quite clear. Nearly correct number of words.             | 3     | Very few grammar or vocabulary mistakes.       | 2     | A few spelling mistakes and slightly untidy.             | 2     |             |
| Acceptable, a bit incomplete. Quite a few words missing. | 2     | Some grammar or vocabulary mistakes.           | 1     | Several spelling mistakes and rather untidy.             | 1     |             |
| Poor, incomplete. A lot of words missing.                | 1     | Interfere with comprehension                   | 0     | Affected by pronunciation mistakes, a lot of hesitation. | 0     |             |

## The microphone



### I. \_\_\_\_\_

The very first microphone was a metal diaphragm attached to a needle, and this needle scratched a pattern onto a piece of metal foil. The pressure differences in the air, that occurred when you spoke toward the diaphragm, moved the diaphragm, which moved the needle, which was recorded on the foil. The vibrations scratched on the foil would then move the diaphragm and recreate the sound! The fact that this purely mechanical system works shows how much energy the vibrations in the air can have!

### II. \_\_\_\_\_

All modern microphones try to accomplish the same thing as the original, but do it electronically rather than mechanically. A microphone wants to take varying pressure waves in the air and convert them into varying electrical signals. There are five different technologies commonly used to accomplish this conversion.

### III. \_\_\_\_\_

#### Carbon Microphones

The oldest and simplest microphone uses carbon dust. The carbon dust has a thin metal or plastic diaphragm on one side. As sound waves hit the diaphragm, they compress the carbon dust, which changes its resistance. By running a current through the carbon, the changing resistance changes the amount of current that flows.

#### Dynamic Microphones

They take advantage of electromagnetic effects. When a magnet moves past a wire (or coil of wire), the magnet induces current to flow in the wire. In a dynamic microphone, the diaphragm moves either a magnet or a coil when sound waves hit the diaphragm, and the movement creates a small current.

#### Ribbon Microphones

A thin ribbon is suspended in a magnetic field. Sound waves move the ribbon which changes the current flowing through it.

#### Condenser Microphones

It is essentially a capacitor, with one plate of the capacitor moving in response to sound waves. The movement changes the capacitance of the capacitor, and these changes are amplified to create a measurable signal. Condenser microphones usually need a small battery to provide a voltage across the capacitor.

#### Crystal Microphones

Certain crystals change their electrical properties as they change shape. By attaching a diaphragm to a crystal, the crystal will create a signal when sound waves hit the diaphragm.

### IV. \_\_\_\_\_

Just about every technology imaginable has been harnessed to convert sound waves into electrical signals. The one thing they all have in common is the diaphragm, which collects the sound waves and creates movement.



**1** Read the text and write one of the provided headings at the beginning of each paragraph.

◆ 4 points

- a. Common characteristic of microphones.
- b. Different types of microphones.
- c. First microphone.
- d. Modern microphones.

**2** Read the paragraph about different types of microphones and write the name.

◆ 5 points

**Characteristics:**

- a. Something changes the current flowing through it.: \_\_\_\_\_
- b. Something creates a signal when sound waves hit the diaphragm: \_\_\_\_\_
- c. It has a small battery: \_\_\_\_\_
- d. Certain dust has a thin metal or plastic diaphragm on one side: \_\_\_\_\_
- e. The magnet induces current to flow: \_\_\_\_\_

**3** Answer these questions.

◆ 4 points

a. What is the difference between an old and a new microphone?

\_\_\_\_\_

b. What do all microphones have in common?

\_\_\_\_\_

**4** Choose a device you know well (that you use at school or at home) and write a short description and its purpose (100 – 120 words)

◆ 7 points

You may use the patterns and activities in the unit as a model.

◆ Total score: \_\_\_\_\_ / 20 points

# UNIT 7: Life experiences



## UNIT OVERVIEW

|                                 |  |
|---------------------------------|--|
| Allotted time                   | 16 classes (45 minutes each)   |
| Environment                     | Family and community   |
| Communicative activity          | Exchanges associated to information about oneself and others.  |
| Social practice of the language | Narrate life experiences in a conversation.  |
| Final Product                   | An autobiographical anecdote   |
| Reading Booklet                 | <i>Amazing people, amazing stories</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Listen and check conversations about personal experiences.</li> <li>• Understand general meaning, main ideas and details.</li> <li>• Share personal experiences in a conversation.</li> </ul>   |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Offer examples of conversations and give time to explore uncertainties, fears and difficulties to share personal experiences for students to:               <ul style="list-style-type: none"> <li>- Ask questions about how ideas and people can be represented in different ways.</li> <li>- Appreciate effect caused by non-verbal language.</li> <li>- Analyze selection of expressions and repertoire of words.</li> <li>- Detect differences between British and American English.</li> <li>- Identify type of communication.</li> <li>- Share one's own and others' appraisals.</li> </ul> </li> <li>• Direct attention to conversational skills and offer help so that students can:               <ul style="list-style-type: none"> <li>- Anticipate general meaning and main ideas.</li> <li>- Analyze use of connectors to link ideas.</li> <li>- Appreciate writing of expressions.</li> <li>- Contrast sentences of sequence.</li> <li>- Appreciate one's own and others' performance.</li> </ul> </li> <li>• Challenge students to expand and develop their own repertoire of words and expressions and support them to:               <ul style="list-style-type: none"> <li>- Write sentences and put them in chronological order.</li> <li>- Include details in main ideas, such as time, place and way in which events happened.</li> <li>- Ask questions to expand information and check comprehension.</li> <li>- Tell personal experiences using direct and indirect speech.</li> <li>- Use strategies to emphasize meaning and for turn-takings.</li> <li>- Share identical experiences with different people.</li> <li>- Offer and receive feedback.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:               <ul style="list-style-type: none"> <li>- A diagram with personal experiences.</li> <li>- A list with questions about personal experiences.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Observation sheet.</li> </ul>   |
| Materials                       |  |


**Unit 7: Life Experiences**

Environment: Family and Community.  
 Communicative activity: exchanges associated to information about oneself and others.  
 Social practice of the language: narrate life experiences in a conversational situation.

You and... What last?

Write in the dark on this board about personal experiences. To narrate an important personal experience and extend personal mappings from local to global. Start personal experiences in a conversational situation.

**FINAL PRODUCT:** An autobiographical anecdote.  
**READING BOOKLET:** Amazing people, amazing stories.



Look at the people in the picture and answer the questions below. Share your ideas with your classmates.

- How old are they?
- Where are they?
- What are they doing?
- Are they having fun?
- Do you like camping? Why/Why not?

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Introduce the topic of the unit by asking students what life experiences that remember the most and why. Write some of their ideas on the board and then ask students to explain why.

Draw students' attention to the pictures and ask *What can you see in this picture?* Eliciting a brief description of it and help students with the vocabulary they need to talk about the picture, writing key words on the board and inviting them to record them in the vocabulary section of their notebooks.

**Look at the people in the picture and answer the questions below. Share your answers with your classmates.**

Invite students to look at the pictures carefully. Read the questions as a class and encourage them to express as many details as possible.

**Answers:**


- a.** All of them are young people, pre-teens. **b.** They are at a campsite. **c.** They are at a barbecue, roasting some sausages. **d.** Yes, they are enjoying themselves. **e.** Students' own ideas and opinions.

**UNIT PLAN**

|                    |   |
|--------------------|---|
| <b>Opening</b>     | <ul style="list-style-type: none"> <li>Activate previous knowledge.</li> <li>Evaluate how ready you are to start the unit.</li> <li>Anticipate main ideas in a conversation.</li> <li>Appreciate the use of non-verbal language to support comprehension.</li> <li>Ask questions about personal experiences.</li> </ul> |
| <b>Development</b> | <ul style="list-style-type: none"> <li>Analyze the use of connectors to link ideas.</li> <li>Identify sequence of events.</li> <li>Narrate personal experiences.</li> <li>Offer and exchange feedback.</li> <li>Present the final product.</li> </ul>   |
| <b>Closure</b>     | <ul style="list-style-type: none"> <li>Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.</li> </ul>   |

**HOW READY ARE YOU FOR THIS UNIT?**

1. Look at these two photographs and identify similarities and differences between them.



2. Ask your parents, relatives, or teachers about their teen life. Did they use to do the same things that you do? What things/aspects are different now? Share your findings with your classmates.

**ENTRY SLIP**

How ready are you to start this unit? Circle the number that best describes your feelings.

|   |  |
|---|--|
| 1. I am completely ready to start. I think I could support my classmates. | 2. I am quite ready to start. I may make a few mistakes. |
| 3. I think I'll need some support.  | 4. I will definitely need support.                       |

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 7, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

- Look at these two photographs and identify similarities and differences between them.**  
 Ask students to students to have a close look at the two pictures and find similarities and differences.  
**Answers:**  
**Similarities:** young people having fun, dancing.  
**Differences:** one picture is black and white; the young people seem to be in someone's house. The other picture is in color; the young people are dancing in a club or a public place.
- Ask your parents, relatives, or teachers about their teen life. Did they use to do the same things that you do? What things/aspects are different now? Share your findings with your classmates.**



Encourage students to talk to people of older generations to compare their activities. The following class, invite them to share their discoveries with their classmates.

**Answers:** Students' own ideas and opinions.

## ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

## Page 120

### DEVELOPMENT

## LESSON 1: Old times

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>Exchanges associated to information about oneself and others.</li> </ul>   | <ul style="list-style-type: none"> <li>Narrate life experiences in a conversation.</li> </ul> |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>listen and check a conversation about personal experiences.</li> <li>identify specific information.</li> <li>value the effect of non-verbal language.</li> <li>analyze expressions and words used in conversations.</li> </ul> | <ul style="list-style-type: none"> <li>To talk about past habits.</li> </ul>                  |

**LESSON 1: Old times**

**Identify specific information.**

1. In pairs, read the adults' comments below. What do you think about them?

Teenager parties should finish at 2 a.m. of the latest.

Of course! And they should always be under the supervision of more than one adult.

2. What do you know about the parties your grandparents went to as teenagers? Write your ideas under *My grandparents*.

|                        | My grandparents | Bradley's grandparents | Us |
|------------------------|-----------------|------------------------|----|
| Type of parties        |                 |                        |    |
| Other gatherings       |                 |                        |    |
| Times                  |                 |                        |    |
| Dancing                |                 |                        |    |
| Music                  |                 |                        |    |
| Food                   |                 |                        |    |
| Drink                  |                 |                        |    |
| Parental participation |                 |                        |    |

3. Look up the following words and expressions in the glossary. They will help you understand a conversation better.

banned, cradle song, smart clothes, seven o'clock sharp

### 1. In pairs, read the adults' comments below. What do you think about them?

Tell students to work in pairs and think about the adults' comments. Give students enough time to discuss and comment on those ideas and then invite them to share their opinions with the rest of the class.

**Answers:**

Students' own ideas and opinions.

### 2. What do you know about the parties your grandparents went to when they were your age? Write your ideas under *My grandparents*.

Read the instructions and the headings of the table aloud. Tell them to use the information they collected when they interviewed their grandparents to complete the first column of the table.

**Answers:**

Students' own ideas and opinions.

### Stop & think

In this particular case, if students answer negatively, tell them to only focus on two specific points the first time they listen. Then, as they continue listening to the same recording, they will be able to identify more details.

### 3. Look up the following words and expressions in the glossary. They will help you understand the conversation better.

Check answers orally.

**Answers:**

**Banned:** officially forbidden.

**Cradle song:** a soft gentle song sung to make a child go to sleep.

**Smart clothes:** clothes that make you look clean, neat and well dressed in fashionable and / or formal clothes.


**Seven o'clock sharp:** exactly at seven o'clock.

• Listen and check a conversation about personal experiences.  
• Ask for expressions and use them in conversation.

4. Listen to a conversation between Bradley and his grandmother. Compare your ideas and predictions and tick (✓) the information that is similar to your notes in the first column of the table in exercise 2.

5. In pairs, discuss about the type of communication and circle the correct alternative. Then share your answers with the class.

a. The communication is ...  
 I. verbal    II. non-verbal    III. both  
 b. Bradley's grandmother speaks  
 I. slowly    II. fast    III. loudly  
 c. Bradley speaks  
 I. slowly    II. fast    III. quietly



6. Listen to the conversation again. Complete the second column of the table in exercise 2, *Bradley's grandparents*.

7. Listen to the conversation once more and answer the questions below.

a. What type of non-verbal communication do you think the speakers used? Comment with your partner and write down some ideas.  
 b. What effect do you think they caused in each listener?

8. In your group, talk about the parties you and your friends go to. Complete the third column of the table in exercise 2, *Us*.

9. Complete the table with the equivalent expressions in British English that are mentioned in the recording and other examples. Then think about and discuss more differences between both dialects with your partner.

| American English | British English |
|------------------|-----------------|
| apartment        | flat            |
| cracker          |                 |
| French fries     |                 |
| soccer           | football        |
| soda             |                 |
| subway           |                 |
| the movies       |                 |
| vacation         |                 |

**Step 4**  
I can understand and analyse expressions and words used in a conversation.

4. Listen to a conversation between Bradley and his grandmother. Compare your ideas and predictions and tick (✓) the information that is similar to your notes in the first column of the table in exercise 2.

Tell students to go back to the table they completed in exercise 2 and play the recording for the first time. Ask them to tick only the ideas which are similar to the ones in column 1.

**Answers:**

Students' own ideas.

5. In pairs, discuss about the type of communication and circle the correct alternative. Then share your answers with the class.

Make sure students talk about the type of communication they have just heard in pairs and then with the whole class.

**Answers:**

a. iii.    b. i.    c. ii.

6. Listen to the conversation again. Complete the second column of the table in exercise 2, *Bradley's grandparents*.

Ask students to listen again in order to complete the second column of the table, *Bradley's grandparents*, with specific information.

**Answers:**

**Types of parties:** Two types, formal and casual.

**Other gatherings:** Get together with a group of friends and go to the movies or to the beach for the day.

**Time:** Eight sharp (formal parties); around seven (casual parties).

**Dancing:** Dance, dance, and dance.

**Music:** Rock and roll, the twist, ballads; only from records, not from CDs or the radio.

**Food:** Cakes and pies, peanuts, cheese, crackers with different dips.

**Drink:** Only soft drinks, like sodas and fruit juices.

**Parents' participation:** They were going in and out, helping serve the food and drinks.

7. Listen to the conversation once more and answer the questions below.

Encourage students to listen again in order to discuss some questions. Give them a few minutes and then ask them to share their ideas with the rest of the class.

**Possible answers:**

a. Non-verbal communication: facial expressions, eye-contact, proximity, gestures, head movements, volume of voice, pauses, etc.

b. They created a sense of closeness and empathy between them.

8. In your group, talk about the parties you and your friends go to. Complete the third column of the table in exercise 2, *Us*.

Help students get into small groups to complete the third column of the table in exercise 2.

Encourage them to reach a consensus about what information to include and to be respectful of everyone's ideas.

**Answers:**

Students' own ideas and opinions.

9. Complete the table with the equivalent expressions in British English that are mentioned in the recording and other examples. Then think about and discuss more differences between both dialects with your partner.

Have students pay attention to the American expressions on the left of the table and elicit from them their equivalent in British English. Allow them to work in pairs and then check their answers orally. Later on, invite students to research on other expressions which are different in each dialect.

**Answers:**

apartment – flat; cracker – biscuit; French fries – chips; soccer – football; soda – fizzy drink; subway –

underground; the movies – cinema; vacation – holiday.

### Stop & think

If students tick the NO box, ask them to use their dictionaries in order to know the meaning of words and expressions in the conversation. There, they will also see their origin and their use in context.

### Page 122

**Language in use** Talking about past habits

1. Read the following extract from the recording.  
*When we were your age, we would only have soft drinks, like sodas and these great fruit juices. We would also get together with a group of friends and we would go to the movies or to the beach for the day.*

2. What does the example in point 1 refer to? Circle the best answer.  
 i. A particular situation in the past.  
 ii. A past habit or routine.

3. Watch out!  
 When we want to talk about past habits, we can use *would* or *wouldn't* + the infinitive of a verb without *to*.

4. In pairs, exchange three past habits you had in your childhood. Finish the sentences with your own ideas.  
 a. When I was 5 years old, I \_\_\_\_\_  
 b. In primary school, I \_\_\_\_\_  
 c. At the age of 10, I \_\_\_\_\_

10. Complete this conversation between Bradley and his friend Alison with the phrases in the box. Then listen and check your answers.

*They would share their portion of seven or eight. And they would only have soft drinks, like sodas and fruit juices. Rock and roll, twist, t, ballads... from records! And they had a great time, indeed!*

Alison: Did your grandparents hang around when they were young?  
 Bradley: Yes!  
 Alison: What do you mean?  
 Bradley: Well, the times they kept were a bit different, \_\_\_\_\_  
 Alison: You're kidding!  
 Bradley: Not at all!  
 Alison: What kind of music did they listen to?  
 Bradley: \_\_\_\_\_  
 Alison: I can't even imagine that!

### Language in use: Talking about past habits

- Students read the extract from the recording very carefully.
- Students analyze the sentences in point 1 and answer.

#### Answers:

- ii. A past habit or routine.
- Students read the general rule and explain it in their own words.
- Students work in pairs and exchange examples of past habits of their own lives. Allow them to express freely and monitor their performance. Then talk about the most common mistakes you found but with the whole class.

10. Complete this conversation between Bradley and his friend Alison with the phrases in the box. Then listen and check your answers. Read the expressions in the box and the

gapped dialogue as a class. Explain any new word and then invite students to complete the conversation on their own. Later on, play the recording for students to check their answers.

#### Answers:

See transcript on page 139.

### Page 123

11. Listen again. Practice repeating the exchanges in the conversation imitating the speakers' pronunciation and intonation.

12. Replace the colored phrases of the dialogue in exercise 10 with information that is true for you. Role-play the new conversation with your partner, using non-verbal language (gestures, facial expressions, eye contact, proximity, volume, etc.) as much as possible.

TOWARDS THE PRODUCT - BY-PRODUCT 1: Diagram with personal experiences. Work in pairs.  
 a. Think about the most memorable experience you had in life. Complete the diagram below.

13. READING BOOKLET  
 Have a quick look at the text *Amazing people, amazing stories* on pages 78 - 83. In pairs, do the following activities:  
 a. Comment on the kind of 'amazing stories' you think the text will be about.  
 b. Write a list of possible situations or topics.

EXIT SLIP

Complete the following part and then discuss your conclusions with your partner and classmate.

On this page, I read about \_\_\_\_\_

How can we talk about past habits in English?  
 \_\_\_\_\_

What aspects of non-verbal language can I mention?  
 \_\_\_\_\_

- Listen again. Practice repeating the exchanges in the conversation imitating the speakers' pronunciation and intonation. Pause the recording after each exchange and ask students to repeat the phrase every time you pause. Encourage them to imitate the intonation and pronunciation as close as possible.
- Replace the colored phrases of the dialogue in exercise 10 with information that is true for you. Role-play the new conversation with your partner, using non-verbal language (gestures, facial expressions, eye contact, proximity, volume, etc.) as much as possible. Invite students to replace the colored phrases with their own information. Give them time to practice the new conversation and then invite a few pairs to role-play it in front of the class. Remind them of the importance of non-verbal communication and how they should keep it in mind when speaking.

### 13. TOWARDS THE PRODUCT • BY-PRODUCT 1:

#### Diagram with personal experiences

Ask students to remember an unforgettable experience in their lives and to use the information to complete the diagram briefly. Invite volunteers to share their experiences with the class.

#### Suggested assessment instrument:

**Observation sheet** (See sample on page 203)

### 14. 78 READING BOOKLET

Read the instructions as a class. Refer students to the text on pages 78 - 83 in the Reading Booklet to make predictions about the stories it narrates. Do not check answers at this stage.

### EXIT SLIP

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have problems with non-verbal language, refer them back to Unit 1 and remind them that body language includes different facial expressions, postures and gestures, eye-contact and proximity.

## LESSON 2: A very special day

### Communicative activity

### Social practice of the language

• Exchanges associated to information about oneself and others.

• Narrate life experiences in a conversation.

### Students will...

### What for?

- anticipate general meaning and main ideas.
- read an extract from a famous narrative text.
- organize the events in a sequence.
- ask and answer questions about past events.

• To write an account of past events.

DEVELOPMENT

### LESSON 2: A very special day

**Communicative activity**

- Exchanges associated to information about oneself and others.
- Narrate life experiences in a conversation.

**Social practice of the language**

- To write an account of past events.

**Students will...**

- anticipate general meaning and main ideas.
- read an extract from a famous narrative text.
- organize the events in a sequence.
- ask and answer questions about past events.

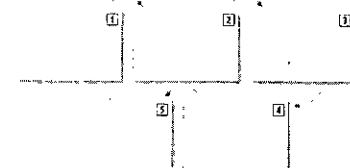
**What for?**

- To write an account of past events.

**1** Discuss and answer the following questions in your group.


- How did you celebrate your last birthday? Did you do anything special? What?
- How did you feel? Why?
- How do you think people used to celebrate their birthday in the past?

**2** Use the information in exercise 1 a. Complete the sequence organizer with five things that happened that day (usual or unusual). Organize them in chronological order.



**3** In pairs, find information about the girl in the picture and answer the questions in your notebook. Then exchange information with another pair.

- What's her name?
- Where and when did she live?
- Why is she famous?
- What other information do you know about the period in which Anna lived?



**4** You are going to read an extract of *The Diary of a Young Girl* by Anna Frank. Before reading, have a quick look at the text and identify the main idea.

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1. Discuss the following questions in your group. Before answering, use pictograms or drawings to make students discover the topic that the lesson is going to develop. Give them enough time to answer the questions of this exercise and develop their ideas in groups.

#### Answers:

Students' own ideas and experiences.

2. Use the information in exercise 1 a. Complete the sequence organizer with five things that happened that day (usual or unusual). Organize them in chronological order.

It is useful to give students an example before

they do this activity. Tell them about a birthday party you went to (the story can be true or you can invent an interesting and funny one to catch their attention). Then draw the diagram on the board and ask them questions about your story such as: *What happened first?*, *What happened next?*, etc.

**Answers:**

Students' own experiences.

**3. In pairs, find information about the girl in the picture and answer the questions in your notebook. Then exchange information with another pair.**

Students should find information about Anna Frank to answer the questions. You can plan this activity in such a way that you collect the information in advance and provide enough copies for a research-group activity. If you decide to give them the information, try to provide different sources to each group (an article, a biography, a literary review, etc.). If you have Internet access, ask students to work in groups or in pairs and search for information. At the end of the activity, ask them to indicate their sources and have them reflect on the differences in which various text genres refer to the same topic. Read the Background information box below.

**BACKGROUND INFORMATION**

**Anna Frank**

Anna Frank was born on June 12, 1929. She was a German-Jewish teenager who was forced to go into hiding during the holocaust.

She and her family spent over two years during World War II hiding in an annex of rooms above her father's office in Amsterdam. Anna and her family felt the horrors of Nazi occupation and this situation. With unusual insight, she reveals the relations between eight people living under extraordinary conditions, facing hunger, the ever-present threat of discovery and death, complete estrangement from the outside world, and above all, the boredom, the petty misunderstandings, and the frustrations of living under such unbearable strain, in such confined quarters.

After being betrayed to the Nazis, Anna, her family, and the others living with them were arrested and deported to Nazi concentration camps. In March of 1945, nine months after she was arrested, Anna Frank died of typhus at Bergen-Belsen. She was fifteen years old.

Since it was first published in 1947, Anna Frank's diary has become one of the most powerful memoirs of the twentieth century.

Adapted from: *Who is Anne?* (n.d.). Retrieved from: <http://annefrank.com/about-anne-frank/who-is-anne/>

**4. You are going to read an extract of *The Diary of a Young Girl* by Anna Frank. Before reading, have a quick look at the text and identify the main idea.**

Tell students that they will read an excerpt of Anna Frank's Diary. Encourage them to scan the text on the following page and identify the main idea in it. You may also ask them to formulate some questions about the ideas in the text.

When reading literary texts, it is especially important that you take the time to construct background knowledge so that your students are able to overcome the natural difficulties that literary texts present. The text has got a rich potential to work with both language and thinking skills.

**Possible answers:**

Anna's birthday, gifts, actions at home, actions at school.

**Stop & think**

If students answer negatively to the second point, explain to them that the main idea of a text tends to be presented in the first sentence or the first paragraph.

**Page 125**

Read an extract from a famous narrative text.

Read and listen to the text. As you read, check your prediction in exercise 4.

Saturday, 13<sup>th</sup> June, 1942

On Friday, 12<sup>th</sup> June, I woke up early, at six o'clock. It was my birthday so it wasn't surprising I had to control my curiosity and I had to wait until quarter to seven because I'm not allowed to get up at that hour. Then, I went down to the dining-room, where Mirjam, my cat, rubbed against my legs and welcomed me. A little later, my parents in to birthday and breakfast, and then to the living-room to open my presents.

There was a bunch of roses on the table, and the usual birthday card, presents for the dining table, a plate, a jar of cold cream and a basket, a plate of chocolate cake, and lots of candy. Daddy and Mommy gave me a blue blouse, a quilt, and a bottle of fruit juice which tastes like wine!

The oldest present was my diary!

At school, during the lessons, I passed out looking at my birthday card and diary.

It was my birthday, so I was allowed to leave the place that we played in the spare house and I came downstairs.

After lunch, all the people (except Pim) had a drink and were happy birthday!

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7. **TOWARDS THE PRODUCT • BY-PRODUCT 2:**  
**A list of questions about a personal experience**
- Have students to go back to the diagram they completed in the by-product 1, on page 123.
  - Ask them to write some questions requiring information about a partner's personal experience, following the models in the Language in use on page 126.

Remind students to keep this account in their product folder.

**Suggested assessment instrument:**  
**Observation sheet** (See sample on page 203)

8. **76 READING BOOKLET**

Motivate students to go straight into the Before you read section on page 76 and do the activities in pairs.

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students still have problems questions in the past, refer them back to the Language in use section and go over the theory with them. Provide them with extra help and a lot of practice.

**DEVELOPMENT**

**LESSON 3: Life-changing experiences**

| Communicative activity  | Social practice of the language   |
|---|---|
| <ul style="list-style-type: none"> <li>Exchanges associated to information about oneself and others.</li> </ul>   | <ul style="list-style-type: none"> <li>Narrate life experiences in a conversation.</li> </ul> |
| Students will...  | What for?   |
| <ul style="list-style-type: none"> <li>listen to conversations about personal experiences.</li> <li>identify specific information.</li> <li>study how to link ideas.</li> </ul> | <ul style="list-style-type: none"> <li>To share personal experiences.</li> </ul>              |

**DEVELOPMENT**

**LESSON 3: Life-changing experiences**

**Before you read**

Volunteering is a way to help people in need. It can be done in many ways, such as:

- helping at a hospital or a school
- working for a charity
- taking care of the elderly
- helping to build houses for people in need
- taking care of animals
- helping to clean up the environment
- taking care of the sick
- taking care of the environment

**1. Identify specific information:**

Answer the following questions in your group. Take notes and then compare ideas with other groups.

- Have you ever thought about doing some voluntary work?
- Do you know someone who has done it?
- What types of voluntary work can young people do in Mexico?

**2. Share ideas with your partner and then complete the table below.**

| Positive aspects of doing voluntary work | Negative aspects of doing voluntary work |
|--|--|
|  |  |

**3. Compare ideas about volunteering in your group. Exchange opinions and support your choices.**

- Answer the following questions in your group. Take notes and then compare ideas with other groups. Invite students to have a close look at the pictures and identify the types of voluntary work each of them represents. Read the instruction and the questions as a class and give groups a few minutes to answer the questions. Organize the exchange of ideas among the groups.

**Answers:**

Students' own ideas and opinions.

- Share ideas with your partner and then complete the table below. Elicit some examples of positive and negative aspects of doing voluntary work from the class and write them on the board. Give pairs some minutes to add more examples to their own tables.

**Answers:**

Students' own ideas.

**3. Compare ideas about volunteering in your group. Exchange opinions and support your choices.**

Invite pairs to share and compare ideas in their groups and then ask some groups to share ideas with the rest of the class.

**Answers:**

Students' own ideas.

**Page 129**

**4** Listen to a recording about voluntary work. Identify the type of text and circle one alternative.

a. An advertisement on television.  
b. An interview with volunteers.  
c. A piece of news on the radio.  
d. Personal reports.

**5** Listen to the recording once more. Match the information in the columns with a line.

|  |   |   |
|--|---|---|
| <p><b>A</b></p> <p>a. Speaker 1<br/>b. Speaker 2<br/>c. Speaker 3<br/>d. Speaker 4</p> | <p><b>B</b></p> <p>i. Logan<br/>ii. Erica<br/>iii. Lizzie<br/>iv. Cynthia</p> | <p><b>C</b></p> <p>is going to continue working as a volunteer.<br/>could put into practice all of his/her ideas.<br/>worked as a psychologist's assistant.<br/>could balance work and fun.</p> |
|--|---|---|

**6** Listen to the recording once again. Then, write a sentence that summarizes each speaker's experience.

a. Lizzie: \_\_\_\_\_  
b. Logan: \_\_\_\_\_  
c. Cynthia: \_\_\_\_\_  
d. Erica: \_\_\_\_\_

**7** Provide a synonym for the expressions below. Then listen and check your answers.

a. humanitarian work = \_\_\_\_\_  
b. overseas = \_\_\_\_\_  
c. places = \_\_\_\_\_  
d. evaluation = \_\_\_\_\_  
e. free time = \_\_\_\_\_

**8** Answer the following questions in your group based on the interviews you listened to. Then share your conclusions with another group.

a. Would you like to join an international working program?  
b. Where would you like to go? Why?  
c. What kind of work would you like to do?  
d. Do you think it would be a nice/interesting experience?

his/her ideas.

- b. Speaker 2 – iv. Cynthia – is going to continue working as a volunteer.
- c. Speaker 3 – i. Logan – worked as a psychologist's assistant.
- d. Speaker 4 – ii. Erica – could balance work and fun.

**6. Listen to the recording once again. Then, write a sentence that summarizes each speaker's experience.**

Have students listen to the recording again. If necessary, pause it after each testimony and elicit students' ideas about each.

**Possible answers:**

- a. **Lizzie:** It was one of the most rewarding experiences.
- b. **Logan:** The mission in Mexico was amazing. The host family was wonderful.
- c. **Cynthia:** It was a different kind of experience. I had the opportunity to be a part of the rehabilitation process, helping conduct interviews, psychological assessments, and group meetings.
- d. **Erica:** This was definitely a great new experience. It helped to improve the environment and also to experience the real culture of Costa Rica by living with a host family. This trip was the perfect balance between hard work and fun.

**7. Provide a synonym for the expressions below. Then listen and check your answers.**

**Answers:**

- a. volunteering
- b. abroad
- c. spots
- d. assessment
- e. spare time

**8. Answer the following questions in your group based on the interviews you listened to. Then share your conclusions with another group.**

**Answers:**

Students' own ideas.

**4. Listen to a recording about voluntary work. Identify the type of text and circle one alternative.**

Play the recording once for students to identify what type of text it is.

**Answers:**

- b. An interview with volunteers.

**5. Listen to the recording once more. Match the information in the columns with a line.**

Read the instruction and the information in the different columns. Play the recording just once and then allow students to do the activity. Check answers orally.

**Answers:**

- a. Speaker 1 – iii. Lizzie – could put into practice all of



Study how to link ideas.

**Language in use** Connecting ideas

1. Read the extracts from the recording. Pay special attention to the words in bold. *Not only did I want helping to improve the environment, but I also experienced the real culture of Costa Rica*

*Although you definitely need flexibility to face the demands of each classroom environment, I was able to visit and speak in several different classrooms.*

*I worked at a rehabilitation center for young people with drug and alcohol addictions, so I had the opportunity to be a part of the rehabilitation process.*

2. Answer the following questions.

- How many parts do the sentences in point 1 have?
- What is the function of the words in bold?
- Which sentence in point 1 is expressing a result, which one a contrast, and which one addition?

3. Work out!

Connectors or linking words indicate the relationship between sentences. We use *so* when we want to indicate a consequence. We use *although* when we want to indicate a contrast between two ideas. We use *not only...but also* when we want to indicate two additional ideas. Notice that we use *not only* at the beginning of a clause when we want to emphasize the idea and the word order is inverted: *Not only* + auxiliary verb + subject.

4. Join each pair of sentences using the connectors between parentheses. Be careful where you put the linking words.

- At the age of 6, I couldn't ride my bike well. I practiced a lot. (although)
- My father collected stamps as a child. He collected The Beatles posters, too. (not only...but also)
- My mother would do the dishes after lunch. My grandmother could have a rest. (so)

5. Think about your own life and write an example with each connector described. Share your ideas with your partner.

**Language in use** Connecting ideas

- Students read the extracts from the recording, paying special attention to the words and expressions in bold, to identify their role in the sentences.
- Students answer the questions.
 

**Answers:**

  - Two.
  - They link the two parts.
  - Sentence **c** is expressing a result, sentences **a** and **d** are expressing addition and sentence **b** is expressing a contrast.
- Make students read the rule in pairs and then encourage them to try to explain it in their own words.
- Have students join the pair of sentences and then check their answers orally.
 

**Answers:**

  - At the age of 6, I couldn't ride my bike well **although** I practiced a lot.
  - My father collected **not only** stamps as a child **but also** The Beatles posters.
  - My mother would do the dishes after lunch **so** my grandmother could have a rest.
- Encourage students to provide their own examples with the connectors. Call volunteers to share their answers with the class.

Show several experiences in a conversation.

**5 TOWARDS THE PRODUCT • BY-PRODUCT 3: A conversation about personal experiences**

Work in groups.

- Collect the diagram and the questions you elaborated in the by-products 1 and 2.
- In your group, use the material you collected to share your experience through a spontaneous conversation. Use some of the expressions in the boxes.

What happened to you? And you enjoyed the ?

The...asked me to... So what did you do in the end?

How did you feel? Suddenly I felt...

**78 READING BOOKLET**

Have a close look at the pictures that illustrate the text *Amazing people, amazing stories* on pages 78 - 83. How is that text connected to the topic of this lesson?

I think the text is connected to the topic of the lesson because...

**EXIT SLIP**

Complete the form in this slip and discuss your conclusions with your teacher and classmates.

Discussion questions:

How can I link ideas in a narration?

Can I participate in a conversation about personal experiences? If not, why not?

**9. TOWARDS THE PRODUCT • BY-PRODUCT 3: A conversation about personal experiences**

- Invite students to collect the diagram and the questions they developed in the by-products 1 and 2.
- In groups of four, have students create a spontaneous conversation using the expressions in the boxes. There, they should try to retell their experiences as they speak.
 

**Answers:**

Students' own performance.

**Suggested assessment instrument: Observation sheet** (See sample on page 203)

**78 READING BOOKLET**

- Read the instruction as a class and then refer students to pages 78 - 83 in the Reading Booklet. Ask them to have a close look at the pictures and identify how this new text is connected to the topic of the lesson. Tell them to use the opening sentence provided to express this relationship.
- Possible answers:**
- I think the text is connected to the topic of the lesson because the pictures show people doing different types of voluntary work, experiences that they will probably share with the readers.

## EXIT SLIP

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have difficulties to participate in a spontaneous conversation, motivate them to go little by little. Explain to them that through a lot of practice, first with a few phrases and then with more complex ideas, they will become active participants.

Page 132

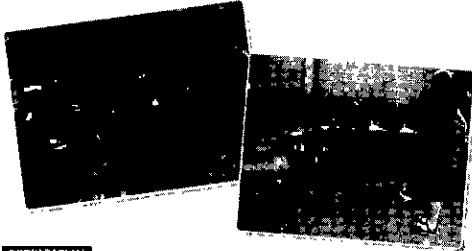
## CLOSURE

### FINAL PRODUCT: AN AUTOBIOGRAPHICAL ANECDOTE

**CLOSURE**

**FINAL PRODUCT** An autobiographical anecdote

You are going to prepare the narration of an autobiographical anecdote.



**PREPARATION**

1. Take out your product folder and collect all the work you did in the TOWARDS THE PRODUCT section on pages 123, 127 and 131.

**PRODUCTION**

2. Individually, work on the following:
  - a. Use the information in the diagram to write sentences narrating the autobiographical anecdote. Include information about the location, time, participants, and any other details you think can make the narration more attractive.
  - b. Organize the sentences into a text using appropriate linking words so that your ideas are clearly connected. Show the text to your teacher. If possible, in your anecdote, include Direct Speech and Indirect Speech studied before.
  - c. Collect some pictures to illustrate your narration.

3. In your group, practice telling the anecdote, correcting pronunciation, intonation and stress. Remember to pay attention to non-verbal language (gestures, facial expressions, eye contact, tone of voice and speed, etc.). Take turns.

**PRESENTATION**

4. In front of the class, present your autobiographical anecdote to the rest of the class.

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## PREPARATION

1. Have students go back to the TOWARDS THE PRODUCT section on pages 123, 127 and 131 and collect all the work done. Encourage them to narrate the summary of their anecdotes, so that they have several to choose from.

## PRODUCTION

2. Remind students to work individually first, by drawing a diagram with the sequence of events in their own anecdotes, by writing the sentences about their anecdote with as many attractive details as possible and in chronological order, by using a variety of verbs and vocabulary, linking words and by adding artwork.
3. Make students practice saying their anecdote in the group and correct pronunciation, stress and intonation. Remind them to pay close attention to non-verbal communication.

## PRESENTATION

4. Decide whether the presentation of the anecdotes will be between groups or to the whole class. Select a time and a place and encourage all students to narrate and their anecdotes and show their pictures.

Suggested assessment instrument:

*Observation sheet.* (See sample on page 203)

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**EVALUATING PROGRESS**

1. Individually, reflect on and evaluate your progress in the unit. Write always, sometimes or never.

| Learning goals   |
|--|
| - I can listen and check conversations about personal experiences. |
| - I can understand general meanings, main ideas and details.       |
| - I can share personal experiences in a conversation.              |
| - I can narrate an autobiographical anecdote.                      |

**Final Product**

|   |
|---|
| - I shared common experiences respectfully.   |
| - I chose the most interesting anecdote.  |
| - I organized our texts logically, including interesting details.                       |
| - I checked and corrected errors before and after showing the sentences to our teacher. |
| - I used language and vocabulary from the lessons.                                      |

**Classroom Interaction and values**

|   |
|---|
| - I was respectful of each other's ideas and opinions in the group. |
| - I managed disagreements and conflicts well.                       |

2. Ask your teacher or a partner to evaluate your performance and then comment on the things you can do to improve your weak points in the future.

3. Discuss your reflections with the rest of the class.

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## EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
3. Conduct a general conversation about the achievements of the unit.

**READING BOOKLET**  
**AMAZING PEOPLE, AMAZING STORIES**

Before reading the text, start a general conversation about amazing people and amazing stories by asking questions such as: *What does amazing mean?*, *Who would you consider an amazing person?*, *What characteristics should they have?*, *What would you consider an amazing story?*, *Which amazing story can you tell?*

Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

**Answers:**

1. Do not check answers at this stage.
2. a. **Buzz:** (n.) (informal) a strong feeling of pleasure, excitement or achievement  
b. **Carve out:** (v.) to work out in order to have a successful career, reputation, etc.  
c. **Come across:** (v.) encounter, meet, find, generally by chance.  
d. **Pursue:** (v.) to do something or try to achieve something over a period of time.  
e. **Sign up:** (v.) to sign a contract agreeing to work for a company.

| Adjectives  | Nouns  | Verbs   |
|---|--|---|
| Local, vulnerable, potential, significant, surprised, public, real. | Stories, interview, volunteer, opportunity, program, career, voice, identity, difference, community, type, coincidence, organization, area, experience, industry, variety, problems, differences, cases, example, transport, case. | Returned, decided, replied, explore, introduces, gain, recommend. |

4. Students make predictions that will help them focus their first reading of the text.
5. Students check their predictions in exercise 1 about what type of text this is.  
a. An interview.
6. The interviewer is Keith Sommerville; the interviewee is Jonathan Rudkin.

7. He was unsure whether he would be able to relate to young people
8. Students check their predictions in exercise 4.
9. i. How did you become a volunteer?  
ii. Why did you decide to apply?  
iii. How long does each case take you?  
iv. What would you say are your most important achievements?
10. a. ii.    b. ii.    c. iii.    d. i.
11. Students' own ideas and opinions.

**TRANSCRIPTS**

**41 STUDENT'S BOOK – UNIT 7 – LESSON 1 – PAGE 121**  
**– EXERCISE 4**

**Bradley:** Granny, did you and grandpa hang around anywhere when you were young?

**Grandmother:** Of course we did, and we had a great time!

**Bradley:** How? Who did you hang around with? What did you do?

**Grandmother:** We had two types of parties, formal and casual, and they would generally start earlier than yours; we would also get together with a group of friends and we would go to the movies or to the beach for the day.

**Bradley:** Tell me more about the parties; at what time did they start, at ten?

**Grandmother:** It depended on the type of party; if it was a formal one, it would begin at eight sharp, but if it was a casual one, it would start around seven.

**Bradley:** Oh, gosh! That sounds so boring!

**Grandmother:** No, I told you we had a great time and we would really dance, until twelve or even half past twelve; all we did was dance, dance, and dance; of course we were able to talk while we danced because lights were on, so we could see our partner's face.

**Bradley:** Lights on! And everybody, your parents and all, staring at you?

**Grandmother:** Well, it doesn't mean they would stand there all night, but they were going in and out, helping serve the food and drinks.

**Bradley:** Were there snacks and drinks or did you sit in a dining room? Did you eat? What did you drink?

**Grandmother:** When we were your age, we would only have soft drinks, like sodas and these great fruit juices.

**Bradley:** Fruit!

**Grandmother:** Yeah, and cakes and pies, peanuts, cheese, crackers with different dips ...well, it all depended, again.

**Bradley:** How's that?

**Grandmother:** If it was formal, it could be at a club, or at home, but well organized, with a buffet and all, and we had to wear smart clothes.

**Bradley:** I can't believe it! Did you dance cradle songs?

**Grandmother:** We danced rock and roll, the twist, ballads... and only from records, not from CDs or the radio. By the way, when rock 'n roll appeared, my parents thought it was evil. Imagine, girls twisting their bodies and boys holding their waists! That was too much for them!

**Bradley:** Ah! So they also banned your music!

**Grandmother:** Somehow, it will always happen because music is always changing and younger generations have different preferences.

#### **STUDENT'S BOOK – UNIT 7 – LESSON 1 – PAGE 122** – EXERCISE 10

**Alison:** Did your grandparents hung around when they were young?

**Bradley:** Yes! And they had a great time, indeed!

**Alison:** What do you mean?

**Bradley:** Well, the times they kept were a bit different; they would start their parties at seven or eight!

**Alison:** You're kidding!

**Bradley:** Not at all! And they would only have soft drinks like sodas and fruit juice.

**Alison:** What kind of music did they listen to?

**Bradley:** Rock and roll, twist, ballads... from records!

**Alison:** I can't even imagine that!

#### **STUDENT'S BOOK – UNIT 7 – LESSON 2 – PAGE 125** – EXERCISE 5

**Narrator:**

Saturday, 13 June, 1942.

On Friday, 12 June, I woke up early, at six o'clock; it was my birthday so it wasn't surprising. I had to control my curiosity and I had to wait until quarter to seven because I'm not allowed to get up at that hour. Then, I went down to the dining-room, where Moortje, my cat, rubbed against my legs and welcomed me. A little after seven, I went in to Mummy and Daddy, and then to the living-room to open my presents.

There was a bunch of roses on the table, and lots more flowers and presents arrived for me during the day: a puzzle, a jar of cold cream and a book, a platter of home-

made cookies, and lots of candy. Daddy and Mummy gave me a blue blouse, a game and a bottle of fruit juice which tastes like wine!

But the nicest present was *you* – my diary!

At school, during the recess, I passed out cookies to my teachers and my class. It was my birthday, so I was allowed to decide the game that we played in the sports lesson and I chose volleyball.

After that, all my friends danced around me in a circle and sang Happy Birthday.

#### **STUDENT'S BOOK – UNIT 3 – LESSON 3 – PAGE 129** – EXERCISE 4

**Interviewer:** Welcome to our program *Sharing experiences*. Today we have with us four young people who spent some time volunteering abroad and want to share their experiences with our audience. Hello, Lizzie, Cynthia, Logan, and Erica.

**All:** Hello.

**Interviewer:** Lizzie, would you like to start?

**Lizzie:** Last summer, I went to a small town in Nicaragua. Working at the local restaurant was one of the most rewarding things I have ever done. Not only did I have full license to implement all of my ideas to market and publicize the business, but we started up a delivery service, put up fliers, and spoke directly to people in nearby tourist spots. The profits increased by about 200% - if not more- in the short amount of time of my stay. Now I hope the hard work will continue.

**Interviewer:** Cynthia, I believe you've just returned from Mexico. Tell us about your experience.

**Cynthia:** My mission in Mexico was an amazing one! Although you definitely need flexibility to face the demands of each classroom environment, I was able to visit and speak in several different classrooms, from school grade four through university level, and at various different schools. Luckily, my host family was wonderful! Initially, this was what I was most worried about, as I had never stayed with a host family before. I'm sure we'll be friends forever. I think I will continue to participate in humanitarian work as well.

**Interviewer:** How about you, Logan?

**Logan:** I volunteered in La Lima, a small town near San Pedro Sula in Honduras, for six weeks during the summer of 2011 and it was the kind of experience that I could not possibly have obtained any other way. I worked at a

rehabilitation center for young people with drug and alcohol addictions, so I had the opportunity to be a part of the rehabilitation process, helping conduct interviews, psychological assessments, and group meetings.

**Interviewer:** What can you tell us about your experience in Costa Rica, Erica?

**Erica:** This was definitely a great new experience for me! Not only did I work helping improve the environment, but I also experienced the real culture of Costa Rica by living with a host family. I even went to the beach in my spare time and swam in the ocean! This trip was the perfect balance between hard work and fun!

**Interviewer:** Thank you very much, guys. Next week, we'll talk to more people...

## 45 TEACHER'S BOOK – UNIT 7 – FINAL CHECK – PAGE 142 – EXERCISE 1

### Speaker 1:

From my first day in Canada, I had a lot of new experiences. I made a lot of friends and my teachers were very kind and helpful; they taught me how to use vocabulary and expressions correctly, they helped me to improve my English. The staff was very helpful and they always organized fun activities. I only missed my friends and family!

### Speaker 2:

It was a precious experience to be in this school because everything was different from my country and there were many activities for learning English and have fun. Sometimes, I felt sad because it was hard for me to understand my classmates, but they gave me some clues to solve problems. Moreover, I could make friends from different countries; although we spoke different languages, we could communicate through English.

### Speaker 3:

I stayed in Vancouver for six months. The school had a good atmosphere; the teachers and the administration were very friendly and helpful. The school also had weekly activities outside the school. I had a very nice time. I would like to return one day.

## 46 TEACHER'S BOOK – UNIT 7 – FINAL CHECK – PAGE 142 – EXERCISE 3

### Narrator:

I remember the weather was exceptionally mild that Christmas and one amazing morning our whole family got ready to go for our first drive in the first motor-car we had

ever owned. The driver was my 21-year-old sister. She had received two full half-hour lessons in driving and in that enlightened year of 1925 this was considered enough. Nobody had to take a driving test. As we all climbed into the car, our excitement was so intense we could hardly bear it. In the front, there were three people, the driver behind the wheel, my brother, and one of my sisters. In the back seat there were four more of us, my mother, two small sisters, and myself.

We asked my sister to go faster and she began to increase the speed. The engine roared and the body vibrated. The driver was clutching the steering-wheel and we all watched the speedometer needle creeping up to twenty, then twenty-five, then thirty!

We were probably doing about thirty-five miles an hour when suddenly we came to a sharp bend in the road. My sister shouted, slammed on the brakes, and swung the wheel wildly round. The wheels locked and we went crashing into the hedge. Nobody was hurt except me. Flying glass had cut my nose and it was hanging on only by a small thread of skin. My mother took a handkerchief from her purse, clapped my nose back into place, and held it there. My sister managed to straighten the vehicle and point it in the right direction. Now driving at no more than four miles an hour all the way, we finally arrived at Dr. Howard's house. When he saw me, I remember he said: "He can't go round without a nose for the rest of his life! I'll sew it on again."

## 47 READING BOOKLET – UNIT 7 – PAGE 78

### *Amazing people, amazing stories*

Two interviews by Keith Sommerville.

For Jonathan and Paul, working as a volunteer has become a way of life. They believe that volunteering helps to give people a voice and an identity, and by getting involved, they can make a difference to their local community.

### VOLUNTEERING AS A WAY OF LIFE

**Keith:** Working with young people as a volunteer gave Jonathan Rudkin an opportunity to find out what it takes to work with young people. After signing up to a volunteer program, Jonathan went on to carve out a successful career as a teacher. How did you become a volunteer?

**Jonathan:** After some time traveling around the world, I wanted to try and give something back to my community. When I returned, I decided that I wanted to pursue a different type of career. By coincidence, I came across an advertisement in the local newspaper; a local organization was looking for volunteers to help support vulnerable young people within the area.

**Keith:** Why did you decide to apply?

**Jonathan:** I replied to the advertisement because I felt the experience would help me explore a number of potential careers. Really, after a number of years working in industry, I was unsure whether I would be able to relate to young people.

**Keith:** How long does each case take you?

**Jonathan:** I work on each one for approximately three months; each case introduces me to a variety of challenges and helps me understand the problems that young people face in their everyday lives.

**Keith:** For you, it was about making small but significant differences, I guess.

**Jonathan:** I was genuinely surprised by some of the cases that I was involved with; for example, some of the teenagers didn't know how to use public transport.

**Keith:** I understand that, from this experience, you decided to pursue a career in teaching.

**Jonathan:** Oh, you're right. My experiences as a volunteer were life-changing. They helped give me confidence to pursue a career in the classroom.

**Keith:** What would you say are your most important achievements?

**Jonathan:** It has helped me gain a better understanding of how young people think and perhaps, more importantly, the day-to-day pressures and challenges they face.  
I would definitely recommend getting involved in volunteering; you get a real buzz from the work you do and it can be very rewarding. In my case, it even led to a career change!

### BEING PART OF THE INTERNATIONAL RESCUE CORPS

**Keith:** Paul, how did you get involved with the International Rescue Corps?

**Paul:** One of my grandparents' neighbors helped to set up the IRC way back in 1981, after the Italian earthquake. I joined because they helped me discover that I've got a skill to offer, which can help to save people.

**Keith:** How many missions have you been on?

**Paul:** I've been on eight missions abroad – seven earthquakes and a hurricane – and about ten in the UK.

**Keith:** What can IRC offer that other agencies can't?

**Paul:** We offer our services free of charge; besides, we carry our own specialist equipment for finding and saving people who are trapped under collapsed buildings.

**Keith:** What's the most amazing survival story you've come across?

**Paul:** We went to Chile after the earthquake in the south, in 2010. One woman had been trapped for over 40 hours when we discovered she was there, and it took us another four hours to get her out. Normally, when people have been trapped for 24 hours after an earthquake, not many come out alive. What saved this woman was a wardrobe, which had fallen on top of her and protected her. She was partly inside of it!

**Keith:** Thank you, Paul, and the best of luck on your future missions.

### FINAL CHECK ANSWERS

- C45** a. 5    b. 1    c. 3    d. 4    e. 2.
- C45** a. True.  
b. False. (He/She didn't understand his/her classmates.)  
c. False. (He/She stayed there for six months.)  
d. True.  
e. False. (He/She missed his/her friends and family.)
- C46** a. The narration of an accident.
- C46** a. At Christmas.  
b. Seven.  
c. One, the narrator.  
d. She took a handkerchief from her purse and held the narrator's nose in place.
- C46** a. A motor-car.  
b. The narrator's sister.  
c. 21.  
d. 1925.  
e. 35 miles an hour.  
f. The narrator's nose.  
g. Dr. Howard's house.
- Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation   | Score |
|---|-------|---|-------|--|-------|
| Excellent questions and answers.                    | 4     | Practically no language mistakes.               | 3     | Fluid good pronunciation, real-life hesitation.          | 3     |
| Good questions and answers.                         | 3     | Very few language mistakes.                     | 2     | Fluid, a few mistakes, a bit of hesitation.              | 2     |
| Acceptable questions and answers.                   | 2     | Some language mistakes.                         | 1     | Fairly fluid some mistakes and hesitation.               | 1     |
| Poor questions and answers, incomplete information. | 1     | Language mistakes interfere with comprehension. | 0     | Affected by pronunciation mistakes, a lot of hesitation. | 0     |



# FINAL CHECK

**1** **45** Listen to the recording and number the sentences in the order you hear them. **◆ 5 points**

- a. \_\_\_\_ I had a very nice time.
- b. \_\_\_\_ They always organized fun activities.
- c. \_\_\_\_ We could communicate through English.
- d. \_\_\_\_ The school had a good atmosphere.
- e. \_\_\_\_ Sometimes, I felt sad.

**2** **45** Listen again and write T (true) or F (false). **◆ 5 points**

- a. \_\_\_\_\_ Speaker 1's teachers helped him/her a lot.
- b. \_\_\_\_\_ Speaker 2 didn't understand the teachers.
- c. \_\_\_\_\_ Speaker 3 stayed in Vancouver for a year.
- d. \_\_\_\_\_ Speaker 2 made friends from different countries.
- e. \_\_\_\_\_ Speaker 1 didn't miss anything.

**3** **46** Listen to another recording. Circle the correct alternative. **◆ 1 points**

*The text is...*

- a. The narration of an accident.
- b. A Christmas story.
- c. The narration of an operation.

**4** **46** Listen to the recording again and answer the questions below. **◆ 4 points**

a. When did this event take place?

\_\_\_\_\_

b. How many people were there in the vehicle?

\_\_\_\_\_

c. How many people were hurt?

\_\_\_\_\_

d. What did the mother do to help?

\_\_\_\_\_

**5** **C** 46 Listen to the recording again. Complete the table with specific information.

◆ 7 points

|                   |  |
|-------------------|--|
| Vehicle           |  |
| Driver            |  |
| Driver's age      |  |
| Year              |  |
| Speed of vehicle  |  |
| Part of body hurt |  |
| Final destination |  |

**6** In pairs, ask and answer questions about your childhood. Include information about what you would do, activities with friends and family, your school life, and your emotions evoked by those memories.

◆ 8 points

◆ Total score: \_\_\_\_\_ / 30 points



# UNIT 8: A diverse world



## UNIT OVERVIEW

|                                 |   |
|---------------------------------|---|
| Allotted time                   | 16 classes (45 minutes each)  |
| Environment                     | Recreational and literary   |
| Communicative activity          | Comprehension of self and comprehension of others.  |
| Social practice of the language | Read brief literary essays to contrast cultural aspects.  |
| Product                         | A comparative chart   |
| Reading Booklet                 | <i>School life</i>  |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Check short essays.</li> <li>• Read and understand general meaning, main ideas and details of essays.</li> <li>• Describe and compare cultural aspects.</li> </ul>   |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Provide students with different examples and model strategies to revise essays so students comprehend and achieve the following objectives:             <ul style="list-style-type: none"> <li>- Value the choice of texts considering indexes and publication data.</li> <li>- Analyze textual organization to determine patterns.</li> <li>- Use previous knowledge to recognize topic, purpose and addressee.</li> <li>- Clear reading purpose.</li> <li>- Explicit the used strategies to others.</li> </ul> </li> <li>• Think of the steps and actions to follow when reading an essay aloud and direct students' attention to the use of reading strategies, so students are in conditions to achieve the following objectives:             <ul style="list-style-type: none"> <li>- Make and self-regulate connections between personal experiences and read information.</li> <li>- Monitor comprehension</li> <li>- Re-read information to solve comprehension problems.</li> <li>- Infer implicit information, making questions about the text.</li> <li>- Paraphrase read information.</li> <li>- Create images of the read material.</li> <li>- Analyze resources to describe cultural aspects.</li> <li>- Differentiate examples and explanations of main ideas.</li> <li>- Comprehend resources used to compare cultural aspects.</li> <li>- Promote questioning and text analysis.</li> <li>- Explicit underlying beliefs and values in texts and the emotions they evoke in readers.</li> <li>- Answer questions about cultural aspects.</li> </ul> </li> <li>• Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to:             <ul style="list-style-type: none"> <li>- Analyze characteristics of cultural aspects.</li> <li>- Contrast own cultural aspects with those of the text.</li> <li>- Propose titles to descriptions.</li> <li>- Make statements to describe cultural aspects.</li> <li>- Order statements in paragraphs.</li> <li>- Interchange opinions and promote consensus.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:             <ul style="list-style-type: none"> <li>- Questions and answers about the content of essays.</li> <li>- Statements that describe cultural aspects.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>   |
| Materials                       |   |

**UNIT 8: A DIVERSE WORLD**


Environmental, Recreational and Literary.  
 Communicative activities: comprehension of oneself and others.  
 Social practice of the language: read brief history essays to contrast cultural aspects.

**You will...** **What I feel?**

- check short essays.
- read and understand general meaning, main ideas and details of essays.
- describe and compare

To contrast cultural aspects in literary essays.

**FINAL PRODUCT:** A comparative chart  
**READING BOOKLET:** *School life*



In groups, look at the pictures and say what they show.  
 What countries do these cultural events belong to?

134

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Introduce the topic of the unit writing the word *School* on the board and have students brainstorm related words. Write the list of the words on the board and then ask students to explain why they think they are related.

Draw students' attention to the pictures and ask: *What can you see in these pictures?* eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures, writing key words on the board and inviting them to record them in the vocabulary section of their notebooks.

**Look at the pictures and say what they show.**

Ask students to examine the pictures on page 134 and encourage them to share their personal ideas as much as possible. Help students discover that all the pictures illustrate different cultural aspects around the world. Allow students to use Spanish, if necessary.

**UNIT PLAN**

**Opening** Activate previous knowledge.  
 Evaluate how ready you are to start the unit.  
 Analyze text organization.  
 Use prior knowledge to support comprehension.  
 Set a purpose for reading.

**Development** Make connections with personal experiences.  
 Infer information.  
 Answer questions about cultural aspects.  
 Write about cultural aspects.  
 Self-evaluate performance.  
 Present the final product.

**Closure** Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

**HOW READY ARE YOU FOR THIS UNIT?**

1. Read what these people say about their countries. Identify the name of their country and take notes of some characteristics of their culture.

I'm from the land of Loch Ness monster, cottles, kilt, bagpipes and haggis.

I live in a beautiful country with the shape of a boot. Our typical and most famous dishes are spaghetti and pizza.

I come from the largest country in South America. We're famous for our carnival festival, our beaches and soccer.

Following the examples in exercise 4, tell your classmate is about you.

**ENTRY SLIP** Complete how ready you are to start this unit. Discuss your responses with your classmates.

I am completely ready to start. I think I could support my classmates. I think I'll need some support.

I am quite ready to start. I may make a few mistakes. I will definitely need support.

135

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 8, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

1. Read what these people say about their countries. Identify the name of their country and take notes of some characteristics of their culture.

Explain that the people are talking about their countries. Point out that they need to associate what the people say with a specific country. Ask students to work in pairs and discuss where these people come from and what they know about these places. Guide them giving the following prompts:

**A:** *Where do you think Speaker 1 is from?*

**B:** *I think she's from...*

**A:** *How do you know?*

**B:** *Because she says/mentions...*

**2. Following the examples in exercise 1, tell your classmates about you.**

Invite students to talk about themselves following the examples given. You may take advantage of a cultural mixed class and ask foreign students to speak first.

**ENTRY SLIP**

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

**Page 136**

**DEVELOPMENT**

**LESSON 1: Culture**

| Communicative activity   | Social practice of the language                            |
|--|--|
| • Comprehension of self and comprehension of others.   | • Read brief literary essays to contrast cultural aspects. |
| Students will...   | What for?  |
| • recognize and read different types of essays.<br>• analyze the organization of the texts to determine patterns.<br>• use prior knowledge to identify topic, purpose and addressee. | • To check short essays.                                   |

**LESSON 1: Culture**

**Communicative activities**

- Comprehension of self and comprehension of others.
- Read brief literary essays to contrast cultural aspects.

**Social practice of the language**

- Read brief literary essays to contrast cultural aspects.

**Students will...**

- recognize and read different types of essays.
- analyze the organization of the texts to determine patterns.
- use prior knowledge to identify topic, purpose and addressee.

**What for?**

- To check short essays.

**1** Look up the word *culture* in the Glossary. Then tick (✓) the aspects that are part of a country's culture.

|                |                      |
|----------------|----------------------|
| • language     | • food               |
| • clothes      | • religion           |
| • weather      | • currency           |
| • celebrations | • means of transport |
| • sports       | • ritual             |

**2** In pairs, describe the pictures and say what events they are showing.

**3** You are going to read texts about cultural aspects in the USA. Before reading, answer these questions with your partner. Take notes and then share ideas with your classmates.

- Is life in Mexico different from life in the USA?
- What aspects do you think are similar?
- What type of non-verbal communication can be misleading in both cultures?
- Do you think teenagers have the same pastimes and free time activities?

Invite students to make comments and share whatever they think of when they read the title of the lesson.

**1. Look up the word *culture* in the Glossary. Then tick (✓) the aspects that are part of a country's culture.**

Students look up the word *culture* in the glossary and decide which of the aspects in the box are part of a country's culture. Check answers orally.

**Answers:**

**Culture:** (n.) the customs, beliefs, and attitudes about something, art (music, literature, paintings, etc.), way of life and social organization of a particular country. ✓ language, food, clothes, religion, celebrations, sports, rituals.

**2. In pairs, describe these pictures and say what events are showing.**

In pairs, students first describe the pictures and then identify what events they represent.

**Answers:**

Picture 1: The American Flag and Fireworks - Independence Day.

Picture 2: Children wearing scary costumes – Halloween.

Picture 3: Child wearing lots of green and the symbol of a clover leaf - Saint Patrick's Day.

Picture 4: A baseball player batting - A baseball game.

**BACKGROUND INFORMATION**

**Definition of culture**

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. The Center for Advance Research on Language Acquisition goes a step further, defining culture as shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization. Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group. Culture can be separated into two general categories: "Big C" culture and "Little c" culture. Some "Big C" culture items include: literature, art and music. "Little c" knowledge, include things such as the features of daily life, popular culture, and social issues, such as: dress codes, food, celebrations, etc.

**Adapted from:** Zimmermann, K. (2015). What is Culture? - Definition of Culture. Retrieved from: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

**3. You are going to read a text about a cultural aspect in the USA. Before reading, answer these questions with your partner. Take notes and then share ideas with your classmates.**

Read the instructions and the questions as a class. Tell them to answer and share ideas in their groups and take notes of their conclusions. Tell them they will use their ideas to guide their first reading of the text. Do not check answers at this stage.

**Answers:**

Students' own ideas.

**Page 137**

Use prior knowledge to identify topic, purpose and audience.

4. In pairs, talk about what you have learned in other subjects and write short definitions for the concepts in the boxes. You may use a Spanish or Literature book.

Essay

Narrative essay:

Descriptive essay:

Argumentative essay:

5. Have a quick look at the essays on pages 138 - 139 and check the organization of the information. Share your ideas with your classmates.

6. Read the essays carefully and check your notes in exercise 3.

7. Read the texts again and circle the correct answer to the questions below.

a. What type of essay is number 1?

I. Narrative  
II. Descriptive.  
III. Argumentative.

b. What is its purpose?

i. To show a position about a topic.  
ii. To discuss similarities and differences between two topics.  
iii. To show what the author observes about a topic.

c. What type of essay is number 2?

I. Narrative.  
II. Descriptive.  
III. Argumentative.

d. What is its purpose?

i. To show a position on a topic.  
ii. To discuss similarities and differences between two topics.  
iii. To show what the author observes about a topic.

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4. In pairs, talk about what you have learned in other subjects and write short definitions for the concepts in the boxes. You may use a Spanish or Literature book.

Encourage students to make connections with what they have learned in Spanish, or to infer the characteristics of each type of essay. You may also share the following information with them:

**BACKGROUND INFORMATION**

An essay is, generally, a piece of writing that expresses the author's own argument or ideas.

The four major types of essays address these purposes:

**Narrative Essays:** essays in which the writer tells a story about a real-life experience.

**Descriptive Essays:** pieces of writing about a place (for example about a beach or a forest), about a person, a situation or adventure.

**Expository Essays:** essays that require to examine a specific topic and give arguments. It involves a presentation of the main thought in a clear manner using the contrast and comparison and including the relevant examples and explanations of certain phenomena.

**Argumentative or Persuasive Essays:** pieces of writing that aim to convince the reader of the writer's own opinion.

**Possible answers:**

Students' answers may vary. Check that their notions coincide with the information provided.

5. Have a quick look at the essays on pages 138 and 139 and check the organization of the information. Share your ideas with your classmates.

Read the instructions as a class and give students time to examine the organization of information in the essays. They should discuss their ideas in pairs before they check answers.

6. Read the essays carefully and check your notes in exercise 3.

Refer students to the reading text on pages 138 and 139. Tell them to use the notes they took in exercise 3 and compare these ideas with the text.

**Answers:**

The texts start with an introductory paragraph, then they develop the main ideas and finish with a conclusion.

7. Read the text again and circle the correct answer to the questions below.

Read the instruction, the questions and the alternatives as a class and then instruct students to read the text again to choose the correct answers.

**Answers:** a. iii b. ii c. ii. d. iii a.

**Stop & think**

If students answer no, encourage them to read the essays on pages 138 and 139 once more and help them with comprehension, analyzing their structure and organization as a class.

## BACKGROUND INFORMATION

### Independence Day

Independence Day is annually celebrated on July 4<sup>th</sup> and is often known as "the Fourth of July". It is the anniversary of the publication of the declaration of independence from Great Britain in 1776. Patriotic displays and family events are organized throughout the United States. It is a day of family celebrations with picnics and barbecues, showing a great deal of emphasis on the American tradition of political freedom. Many people display the American flag outside their homes or buildings. Above all, people in the United States express and give thanks for the freedom and liberties fought by the first generation of many of today's Americans.

**Taken from:** Independence Day in United States. (n.d.). Retrieved from <http://www.timeanddate.com/holidays/us/independence-day>

### Halloween

Halloween, the last day of October, has a special significance for children, who dress in funny or ghostly costumes and knock on neighborhood doors shouting "Trick or Treat!" Halloween originated as a celebration connected with evil spirits.

In the weeks before October 31<sup>st</sup>, Americans decorate windows of houses and schools with silhouettes of witches and black cats.

Pumpkins are also a symbol of Halloween. Carving pumpkins into jack-o'-lanterns is a Halloween custom also dating back to Ireland.

**Taken from:** Halloween. American holidays. (September 2010). Retrieved from <http://usa.usembassy.de/holidays-halloween.htm>

### Saint Patrick's Day

St. Patrick's Day is celebrated in the United States on March 17.

It's neither a public holiday (they still have work and school) nor a serious holiday. It's just a fun holiday. Today in America people enjoy St. Patrick's Day by wearing green. In fact, if you don't wear at least one small green item, school children may pinch you. Probably the most common symbol for this holiday is the shamrock. Since the shamrock has three leaves, thousands of years ago St. Patrick (a religious leader) used it to teach the Irish people about the three parts of God. Today many people wear a shamrock design on St. Patrick's Day because it is supposed to bring good luck. On this day many people also enjoy going to a pub and drinking beer. They tell jokes, have a good time and some cities hold parades or marathons.

**Taken from:** St. Patrick's Day (n.d.). Retrieved from <http://www.5minuteenglish.com/vocabulary.htm>

### Baseball

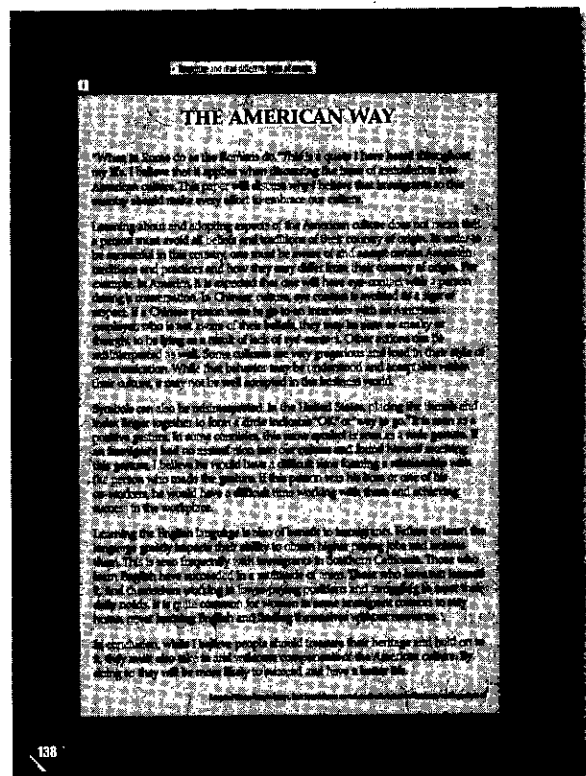
Baseball is a sport played by two teams. Each team has nine players. In baseball, one team throws a small

round ball called a baseball and the other team tries to hit it with a club called a bat. Teams score points by running and touching markers on the ground called bases until they reach the last one, called home plate. Baseball started in the United States in the 1700s and 1800s, but historians are not sure who invented it. Many people in North America, South America, and East Asia play baseball.

In the United States, baseball is called the national pastime, because so many people there spend a lot of time playing or watching baseball games.

**Taken from:** Baseball. (December 10, 2015). Retrieved from <https://simple.wikipedia.org/wiki/Baseball>

## Page 138



Students can read the text one more time and underline the key words that helped them answer the questions in the previous exercise. Check answers as a class.

### LIFE IN THE USA

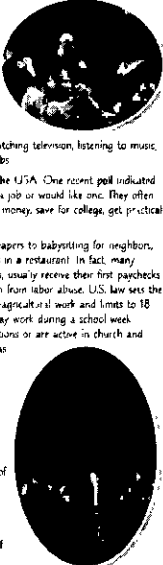
The typical American child spends ten hours a day, five days a week, and 180 days a year at school. Children in the USA start preschool or nursery school at age four or under and kindergarten at age five. Schools provide American children with much more than academic education, more than 80 percent of all students participate in extracurricular activities such as sports, student newspapers, drama clubs, debate teams, choral groups, and bands.

During their leisure time, American kids spend a lot of time watching television, listening to music, or playing computer games, but many also have after school jobs.

Working hard and paying for your own way are strong values in the USA. One recent poll indicated that nine out of 10 teenagers interviewed said they either had a job or would like one. They often take part-time jobs after school or on weekends to earn pocket money, save for college, get practical experience, and gain a sense of independence.

Opportunities are numerous and varied—from delivering newspapers to babysitting for neighbors, from bagging groceries at a checkout counter to bussing tables in a restaurant. In fact, many young people, regardless of the economic status of their families, usually receive their first paychecks before they even reach high school. However, to protect children from labor abuse, U.S. law sets the minimum age for employment at 14 years of age for most non-agricultural work and limits to 18 hours the number of hours that minors under the age of 16 may work during a school week. Many youths are often involved in community service organizations or are active in church and religious-group activities. Others belong to youth groups such as Girl Scouts or Boy Scouts, where they learn about citizenship, crafts, arts, camping, and other outdoor activities.

The support that the community gives their youth can be seen by the turnout of people from all stages of life when a Friday night American football game is being played. Among the crowd, you will always find families watching their sons play, local sports enthusiasts, and the occasional senior citizen who could talk about the early days of the team. The best example of this generally occurs in the fall, when most of the schools hold the annual "homecoming" American football game. Alumni return home to see the biggest football game in the regular season. Before the game, students usually hold a parade, paint school colors on their faces, and display an incredible amount of school spirit.



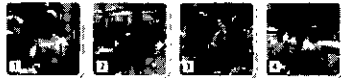
Students go through the text and identify the key words that helped them answer the questions in the previous exercise. Check answers as a class.

**Compare cultural aspects.**

8. In pairs, answer the following questions about the essays.

- What does the phrase "When in Rome do as the Romans do" mean?
- What things may be misinterpreted between two cultures?
- What extracurricular activities can American students participate in?
- Why do most of American teens have part-time jobs? What kind of jobs do they do?
- How are American teens protected from labor abuse?
- What happens before the traditional "homecoming" football game?

9. Have a look at the pictures. Identify the aspect(s) of life in the USA the essay on page 139 describes.



10. In groups, compare the aspects described in essay II. Are they similar in Mexico? Take notes and complete the table below.

| Cultural aspect            | The USA | Mexico |
|----------------------------|---------|--------|
| School                     |         |        |
| Students' jobs             |         |        |
| Extracurricular activities |         |        |
| Community activities       |         |        |

8. In pairs, answer the following questions about the essays.

Students can read the questions first, underlining key words. Then they can read to find each answer, underlining key sections in the text before they write the answers.

**Answers:**

- It means that people should adapt to the place they are living.
- Eye contact, symbols and language.
- Sports, student newspapers, drama clubs, debate teams, choral groups, and bands.
- Because working hard and paying one's own way are strong values in American culture. Teenagers like to earn pocket money, save for college, get practical experience, and gain a sense of independence. The jobs are numerous and varied, from delivering newspapers to babysitting for neighbors, from bagging groceries at a checkout counter to bussing tables in a restaurant.
- To protect children from labor abuse, U.S. law sets the minimum age for employment at 14 years of age for most non-agricultural work and limits to 18 hours the number of hours that minors under the age of 16 may work during a school week.
- Before the game, students usually hold a parade, paint school colors on their faces, and display an incredible amount of school spirit.

9. Have a look at the pictures. Identify the aspect(s) of life in the USA the essay on page 139 describes.

Students look at the pictures, describe them and find the parts of the text that they represent.

**Answers:**

- Picture 1: part time job
- Picture 2: playing video games
- Picture 3: girl and boy scouts
- Picture 4: community service organizations

**Stop & think**

If students answer no, encourage them to read the essays on pages 138 and 139 once more and help them with comprehension, analyzing their structure and organization as a class.

10. In groups, compare the aspects described in essay II. Are they similar in Mexico? Take notes and complete the table below.

Ask students to work in groups of 3 - 4. Motivate them to make connections between the content of the text and their own reality. To do this, they should think about students'

traditions and customs in Mexico and complete the table comparing the situation in both countries. Check answers asking different students to complete the table on the board and explain the comparisons.

**Answers:**

Students' answers may vary. Check that they extract the information about The USA from the text on page 139:

**School:** The typical American child spends six hours a day, five days a week, and 180 days a year at school. Children in the USA start preschool or nursery school at age four or under, and kindergarten at age five.

**Students' jobs:** delivering newspapers; babysitting for neighbors; bagging groceries at a checkout counter; bussing tables in a restaurant

**Extracurricular activities:** sports, student newspapers, drama clubs, debate teams, choral groups, and bands.

**Community activities:** community service organizations; church and religious-group activities; Girl Scouts or Boy Scouts Students' answers in the second column may vary according to their own reality and experiences.

words in bold. Explain the meaning of every adverb using definitions and new examples.

- Students identify which question the words in bold answer from the four alternatives provided.

**Answer:**

b. How often...?

- Read the rule stressing the key words that explain the use of adverbs of frequency. Help students answering their questions if necessary. Give examples and write them on the board.
- Students practice talking about customs in pairs. Monitor their work and check the activity as a class.

**BACKGROUND INFORMATION**  
**Adverbs of frequency**

We use adverbs of frequency - *like sometimes or usually* - to say how often we do things, or how often things happen.

They are usually before the main verb, or between the auxiliary and the main verb, but they come after the verb to be.

We can use some adverbs of frequency at the beginning or end of a sentence for emphasis.

Example: *Occasionally I meet her for a coffee.*

We can use *usually, often, sometimes* and *occasionally* at the beginning of a sentence, and *sometimes* and *often* at the end.

*Never* is already negative, so it can not be used with *not*.

Example: *I never go to the supermarket with my mother.*

**Stop & think**

If students answer no, encourage them to read the section Language in use again and help with comprehension.

**Language in use** Talking about customs

- Read the sentences from essay II. Pay special attention to the words in bold.
  - They often take part-time jobs after school or on weekends.
  - Many young people usually receive their first paychecks before they even reach high school.
  - Many youths are often involved in community service organizations.
  - Among the crowd, you will always find families watching their sons play.
  - The best example of this generally occurs in the fall.
  - Before the game, students usually hold a parade, paint school colors on their faces, and display an incredible amount of school spirit.
- Which of these questions do the words in bold in point 1 answer?
  - How...?
  - How often...?
  - When...?
  - Where...?
- Watch out!  
Adverbs of frequency are adverbs that answer the question *how often...?* They tell us how often something happens. They are often used with the Present Simple tense because they indicate repeated or routine activities.
- Tell your partner five different routine activities you have. Use as many adverbs of frequency as possible.

**Tip & think**  
I can describe habits and routine activities.  
I get compare American and Mexican customs and traditions.

**11** Dolores and James are comparing American and Mexican teenagers. In pairs, complete their dialogue with your own ideas.

James: Dolores, what differences do you find between American and Mexican teenagers?  
Dolores: I don't think \_\_\_\_\_ at all. We wear \_\_\_\_\_, and we usually do \_\_\_\_\_.  
James: I've heard that you wear school uniforms.  
Dolores: Yes, both in \_\_\_\_\_. We wear \_\_\_\_\_.  
Boys wear \_\_\_\_\_ and girls wear \_\_\_\_\_.  
James: What about money? Do you usually have part-time jobs?  
Dolores: No, we don't. We usually \_\_\_\_\_ and get money from \_\_\_\_\_. We call it \_\_\_\_\_.  
James: Do you think our family lives are different?  
Dolores: No, I think \_\_\_\_\_.

**12** Listen to the recording and compare your answers. Correct or add ideas in the dialogue you completed.

**Language in use** Talking about customs

- Students read the sentences from the text and other examples carefully, paying special attention to the

- Dolores and James are comparing American and Mexican teenagers. In pairs, complete their dialogue with your own ideas.

Read the instructions and the gapped dialogue as a class. Then tell students to work in pairs to complete the dialogue with their own ideas.

- Listen to the recording and compare your answers. Correct or add ideas in the dialogue you completed.

Play the recording for them to check and compare answers.

**13. 48** Listen to the recording again. Practice the dialogue with your partner imitating the intonation and pronunciation.

**14** Role-play the dialogue in front of the class.

**15. TOWARDS THE PRODUCT - BY-PRODUCT 1: Descriptions of cultural aspects**  
Work in groups.

- Choose an English-speaking country and one cultural aspect you know and take some notes. Use the phrases in the box and the information you collected to talk about the cultural aspect, both in Mexico and in the country you chose.
- Organize your notes in a folder.

Do they? No. / Do you think? /  
I think / don't think that they are different. / the same because...  
What about...? / What differences / similarities...?

**16. 90** **READING BOOKLET**  
Have a look at the text *School life* on pages 90 - 96 in the Reading Booklet. Answer the questions below.

- Where is it taken from?
- What cultural aspect do you think it describes?

**EXIT SLIP**  
Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

What aspects are part of our culture?  
Can I compare cultural aspects between Mexico and the USA? If not, why not?

**13. 48** Listen to the recording again. Practice the dialogue with your partner imitating the intonation and pronunciation.

Play the recording once or twice, with pauses, for students to listen and repeat, imitating intonation and pronunciation. Give them a few minutes to practice the conversation in pairs.

**14. Role-play the dialogue in front of the class.**  
Invite some volunteers to role-play it in front of the class.

**15. TOWARDS THE PRODUCT • BY-PRODUCT 1: Descriptions of cultural aspects**  
Encourage students to talk about similarities and differences using the openings provided. As they work, walk around the room and monitor their exchanges but do not correct them as they are speaking in English.  
Ask them to organize their notes in a folder and explain that they are going to use this material when they perform the final product at the end of the unit.

**Suggested assessment instrument:**  
**Questionnaire** (See sample on page 203)

**Stop & think**

If students answer no, encourage them to read their notes in exercise 15 aloud and help them with comprehension.

**16. 90** **READING BOOKLET**

Read the instructions and the alternatives as a class. Then, refer students to the text on pages 90 - 96 for them to decide where it was taken from.

**EXIT SLIP**

Students reflect on the work they have done in the lesson and write their personal responses, which they can share with some of their classmates.

If they have problems with the use of frequency adverbs, refer them back to the section Language in use (page 141).

**Page 143**

**DEVELOPMENT**

**LESSON 2: Weekend activities**

**Communicative activity**

**Social practice of the language**

• Comprehension of self and comprehension of others.

• Read brief literary essays to contrast cultural aspects.

**Students will ...**

**What for?**

- read and analyze an essay.
- apply reading comprehension strategies.
- compare cultural aspects.


• To read and understand general meaning, main ideas and details in short essays.

**DEVELOPMENT**

**LESSON 2: Weekend activities**

Read and understand general meaning, main ideas and details in short essays.


**1** Look at the pictures and answer the questions below.



- What are these young people doing?
- When are they doing these activities? During the week? On weekends?
- Do you usually do similar activities on weekends?

**2** Read the name of the text on page 145 and work in pairs.

- What is the UK?
  - England, Scotland, Wales and Ireland.
  - England, Scotland, Wales and Northern Ireland.
- Color the UK on the map.



**STOP & THINK**  
I can use prior knowledge to identify topic and purpose of a text.

With books closed, write the title of the text (*Weekends in the UK*) on the board and invite students to list what topics will be mentioned.



**1. Look at the pictures and answer the questions below.**

Read the instruction and the questions as a class and give students a few minutes to answer in pairs.

**Possible answer:**

- a. They are having a good time, they are hanging out with friends, they are sharing with friends and / or family. Picture 1: They are having a picnic. Picture 2: He is / They are skateboarding. Picture 3: They are praying. /They are in church.
- b. Most probably on weekends.
- c. Students' own experiences.

**2. Read the name of the text on page 125 and work in pairs.**

Invite students to look at the map and do the activity.

**Answers:**

- a. ii.

**BACKGROUND INFORMATION**

**The UK**

The United Kingdom (the UK) is situated north-west of the European continent between the Atlantic Ocean and the North Sea. It has a total land area of 244,100 square kilometers.

From north to south it is about 1,000 kilometers long.

The UK is part of Europe and is a member of the European Union (EU).

The official name of the UK is the United Kingdom of Great Britain and Northern Ireland. The name refers to the union of what were once four separate nations: England, Scotland, Wales and Ireland (though most of Ireland is now independent).

The United Kingdom is made up of England (the capital is London), Scotland (the capital is Edinburgh), Wales (the capital is Cardiff), and Northern Ireland (the capital is Belfast).

The capital of the UK is London.

Before 1922, the UK included Ireland in the definition, but when the Irish Free State ceased to be part of the Union, the title changed to include 'Northern Ireland'.

The United Kingdom (UK) was formed on January 1, 1801 and constitutes the greater part of the British Isles.

The Union Flag, popularly known as the Union Jack, symbolizes the union of the countries of the UK. It is made up of the individual flags of three countries in the Kingdom, The Union Flag, popularly known as the Union Jack, is the national flag of the United Kingdom.

It is called the Union Flag because it symbolizes the administrative union of the countries of the United Kingdom.

**Taken from:** Barrow, M. *The United Kingdom of Great Britain and Northern Ireland*. (2013). Retrieved from <http://resources.woodlands-junior.kent.sch.uk/customs/questions/britain/uk.htm>

**Stop & think**

In case your students tick the "no" option, invite them to revise exercises 1 and 2 again and help them with comprehension.

**Page 144**

Read and understand general meaning, main ideas and details in short essays.  
Apply reading comprehension strategies.

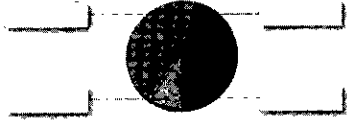
**3** In your notebook, write a list of cognates you think you will find in a text about weekend activities.

**4** Read the essay on page 145 quickly. Check your predictions in exercise 3. (Please note this text uses British English).

**5** Read the essay carefully and underline the main ideas. Then answer the following questions.

- a. What did the British use to do on Sundays?
- b. What are some of the most common leisure activities?
- c. Which are the world-famous sports that began in Britain?
- d. When did gardening become a popular pastime in Britain?

**6** Read the essay again. Write the name of the free-time activity in the UK represented in each segment of this pie chart.



**7** Read the text once more. Complete the first column of the chart below.

|                         | In the UK | In Mexico |
|-------------------------|-----------|-----------|
| a. Sunday activities    |           |           |
| b. Free time activities |           |           |
| c. Popular sports       |           |           |
| d. Traditional pastimes |           |           |

**8** Write a few questions about implicit information of the text. Then, in pairs, ask and answer those questions.

**3. In your notebook, write a list of cognates you think you will find in a text about weekend activities.**

Read the instruction as a class and ask students to work in small groups to write their list of cognates. Do not check answers at this point.

**4. Read the essay on page 145 quickly. Check your predictions in exercise 3. (Please note this text uses British English).**

Now students read the text and check their predictions.

**Answers:**

Cognates: special, popular, activities, families, combine, various, statistical, discovered, television, socializing,

sport, radio, music, hours, per, person, license, receive, programs, minutes, usually, visiting, important, part, local, governments, tennis, parks, famous, national, social, relax, bar, nation, pastime, Roman, centers.

**5. Read the essay carefully and underline the main ideas. Then answer the following questions.**

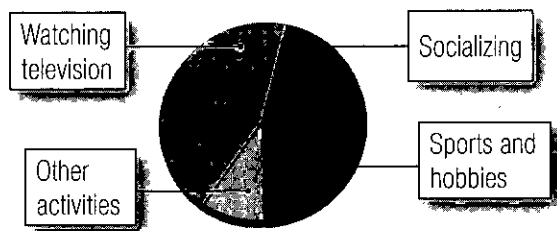
Tell students to focus on the questions before reading the essay. They should underline key words in each question so it is easier for them to find the information in the text.

- Popular leisure activities on Sunday used to be either going to church or doing jobs around the home, such as gardening.
- Watching television, socializing, sport and hobbies, listening to the radio, listening to music, reading, gardening, eating out, and going to the cinema.
- cricket, football, lawn tennis, golf, and rugby.
- Since Roman times.

**6. Read the essay again. Write the name of the free-time activity in the UK represented in each segment of this pie chart.**

Read the instructions as a class and give students a few minutes to examine the chart and then find the answers in the text. Check answers on the board, asking different students to draw and complete the pie chart.

**Answers:**



**7. Read the text once more. Complete the first column of the chart below.**

Read the instructions and the headings of the table as a class. Give students a few minutes to find the specific information in the text to complete the first column.

**Answers:**

- Sunday activities: go to church, go shopping.
- Free time activities: watching television, visiting or going out with friends, playing or watching sports, gardening, etc.
- Popular sports: football, cricket, tennis, golf, swimming, etc.
- Traditional pastimes: gardening, listening to the radio, reading, listening to music, going to the cinema (the movies).

**BACKGROUND INFORMATION**

**Circle graphs:**

A circle graph, or a pie chart, is used to visualize information and data. A circle graph is usually used to easily show the results of an investigation in a proportional manner. The arcs of a circle graph are proportional to how many percents of population gave a certain answer.

**Adapted from:** Circle graphs - Math planet. Retrieved from: <http://www.mathplanet.com/education/pre-algebra/introducing-geometry/circle-graphs>

**Stop & think**

If students answer no, encourage them to read the essay on page 145 once more, revising the structure and organization of an essay.

**8. Write a few questions about implicit information of the text. Then, in pairs, ask and answer those questions.**

Guide them in this activity, reading the text aloud and making pauses to ask if the information stated is explicit or implicit. Write the ideas on the board. Then give students time to work in small groups and write the questions and the answers. When they are ready, they can take turns to ask and answer the questions in their groups.

**Possible answers:**

- Are people less religious now? They are probably less religious as they prefer to go shopping on Sunday.
- Can people watch TV if they don't pay a license? They probably can't.
- Do you think many people are home-owners? It is possible as gardening is popular in Britain to the point to be considered a nation of gardeners.

# WEEKENDS IN THE UK

Sundays used to be a very special day of the week in Britain. It was the one day of the week for worship and rest. The shops were closed and most people stayed at home. Popular leisure activities on Sunday used to be either going to church or doing jobs around the home, such as gardening.

Nowadays, Sundays are becoming like any other day of the week, with shops open, some families now spend their time shopping rather than going to church or they combine the two activities.

People enjoy various indoor and outdoor activities in Britain. A Euro statistical survey discovered that people in Britain spend about 45% of their free time watching television, 24% of their free time socialising, 23.2% on sport and hobbies, and 10% on other activities. Other popular leisure activities are listening to the radio, listening to music, reading, gardening, eating out, and going to the cinema.

The most common leisure activity in the UK is watching television. The average viewing time is 25 hours per person per week. People pay to watch the television in the UK, no matter how much or how little they watch it, they need a license to use a TV or any other device to receive or record TV programmes.

People in Britain listen to an average of 15 hours and 50 minutes of radio each week, usually in the mornings and while they are having their evening meal.

People also enjoy either visiting friends and relations, or eating out with them.

Sports play an important part in Britain life, and it is a popular leisure activity. Local governments provide inexpensive sports and leisure facilities such as swimming pools, tennis courts, parks, and golf courses. People either go to watch other people play sports like football or take part in sports themselves.

Many of the world's famous sports began in Britain, including cricket, football, lawn tennis, golf, and rugby.

England's national sport is cricket, although football (soccer) is the most popular. Some of England's football teams, like Manchester United, Arsenal, and Liverpool are world famous.

Pubs are popular social meeting places and an important part of British life. People talk, eat, drink, meet their friends and relax there. Pubs often have two bars, one usually quieter than the other, many have a garden where people can sit in the summer and where children can be with their parents.

The British are known as a nation of gardeners; gardening has been a popular pastime since Roman times. Many people in Britain are proud of their houses and gardens and they want them to look nice. Every town in Britain has one or more DIY (do it yourself) centers and garden centers; they are like supermarkets for the home and garden, and are very popular with British home-owners on weekends.

Adapted from: Thomas B. (2010) English in English: Grammar and Usage. Retrieved from: <http://www.englishinenglish.com/grammar/grammar/grammar/grammar.html>

Help students understand new words and encourage them to take notes of them in the vocabulary section of their notebooks.

### Step 6: Write

1. On separate cultural aspects.

**9.** In your group, find and discuss information about weekend activities in Mexico and complete the second column of the chart in exercise 7. Copy the chart in a sheet of paper and include it in your product folder.

**Language in use** Expressing affirmative and negative alternatives

1. Read the sentences from the text and other examples. Pay special attention to the words in bold.

a. Popular leisure activities on Sunday used to be **either** going to church or doing jobs around the home, such as gardening.

b. On Sundays, **neither** banks nor schools are open.

2. Answer these questions about the sentences in point 1.

a. Which of the pairs of words in bold has an affirmative connotation?

b. Which pair has a negative connotation?

3. Watch out

*Either... or... and Neither... nor... can be used to group two people or things. Either... or... refers to a choice between two possibilities. Neither... nor... shows a negative coincidence between two elements. In both cases, we use the verb in the affirmative form.*

4. Write two examples for each pair of words.

Example: People either watch tv or play sports.  
Neither this movie nor the other won the Oscar.

**10.** Complete the following conversation about leisure activities in the UK. Then listen to the recording and check your answers.

Henry: What are the most popular \_\_\_\_\_ among \_\_\_\_\_?

Jill: We \_\_\_\_\_ and \_\_\_\_\_.

Anita: What is the most popular \_\_\_\_\_?

Martin: Soccer, but we call it football. We also \_\_\_\_\_.

Henry: Anita, are leisure activities different \_\_\_\_\_?

Anita: I don't think there are \_\_\_\_\_ We enjoy doing the same things.

Martin: I agree and, fortunately, here we don't have to pay a \_\_\_\_\_.

**11.** Listen to the recording again, paying special attention to intonation and pronunciation. Then practice the conversation in your group.

**12.** Join another group and role-play the dialogue you practiced.

- Invite students to work in groups and agree on weekend activities in Mexico that they can enter into the second column of the chart on page 144.

### Stop & think

In case your students tick the "no" option, invite them to revise exercise 15, page 122 again.

### Language in use Expressing affirmative and negative alternatives

- Students read the sentences from the text and other examples, paying special attention to the parts in bold.
- Students examine the sentences to answer the questions, which help them identify the characteristics of these expressions.

Answers:

- a. Either... or. b. Neither... nor.

- Students can work with a partner to complete the general rule.

Answers:

Either... or and neither... nor can be used to group two people or things.

Either... or refers to a choice between two possibilities. Neither... nor shows a negative coincidence between two elements. In both cases, we use the verb in the affirmative form.

- Students look at the example, follow the model and write their own example sentences.

- 49** Complete the following conversation about leisure activities in the UK. Then listen to the recording and check your answers.

Read the exercise as a class, make sure they understand what they are expected to do and give them time to answer. Then play the recording for students to check their answers.

Answers:

Henry: What are the most popular leisure activities among British people?

Jill: We watch TV, do sports, and visit friends.

Anita: What is the most popular sport in Britain?

Martin: Soccer, but we call it football. We also play tennis, rugby and golf.

Henry: Anita, are leisure activities different in Mexico?

Anita: I don't think there are many differences. We enjoy doing the same things.

Martin: I agree and, fortunately, here we don't have to pay a license to watch TV!

- 49** Listen to the recording again, paying special attention to intonation and pronunciation. Then practice the conversation in your group.

Have students form groups of four and choose

one of the characters each. Play the recording again, with pauses, for students to repeat the part they chose.

**12. Join another group and role-play the dialogue you practiced.**

Invite students to join another group and role-play the dialogue they practiced.

**Page 147**

**13. TOWARDS THE PRODUCT • BY-PRODUCT 2: Questions and answers about cultural aspects**

Follow the model in exercise 10 and write your own dialogue comparing weekend activities in Mexico and in the UK. Use the information in the table in exercise 7, on page 144.

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**14. 90 READING BOOKLET**

Have a look at the text *School life* on pages 90 - 96 and complete the sentences below.

- The text is about \_\_\_\_\_.
- The students are from \_\_\_\_\_ years old.
- They are \_\_\_\_\_.
- They attend \_\_\_\_\_.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

Questions: \_\_\_\_\_ Responses: \_\_\_\_\_

What words can I use to express positive and negative alternatives? \_\_\_\_\_

How are weekend activities in Mexico and in the UK different / similar? \_\_\_\_\_

**13. TOWARDS THE PRODUCT • BY-PRODUCT 2: Questions and answers about cultural aspects**

Students follow the model in exercise 10 and write a similar dialogue with their own ideas, comparing weekend activities in Mexico and in the UK. Ask them to use the information they collected in the table in exercise 7.

Tell them to copy the chart in a sheet of paper and include it in their product folder. Explain that they will use this material when they elaborate the final product.

**Suggested assessment instrument: Questionnaire** (See sample on page 203)

**14. 90 READING BOOKLET**

Read the instructions and the gapped sentences as a class. Tell students to have a quick look at the text *School life* on pages 90 - 96 and fill in the gaps. Check answers orally.

**Answers:**

- The USA.
- Everett, Washington State and Big Timber, Montana.
- 14 and 16.
- Alice Dewey Junior High and Sweet Grass County High School.

**EXIT SLIP**

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with some of their classmates. If they have problems with expressing affirmative and negative alternatives, refer them back to the section Language in use (page 146).

**Page 148**

**DEVELOPMENT**

**LESSON 3: School life**

| Communicative activity  | Social practice of the language                            |
|---|--|
| • Comprehension of self and comprehension of others.  | • Read brief literary essays to contrast cultural aspects. |
| Students will...  | What for?  |
| • analyze and compare cultural aspects.<br>• write sentences describing cultural aspects.<br>• exchange opinions. | • To describe and compare cultural aspects.                |

**DEVELOPMENT**

**LESSON 3: School life**

Communicative activity

- Comprehension of oneself and others.
- Social practice of the language
- Read brief literary essays to contrast cultural aspects.
- You will:
  - analyze and compare cultural aspects.
  - write sentences describing cultural aspects.
  - exchange opinions.
- What for?
  - To describe and compare cultural aspects.

• Analyze and compare cultural aspects.

**1** Answer the questions below in pairs. Then compare them with your classmates.

- When do you start going to school in Mexico?
- When do you start secondary education?
- What time do classes start and finish in Mexico?
- What do Mexican students usually do when they finish school?
- Do you wear school uniforms?

**2** Look at these pictures of students and describe what they are doing to your partner. Follow the example to express the difference with Mexican schools.

Example: In Picture 4, they are having lunch at the school cafeteria. In Mexico, students...

Start the lesson with a general conversation about students' habits or student life in Mexico (age they start going to school, the time they start classes, general exams they take, activities and extra-curricular activities, etc.)

**1. Answer the questions below in pairs. Then compare them with your classmates.**

Invite students to answer the questions and then exchange information with their classmates. This activity provides students with an invaluable opportunity for them to make connections with their own reality and experiences.

**Answers:** Students' own ideas.

**2. Look at these pictures of students and describe what they are doing to your partner. Follow the example to express the difference with Mexican schools.**

Encourage students to follow the pattern to describe what they see in the pictures. Explain that all of them are related to different aspects of school life, for example:

P1: school recess; P2: a field trip; P3: a Physical Education class; P4: lunch at the cafeteria; P5: camping; P6: an exam

**Possible answers**

Check answers orally. Students' ideas may vary according to their own school experiences when comparing the images with Mexico, but check that they identify the correct situation in each picture.

*Analyze and compare cultural aspects.*

**3** You will listen to a recording of a cultural aspect in the UK. According to the activities on the previous page, say what aspect the recording will be about.

**4** Listen to the recording and tick (✓) the correct answer. Check your predictions in exercise 3.

a. What type of text is the recording?  
 I. A report.  
 II. An interview.  
 III. A piece of news.

b. What is the recording about?  
 I. Primary education in the UK.  
 II. Secondary education in the UK.  
 III. Education in the UK.

**5** Listen to the recording again and fill in the blanks.

British children are required by law to have an (a.) \_\_\_\_\_ until they are (b.) \_\_\_\_\_ years old.  
 Children normally start (c.) \_\_\_\_\_ school at the age of four or five, and move to (d.) \_\_\_\_\_ school at the age of 11.  
 At the age of 16, students in (e.) \_\_\_\_\_ and Northern Ireland take an examination called the GCSE - General Certificate of Secondary Education.  
 In (g.) \_\_\_\_\_, the equivalent of the GCSE is the (h.) \_\_\_\_\_.  
 After completing the GCSE, some students leave school, others go on to (i.) \_\_\_\_\_, while others continue at (j.) \_\_\_\_\_ for two more years and take a further set of standardized (k.) \_\_\_\_\_.  
 These exams determine whether a student is eligible for (l.) \_\_\_\_\_.  
 (m.) \_\_\_\_\_ usually starts at (n.) \_\_\_\_\_ o'clock in the morning and finishes at about (o.) \_\_\_\_\_ o'clock in the afternoon. Most schools in Britain require their students to wear a (p.) \_\_\_\_\_.  
 (q.) \_\_\_\_\_ activities play a very important role in the life of pupils.

**3. You will listen to a recording about a cultural aspect in the UK: According to the activities on the previous page, say what aspect the recording will be about.**

Encourage students to make predictions about the topic of the recording they will listen to. Do not check or correct answers, just take notes of the students' ideas on the board.

**4. Listen to the recording and tick (✓) the correct answer. Check your predictions in exercise 3.**

Read the instructions, the questions and the alternatives as a class. Play the recording once through and check answers orally.

**Answers:** a. ii. b. iii.

**5. Listen to the recording again and fill in the blanks.**

Give students time to read the gapped paragraph and then play the recording with pauses so that students can write down their answers.

**Answers:**

a. education b. 16. c. primary. d. secondary. e. England. f. Wales. g. Scotland. h. Standard Grade. i. technical college. j. high school. k. exams. l. university. m. School. n. nine. o. three. p. school uniform. q. Extra-curricular.

**Write notes on describing cultural aspects.**

**6** You will write a brief essay about the Mexican school system. Find information about the school system in Mexico. Take notes and organize the information in the following diagram.

**7** Use the information you collected to write sentences about the Mexican school system. Put the sentences together into paragraphs to make up a short essay. Use the model in exercise 5.

Mexican children are required to . . .  
 Mexican students normally start . . .  
 At the age of . . .  
 After completing . . .

**8** Revise your essay carefully. Add details or delete any unnecessary information you have included. Reread your essay and make sure it makes sense.

**Stop & think**

I can write a short description of the school system in Mexico.

6. You will write a brief essay about the Mexican school system. Find information about the school system in Mexico. Take notes and organize the information in the following diagram. Encourage students to find information about the school system in Mexico. Have them take notes and organize the information in the different categories in the diagram.
7. Use the information you collected to write sentences about the Mexican school system. Put the sentences together into paragraphs to make up a short essay. Use the model in exercise 5. With the information they collected, students write sentences about the Mexican school system. Now they put the sentences together into a short essay, using the model in exercise 5.
8. Revise your essay carefully. Add details or delete any unnecessary information you have included. Reread your essay and make sure it makes sense. At this stage, students revise their essays, adding details or deleting any unnecessary information they have included.

**Stop & think**

If students answer no, encourage them to go back to exercises 6, 7 and 8. Guide them through the writing process and help them with comprehension.

**9** Check for grammar, spelling and punctuation mistakes. Write the final version of your essay.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

How easy / difficult was to write a short essay? Why?

How can I organize the ideas before starting to write?

Can I elaborate a graph illustrating a cultural aspect?

**10. TOWARDS THE PRODUCT • BY-PRODUCT 3: Visual resources to show cultural aspects**  
 Work in groups.

- a. Choose a Mexican cultural aspect you would like to analyze.
- b. Find information about it that can be expressed in percentages.
- c. Elaborate a graph (bar, line, pie, etc.) to represent your findings.
- d. Present your analysis to the class.
- e. Keep the graph in your product folder.

9. Check for grammar, spelling and punctuation mistakes. Write the final version of your essay. Have students proofread the essays then write a final version of the essay.
10. **TOWARDS THE PRODUCT • BY-PRODUCT 3: Visual resources to show cultural aspects**  
 Help students get into groups and guide them through the steps of the activity. Remind them to include their graph in their folder. Explain that they will use this material when they elaborate the final product.

**Suggested assessment instrument:**  
**Questionnaire** (See sample on page 203).

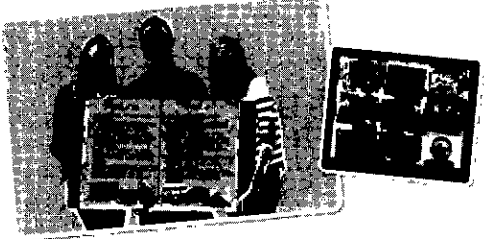
**EXIT SLIP**

Students reflect on the work they have done in the lesson and write their personal responses, which they can share with some of their classmates. If they have problems with the use of punctuation marks, refer them back to the text on page 149 and analyze its structure one more time.

## FINAL PRODUCT A COMPARATIVE CHART

**FINAL PRODUCT** A comparative chart

You are going to make a chart comparing cultural aspects of English-speaking countries and Mexico.



**PREPARATION**

- 1 Work in groups.
- 2 Select at least three different cultural aspects to compare between one English-speaking country and Mexico. Collect all the material you developed in the by-products 1, 2 and 3 on pages 142, 147 and 151.
- 3 Expand your information using several sources to get information about the selected cultural aspects in both countries: the internet, the library, magazines, encyclopedias, etc.

**PRODUCTION**

- 4 In your notebook, identify and write down similarities and differences concerning the selected cultural aspects. Use the examples in the unit.
- 5 On cardboard paper, draw a chart and write the information to be included as headings in your comparative chart. Then enter the corresponding information next to each heading.
  - Country
  - Language
  - Customs and traditions
  - Typical food
  - School system
- 6 Collect visual material to illustrate your work. Also, include graphs and maps to present your findings.

### PREPARATION

1. Tell students to form groups of six students. If possible, guide them to work in mixed-ability teams.
2. Students can go back to the material in the TOWARDS THE PRODUCT section on pages 142, 146 and 151, to make the comparison between an English-speaking country and Mexico.
3. Students should decide in advance what sources they are going to use.

### PRODUCTION

4. Students identify the similarities and differences between the cultural aspects they are comparing and write them in their notebooks.
5. Students can draw a draft of the chart on a sheet of paper before they draw it on cardboard paper. In this way, they avoid errors and mistakes.
6. Students collect visual material and add to their project. They should also include graphs.

- 2 Appear some members of the group to present the information to the rest of the class, while the others show the visual support or help in any way necessary.

### PRESENTATION

- 3 Display and explain your comparative chart in an oral presentation to the class.

### EVALUATING PROGRESS

- 1 Individually, reflect on and evaluate your progress in the unit. Write always, sometimes or never.

**Area to evaluate**

**Learning goals**

- I can check short essays.
- I can read and understand general meaning, main ideas and details of essays.
- I can describe and compare cultural aspects.

**Final Product**

- I prepared for the task and followed the instructions very carefully.
- I helped each other when looking for information and collecting the material.
- I approached different sources to get information.
- I used graphs and visuals to represent our findings.
- I corrected grammar, vocabulary, and pronunciation.

**Classroom interaction and values**

- I was respectful of each other's ideas and opinions in the group.
- I showed respect and tolerance for cultural differences between the countries.
- I appreciated cultural expressions particular to different countries.
- I was respectful of the work of other groups.

- 2 Ask your teacher or a partner to evaluate your performance and then comment on the things you can do to improve your weak points in the future.

- 3 Discuss your reflecting with the rest of the class.

7. Students organize the roles in their groups and prepare for the presentation.

### PRESENTATION

8. Students display their products and explain them to the class in an oral presentation.

**Suggested assessment instrument:**  
**Questionnaire** (See sample on page 203)

### EVALUATING PROGRESS

1. Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.  
Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.
2. Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
3. Conduct a general conversation about the achievements of the unit.

## READING BOOKLET SCHOOL LIFE

Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing. Before reading, start a general conversation about the importance of school life by asking questions such as: *How much time do you spend at school? What school facilities can you name in English?, etc.*

### Answers:

1. Students read the text to check their answers to the quiz.
2. Students' reality.
3. a. iii. b. iii. c. iii. d. ii. e. iii. f. ii.
4. g. i.
5. Yes, he does. Because it is small and he thinks it is good to know everybody you are going to school with.
6. Students complete the first two rows with information from the text and the other two with information about themselves and about a classmate.

| Student | Name               | Age | School                         | Positive aspects   |
|---------|--------------------|-----|--------------------------------|--|
| 1       | Dan Baker          | 14  | Alice Dewey Junior High        | The field trips  |
| 2       | David Foster       | 16  | Sweet Grass County High School | The community is very united and supports the school. Everybody knows everybody.             |
| 3       | Edna Bailey-Castro | 15  | The Chapin School              | Small school, close-knit community, excellent academic preparation, many cultural activities |

## TRANSCRIPTS

### 48 STUDENT'S BOOK – UNIT 8 – LESSON 1 – PAGE 141 – EXERCISE 12

**James:** Dolores, what differences do you find between American and Mexican teenagers?

**Dolores:** I don't think we're different at all. We wear the same clothes, we like the same music, and we usually do the same kind of activities.

**James:** I've heard that you wear school uniforms.

**Dolores:** Yes, both in state and in private schools. We wear a white or light-colored polo shirt with the school's name and school patch on the chest. Boys wear navy blue pants and girls wear skirts.

**James:** What about money? Do you usually have part time jobs?

**Dolores:** No, we don't. We usually help at home and get money from our parents. We call it *domingo*.

**James:** Do you think our family lives are different?

**Dolores:** No, I think family is very important in the USA and in Mexico.

### 49 STUDENT'S BOOK – UNIT 8 – LESSON 2 – PAGE 146 – EXERCISE 10

**Henry:** What are the most popular leisure activities among British people?

**Jill:** We watch TV, do sports, and visit friends.

**Anita:** What is the most popular sport in Britain?

**Martin:** Soccer, but we call it football. We also play tennis, rugby and golf.

**Henry:** Anita, are leisure activities different in Mexico?

**Anita:** I don't think there are many differences. We enjoy doing the same things.

**Martin:** I agree and, fortunately, here we don't have to pay a license to watch TV!

### 50 STUDENT'S BOOK – UNIT 8 – LESSON 3 – PAGE 149 – EXERCISE 4

**Interviewer:** Dr. Fenway, what can you tell us about education in the UK?

**Dr. Fenway:** British children are required by law to have education until they are 16 years old.

Children normally start primary school at the age of four or five, and move to secondary school at the age of 11. At the age of 16, students in England, Wales and Northern Ireland take an examination called the GCSE - General Certificate of Secondary Education. In Scotland, the equivalent of the GCSE is the Standard Grade.



**Interviewer:** What do they do next?

**Dr. Fenway:** After completing the GCSE, some students leave school, others go on to technical college, while others continue at high school for two more years and take a further set of standardized exams, known as A levels, in three or four subjects. These exams determine whether a student is eligible for university.

**Interviewer:** At what time does school usually start?

**Dr. Fenway:** School usually starts at nine o'clock in the morning and finishes at about three o'clock in the afternoon. Most schools in Britain require their students to wear a school uniform. Extra-curricular activities play a very important role in the life of pupils.



## READING BOOKLET – UNIT 8 – PAGE 90

### *School life*

**Dan Baker, 14, grade 9, Alice Dewey Junior High, Everett, Washington State**

My school is totally ordinary and I don't think it's very different from a school in any country. I'm in the 9<sup>th</sup> grade at Alice Dewey Junior High, Everett, Washington State. In the USA, kids start first grade at age six and finish in twelfth grade. From seventh to ninth grade, we go to Junior School. We don't wear a uniform, but there is a dress code: That means we shouldn't attend school in baggy, skateboarding pants, very short skirts, or clothes with holes in them, and we can't dye our hair crazy colors! School starts at 8:45 and ends at 3:15. A lot of students stay until 5:30 to play sports or take part in the afterschool program; that means you can stay at school to do your assignments or go to the computer lab.

We do the same subjects as any school and we also study Spanish because there are a lot of people in the USA who speak Spanish at home. Some schools in Washington DC are totally bilingual in Spanish and English because there are so many Latino students; their families are mainly from Mexico and El Salvador. We generally have lunch in the school cafeteria; the food is okay.

One of the best things at this school is the field trips. Last week we went on a biology trip to Kenilworth Aquatic Gardens, a national park with a river and lakes; we spent the whole day there and had lunch in the picnic area.

**Edna Bailey-Castro, 15, grade 10, The Chapin School, New York.**

My school is private and there are about 650 girls ranging from kindergarten through grade 12. It is located on the Upper East Side of Manhattan in New York City. One thing I like about my school is that it is relatively small and all of us form a close-knit community.

I participate in community activities and sports, including softball and volleyball; in fact, we were the New York State Champions in volleyball this past year. My school also does an excellent job preparing us academically for college. I love my school! There are so many cultural and educational opportunities. For example, the Metropolitan Museum of Art is five blocks away, and we often go there to actually experience things we have studied in class. The only negative thing I can think of about my school is the fact that I have a long commute back and forth. I live in the Bronx, and I take the subway and a bus to get to my school in Manhattan; it takes me about 45 minutes to an hour each way.

**David Foster, 16, grade 11, Sweet Grass County High School, Big Timber, Montana**

This is a great place to go to high school because this community is so united; probably the thing they support the most is the school.

People have moved here from all over, to work in the mines or on the ranches, for hunting and fishing, all the outdoor life. New people are coming in all the time, and Big Timber is small enough to make it real easy to become part the community.

Friends from school usually hang out at each other's homes—especially at anybody's place that has a pool table or a ping pong table.

Many people — newcomers and those who have lived in this area for generations — get to know each other by attending school events. I'd say at least half the town and a whole lot of people from out in the country go to our football games. Not quite as many come to basketball games, but we usually pretty well fill the gym. It's the same thing for concerts, too. The games, the concerts, and the other school stuff are the opportunities for everybody to get together.

I'm very fortunate to be where I am. I'm pretty sure I know everybody that was in the senior class last year, and everybody that will be in the top three classes next year. There might be a few new freshmen I don't know yet, but I'll know them before long. I think about that sometimes — how it's good to know everybody you're going to school with; in the big schools, you probably meet new people in your own class every day!



1 Read the article and circle the best answer to the questions.

◆ 6 points

## British families

It is unusual for university or college students to live at home in Britain. Most teenagers are very independent and they usually choose a university or a college far away from their family home.

Parents generally approve of this because they believe it is an important step to becoming an adult.

Rented accommodation is expensive in Britain and many students or young people who work share houses. They often move into a house with people they don't know at first. Each person has a bedroom, but the kitchen, bathroom and living room are shared by all; this can be fun if you get on with the other people, but it can also be a difficult experience.

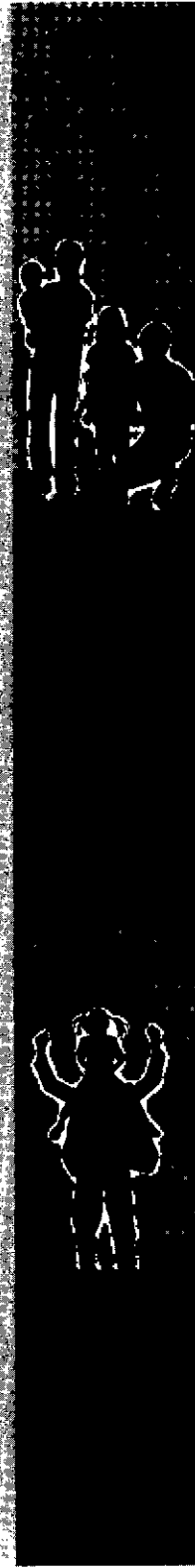
In general, young people stay single longer than in the past. It is not common nowadays for young people to leave home to get married; when they marry, they have usually been living independently for some time.

A larger number of older people live on their own now. This is partly explained by the fact that people are living longer, but also because of the high divorce rate in Britain.

Family identity is not as strong as it is in other parts of the world. The typical British family unit is the nuclear family, two parents and an average of two children. Except in some ethnic communities, it is very unusual for adults of different generations to live together.

Family identity has decreased over the years because families tend to be scattered throughout the country, often because of their jobs.

For most people, Christmas is about the only time of the year when the whole family gets together. Large extended family gatherings only take place on special occasions such as weddings or funerals.



- a. Why do teenagers generally choose a university away from home?
  - i. They don't like their parents.
  - ii. They are independent.
  - iii. It is cheaper.
- b. Why do old people tend to live alone?
  - i. They are very independent.
  - ii. They are not very friendly.
  - iii. They divorce more and live longer.
- c. Why has family identity decreased in Britain?
  - i. They live in different parts of the country.
  - ii. Many couples divorce.
  - iii. They don't like family meetings.

**2** Read the article again. Underline and correct the wrong information in these sentences.

◆ 4 points

a. Parents do not approve that their teenage children study away from home.

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b. When young people share accommodation, each person has a bedroom and a bathroom.

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**3** Write an e-mail to a foreign friend telling him / her about school life in Mexico. Write about the extracurricular activities you do, the clothes you wear, the subjects you study, and any other interesting information.

◆ 10 points

Received

✉

To

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◆ Total score: \_\_\_\_\_ / 20 points

# UNIT 9: Doing the right things



## UNIT OVERVIEW

|                                 |   |
|---------------------------------|---|
| Allotted time                   | 16 classes (45 minutes each)  |
| Environment                     | Academic and educational  |
| Communicative activity          | Treatment of information  |
| Social practice of the language | Discuss points of view to participate in a round-table session  |
| Final Product                   | A round-table discussion  |
| Reading Booklet                 | <i>Young people and the global climate change</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Check texts about topics of civics and ethics.</li> <li>• Select information.</li> <li>• Understand general meaning and main ideas.</li> <li>• Discuss points of view when participating in a round-table discussion.</li> </ul>   |
| Methodological suggestions      | <ul style="list-style-type: none"> <li>• Foster the exploration of sources and guide attention to identify their strengths and needs, so students are able to:                             <ul style="list-style-type: none"> <li>- Define purpose of search for information.</li> <li>- Locate appropriate sources.</li> <li>- Select and record information that answer questions.</li> <li>- Compare components involved in textual organization.</li> <li>- Share with others self-regulation strategies.</li> </ul> </li> <li>• Help students to:                             <ul style="list-style-type: none"> <li>- Anticipate general sense.</li> <li>- Contrast personal points of view with main ideas in a text.</li> <li>- Detect changes of meaning caused by modifications in words.</li> <li>- Establish connections between personal points of view and information which elaborates more content on them, exemplifies and/ or explains them.</li> <li>- Reflect with others on what is intended to say and how to say it.</li> </ul> </li> <li>• Offer effective models that enable students to explore not only different discussions but also different ways to do it. Give them support to determine when they need help, when they do not and help them to:                             <ul style="list-style-type: none"> <li>- Decide the way in which they will express their opinions using prosodic resources.</li> <li>- Monitor the use of prosodic resources.</li> <li>- Use non-verbal language and prosodic resources to create an effect.</li> <li>- Use strategies to influence on others' opinions.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:                             <ul style="list-style-type: none"> <li>- A list of topics of discussion.</li> <li>- Files containing personal points of view.</li> <li>- Tips to monitor the use of prosodic resources.</li> </ul> </li> </ul>  |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Checklist</li> </ul>   |
| Materials                       |   |

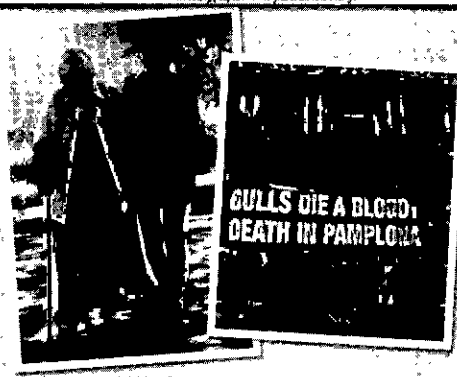
**Unit 9 Doing the right things**

Environment: Academic and Educational.  
 Communicative activity: treatment of information.  
 Social practice of the language: discuss points of view to participate in a round-table session.

You will... What for?

- check some about topics of ethics.
- select information.
- understand general meaning and main ideas.
- discuss points of view when participating in a round-table discussion.
- To participate in a round-table session.

**FINAL PRODUCT:** A round-table discussion.  
**READING BOOKLET:** *Many people and the global climate change*



In pairs, look at the pictures and answer the following questions:

- Where are these people?
- What are they doing? Why?
- What do you think they are concerned about?

**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Introduce the topic of the unit writing Right things on the board and have students brainstorm related words. Write the list of the words on the board and then ask students to explain why they think they are related.

Draw students' attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them.

**In pairs, look at the pictures and answer the following questions.**

Invite students to describe the pictures, read the name of the unit and explain how they are related.

Read the questions as a class and then give students a few minutes to examine the pictures and answer these questions. Check answers orally.

**Possible answer:**

- In different places where help is needed.
- The young people are helping others and there are some people campaigning for different causes.
- The young people are probable concerned about social issues or problems, such as: animal rights, employment, elderly people's problems, etc.

**UNIT PLAN**

|                    |  |
|--------------------|--|
| <b>Opening</b>     | <ul style="list-style-type: none"> <li>Activate previous knowledge.</li> <li>Evaluate how ready you are to start the unit.</li> <li>Define purpose when searching for information.</li> <li>Formulate questions.</li> <li>Identify adequate sources of information.</li> <li>Select and register information to answer questions.</li> </ul>               |
| <b>Development</b> | <ul style="list-style-type: none"> <li>Compare components involved in text organization.</li> <li>Anticipate general meaning.</li> <li>Contrast points of view.</li> <li>Detect changes in meaning caused by word formation processes.</li> <li>Decide how to express opinions.</li> <li>Monitor use of prosodic resources to create an effect.</li> </ul> |
| <b>Closure</b>     | <ul style="list-style-type: none"> <li>Define purpose when searching for information.</li> <li>Present the final product.</li> <li>Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.</li> </ul>  |

**HOW READY ARE YOU FOR THIS UNIT?**

**1** In groups of three or four, think about the young people who live in the country or in little towns far away from big cities.

a. Tick (✓) the topics in the box that you think they would like to discuss with other teenagers.

children's rights     discussion issues     environmental issues  
 ethnic groups' rights     peasants' rights     political issues

b. Express the reasons why they may be interested in to discuss these topics.

**ENTRY SLIP**

Express how ready you are to start this unit. Tick (✓) your answer.

I am completely ready to start. I think I could support my classmates.     I am quite ready to start. I may make a few mistakes.  
 I think I'll need some support.     I will definitely need support.

**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 9, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

- In groups of three or four, think about the young people who live in the country or in little towns far away from big cities.**

Give students a few minutes to discuss the issues. Invite the groups to share their answers orally.

**ENTRY SLIP**

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

LESSON 1: Diversity

| Communicative activity   | Social practice of the language   |
|--|---|
| <ul style="list-style-type: none"> <li>Treatment of information</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss points of view to participate in a round-table session.</li> </ul> |
| Students will...   | What for?   |
| <ul style="list-style-type: none"> <li>read and understand texts about civics and ethics.</li> <li>select and register information to answer questions.</li> <li>ask questions to search for information.</li> <li>compare organizational components of a text.</li> </ul> | <ul style="list-style-type: none"> <li>To check texts about civics and ethics and select information.</li> </ul>  |

The screenshot shows a lesson page with the following content:

- Communicative activity:**
  - Treatment of information
- Social practice of the language:**
  - Discuss points of view to participate in a round-table session.
- Students will... / What for?:**
  - read and understand texts about civics and ethics.
  - select and register information to answer questions.
  - ask questions to search for information.
  - compare organizational components of a text.
  - To check texts about civics and ethics and select information.
- 1** In groups, discuss the following questions. Reach an agreement and share your answers with the rest of the class.
  - How would you define or explain the word diversity?
  - What other words or principles are associated with this concept?
  - Where would you look for information about it? Mention at least three different sources.
- 2** Write a list of questions to search for information about the topic of diversity. Then exchange questions with another group.
- 3** Look at the pictures and comment on how diversity is reflected in them.

- In groups, discuss the following questions. Reach an agreement and share your answers with the rest of the class.

Invite students to discuss the meaning of the concept *diversity* and find out other words that are associated with it.

**Possible answers:**

- Many different types of things or people being included in something; a range of different things or people.
- Acceptance, tolerance, humanity, homogeneity, assimilation, multiculturalism, etc.
- students' own sources.

- Write a list of questions to search for information about the topic of diversity. Then exchange questions with another group.  
Tell students that now they have to think about the questions they can make about diversity and write them down. Then invite them to share their questions with other groups or with the whole class.

- Look at the pictures and comment on how diversity is reflected in them.  
Tell students to work in groups and describe the pictures, the people in them, the situations and the type of diversity that they represent. Invite them to share ideas with other groups or with the whole class.

**Answers:**

- Picture 1: race diversity      Picture 3: style diversity  
Picture 2: religious diversity      Picture 4: nationality diversity

**Stop & think**

In case your students tick the "no" option, invite them to revise exercises 1 and 2 again and help them with comprehension.

The screenshot shows a reading passage with the following content:

- Communicative activity:**
  - Treatment of information
- Social practice of the language:**
  - Discuss points of view to participate in a round-table session.
- Students will... / What for?:**
  - read and understand texts about civics and ethics.
  - select and register information to answer questions.
  - ask questions to search for information.
  - compare organizational components of a text.
  - To check texts about civics and ethics and select information.
- 1** Have a close look at the following texts and identify their organizational components. Label them using some of the words in the box.  
index    footnote    glossary    appendix    bibliography
- Embracing diversity: Towards a whole society**
- Look around and you will see that our society is very diverse. Diversity enriches our lives: cultural diversity brings together the resources and talents of many people for the shared benefit of all. Think how dull life would be if we all looked, thought, and acted alike.
- Even our fingerprints are unique.
- People are diverse in many ways. We have a variety of ethnic backgrounds and religious beliefs, we speak many different languages, and differ in our thoughts and feelings. People may fear diversity because they are accustomed to the way things are and change makes them uncomfortable.
- The word diversity means a variety of different types of things. How many kinds of fruits or books are there? How about all the many types of houses and cars that exist? Or the amazing variety of birds, plants, and fish found all over the world? In the same way, human beings have a great deal of diversity. Although our basic structure is the same - we all have a head,
- body, arms, legs, etc. - there is diversity in our looks, skin, hair, and eyes all have lots of interesting colors.
- No two people have been found to have the same fingerprints. There's a total of 64 billion chances that your fingerprint will match up exactly with someone else's. Fingerprints are even more unique than DNA, the genetic material in each of our cells.

- Have a close look at the following texts and identify their organizational components. Label them using some of the words in the box.  
Read the words in the box as a class and explain what each of them means as part of the structure and organization of a text. Then explain to students that they have to find some of these elements in the texts

and circle them. Students can do this activity in pairs.

Answers:

Text 1: foot note

Text 2: glossary, bibliography.

**Diversity**

Education universalizes the human spirit. Unlike assimilation - where everyone's differences are lost in a giant melting pot - multiculturalism maintains our different cultural identities and teaches us and our communities. Multiculturalism does not promote ethnocentrism or seeks to elevate one cultural identity above another. Instead, (ix.) \_\_\_\_\_ while respecting those of others.

Respect for each other's cultural values and belief systems is an intrinsic part of cultural diversity; lack of respect is often the consequence of ignorance or misinformation. If you do not understand another's values, lifestyle, or beliefs, it is much easier to minimize them, and so (ix.) \_\_\_\_\_

Psychologists and educators agree that adults have a strong influence on children's views about diversity. We can help children develop their own attitudes towards cultural diversity (ix.) \_\_\_\_\_ and about other cultures, and by helping them understand that prejudice and intolerance are harmful.

Building and maintaining a healthy self-identity is a life-long process. It includes learning to get along with people different from ourselves. While it is fine to be proud of your own cultural identity or heritage, (ix.) \_\_\_\_\_

We must learn to respect others and not to pre-judge them, as there is much to learn from people who are different from ourselves. It is important to believe respectfully towards other people and make it clear that it is wrong to leave or reject a person because of his or her appearance or heritage.

• Huntington, Samuel R. (2004). *Who Are We? The Challenge to America's National Identity*. New York: Simon and Schuster  
 • Hutter, David. (2002). *Play Plus Diversity*. Center Stage, Greenwich Time (Greenwich, CT), December 22.  
 • Yang, Peisong. (1967). *Racism*, New York, St. Martin's Press.

Modified from: Smith, K. (2011). *Cultural Diversity*. Downloaded from: <http://www.culturaldiversity.com>

5. Read both texts again. Put the following sentences back in the correct order.

Read the instructions and the sentences as a class and then give them some time to read the text and decide where each sentence should go. Check answers orally.

Answers:

- a. ii. b. vi. c. iv. d. i. e. v. f. iii.

6. Read the texts once more and answer the questions in your notebook.

Read the instructions and the questions as a class. You can divide the class into five big groups and assign one question to each of them. Check answers orally and tell the class to take notes of all the answers.

Answers:

- Cultural diversity brings together the resources and talents of many people for the shared benefit of all.
- Skin, hair, and eyes all have different colors and our bodies are different, too, in size and shape.
- Through education.
- Assimilation: everyone's differences are lost in a giant melting pot. Multiculturalism maintains our different cultural identities.
- When we do not understand another's values, lifestyle, or beliefs.

• Select and explain information to answer questions.

5. Read both texts again. Put the following sentences back in the correct order.

- However, these fears can often be countered through education.
- It doesn't mean that yours is superior to someone else's.
- the seeds of prejudice and intolerance are planted
- Our bodies are different, too. In size and shape.
- by giving them accurate information about their own heritage.
- It celebrates diversity by allowing us to value our individual heritages and beliefs.

6. Read the texts once more and answer the questions in your notebook.

- How can diversity enrich our lives?
- What are the external signs of human diversity?
- According to the text, how can we face people's fears?
- What is the difference between assimilation and multiculturalism?
  - When do the seeds of prejudice and intolerance arise?

7. You will write a dialogue about your own opinion on diversity. Work in groups of four students and answer the questions below. Then share opinions with other groups.

- How much do you agree with the opinions in the text? Support your answer.
- Do you think Mexican society is diverse? How?

8. Use the information you collected and discussed to complete the following conversation.

Lindsay: Francis, how would you define diversity?  
 Francis: I think it means that \_\_\_\_\_  
 Lindsay: Right. In what aspects are people the same?  
 Francis: Well, we all \_\_\_\_\_  
 Dom: What are the main differences among us, then?  
 Lindsay: We differ in \_\_\_\_\_  
 Francis: I believe that it's important to understand \_\_\_\_\_  
 Lindsay: I agree; we can learn a lot from \_\_\_\_\_

**Stop & think**

In case your students tick the "no" option, invite them to revise the texts on pages 157 and 158, and exercises 5 and 6.

Give students a few minutes to analyze their performance based on the two statements provided. Encourage them to be honest and to find ways to improve if they did not do very well.

7. You will write a dialogue about your own opinion on diversity.

Read the instructions as a class, help them form the groups and give them time to discuss the questions and share their answers.

8. Use the information you collected and discussed to complete the following conversation.

Students now complete the conversation using the ideas they discussed in the previous exercise.





considered if people have the right to be happy (freedom, food, shelter, love, education, proper salaries, etc.).

1. In pairs, look at the pictures and answer the questions below. Share your ideas with your classmates.

Invite students to look at the pictures and describe them briefly as a class. Then give them time to get in groups and discuss the questions.

**Possible answer:**

All the pictures are showing children working, without food, without water, without a home. They are showing inappropriate situations as children should have the right to all of these.

2. Discuss the following questions in your group.

Before students discuss the questions, read the Background information window to them. Make sure they understand what the Convention on the Rights of the Child is and then let them answer the questions in their groups. Check answers as a class.

**Possible answer:**

Students can find the complete list of children's rights in the CRC treaty, which was created by the United Nations to protect children under 18. For a version in child-friendly language, see: <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

**Stop & think**

In case your students tick the "no" option, invite them to revise exercises 2 and 3 again and help them with comprehension.

**BACKGROUND INFORMATION**  
**Convention on the Rights of the Child**

The Convention on the Rights of the Child is the most rapidly and widely ratified international human rights treaty in history.

The Convention changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity.

3. Read the name of the text on the following page. Identify which of the children's right it is related to and write a list of concepts or topics you think will be mentioned.

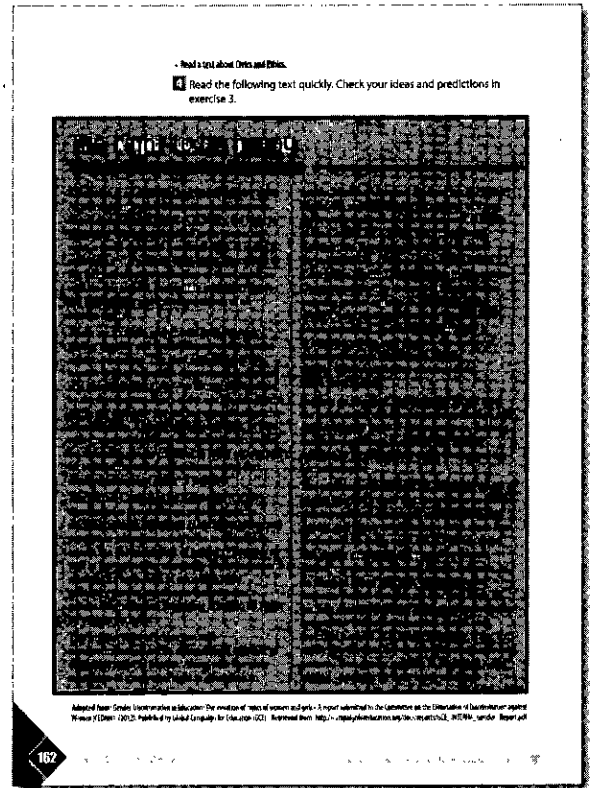
The text is related with the children's right to education, and specifically, with the girls' right to education. Students can work in pairs and brainstorm the concepts related. Check their

predictions as a class before they read the text.

**Possible answers:**

Education, rights, happy, human, society, etc.

**Page 162**



4. Read the following text quickly. Check your ideas and predictions in exercise 3.

Students will need to read the text at least twice in order to comprehend it. Tell them to start reading with the purpose of checking their predictions in exercise 3.

Compare one's own personal points of view with main ideas of a text.

5 Read the text again and carefully. In pairs, identify the following information and then share your answers with your classmates.

- Definition of education:
- Example of gender discrimination in education:
- Objective of the Global Campaign for Education:
- Documents that support the human right to education and nondiscrimination:
- Findings of GCE's global survey:

6 In groups of four to six, discuss the points below. Then share your ideas with the rest of the class.

- Do you agree with the main ideas expressed in the report? Why? Why not?
- How is the situation in Mexico similar to / different from the main findings of the survey?
- Visit the school library or surf the web, and look for information about the United Nations Convention on the Rights of Children.
- Discuss the rights that you most agree with.
- Find out what rights Mexican children have by law.
- Share and compare the information you collect with the rest of the class.

I can compare my own points of view with main ideas of a text.

5. Read the text again, carefully. In pairs, identify the following information in the document and then share your answers with your classmates. Now students continue reading the text, this time with a different purpose. Read the list of points aloud and make sure students understand them. After this, guide their reading so students can stop and make comments every time these points are developed in the text.

**Answers:**

- Education is an enabling and transformative right. It has been classified as an economic right, a social right and a cultural right. It is also a civil right and a political right; it shows the indivisibility and interdependence of all human rights.
- The fact that two thirds of the world's non-literate adults are women – is a striking example of gender discrimination.
- The promotion of equality of experience and relations for both sexes in education, addressing power imbalances that perpetuate gender inequality and leveraging access to all rights by woman and girls.
- Convention on the Rights of the Child (CRC, 1989), the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), the 1960 UNESCO Convention against Discrimination in Education, the World Declaration on Education For All (1990)
- more than one fifth of girls in secondary schools are unhappy with their gender  
- nearly two fifths have been made fun of at school for being a girl

- gender stereotypes still prevail in schools, particularly around male and female aptitudes
- nearly two-thirds of the world's illiterate people are women.

6. In groups of four to six, discuss the points below. Then share your ideas with the rest of the class. Read the points and questions as a class and discuss the first two. Then encourage students to discuss these questions and points and express their own ideas and opinions.

**Answers:**

Students' own ideas and opinions.

**Stop & think**

In case your students tick the "no" option, invite them to revise exercise 6 again and help them with comprehension.

Select changes in meaning caused by word formation processes.

**Language in use** Identifying changes in meaning

1. Read the following pair of sentences. Pay special attention to the parts of words in bold.

Governments committed themselves to ensuring gender **ie** equality in education. Governments committed themselves to ensuring gender **eq**uality in education.

One fifth of girls in secondary schools are **un**happy with their gender. One fifth of girls in secondary schools are **happ**y with their gender.

... nearly two-thirds of the world's **ill**iterate people are women. ... nearly two-thirds of the world's **literate** people are women.

2. Answer the questions below.

- How do the parts in bold affect the meaning of the sentence?
- How are these particles called?

3. Watch out!

When we want to change the meaning of some words to their opposite, we can add prefixes such as: **in-**, **un-**, **dis-**, etc.

4. Think of more examples of opposites formed by prefixes with your partner. Example: **indefinite**, **unreal**, **illogical**.

5. Number the dialogue between Jenna and Ed in order. Then listen to the recording and compare. Pay special attention to the prosodic resources used by the speakers (volume, tone, pitch).

Ed: What are you doing, Jenna?  
Jenna: Oh, I can't! I should be at school. I wish I didn't have to go to school.  
Ed: Why do you think that?  
Jenna: Because it's giving me only the right to education.  
Ed: Do you think education is important for children development?  
Jenna: I have experienced it the only way to get out of poverty.  
Ed: What is she talking about?  
Jenna: Start listening to a volunteer for UNICEF.

6. Discuss the right in the Convention on the Rights of Children that you most agree with in pairs.

**Language in use: Identifying changes in meaning**

- Students read and notice the use of prefixes in the examples. To help them, you can read the sentences aloud stressing the prefixes in a special way so that students are aware of them.
- Guide answers in such a way students discover that the prefixes change the meaning completely, transforming a word into its opposite.

**Answers:**

a. They change it to the opposite meaning. b. Prefixes

3. Read the grammatical rule as a class and make sure students understand and make questions, if necessary. You can give some examples and write them on the board.
4. Give students time to think of more examples and write them in their notebooks. Encourage them to follow the example.

**Stop & think**

If students answer no, encourage them to read the information in the Language in use section and help them with comprehension, revising the example and exercises.

7. **53** Number the dialogue between Jenna and Ed in order. Then listen to the recording and compare. Pay special attention to the prosodic resources used by the speakers (volume, tone, pitch). Students read the dialogue first to understand the main idea. Then they number it and check answers listening to the recording. Play the recording one more time and tell students to pay attention to the prosodic resources used by the speakers such as volume, tone and pitch.

**Answers:**

1, 6, 7, 4, 5, 6, 3, 2

8. Discuss the right in the Convention on the Rights of Children that you most agree with in pairs. Ask students: What is the right in the Convention on the Rights of Children that you most agree with? Listen to their ideas and write some of them on the board. Then give them time to work in pairs and discuss the question. Tell them to write a dialogue using the one in exercise 7 as a model and encourage them to practice it.

**TEACHING TIP**

**Speaking models**

Models are important because students can explore different ways of expressing ideas.

When using a speaking model, guide them to identify if they need support. Help them to:

- Decide the way to express their opinions according to the prosodic resources.
- Monitor the use of prosodic resources (volume, pitch, tone, pronunciation)
- Use non-verbal language and prosodic resources to create an effect
- Value own and others' behaviors

Express ideas and opinions.

**53** Practice and role-play the dialogue replacing the underlined parts with your own ideas and opinions. Remember to use appropriate prosodic resources to express what you want.

**10** Join another pair and role-play the dialogue you practiced in front of your classmates.

**11 TOWARDS THE PRODUCT - BY-PRODUCT 2: Selection of a topic**

a. Go to the TOWARDS THE PRODUCT section on page 160 and choose a topic of civics and ethics from your list.

b. Express your personal reasons to consider it as a relevant topic to be discussed.

\*\*\*\*\*

**12 READING BOOKLET.**

Have a quick look at the text *Young people and the global climate change* on pages 104 - 110. What type of text is it? Circle one alternative.

a. An interview b. A report c. A story

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

What are some of the rights of the children?

How can I express the opposite meaning of a word?

Can I select a relevant topic to discuss in a round-table session?

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9. Practice and role-play the dialogue replacing the underlined parts with your own ideas and opinions. Remember to use appropriate prosodic resources to express what you want. When they are ready, students should role-play it, using appropriate prosodic resources.
10. Join another pair and role-play the dialogue you practiced in front of your classmates. Students now join a new partner and role-play their dialogues.

**Stop & think**

If students answer no, encourage them to practice the dialogue in exercise 9 again.

**11. TOWARDS THE PRODUCT - BY-PRODUCT 2: Selection of a topic**

- a. Tell the students to go to the TOWARDS THE PRODUCT section on page 160 and choose a topic of civics and ethics from the list they elaborated in the by-product 1.
- b. In their groups, invite students to express their personal reasons to consider it as a relevant topic to be discussed.

Tell them that they are going to use this list later when they elaborate their final product.

**Suggested assessment instrument**

**Checklist:** (See sample on page 204).

**Possible topics:**

Democracy, forms of government, voting policies, equality, freedom, political pluralism, political parties, community life, elections, qualities and habits of good citizenship, problems facing the country today, individual rights, cultural diversity, etc.

**12. 104 READING BOOKLET**

Before students do this activity, ask them to define or explain what an interview, a report and a story is. If necessary, explain each term until students understand. Then let them read the text on pages 104 - 110 and answer the question.

**Answers:**

b.

**EXIT SLIP**

Students reflect on what they have done during the lesson and write their personal responses, which they can share with their classmates.

Ask the questions aloud and help students discover the answers. Devote enough time for a general conversation about the achievements in the lesson.

If they have problems with expressing opposite meaning, refer them back to the section Language in use (page 164).

**DEVELOPMENT**

**LESSON 3: Different lives**

| Communicative activity   | Social practice of the language   |
|--|---|
| <ul style="list-style-type: none"> <li>Treatment of information</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss points of view to participate in a round-table session.</li> </ul> |
| Students will...   | What for?   |
| <ul style="list-style-type: none"> <li>listen to a recording about one of the children's rights.</li> <li>talk about hypothetical situations.</li> <li>decide how to express opinions according to prosodic resources.</li> <li>use non-verbal language and prosodic resources to create an effect.</li> </ul> | <ul style="list-style-type: none"> <li>To discuss different points of view in a round-table session.</li> </ul>   |

The screenshot shows a lesson page with the following content:

- DEVELOPMENT**
- LESSON 3: Different lives**
- Communicative activity:**
  - Treatment of information
- Social practice of the language:**
  - Discuss points of view to participate in a round-table session.
- Students will...:**
  - listen to a recording about one of the children's rights.
  - talk about hypothetical situations.
  - decide how to express opinions according to prosodic resources.
  - use non-verbal language and prosodic resources to create an effect.
- What for?:**
  - To discuss different points of view in a round-table session.
- Activity 1:** Which of the countries in the box would you relate with the children in the pictures (1 - 3)? Why? Share your ideas with your classmates and give reasons.
  - Bangladesh, China, Finland, India, Mexico, Nepal, The USA
- Activity 2:** In pairs, talk about what you know about those countries. Compare them to Mexico.
- Activity 3:** Listen to two children talking about a right stated in the Convention on the Rights of Children. In pairs, answer the questions below to complete the table.
 

| Which of the children in exercise 1 are speaking? | Where are they from? | How would you describe their situation in life? |
|---|----------------------|---|
|   |                      |   |

1. Which of the countries in the box would you relate with the children in the pictures (1 - 3)? Why? Share your ideas with your classmates and give reasons.

Read the names of the countries in the box as a class and then have students guess where the children in the picture are from.

**Possible answers:**

- Picture 1: Nepal
- Picture 2: The USA
- Picture 3: Mexico

2. In pairs, talk about what you know about those countries. Compare them to Mexico.

Divide the class into five big groups and assign one country to each. Suggest that they should use different sources to find information about the countries. Also suggest that they should assign different topics to each member of the groups: location, climate, economy, geography, language and currency, etc.

You may find and share some background information from these links:

**Bangladesh:** <http://www.infoplease.com/country/bangladesh.html>

**India:** <http://kids.nationalgeographic.com/explore/countries/india/#indiatajmahal.jpg> **China:** <http://kids.nationalgeographic.com/explore/countries/china/#china-dragon.jpg> **Mexico:** <http://kids.nationalgeographic.com/search-results/?q=Mexico>

**Nepal:** <http://kids.nationalgeographic.com/explore/countries/nepal/#nepal-himalayas.jpg> **Finland:** from <http://travel.nationalgeographic.com/travel/countries/finland-facts/>

**United States:** <http://kids.nationalgeographic.com/explore/countries/unitedstates/#united-states-golden-gate-bridge.jpg>

3. **54** Listen to two children talking about a right stated in the *Convention on the Rights of Children*. In pairs, answer below to complete the table.

Students listen to the recording to check their predictions. Check answers orally.

**Answers:**

Jamila and Kim are speaking. They come from Bangladesh and Nepal.

Some of the adjectives that can be related are: Blue, depressed, detached, gloomy, sad

**Stop & think**

If students answer no, play the recording in exercise 3 again and help them understand the general and specific information in the text.

Listen to a recording about one of the children's rights.

**4** Listen to the recording again. Fill in the blanks with the correct name: Jamila or Khim.

a. ... lives in one of the most densely populated countries in the world.

b. ... could not walk as a child.

c. ... is allowed to study.

d. ... would be happy if boys and girls were equal.

e. ... was carried to school by his / her parents.

**5** Listen to the third child. Identify the main differences between her experience and Jamila and Khim's.

I can discuss different points of view since the right to be happy.

**6** Listen to the recordings once more. Identify and write one or two pieces of information related with each country.

a. Bangladesh

b. Nepal

c. The USA

**7** In groups, answer the questions below and talk about the recordings you listened to.

a. What right are these teenagers referring to?

b. Do you agree with their idea of happiness? Why? Why not?

c. What is the situation like in Mexico?

4. **54** Listen to the recording again. Fill in the blanks with the correct name: Jamila or Khim. Read the instructions and the incomplete sentences as a class. Tell them to listen to the recording carefully to complete the sentences with the correct name. Check answers orally.

**Answers:**

a. Jamila. b. Kim. c. Jamila. d. Kim. e. Jamila

5. **55** Listen to the third child. Identify the main differences between her experience and Jamila and Khim's.

Explain to students that they will listen to another teen talking about a very different situation. Play the recording once or twice and encourage students to take notes, identifying the main differences. Check answers orally inviting some students to share their answers with the rest of the class.

**Possible answer:**

Carrie's situation is different because she has always had everything she has wanted. She lives in a nice house and has a nice car. She never lacks food or clothes. She feels she is very lucky.

6. **54/55** Listen to the recordings once more. Identify and write one or two pieces of information related with each country.

Play the recording with pauses to allow students identify interesting information about the children's situation in each country. Their

answers may vary; help them recognize the most important information in each testimony.

**Possible answers:**

- a. **Bangladesh:** one of the poorest and most densely populated countries in the world.  
At least one third of the population lives in extreme poverty and lack food, clothing, shelter, and access to effective health care and education.  
The life of women is gloomy many girls marry young and have babies. Girls don't have access to education
- b. **Nepal.** disabled children can't get education.  
Rural country. Disabled children are not united.
- c. **The USA** People usually live in nice houses and have nice cars. Families usually go on vacation and they never lack food or clothes.

**7. In groups, answer the questions below and talk about the recordings you listened to.**

Read the instruction and the questions as a class and form groups to discuss them. Encourage them to express and share their ideas and then invite some students to report the group's conclusions to the class.

**Stop & think**

If students answer no, encourage them to answer the questions in exercise 7 again and guide them through the speaking process.

**168**

**Language in use** Talking about hypothetical situations

1. Read the following sentences from the teenagers' statements.

- a. If there was education, both girls and boys would be equal.
- b. If they were united, all disabled children could get education.
- c. If all the children had good education, they could get out of poverty.

2. Answer the questions below:

- a. How many parts can you identify in each sentence?
- b. What do they refer to? Circle one alternative.
- i. Possible situations    ii. Real situations    iii. Imaginary situations
- c. What happens with the verbs in each part of the sentence?

3. Watch out!

When we want to express an imaginary or hypothetical situation and its result, we use a special language structure called **Second Type conditional**. It consists of a sentence with two clauses or parts:

If + Past tense of a verb (to express the condition), **would / could** + base form of a verb (to express the possible result).

4. Think about three hypothetical situations in your life and tell your partner.

8. In groups of three or four students, discuss on the rights Mexican children and teens have by law and the things that could be improved.

9. Write some statements expressing hypothetical situations about children's rights and the possible result or solution. Follow the patterns below:

If children were / had ... they would / could ...

If there was ... children would / could ...

10. Take turns to read the sentences you wrote aloud. Think about the prosodic resources (tone, volume, pitch, etc.) and non-verbal language you can use to create the effect you want in the audience.

**Language in use** Talking about hypothetical situations

Explain to students that this section is designed to help them revise or discover a particular grammar structure or an interesting item of vocabulary related to the text. Always keep in mind that the activities are meant to promote independent learning, so help, guide and check, but do not give the answers.

- 1. Students read the instructions and the examples carefully.
- 2. Students examine the sentences to answer the questions.

**Answers:**

a. Two clauses. b. iii. c. The verb in the *if* clause is in the past tense and the verb in the other clause is a conditional clause with *would* or *could*.

**Stop & think**

If students answer no, encourage them to read the information in the Language in use section again, revising the rules, the examples, and the exercises.

- 8. In groups of three or four students, discuss on the rights Mexican children and teens have by law and the things that could be improved.  
Motivate students to reflect on the rights of Mexican children.
- 9. Write some statements expressing hypothetical situations about children's rights and the possible result or solution. Follow the patterns below:  
Draw their attention to the prompts and let them organize their ideas and prepare themselves to speak.
- 10. Take turns to read the sentences you wrote aloud. Think about the prosodic resources (tone, volume, pitch, etc.) and non-verbal you can use to create the effect you want in the audience.  
Now students practice reading and memorizing the sentences they wrote in the previous exercise. They practice in pairs and correct each other's mistakes.

11. Share your opinions with your classmates, taking turns to tell or read the statements you agreed on aloud.

12. **104 READING BOOKLET**  
Have a look at the text *Young people and the global climate change* on pages 104 - 110. In pairs, do the following activities:

- Do you know what UNICEF stands for?
- Look for information about UNICEF programs in Mexico and take some notes of the most relevant points.

.....

c. Share the information with your classmates.

13. **TOWARDS THE PRODUCT • BY-PRODUCT 3: A file with personal opinions**  
In your group, complete a file expressing your opinions about the topics of civics and ethics you would like to discuss in a round-table session. Take notes in a sheet of paper and then keep it in your product folder.

**EXIT SLIP**  
Complete the lower exit slip and then discuss your conclusions with your teacher and classmates.

**Exit slip**

How can we express or talk about hypothetical situations?  
What personal resources can I use to create the effect I want on the audience?

11. Share your opinions with your classmates, taking turns to tell or read the statements you agreed on aloud.  
Finally, students take turns to share their opinions

12. **104 READING BOOKLET**  
Ask students to have a look at the text on pages 104 - 110 and do the activities in pairs. Check answers orally.

**Answers:**

Students' own ideas and opinions.

**13. TOWARDS THE PRODUCT • BY-PRODUCT 3: A file with personal opinions**

In their groups, students complete a file expressing their opinions about the topics of the civic and ethical education topic they chose in lesson 1 to discuss in a round table. Encourage them to write some statements expressing hypothetical situations about these topics. Tell them to take notes in a sheet of paper and put it in their product folder. Explain that they are going to use this material later, when they work in their final product.

**Suggested assessment instrument**  
**Checklist** (See sample on page 204)

**EXIT SLIP**

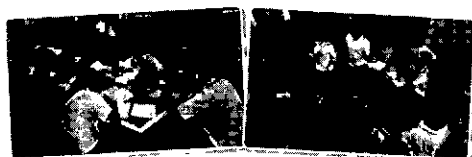
Students reflect on what they have done in the lesson and write their personal responses, which they can share with their classmates. Ask the questions aloud and help students discover the answers. Devote enough time for a general conversation about the achievements in the lesson. If they have problems with talking about hypothetical situations, refer them back to the section Language in use (page 168).

**CLOSURE**

**FINAL PRODUCT: A ROUND-TABLE DISCUSSION**

**FINAL PRODUCT A round-table discussion**

You are going to prepare and take part in a round-table discussion on topics of civics and ethics.



**PREPARATION**

- Form groups.
- Collect all the material you developed in the TOWARDS THE PRODUCT section in the unit. Check it again in your group.

**PRODUCTION**

- Individually, do the following activities:
  - Read texts and collect information about the chosen topic from various sources.
  - Compare and contrast your personal points of view with the information you read and collected. Use the notes of your opinions that are in your product folder By-product 3 on page 169.
  - Organize your talk.
  - Write sentences expressing your personal points of view. Emphasize what you think but keep it brief. (Make two or three points maximum).
  - Draw some conclusions with evidence.
  - Prepare a handout. Edit your opinions and make a clean copy in your notebook or a card.
  - Practice your presentation in front of a mirror timing yourself.
- As a group, organize turn-taking shifts and length of speeches for each member (3 to 4 minutes maximum each student).

**PREPARATION**

- Students get in groups of seven to eight students.
- Ask them to open their Product folder and read their list of topics of civics and ethics. They should choose one and deal with it in the round-table discussion.

**PRODUCTION**

- 3 - 4. Students should now collect information about their topic, compare and contrast their points of view and organize their talk. To do this,



they can use their notes of their opinions in their Product folder and expand them.

**Page 171**

**PRESENTATION**

5. Take part in your team's round-table discussion in front of the rest of the class. Bear the following points in mind:

- Speak loudly, clearly, and slowly.
- Make eye-contact and truly listen to your classmates.
- Be ready to improvise.
- Prepare some questions for the audience to ask for specific feedback.

**EVALUATING PROGRESS**

1. Listen to each other and evaluate your progress to the unit. Write clear comments on each other's work.

**GOALS**

**Learning goals**

- I can check texts about topics of civics and ethics.
- I can select information.
- I can understand general meaning and main ideas.
- I can discuss points of view when participating in a round-table discussion.

**Final Product**

- I followed the instructions carefully.
- I reached an agreement on which topic to discuss.
- I included a variety of sentences, using the language we have learned.
- I organized the talk carefully, using the phrases to express our opinions.
- I used formal language to present my ideas and conclusions.

**Classroom Interaction and values**

- I was respectful of each other's ideas and opinions in the group.
- I respected turns, shared responsibilities, and took part in the round-table discussion with interest.
- I showed respect and tolerance for other opinions.

2. Ask your teacher or a partner to evaluate your performance and give an opinion on the things you can do to improve your work habits in 150 future.

3. Discuss your reflections with the rest of the class.

**PRESENTATION**

- Make sure students first read and then follow the suggestions offered.

**Suggested assessment instrument**

**Checklist** (See sample on page 204)

**EVALUATING PROGRESS**

- Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with their classmates.  
Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.
- Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
- Conduct a general conversation about the achievements of the unit.

**READING BOOKLET**  
**YOUNG PEOPLE AND THE GLOBAL CLIMATE CHANGE**

Before reading, start a general conversation about the importance of radio in rural communities by asking questions such as:  
*Do you think climate has changed in the last few years? What is global climate change?, etc.*

**Answers:**

- Information about UNICEF:

| UNICEF              |   |
|---------------------|---|
| Complete name       | United Nations Children's Fund (formerly United Nations International Children's Emergency Fund)  |
| Year it was founded | December 11, 1946   |
| Goals               | UNICEF promotes the rights and wellbeing of every child, in everything we do. Together with our partners, we work in 190 countries and territories to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere. |
| Focus areas         | Child survival and development, child protection, basic education and gender equality, policy advocacy and partnerships.  |

For more information, visit <http://www.unicef.org/about/> 13.

- Outcome (n.):** a result or effect of an action, situation, etc. = *resultado*
  - Hold (v):** to have something such as a meeting or an election. = *celebrar, llevar a cabo.*
  - Sponsor (v):** to support a person, organization, or activity by giving money, encouragement, or other help. = *patrocinar.*
  - Highlight (v):** to attract attention to or emphasize something important. = *destacar.*
  - Devise:** to invent a plan, system, object, etc., usually using your intelligence or imagination. = *concebir, inventar.*
  - Sustained (adj.):** causing little or no damage to the environment and therefore able to continue for a long time. = *sostenido.*
- Students' predictions.
  - Means of communications in the pictures: video conference, podcast, Facebook account, the radio.
  - Words related to climate change: global, climate, change, impact, effect, solutions, deforestation, alternative energy sources, environmental, reforestation, preservation.
  - Students' own relationship with the article.
  - Using the social media.
  - Their - of young people from areas vulnerable to climate change. They - young people from areas vulnerable to climate change.
  - Find maps of Zambia by clicking on these links:  
<http://www.mapsofworld.com/zambia/>  
<http://www.worldatlas.com/webimage/countrys/africa/zm.htm>

10. Find maps of Nigeria by clicking on these links:  
<http://www.worldatlas.com/webimage/countrys/africa/ng.htm>  
<http://www.mapsofworld.com/nigeria/>
11. Means of communication; video conference, podcast, Facebook account, the radio.
12. Environmental education for children in primary schools, environmental fairs, and reforestation, the preservation of endemic animals like the manatees.
13. Invite some students to share the visual organizers with the rest of the class, so that they can complete and expand their answers.

### BACKGROUND INFORMATION

#### UNESCO and Youth

Youth have always been a major focus in UNESCO's programmes. Since its creation -and its mandated mission regarding education- UNESCO was the first agency of the United Nations system to define and develop specific programmes for young people. Immediately after the Second World War for example, UNESCO -with only 20 Member States at the time- helped organise international youth-volunteer work camps to aid in the reconstruction of Europe.

UNESCO's longstanding commitment to youth has taken a new impetus with the recognition of youth as a priority group for the Organisation's action and the UNESCO Strategy for Action with and for Youth in 1998.

**Adapted from:** *UN Programmes on Youth*. Retrieved from: <http://www.un.org/youthenvoy/2013/08/unesco-and-youth/>

### BACKGROUND INFORMATION

#### United Nations Climate Change Conference

The United Nations Climate Change Conference was held in Cancún, Mexico, from 29 November to 10 December 2010. The conference is officially referred to as the 16<sup>th</sup> session of the Conference of the Parties (COP 16) to the United Nations Framework Convention on Climate Change (UNFCCC) and the 6<sup>th</sup> session of the Conference of the Parties serving as the meeting of the Parties (CMP 6) to the Kyoto Protocol. In addition, the two permanent subsidiary bodies of the UNFCCC – the Subsidiary Body for Scientific and Technological Advice (SBSTA) and the Subsidiary Body for Implementation (SBI) – held their 33<sup>rd</sup> sessions.

## TRANSCRIPTS

### 52 STUDENT'S BOOK – UNIT 9 – LESSON 1 – PAGE 169 – EXERCISE 9

**Lindsay:** Francis, how would you define diversity?

**Francis:** I think it means that many different people live in the same society.

**Lindsay:** Right. In what aspects are people the same?

**Francis:** Well, we all have the same body, a head, legs, arms, etc.

**Don:** What are the main differences among us, then?

**Lindsay:** We differ in our looks, race, language, religion...

**Francis:** I believe that it's important to understand other people's culture.

**Lindsay:** I agree; we can learn a lot from people who are different.

### 53 STUDENT'S BOOK – UNIT 9 – LESSON 2 – PAGE 164 – EXERCISE 7

**Ed:** What are you doing, Jenna?

**Jenna:** Shh, I'm listening to a volunteer from UNICEF.

**Ed:** What is she talking about?

**Jenna:** Children's rights, mainly the right to education.

**Ed:** Do you think education is important for children development?

**Jenna:** Of course! I would like all children in the world to have access to education.

**Ed:** Why do you think that?

**Jenna:** I believe education is the only way to get out of poverty.

### 54 STUDENT'S BOOK – UNIT 9 – LESSON 3 – PAGE 166 – EXERCISE 3

**Jamila:** My name is Jamila. I am 14 years old and I live in Bangladesh - one of the poorest and most densely populated countries in the world. At least one third of the population lives in extreme poverty and lack food, clothing, shelter, and access to effective health care and education. The life of many women in my country is quite gloomy because they are denied freedom of speech and the opportunity to make decisions. I am one of the lucky ones because my parents let me study. There are many girls who marry young and have babies before they are my age. What is my idea of happiness? I would like all the girls in my country to have access to education; if there was education, both girls and boys would be equal. This is what would really make me happy!

**Kim:** I am Kim Bahadur and I live in rural Nepal. I had polio as a small child, and against the odds, I am attending school and getting educated. I am campaigning for other disabled children to have this opportunity as well. When I was small, I had to crawl on my hands and knees; in the beginning, my parents carried me on their backs. They used to say: "Your profession is education; there is no other work for you". When I was about ten, my father carved me a stick and taught me how to use it to walk. Now, I am organizing a meeting in a nearby village to talk about disability. If they were united, all disabled children could get education. In Nepal, we say that if you provide light, you can understand the whole world: Education and ideas provide light; with ideas, you can see the whole world.

**55 STUDENT'S BOOK – UNIT 9 – LESSON 3 – PAGE 167 – EXERCISE 5**

**Carrie:** My name is Carrie Tynon. I am 17 years old and I live in Boulder, Colorado. My parents are teachers at a local school and I have always had everything I have wanted. We live in a nice house and have a nice car. Once a year my whole family goes on vacation and we never lack food or clothes. I think I am really lucky. I know that there are many children in the world who do not know where their next meal will come from; they cannot go to school and must work long hours to help their families. There are other children who live in war zones and have to worry about bombs and mines. I believe that one way of improving children's situation is to provide them with good education. My parents say that if all the children had good education, they could get out of poverty.

**56 TEACHER'S BOOK – UNIT 9 – FINAL CHECK – PAGE 181 – EXERCISE 4**

**Speaker 1:** Treating people with respect makes your world a nicer place to live in, whether it's at home, at school, or out in your community, and it's easy! All you have to do is treat people the way you like to have them treat you. Here are a few ideas.

- Don't insult people or make fun of them.
- Listen to others when they speak.
- Value other people's opinions.
- Be considerate of people's likes and dislikes.
- Don't mock or tease people.
- Don't talk about people behind their backs.
- Be sensitive to other people's feelings.
- Don't pressure someone to do something he or she doesn't want to do.

**Speaker 2:** We live in a diverse nation made up of many different cultures, languages, races, and backgrounds. That kind of variety can make all our lives a lot more fun and interesting, but only if we get along with each other. To do that, we have to respect each other. In addition to the list we gave you before, here are some ways we can respect people who are different from us.

- Try to learn something from them.
- Never stereotype people.
- Show interest and appreciation for other people's cultures and backgrounds.
- Don't go along with prejudices and racist attitudes.

**57 READING BOOKLET – UNIT 9 – PAGE 104**

***Young people and the global climate change***

The outcomes of the Global Climate Change Conferences (COP) held every year by the United Nations have an important impact on the future of all young people.

To amplify their voices, UNICEF always leads a series of communication technology initiatives to make sure young people from all over the world are heard by world leaders and governments attending the conference.

By facilitating access to the use of social media, UNICEF and partners enable young people – most of whom are not able to attend the conferences in person – to participate in these important discussions.

Every year, UNICEF sponsors young people from areas vulnerable to climate change to speak about how climate change has impacted on their lives and communities and the actions they have taken to reduce its effects. The young people engage with youth movement representatives, government ministers, and climate leaders to highlight the importance of local climate action and implementation. They speak about their roles in engaging peers and their communities in adapting to climate impacts and devising solutions.

Last year, one example of the creative use of social media and technology came from Zambia's capital, Lusaka. In his podcast, 15 year-old UNICEF Climate Ambassador Luyando Katenda asked world leaders "to make responsible decisions for the good of all and to make the world a better place to live in".

Abiri Oluwatosin, the founder of Sustainable Nigeria, used his social network account to discuss issues like deforestation, the search for alternative energy sources, and better sanitation practices with fellow young Nigerians.

"We need to use the expertise and fresh thinking of young activists in more strategic and sustained ways to find local and global solutions to climate change," said Gerrit Beger, leading an innovations team at UNICEF.

“Media, social networks, and digital tools provide opportunities to share experiences, develop initiatives, and tell stories of how climate change affects the lives of young people, often adding to other challenges in developing countries”.

Young people can tell the world how they are shaping a more sustainable future and win a trip to the next UN Climate Change Conference by entering the annual Global Youth Video Competition on Climate Change. The deadline for entries to the competition is 30th August each year.

The competition is being run by Television for the Environment and is part of the UN Framework Convention on Climate Change’s Action for Climate Empowerment and Momentum for Change initiatives.

“Young people are taking action on climate change and the environment and we want to hear and see what they are doing in order to inspire everyone across the globe—so whether it’s leading a divestment campaign at university campus; running a sustainable business or broadcasting programs on climate change via a village radio station, send us your amazing videos, get noticed internationally and maybe be one of this year’s winners,” says Nick Nuttall, UNFCCC Spokesperson.

“Young people have the highest stake in the success of the Paris Climate Change Agreement,” Nuttall added.



“They will be facing more severe impacts of climate change and stand to benefit the most from the technology revolution and new jobs created by it. By supporting this competition we hope to learn of youth taking the lead in climate action locally, nationally and globally and share these stories to inspire others to get involved.”

The winners will receive a round trip to the next UN Climate Change Conference (including flight, accommodation and other expenses) and will join the UNFCCC Newsroom team as youth reporters, helping the team with videos, articles and social media posts.

Sonia Muñoz Astorga is 17 years old and she comes from Ciudad del Carmen, Campeche, a southern state of Mexico. She belongs to Mente Verde (Green Mind) a civil society organization formed by young people worried by environmental and climate change issues. Sonia and her young partners take part in activities such as environmental education for children in primary schools, environmental fairs, and reforestation. “I participate with a group of young people in the Átasta Península, a natural protected area. We have a project of environmental education for children to raise awareness of the preservation of endemic animals like the manatees, which are being predated by some adults.”

To listen to the podcasts and learn more about the initiatives, please visit: <http://www.childrensradiofoundation.org/blog/?p=2773>  
[www.uniteforclimate.org](http://www.uniteforclimate.org)

## FINAL CHECK ANSWERS

- a. An article.
- a. November 1945.  
 b. United Nations Educational, Scientific and Cultural Organization  
 c. To establish the “intellectual and moral solidarity of mankind” to prevent the outbreak of another world war.  
 d. To create the conditions for dialogue among civilizations, cultures, and peoples, based upon respect for commonly shared values.  
 e. Africa and gender equality.
- a. Fa. b. I. c. Fa. d. Fa. e. I.
-  c. some advice
-  a. listen. b. opinions. c. feelings. d. learn. e. interest / backgrounds. f. prejudices.
- Listen to pairs of students exchanging opinions on the importance of accepting diversity and being tolerant with other cultures. They must use the beginnings in the box. Assign points according to these criteria.

| Task   | Score | Language  | Score | Presentation   | Score |
|--|-------|---|-------|--|-------|
| Five correct and appropriate exchanges.            | 4     | Practically no grammar or vocabulary mistakes.                | 3     | Fluid interaction, good pronunciation.                 | 3     |
| Four correct and appropriate exchanges.            | 3     | Very few grammar or vocabulary mistakes.                      | 2     | Fluid interaction, a few pronunciation mistakes.       | 2     |
| Three acceptable and almost appropriate exchanges. | 2     | Some grammar or vocabulary mistakes.                          | 1     | Fairly fluid interaction, some pronunciation mistakes. | 1     |
| Inappropriate and incomplete exchanges.            | 1     | Grammar and vocabulary mistakes interfere with comprehension. | 0     | Interaction affected by mistakes.                      | 0     |

## Building peace in the minds of men and women

As early as 1942, in wartime, the governments of the European countries which were confronting Nazi Germany and its allies met in the United Kingdom for the Conference of Allied Ministers of Education (CAME). Those countries were looking for ways and means to reconstruct their systems of education once peace was restored. Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organization was convened in London from 1 to 16 November 1945. The conference brought together the representatives of forty-four countries who decided to create an organization that would embody a genuine culture of peace. In their eyes, the new organization must establish the "intellectual and moral solidarity of mankind" and, in so doing, prevent the outbreak of another world war. At the end of the conference, thirty-seven countries founded the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO works to create the conditions for dialogue among civilizations, cultures, and peoples, based upon respect for commonly shared values. The broad goals and concrete objectives of the international community are the basis of all UNESCO's strategies and activities. Thus, UNESCO's unique competencies in education, the sciences, culture, and communication and information contribute towards the realization of those goals.

UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development, and intercultural dialogue through education, the sciences, culture, and communication and information. The Organization focuses, in particular, on two global priorities: Africa Gender equality

Some of its overarching objectives are:

- attaining quality education for all;
- mobilizing science knowledge for sustainable development;
- addressing emerging social and ethical challenges;
- fostering cultural diversity, intercultural dialogue, and a culture of peace; • building inclusive knowledge societies through information and communication.

Adapted from: Unesco – Building peace in the minds of men and women. (n.d.). Retrieved from <http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/>

**1** Read the text quickly. What type of text is it? Circle the correct alternative.

◆ 1 point

- a. An article.      b. An advertisement.      c. A brochure.

**2** Read the text again. Answer these questions.

◆ 10 points

- a. When was UNESCO created? \_\_\_\_\_
- b. What does the acronym UNESCO stand for? \_\_\_\_\_
- c. What was UNESCO created for? \_\_\_\_\_
- d. What is UNESCO's main focus of action? \_\_\_\_\_
- e. What are UNESCO's two main objectives? \_\_\_\_\_

**3** Read the text once more. Are these statements facts (Fa) or inferences (I)?


◆ 5 points

- a. \_\_\_\_ In 1942, the allies held a meeting on education in London.
- b. \_\_\_\_ Representatives of seven countries didn't agree to found UNESCO.
- c. \_\_\_\_ UNESCO'S main mission is to contribute to peace.
- d. \_\_\_\_ The organization has two main areas of concern.
- e. \_\_\_\_ UNESCO promotes cultural diversity.

**4**  Listen to the recording. What type of text is it? Tick (✓) the best answer.

◆ 1 point

- a. \_\_\_\_ A personal report.    b. \_\_\_\_ A piece of news.    c. \_\_\_\_ Some advice.

**5**  Listen to the recording again and fill in the blanks in these sentences.

◆ 7 points

- a. \_\_\_\_\_ to others when they speak.
- b. Value other people's \_\_\_\_\_.
- c. Be sensitive to other people's \_\_\_\_\_.
- d. Try to \_\_\_\_\_ something from the other person.
- e. Show \_\_\_\_\_ and appreciation for other people's cultures and \_\_\_\_\_.
- f. Don't go along with \_\_\_\_\_ and racist attitudes.

**6** In pairs, exchange opinions on the importance of accepting diversity and being tolerant with other cultures. Use the beginnings in the box.

◆ 6 points

|                       |                            |
|-----------------------|----------------------------|
| Do you think...?      | I agree / don't agree...   |
| I don't think that... | In my opinion,...          |
| Is _____ important?   | What's your opinion of...? |

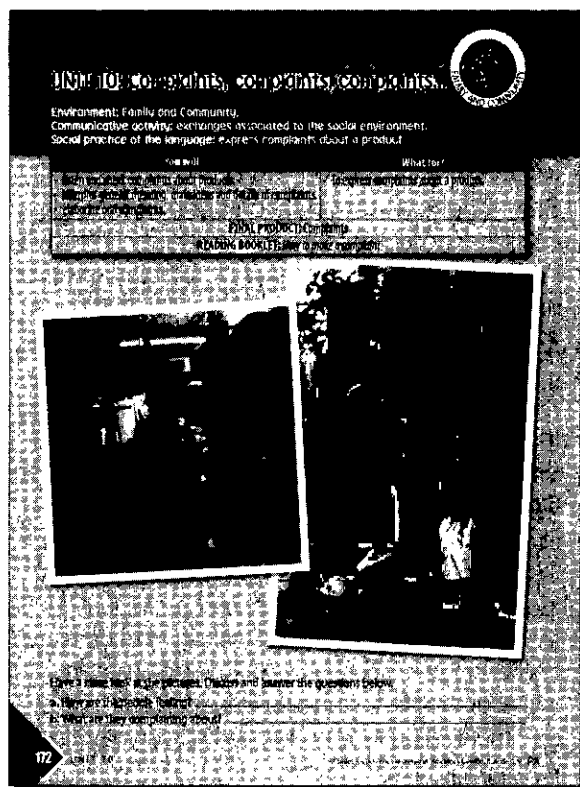
◆ Total score: \_\_\_\_\_ / 30 points

# UNIT 10: Complaints, complaints, complaints...



## UNIT OVERVIEW

|                                 |  |
|---------------------------------|--|
| Allotted time                   | 16 classes (45 minutes each)   |
| Environment                     | Family and community   |
| Communicative activity          | Exchanges associated to the social environment.  |
| Social practice of the language | Express complaints about a product.  |
| Final Product                   | Complaints   |
| Reading Booklet                 | <i>How to make a complaint</i>   |
| Learning goals                  | <ul style="list-style-type: none"> <li>• Listen and check complaints about products.</li> <li>• Interpret general meaning, main ideas and details of complaints.</li> <li>• Elaborate oral complaints.</li> </ul>  |
| Methodological guidance         | <ul style="list-style-type: none"> <li>• Offer different examples of complaints and draw students' attention on what speakers say and how they say it so they can:             <ul style="list-style-type: none"> <li>- Analyze topic and purpose.</li> <li>- Appreciate effect of type of communication (face-to-face or at a distance).</li> <li>- Contrast speakers' attitudes.</li> <li>- Detect ways to adjust speaking and listening.</li> <li>- Exchange and appreciate one's own and others' experiences.</li> </ul> </li> <li>• Model your attitude when listening to complaints and explain the processes you followed to understand and answer them; invite students to try those processes so that they can:             <ul style="list-style-type: none"> <li>- Clarify the meaning of words.</li> <li>- Infer general meaning.</li> <li>- Provide a reason for complaining.</li> <li>- Compare expressions to give a solution.</li> <li>- Classify expressions to convey emotions.</li> <li>- Appreciate one's own and others' behavior.</li> </ul> </li> <li>• Encourage students to use knowledge and skills about language, in Spanish and in English, for them to:             <ul style="list-style-type: none"> <li>- Choose appropriate repertoire of words and expressions of complaint.</li> <li>- Adjust register according to addressee.</li> <li>- Rank information to be presented in complaints.</li> <li>- Express reasons and provide expressions to solve problems.</li> <li>- Use strategies to influence meaning and repair failed communication.</li> <li>- Express complaints and make adjustments to improve fluency.</li> <li>- Offer and receive feedback.</li> </ul> </li> </ul> |
| Suggested evaluation            | <ul style="list-style-type: none"> <li>• Collect information such as:             <ul style="list-style-type: none"> <li>- A list with reasons of complaints.</li> <li>- A table with expressions.</li> <li>- Sketches with notes to use body language.</li> </ul> </li> </ul>   |
| Suggested assessment instrument | <ul style="list-style-type: none"> <li>• Interview.</li> </ul>   |
| Materials                       |  |



**LEAD-IN**

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Introduce the topic of the unit writing Faulty products on the board and have students brainstorm related ideas. Write the list of the expressions on the board and then ask students to explain why they think they are related.

Lead the conversation in such a way students give examples of faulty products they are familiar with.

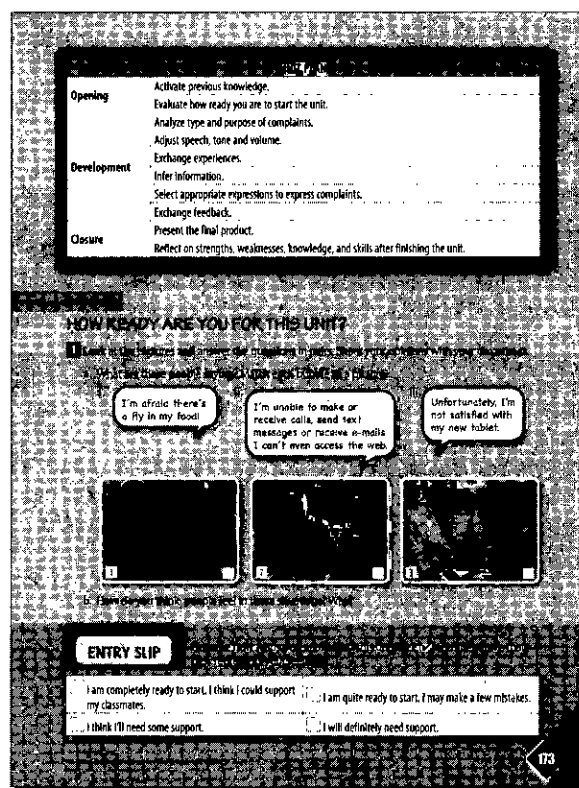
Draw students' attention to the pictures and ask: *What can you see in these pictures?* Eliciting a brief description of each of them. Help students with the vocabulary they need to talk about the pictures, writing key words on the board and inviting them to record them in the vocabulary section of their notebooks.

**Have a close look at the pictures. Discuss and answer the questions below.**

Ask students to look at the pictures on page 172 closely. Read the questions as a class and encourage them to use as much vocabulary as possible.

**Possible answers:**

- a. They are feeling angry, worried, and upset.
- b. They are complaining about a broken pipe component and a cold coffee.



**UNIT PLAN**

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 10, helping them recognize the content, skills, and attitudes they will develop.

**OPENING**

**HOW READY ARE YOU FOR THIS UNIT?**

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

1. **Look at the pictures and answer the questions in pairs. Share your opinions with your classmates.** Make students have a close look at the pictures and match them to what people may be saying.

**Answers:**

- a. Picture 1: iii.      Picture 2: i.      Picture 3: ii.
- b. They feel annoyed, anxious, concerned, impatient, nervous, stressed, tense, worried.



# ENTRY SLIP

Make students choose and tick (✓) the alternative that best describes their feelings towards the challenges in the unit. Encourage them to give honest answers and help them think what they can do to improve, solve problems they may have, get help in case they need, etc.

Page 174

## DEVELOPMENT

### LESSON 1: Complaining on the phone

| Communicative activity   | Social practice of the language   |
|--|---|
| <ul style="list-style-type: none"> <li>Exchanges associated to the social environment.</li> </ul>  | <ul style="list-style-type: none"> <li>Express complaints about a product.</li> </ul> |
| Students will...   | What for?   |
| <ul style="list-style-type: none"> <li>listen and check complaints about products.</li> <li>analyze topic and purpose of complaints.</li> <li>appreciate type of communication.</li> </ul> | <ul style="list-style-type: none"> <li>To role-play a phone exchange.</li> </ul>      |

**LESSON 1: Complaining on the phone**

**1** Look at the people in the pictures below and describe the different facial expressions and gestures. Then circle the correct alternative to answer the questions.

**a.** What are these people doing?  
 I. Giving advice.  
 II. Complaining about something.  
 III. Thanking.

**b.** How do these people feel?  
 I. Happy.  
 II. Sad.  
 III. Angry.

**2** How do we normally express complaints? Tick (✓) the most common ways.

a.  Writing a letter.  
 b.  Making a phone call.  
 c.  Sending an e-mail.  
 d.  Face-to-face.

**3** In groups, discuss the advantages and disadvantages of each type of communication. Complete the table below.

|               | Face-to-face  | At a distance  |
|---------------|---|--|
| Advantages    | It's direct, more personal.<br>Non-verbal language provides a lot of information.<br>There's immediate feedback.                            | It's indirect, less personal.<br>Prosodic resources provide some information.<br>There's immediate feedback.                     |
| Disadvantages | It's momentary.<br>It's not effective in a large group.<br>Tension or stress is more likely to happen if there's conflict between speakers. | Non-verbal language doesn't exist. There's a lot of information that is not conveyed.<br>Misunderstandings are likely to happen. |

1. Look at the people in the pictures below and describe the different facial expressions and gestures. Then circle the correct alternative to answer the questions.

Invite students to analyze the pictures and elicit their ideas about the situations in them. Read the title

of the unit and motivate students to relate it to the situations in the pictures. Check their answers orally.

Answers:

a. ii. b. iii.

2. How do we normally express complaints? Tick (✓) the most common ways.

Start a general conversation about the most common complaints people make, and the way in which we express them. Write down the most interesting ideas on the board.

Answers:

b., c., d.

3. In groups, discuss the advantages and disadvantages of each type of communication. Complete the table below.

Draw the table on the board and prompt students to think of the advantages and disadvantages of face-to-face and at-a-distance communication. Let them express freely and in Spanish, if necessary, and write their ideas down in English. The aim of this activity is that students reflect on the type of communication they encounter in everyday life.

Possible answers:

|               | Face-to-face  | At a distance  |
|---------------|---|--|
| Advantages    | It's direct, more personal.<br>Non-verbal language provides a lot of information.<br>There's immediate feedback.                            | It's indirect, less personal.<br>Prosodic resources provide some information.<br>There's immediate feedback.                     |
| Disadvantages | It's momentary.<br>It's not effective in a large group.<br>Tension or stress is more likely to happen if there's conflict between speakers. | Non-verbal language doesn't exist. There's a lot of information that is not conveyed.<br>Misunderstandings are likely to happen. |

**4** Discuss and answer the following questions in pairs. Then share your ideas with your classmates.

- Have you ever complained about a faulty product?
- How did you express the complaint?
- Did you get a satisfactory response to it?

**5** Listen to the recording and answer the questions below.

- What type of communication is it?
- What are the people complaining about?
- What particular products are the complaints about?

**6** Listen to the recording again. Identify what the speakers said and complete the sentences.

- They insist that it's the phones that
- "A Help Desk analyst will contact you
- "I did not authorize
- "When the service is working,

**7** Listen to the recording once more. Identify and compare each of the speakers' attitudes and tone of voice. Write your ideas in the table below.

|              |  |
|--------------|--|
| Mr. Butler   |  |
| Ms. Hamilton |  |

**4.** Discuss and answer the following questions in pairs. Then share your ideas with your classmates.

This is an important occasion for students to make connections between the topic of the lesson and their own reality. Invite them to form pairs and reflect on the questions. Encourage some pairs to share their answers with the rest of the class. Remind students to look up the highlighted words in the glossary on page 190.

**Answers:**  
Students' own ideas.

**5.** Listen to the recording and answer the questions below.

Before starting with the listening activity, explain to students that they will listen to a recording about the topic of the unit. Ask them to focus on the type of conversation, the reason for the complaint, and the specific object or service people are complaining about. Then play the recording once without pausing and check their answers orally.

**Answers:**

- It is a telephone complaint voicemail (at a distance communication).
- People are complaining about a product.
- The complaints are about cell phones.

**6.** Listen to the recording again. Identify what the speakers said and complete the sentences. Invite students to read the sentences. Then ask them to listen and identify the correct alternative to finish the sentences. Play the recording again and pause at several times.

**Answers:**

- They insist that it's the phones that don't have a signal.
- "A Help Desk analyst will contact you tomorrow at the latest.
- "I did not authorize this charge.
- "When the service is working, reception is great.

**7.** Listen to the recording once more. Identify and compare each of the speakers' attitudes and tone of voice. Write your ideas in the table below.

Encourage students to focus on the prosodic resources of the conversation this time, particularly on the speakers' attitudes and tone of voice. Play the recording the last time. Ask them to write their ideas in the table and then check their answers orally.

**Answers:**  
**Mr. Butler:** complaining, annoyed, nervous, high pitch.  
**Ms. Hamilton:** receiving complaint, calmed, low pitch.

**8** Match the phrases in box A with their function in box B.

|   |  |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> <li>Hi, can I speak to the manager, please?</li> <li>I just need to check a couple of things.</li> <li>I'm terribly sorry.</li> <li>Is something not clear?</li> <li>Thank you. Bye.</li> <li>That's right.</li> <li>Carol Saunders speaking</li> </ol> | <p>B</p> <ol style="list-style-type: none"> <li>Apologizing for something.</li> <li>Asking for clarification</li> <li>Asking to talk to somebody.</li> <li>Confirming information.</li> <li>Ending a conversation.</li> <li>Identifying oneself.</li> <li>Offering clarification.</li> </ol> |
|---|--|

**9** Listen to the recording and check your answers in exercise 8. Pay special attention to the intonation and pronunciation of each phrase.

**10** In pairs, remember a situation of complaint about a product that you've experienced. Create a brief phone conversation including some of the expressions in exercise 8.

**11** Practice the mini-dialogue several times. Then role-play the phone exchange in front of your classmates.

**12 TOWARDS THE PRODUCT - BY-PRODUCT 1: Table with useful expressions**  
In pairs, classify the expressions in the bubbles under the corresponding labels. Copy and complete the table in a separate sheet of paper and then add one more phrase to each category. Keep the table in your product folder.

8. Match the phrases in box A with their function in box B.

Read the expressions as a class and have students identify their function through a matching activity. Check answers orally.

Answers:

- a. iii. b. ii. c. i. d. vii. e. v. f. iv. g. vi.

9. Listen to the recording and check your answers in exercise 8. Pay special attention to the intonation and pronunciation of each phrase.

Play the recording for students to check their answers in the previous exercise. Then play the recording again pausing after each expression for students to repeat aloud, paying special attention to the speaker's intonation and pronunciation.

10. In pairs, remember a situation of complaint about a product that you've experienced. Create a brief phone conversation including some of the expressions in exercise 8.

Invite students to create a very short phone conversation complaining about a product. Remind them to use some of the expressions in exercise 8. Tell them to write two exchanges using questions and answers.

Answers:

Students' own ideas.

11. Practice the mini-dialogue several times. Then role-play the phone exchange in front of your classmates.

Give students enough time to practice the mini-dialogue several times. Then invite a few pairs to role-play the phone conversation in front of the class. Remind students of the importance of prosodic resources and how they should keep it in mind when speaking.

**Stop & think**

In this particular case, if students answer negatively, tell them that when listening they should always pay attention to the main idea at first. To achieve this, they should focus on content words: nouns, adjectives and verbs, which are the ones that carry meaning.

12. TOWARDS THE PRODUCT • BY-PRODUCT 1:

**Table with useful expressions**

In pairs, make students classify the expressions in the bubbles according to their function in a telephone conversation. When they finish, encourage them to add one more phrase to each category. This task will help them elaborate the product at the end of the unit.

Answers:

| Introducing yourself  | Asking who is calling   | Asking to speak to someone  |
|---|---|---|
| This is Sylvia.<br>This is George speaking.                               | Can I ask who is calling, please?<br>Excuse me, who is this?  | Can I speak to Benjamin, please?<br>Could I speak to Daniel, please?<br>Is Jake in?<br>May I speak to Alan, please? |
| Connecting  | Informing someone is not available  | Offering to take a message  |
| Can you hold on a moment?<br>Can you hold the line? I'll put you through. | I'm afraid he is not available at the moment.<br>Mrs. Davies is out at the moment.<br>Mr. Jackson isn't in right now. | Could I take a message?<br>Would you like to leave a message?   |

**Suggested assessment instrument:**

**Interview** (See sample on page 204)

**Page 177**

The page contains a grid of 12 speech bubbles with the following text:

- Can I ask who is calling, please?
- Can you hold the line?
- Can I speak to Benjamin, please?
- Could I take a message?
- Can you hold on a moment?
- Could I speak to Daniel, please?
- This is George speaking.
- Excuse me, who is that?
- I'll put you through.
- I'm afraid he is not available at the moment.
- Would you like to leave a message?
- Is Jake in?
- May I speak to Alan, please?
- Mr. Jackson isn't in right now.
- This is Sylvia.

Below the grid is a legend:

- Introducing yourself
- Asking who is calling
- Asking to speak to someone
- Connecting
- Informing someone is not available
- Offering to take a message

**EXIT SLIP**

Have a quick look at the text *How to make a complaint* on pages 117 - 120. Identify the type of complaint the customer is making.

How can we express complaints?

What five useful expressions can we use when complaining on the phone?

### 13. 117 READING BOOKLET

Ask students to go to the text on pages 117 - 120. Encourage them to identify the way in which the customer is complaining.

**Answer:**

The customer is complaining through a letter.

### EXIT SLIP

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have problems with ways of expressing complaints, refer them back to exercise 2 and provide them with concrete examples.

### Page 178

#### DEVELOPMENT

### LESSON 2: A faulty product

| Communicative activity  | Social practice of the language  |
|---|--|
| <ul style="list-style-type: none"> <li>Exchanges associated to the social environment.</li> </ul>   | <ul style="list-style-type: none"> <li>Express complaints about a product.</li> </ul>                    |
| Students will...  | What for?  |
| <ul style="list-style-type: none"> <li>infer general meaning of complaints.</li> <li>listen and check complaints about faulty products.</li> <li>elaborate and role-play mini-dialogues.</li> </ul> | <ul style="list-style-type: none"> <li>To identify main ideas and details in oral complaints.</li> </ul> |

**LESSON 2: A faulty product**

**1** Look at the pictures and answer the questions below. Then compare answers with your partner.

a. What are these people doing?  
 b. What type of problems may they have?  
 c. Have you or your family ever had similar problems? Which one(s)?

**2** You are going to listen to complaints about a faulty laptop. Before starting, do the activities below in pairs.

a. In your notebook, write a list of problems you may face in relation to a laptop purchase.

b. Tick (✓) the words you think you will hear in the recording.

|           |         |          |           |
|-----------|---------|----------|-----------|
| defective | angry   | fan      | receipt   |
| e-mail    | beat    | computer | hard-disk |
| system    | problem | service  | bed       |

1. Look at the pictures and answer the questions below. Then compare answers with your partner. Elicit their ideas about the problems these people may have. Then invite students to talk about any problem they have had with a product they have purchased. If necessary, allow students to use Spanish.

**Answers:**

- People are complaining about a faulty product.
- They have problems with food, clothes, household appliances, credit cards, etc.
- Students' own ideas.

2. You are going to listen to complaints about a faulty laptop. Before starting, do the activities below in pairs.

Explain the topic and reasons for the recording they will listen to. Before listening, have students anticipate the content and the vocabulary they may hear. Do not check answers at this point.

**Answers:**

- Students' own ideas.
- Students' own ideas.

### Page 179

**3** Listen to the recording and validate your predictions in exercise 2. Then, in your own words, tell your partner the reason for the complaint.

**4** Listen to the recording again. Answer the following questions and then check them with your classmates.


- What will the company do if they can't find the problem?
- Is the customer satisfied with the agreement?
- What does the store clerk think about the problem?
- What does the customer usually do with the laptop?
- Is it a faulty product? Why? Why not?

**5** Read and classify the expressions in the box according to the emotions they convey. Then provide one more example for each category.

Thank you. I appreciate that. That is strange for such a new computer. I'd like to make a complaint about a defective laptop. Thank you, I will.

|           |                |           |
|-----------|----------------|-----------|
| Confusion | Disappointment | Gratitude |
|-----------|----------------|-----------|


3. Listen to the recording and validate your predictions in exercise 2. Then, in your own words, tell your partner the reason for the complaint. Tell students to look at the list of problems and the words they ticked in exercise 2 while they listen to the recording.

4.  Listen to the recording again. Answer the following questions and then check them with your classmates.

Read the questions as a class and then play the recording again once or twice, pausing several times for students to write the answers.

**Answers:**

- a. Because the laptop is overheating.
- b. It will replace the product for a new one.
- c. Yes.
- d. That there may be a problem with the cooling fan.
- e. Check emails and write articles for a blog.
- f. It is not a faulty product; the covers prevent the ventilation system from working properly. The customer uses the product sitting on the bed.

5.  Listen to the recording once more. Tick (✓) the statements that express a solution to the problem.

Read the statements aloud as a class. Then play the recording again and ask them to identify the ones which express a solution to the problem.

**Answers:**

- b., c., f.

6. Read and classify the expressions in the box according to the emotions they convey. Then provide one more example for each category.

Have students read the expressions in the box and the emotions in the table and clarify their meaning. Then ask them to classify those expressions according to the emotions conveyed. Check answers orally.

**Answers:**

**Confusion:** That is strange for such a new computer.

**Disappointment:** I'd like to make a complaint about a defective laptop...

**Gratitude:** Thank you. I'd appreciate that.; Thank you, I will.

7. In groups, talk about the recording and answer the questions below. Take notes and then share your comments with another group.
- a. Do you agree with the reason for the complaint?
  - b. Is it a face-to-face situation or a telephone complaint?
  - c. What expressions does the customer use to start the complaint?
  - d. Does the customer present the complaint in a clear and polite way?
  - e. Does the store clerk answer politely? Is he willing to solve the customer's problem?

**Language in use** Talking about future situations

1. Read the extract from the recording.  
*If I don't use the laptop on my bed, will it be ok?.. If we can't find the problem, we will exchange it for a new one.*

2. In pairs, answer the questions below.

- a. How many parts can you identify in each example in point 1?
- b. What is the function of the word in bold?
- c. What part of the sentence is expressing a cause or condition?
- d. What part of the sentence is expressing an effect or result?

3. Watch out!  
When we want to express a real or possible future situation and its result, we use the **First Type Conditional**. It consists of a sentence with two clauses:  
*If + the Present Simple tense to introduce the cause and the Future Simple tense to express the effect.*

4. Fill in the blanks with the correct form of the verbs between parentheses.

- a. If my laptop \_\_\_\_\_ (not work) properly, I \_\_\_\_\_ (take) it to the technician.
- b. The battery \_\_\_\_\_ (burn) if you \_\_\_\_\_ (not unplug) it from time to time.
- c. If the store clerk \_\_\_\_\_ (give) a negative answer to my third complaint, I \_\_\_\_\_ (call) National Customer Service.

5. Follow the pattern and write two examples of causes and effects related to your own life. Then read your sentences aloud to your classmates.

\*\*\*\*\*

7. In groups, talk about the recording and answer the questions below. Take notes and then share your comments with another group.

Organize a general conversation about the content of the recording for students to answer the questions. If necessary, play the recording again pausing to allow students to identify the expressions used to start the conversation, to present the complaint and to show he/she agrees with the solution provided.

**Language in use** Expressing cause and effect

1. Students analyze the extract from the text.
2. Students answer the questions in order to put their analysis in other words.

**Answers:**

- a. The examples are divided in two parts.
- b. To state a condition (*if*).
- c. The first part of the sentence is expressing a cause.
- d. The second part of the sentences is expressing an effect.

3. Read the rule aloud and make sure all students understand it.
4. Using the pattern provided in the rule, students fill in the blanks with the correct form of the verbs.

**Answers:**

- a. doesn't work, will take
- b. will burn, don't unplug
- c. gives, will call

5. Students work in pairs and exchange examples about their own lives. Allow them to express freely and monitor their performance.

### Stop & think

If students tick the NO box of the first point, refer them back to the the rule in the Language in use section. If they answer negatively to the second point, remind them to look at the content words of a text and draw some conclusions.

## Page 181

**3 READING BOOKLET**  
Have a look at the text *How to make a complaint* on pages 117 - 120. Read the title and answer the question.  
What type of text is it? Tick (✓) the best option.

I.  A letter of complaint  
II.  An article  
III.  A story

**4** In pairs, complete the conversation about a faulty product with your own ideas.

Store clerk: Good morning, \_\_\_\_\_ you?  
Customer: Hi, I'd like to make \_\_\_\_\_ about a \_\_\_\_\_ I bought here.

Store clerk: What seems to be \_\_\_\_\_?  
Customer: I think \_\_\_\_\_.  
Store clerk: Perhaps \_\_\_\_\_ Could I \_\_\_\_\_?  
Customer: Sure. Here it is.  
Store clerk: Everything \_\_\_\_\_ Could I ask \_\_\_\_\_?  
Customer: Yes, of course.  
Store clerk: What do you \_\_\_\_\_?  
Customer: I \_\_\_\_\_.  
Store clerk: Is \_\_\_\_\_?  
Customer: \_\_\_\_\_.  
Store clerk: That's probably \_\_\_\_\_.  
Customer: So, if I \_\_\_\_\_.  
Store clerk: It should be \_\_\_\_\_.  
Customer: \_\_\_\_\_.

**5** If necessary, listen to the recording again and pay special attention to intonation and pronunciation.

**6** Using the model in exercise 9, practice reading the conversation you completed aloud. Form groups of four and role-play the conversation you practiced, exchanging roles.

**181**

## 8. READING BOOKLET

Refer students to the texts on pages 117 - 120 and give them a few minutes to have a close look. Then tell them to concentrate on the first text and give them some time to do the activity in pairs. Check answers orally. Make sure you do not treat this activity as a testing device, but as a way of encouraging and promoting reading for fun.

### Answers:

ii. (The text is an article about writing a complaint and includes an example letter of complaint).

## 9. In pairs, complete the conversation about a faulty product with your own ideas.

Ask students to express their own ideas in the conversation they have to complete in pairs.

**Answers:** Students' own ideas.

10. If necessary, listen to the recording again and pay special attention to intonation and pronunciation.

Play the recording in exercise 3 again with pauses and ask students to practice repeating each sentence, paying special attention to the speaker's intonation.

11. Using the model in exercise 9, practice reading the conversation you completed aloud. Form groups of four and role-play the conversation you practiced, exchanging roles.

Invite students to practice reading the conversation they completed bearing in mind the intonation and pronunciation heard in the recording. Then they should role-play it in front of their classmates.

## Page 182

**12 TOWARDS THE PRODUCT • BY-PRODUCT 2: A reason to complain**  
a. Rewrite the situation you role-played in exercise 9. Think about other ways of expressing your complaint and write them down.

\*\*\*\*\*

b. Now, write a short message to make the same complaint as in exercise 9 but at a customer service phone desk. Use the model below to write the message in your notebook.

Good morning I would like to make a complaint about an iron I bought of your store last week. I felt really disappointed when I turned it on for the first time and it didn't heat. I tried it several times and the problem continued. I would like a free replacement of this appliance or a full refund. Please, contact me as soon as possible.

c. Read your complaint aloud in front of the class. If possible, record a voice message and send it to a classmate.

**EXIT SUP**  
Complete the **EXIT SUP** and then discuss your conclusions with your teacher and classmates.

How can I express a cause and its effect?  
Is it easier to express complaints in a face-to-face situation or in a phone conversation? Why?

**182**

## 12. TOWARDS THE PRODUCT • BY-PRODUCT 2: A reason to complain

In this activity, students will be faced to create a written complaint. Ask students to reflect on the situation they have just role-played and think about how to make a complaint as a voice mail message. To do this, they should write a short script to present the situation following these points:

- express the problem clearly,
- express how you are feeling,
- express the solution expected.

**Answers:** Students' own ideas.

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have problems with expressing causes and effects, refer them back to the Language in use section. Explain to them the use and structure of 1<sup>st</sup> Type Conditional in detail and provide them with more practice.

**Page 183**

**DEVELOPMENT**

**LESSON 3: I'm really sorry...**

| Communicative activity   | Social practice of the language       |
|--|---------------------------------------|
| • Exchanges associated to the social environment.  | • Express complaints about a product. |
| Students will ...  | What for?                             |
| • listen and check complaints about a product.<br>• select proper repertoire of words and expressions to complain.<br>• express complaints and solutions and make adjustments. | • To elaborate oral complaints.       |

The screenshot shows a lesson page with the following content:

- LESSON 3: I'm really sorry...**
- Exercise 1: In pairs, look at the picture and answer these questions.
  - a. What is the woman doing?
  - b. What is the man's job?
- Exercise 2: Read the list of expressions (i - x). Write the number in the corresponding column of the table.
  - i. Excuse me, but there's a problem with...
  - ii. I have a complaint to make...
  - iii. I'm so sorry, it'll never happen again.
  - iv. I want to make a complaint about...
  - v. We're sorry, but we don't see anything wrong.
  - vi. I find this hard to believe.
  - vii. I'm so sorry but it's not our policy...
  - viii. I'm afraid there's a slight problem with...
  - ix. I'm really sorry; we'll do our best not to make the same mistake again.
  - x. Unfortunately, I'm not in position to do that.
- Table with columns: Complaints, Responses to complaints.
- Exercise 3: Look up the words in the box in the Glossary.
  - purchase
  - disappointed
  - troubleshooter
  - reimburse
  - policy
- Exercise 4: You are going to listen to a recording about complaints. Underline the sentences and phrases in exercise 1 that you think you will hear.
- Glossary box: I can properly select words and expressions to make a complaint.

1. In pairs, look at the picture and answer these questions.

To start this lesson, have students work in small groups to brainstorm situations in which they would ask or answer the question *Any complaints?* (For example: You go back to the shop where you have just bought something. The shop assistant asks it. You are telling a friend about something you have just bought. He/She asks it, etc.).

Then read the instruction, the questions and the sentences as a class. Tell them to work in pairs and later, check answers orally.

**Answers:**

- a. She is complaining about something.
- b. He receives and responds to complaints.

2. Read the list of expressions (i - x.). Write the number in the corresponding column of the table.

Read the instruction as a class and elicit the first example from students. Write them on the board. Then tell them to work individually and the compare answers with a partner. Check answers with the whole class. Leave the table on the board for later use.

**Answers:**

| Complaints                               | Responses to complaints   |
|--|---|
| Excuse me, but there's a problem with... | I'm so sorry, it'll never happen again.                                 |
| I have a complaint to make...            | We're sorry, but we don't see anything wrong.                           |
| I want to make a complaint about...      | I'm so sorry, Mrs. Feldon, but there's nothing I can do.                |
| I find this hard to believe.             | I'm really sorry; we'll do our best not to make the same mistake again. |
| I'm afraid it's not our policy...        | Unfortunately, I am not in a position to do that.                       |

**Stop & think**

If students tick the NO box, tell them to look up the word "complain" in a monolingual dictionary and analyze the examples stated there. Also, ask them to search for all the synonyms of this word.

3. Look up the words in the box in the Glossary.

Have students read the meaning of the words. Explain that they will help them understand the recording better.

**Answers:**

- Purchase (v.):** to buy something.
- Disappointed (adj.):** upset because something you hoped for has not happened or been as good or successful as you expected.
- Troubleshooter (n.):** a person/section which helps to

solve problems in a company.

**Reimburse** (n.): money that is paid back to somebody.

**Policy** (n.): a written statement of a contract; a plan of action agreed by a company.

4. You are going to listen to a recording about complaints. Underline the sentences and phrases in exercise 1 that you think you will hear.

Tell students to go back to exercise 1 to underline the expressions that they predict will appear in the recording that contains complaints. Do not check answers at this point.

**Page 184**

Listen and check complaints about a product.

5. Listen to the recording and validate your predictions in exercise 4.

6. Listen to the recording again. Answer these questions in pairs.

- Why is the complaint about?
- How does the customer feel? Why?
- What does the customer want?
- Did the sales representative solve the customer's problem? Why? Why not?

7. Listen to the recording once more and fill in the blanks of the expressions.

- Good morning, how can I ... ?
- I have a ...
- I feel very ...
- I find this ...
- ... I am not in a position to do that.
- I'm afraid it's not ... to give ...

8. Answer these questions about the recording and take notes of your answers. Then share your ideas in your group.

- Would you complain in this situation? Why? Why not?
- Do you think the sales representative was right? Why? Why not?

**Using the language**

When using formal English to complain, we often use the expression 'I'm afraid' as a polite way of telling somebody something that is unpleasant or disappointing, or that you are sorry about, but can do nothing. Examples:

- I'm afraid the train is late.
- I'm afraid I can't give you a refund.
- I'm afraid the Smiths are out of the office at the moment.

- The customer feels very disappointed because the coffee maker doesn't heat the water. He is not satisfied with the product.
- He wants a free replacement or a full reimbursement of the amount.
- Yes; he is not in the position to do that but he offers to check the product.

7. Listen to the recording once more and fill in the blanks of the expressions.

Read the incomplete sentences as a class and then play the recording again, if necessary with pauses, for students to fill in the blanks. Check answers orally.

**Answers:**

- Good morning, how can I help you?
- I have a complaint to make.
- I feel very disappointed with the product.
- I find this hard to believe.
- Unfortunately, I am not in a position to do that.
- I'm afraid it's not our policy to give free replacements.

8. Answer these questions about the recording and take notes of your answers. Then share your ideas in your group.

Students answer the questions individually and then share ideas in small groups.

**Answers:**

Students' own ideas and opinions.

5. Listen to the recording and validate your predictions in exercise 4.

Play the recording once or twice for students to check their predictions in exercise 4.

**Answers:**

| Complaints                   | Responses to complaints                                  |
|------------------------------|--|
| I find this hard to believe. | I'm so sorry, Mrs. Feldon, but there's nothing I can do. |
|                              | Unfortunately, I am not in a position to do that.        |

6. Listen to the recording again. Answer these questions in pairs.

Play the recording again with pauses, so that students identify the answers. Check orally.

**Answers:**

- It's about a faulty coffee maker.



Select proper repetition of words and expressions to complete.

**Language in Use** Expressing annoyance and regret

1. Look up the words in the boxes in the Glossary.  
 annoyance ; regret ;

2. Read the following extracts from the recording, paying special attention to the expressions in bold.

*I'm afraid it's not our policy to give free replacements.* \_\_\_\_\_  
*I find this hard to believe.* \_\_\_\_\_  
*I'm really sorry to hear that.* \_\_\_\_\_  
*Unfortunately, I am not in a position to do that.* \_\_\_\_\_  
*None of this is my fault!* \_\_\_\_\_  
*There's nothing I can do.* \_\_\_\_\_  
*I will certainly do that!* \_\_\_\_\_

3. Read the sentences again and identify if the speaker is expressing regret or annoyance.

4. Think about real-life situations in which you expressed regret and annoyance. Tell your partner about them using the expressions you have just learned.

**2 READING BOOKLET**  
 Have a close look at the complaint letter in the text. How to make a complaint on page 119 and answer the questions below.

a. What style is it? Circle one alternative.

I. Block style      II. Semi-block style      III. Modified block style

b. Which of these words do you think will appear in it? Circle your choices.

on time    customer    explanation    happy    information  
 letter    message    money    patient    problem  
 product    response    service    solution    wrong

**Language in Use** Expressing annoyance and regret

- Students look up the words in the glossary.  
**Answers:**  
**Annoyance:** the feeling of being annoyed.  
**Regret:** a feeling of sorrow, unhappiness, or guilt for a fault, wrong act, a loss, etc.
- Students read the sentences, analyzing the meaning of the expressions in the bold.
- Students classify the expressions in bold in point 2.  
**Answers:**  
**Annoyance:** *I find this hard to believe; None of this is my fault!; I will certainly do that!*  
**Regret:** *I'm afraid...; I'm really sorry to hear that; Unfortunately, I am...; There's nothing I can do.*
- Students work in pairs and exchange examples about their own lives.

**Stop & think**

If students tick the NO box, refer them back to exercise 1 at the beginning of this lesson.

- 119 READING BOOKLET**  
 Invite students to have a close look at the three styles of letters and identify the differences. Then

refer them to the complaint letter on page 119 to answer the questions in pairs.

- Answers:**
- The letter is in semi-block style.
  - Students' own ideas.

Express complaints and solutions and make adjustments.

**10** Read and listen to the following conversation, paying special attention to the intonation and pronunciation.

**Receptionist:** How did you enjoy our city?  
**Bernard:** Well, it... it was OK, but I'm afraid the hotel was a bit noisy.  
**Receptionist:** I'm very sorry to hear that. What exactly was the problem?  
**Bernard:** The room was dirty, it was old, and I don't like listening to a terrible noise even the TV didn't work.  
**Receptionist:** Apart from that, was everything else OK?  
**Bernard:** Yes, it was. The breakfast and the paid parking of the car were fine. In the city, it was fine. We had a great time.  
**Receptionist:** I'm very sorry you were disappointed.  
**Bernard:** Well, we paid for a first class hotel and we didn't get any, we want a complete refund.  
**Receptionist:** I'm afraid I can't possibly do that. Perhaps you should talk to the manager. She's in her office.  
**Bernard:** Good idea. Could you call her, please?

**11** Practice the conversation in pairs, taking turns to play both roles. If necessary, listen to the recording again. Then role-play the conversation in front of your classmates.

- 10** Read and listen to the following conversation, paying special attention to the intonation and pronunciation.  
 Play the recording once and ask students to read the dialogue at the same time. Then play it again and pause it for students to read, listen and repeat paying attention to intonation and pronunciation. Remind them to look up the highlighted word in the glossary.

- 11** Practice the conversation in pairs, taking turns to play both roles. If necessary, listen to the recording again. Then role-play the conversation in front of your classmates.  
 Have students practice the conversation in pairs, taking turns to play both roles. If necessary, play the recording again. Invite students to role-play the conversation in front of their classmates. As they do so, make sure they imitate the speaker's intonation according to the role they are playing.

**12. TOWARDS THE PRODUCT • BY-PRODUCT 3: A dialogue complaining about a product**

In pairs, create a brief dialogue complaining about a faulty product. Follow these steps:

- a. Choose a product and make a list of possible problems you may face after purchasing it.

\*\*\*\*\*

.....

.....

.....

.....

.....

.....

- b. Replace the underlined information in the conversation in exercise 10 with your own ideas and express your complaint.
- c. Add or delete any unnecessary information from the conversation you completed. Make sure you include correct words to express regret and annoyance.
- d. Correct your spelling, grammar and punctuation mistakes. Then keep this work in your product folder.
- e. Practice and role-play the conversation in front of your classmates.

**EXIT SLIP**

Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

How can we express regrets and annoyance in a conversation?

What adjustments can I make according to what I want to express?

**12. TOWARDS THE PRODUCT • BY-PRODUCT 3: A dialogue complaining about a product**

Invite students to get in pairs and create a short conversation expressing a complaint about a faulty product.

- a. Have students choose a product and brainstorm problems related to it after the purchase.
- b. Ask students to replace the underlined information of exercise 10 with their own ideas.
- c. Help students add or delete any unnecessary information from the conversation. Make sure they include correct words to express regret and annoyance.
- d. Each pair checks for spelling, grammar and punctuation mistakes using the marks in the box. Remind students to keep this work in their portfolios.
- e. Give students time to practice the conversation they created and invite a few pairs to role-play their dialogues in front of the class.

**Suggested assessment instrument:**  
**Interview** (See sample on page 204)

**EXIT SLIP**

Students reflect on what they have done in the lesson and write their personal responses, which they can share with you and their classmates.

If students have problems with adjustments, tell them they should try to use simple sentences to say what they want to express. At this stage, they should focus on the message they want to transmit rather than on the form.

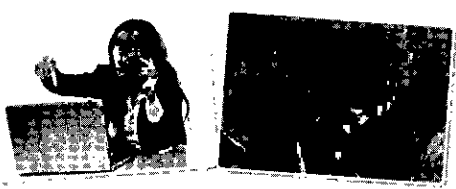
**CLOSURE**

**FINAL PRODUCT: COMPLAINTS**

**CLOSURE**

**FINAL PRODUCT Complaints**

You are going to express complaints in different situations.



**PREPARATION**

- 1 Work in pairs.
- 2 Choose a situation in which you needed to present a complaint. (You may invent one). Consider the following points:
  - a. The reason for the complaint.
  - b. The person you need to talk to about the situation.
  - c. The tone of your conversation.
  - d. The solution you expect.
- 3 Choose the way in which you prefer to make the complaints: a face-to-face conversation or a telephone exchange.

**PRODUCTION**

- 4 If you decide on a phone conversation, take from your folder the expressions you classified in the TOWARDS THE PRODUCT section on page 177 and use the message on page 182. If you decide on a face-to-face conversation, take from your folder the dialogue you created on page 187 and use it as a model.
- 5 Write a brief dialogue (around 8 sentences) for the situation, including the steps below:
  - a. Greeting.
  - b. Making the complaint.
  - c. Asking for clarification.
  - d. Clarifying.

**PREPARATION**

1. Help students form pairs and, if possible, let them decide who to work with.
2. Help pairs choose two situations and complete the points they are expected to consider.
3. Also, help them choose the type of communication they are going to use to write their own conversation.

**PRODUCTION**

4. Refer students to the TOWARDS THE PRODUCT section on pages 177, 183 and 187 in order to use that material to elaborate the product.

- Have students write the dialogues including all the steps described. Monitor and check their work as you walk around the classroom.
- Give students time to practice their conversations. Correct pronunciation and help pairs add appropriate intonation, facial expressions and body language to enliven their dialogues.

## Page 189

e. Accepting / rejecting the complaint.  
 f. Agreeing / disagreeing with interlocutor.  
 g. Reaching an agreement and solving the problem.

6 Practice the dialogue with your partner taking turns. Help and correct each other.

**PRESENTATION**

7 Role-play one the dialogue for the rest of the class. Make sure you have all the needed props to simulate a real-life situation.

**EVALUATING PROGRESS**

1 Individually reflect on and evaluate your progress in the unit. You always remember or miss:

| Learning goals   |
|--|
| - I can listen and check complaints about products.  |
| - I can interpret general meaning, main ideas and details of complaints.                   |
| - I can elaborate oral complaints.   |
| Final Product  |
| - I followed the instructions carefully.   |
| - I respected turns to describe a situation for a complaint.                               |
| - I organized the complaint in a logical way.  |
| - I used patterns and expressions learned in the unit.                                     |
| - I used polite language and corrected each other's pronunciation.                         |
| Classroom Interaction and values   |
| - I was respectful to my partner.  |
| - I respected turns, shared responsibilities, and took part in the activity with interest. |
| - I was respectful of the work of other pairs.   |

2 Ask your partner to reflect on and evaluate your progress in the unit. You always remember or miss:

3 Compare your reflections with those of the class.

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## PRESENTATION

- Organize the presentation of the dialogues in different class periods to give each pair the appropriate attention. Make sure the rest of the class listens respectfully and gives positive feedback whenever possible.

### Suggested assessment instrument:

**Interview** (See sample on page 204)

## EVALUATING PROGRESS

- Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

- Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.
- Conduct a general conversation about the achievements of the unit.

## READING BOOKLET HOW TO MAKE A COMPLAINT

Start this session by asking some questions such as: *What do you usually complain about?, Why?, How do you do it?, What English expressions would you use to do it?, etc.*

Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

### Answers:

- a., c.
- a. v. b. iv. c. ii. d. iii. e. i.
- Cognates:** courteous, reasonable, service, specific.

### Non-cognates:

**Customer** (n.): a person who buys or gets a service from a shop or business.

**Exchange** (n.): the act of giving something to someone and them giving you something else.

**Purchase** (n.): something that you buy.

**Request** (n.): the act of politely or officially asking for something.

**Response** (n.): an answer or reaction.

**Swear** (v.): to use words that are rude or offensive as a way of emphasizing what you mean or as a way of insulting someone or something.

**Trial** (n.): a test, usually over a limited period of time, to discover how effective or suitable something or someone is.

**Yell** (v.): to shout something or make a loud noise, usually when you are angry, in pain, or excited.

- A perfect world. An imaginary place in which everything is perfect.
- Students' own answers.
- Make a phone call, talk to somebody in person, publish a comment in the social networks, leave a message in the shop's or business's site, etc.
- Yes.

**Contact information:** Michelle Ortega, michelleo@topmail.com.

**Telephone number:** 55 544 39 96, Cell-phone number: 7 - 212 01 12

**Reason for dissatisfaction:** a guard at the shop treated her son badly.

**What you would like them to do:** give explanations, investigate the issue and inform them.

8. Mr. Ray Daniels, Human Resources Manager of Teens Delight.
9. A description of the problem her son had, the reason for her complaint.
10. What she expects Mr. Daniels to do.
11. By e-mail or phone (land line or cellular).
12. a. ii. b. i. c. iii.
13. Students' own ideas and opinions.
14. Students' own example.

## TRANSCRIPTS

### 58 STUDENT'S BOOK – UNIT 10 – LESSON 1 – PAGE 175 – EXERCISE 5

**Message:** This is the International Best Cell Help Desk. Please leave a message detailing your complaint and a Help Desk analyst will contact you in the next two days. Messages are checked every 15 minutes. Thank you for your comments. (*Beep*)

**Mr. Butler:** Hi. My name's Leonard Butler. I have been trying to get a solution from International Best Cell about my 3G service for over a month now, but I've had no satisfactory response. This is the problem: I have two phone numbers on my account with International Best Cell and both of the phones display the No signal sign at the same time, several times a day, every day. I am unable to make or receive calls, send text messages, or receive e-mails and I can't access the web. They insist that it's the phones that have the problem, therefore not their responsibility. I want to receive some sort of compensation for the nearly two months of horrible service that I have paid for, \$60.00 for one phone and \$40.00 for the other. (*Beep*)

**Ms. Hamilton:** I'm Christina Hamilton and I'm reporting that a charge of \$14.95 was posted to my mobile phone; I did not authorize this charge. I've been trying to inform the company of this situation, but I cannot get through to them by phone or e-mail. I think Customer Service is poor and, after being with this company for almost a year, the only positive thing I can say about them is that, when the service is working, reception is great, but when it is not, it is really, really bad. I would not recommend International Best Cell to anyone.

### 59 STUDENT'S BOOK – UNIT 10 – LESSON 1 – 176 – EXERCISE 9

- a. Hi, can I speak to the Manager, please?
- b. I just need to check a couple of things.
- c. I'm terribly sorry.
- d. Is something not clear?
- e. Thank you. Bye.
- f. That's right.
- g. Carol Saunders speaking.

### 60 STUDENT'S BOOK – UNIT 10 – LESSON 2 – PAGE 179 – EXERCISE 3

**Store clerk:** Good morning, how can I help you?

**Customer:** Hi, I'd like to make a complaint about a defective laptop I bought here last month.

**Store clerk:** Do you have your store receipt with you?

**Customer:** Yes, I do. Here you go.

**Store clerk:** There's a one-year store warranty on this computer. We'll be able to take a look at it today at no charge to you. If we can't find the problem, we will exchange it for a new one.

**Customer:** Thank you. I'd appreciate that.

**Store clerk:** What seems to be the problem?

**Customer:** I think it's overheating. It gets so hot whenever I use it.

**Store clerk:** That is strange for such a new computer. Perhaps there's something wrong with the cooling fan. Could I take a look?

**Customer:** Sure, here it is.

**Store clerk:** Everything looks ok on the outside. Could I ask a few questions?

**Customer:** Yes, of course.

**Store clerk:** What do you usually do on the laptop?

**Customer:** I use it to check my emails and write articles for my blog.

**Store clerk:** Is the area where you use the laptop exposed to direct sunlight or heat?

**Customer:** Not at all. I use it in the bedroom at night.

**Store clerk:** Do you sit on the bed when using the laptop?

**Customer:** Yes, it's usually on top of the covers on my lap. Why?

**Store clerk:** That's probably why it's overheating. The covers prevent the ventilation system from working properly.

**Customer:** That makes sense. So, if I don't use the laptop on my bed, will it be ok?

**Store clerk:** It should be perfectly fine. Just remember wherever you use it to allow air flow freely through those vents.

**Customer:** Thank you, I will.

**61 STUDENT'S BOOK – UNIT 4 – LESSON 3 –  
PAGE 184 – EXERCISE 5**

**Sales Representative:** Good morning, how can I help you?

**Customer:** Good morning. I have a complaint to make. I purchased this coffee maker from your store last month. Unfortunately, I'm not satisfied with my purchase. I'm having a lot of problems.

**Sales Representative:** Oh, I'm really sorry to hear that. What seems to be the problem?

**Customer:** The coffee heater doesn't heat the water. I feel very disappointed with the product.

**Sales Representative:** I find this hard to believe; we have never received a complaint about this product. Did you read the instructions that came with the coffee maker?

**Customer:** Well, yes. But the troubleshooting section was no help. I want a free replacement or I would like a full reimbursement of the amount.

**Sales Representative:** I understand you are upset, sir. Unfortunately, I am not in a position to do that. I'm afraid it's not our policy to give free replacements before the technical department has checked the product. Could you bring in it? I promise you we'll check the product and get back to you immediately.

**Customer:** OK, that will work for me.

**Sales Representative:** Is there anything else I need to know about this that I haven't thought to ask?

**Customer:** No, I'd just like to be able to use my coffee maker.

**Sales Representative:** We'll do our best to get your product working as soon as possible.

**62 STUDENT'S BOOK – UNIT 10 – LESSON 3 – PAGE 186  
– EXERCISE 10**

**Receptionist:** How did you enjoy our city?

**Bernard:** Well, the city was OK, but I'm afraid the hotel was a disaster.

**Receptionist:** I'm very sorry to hear that. What exactly was the problem?

**Bernard:** The rooms were dirty, and the air-conditioner kept making a terrible noise; even the TV didn't work.

**Receptionist:** Apart from that, was everything else OK?

**Bernard:** No, it wasn't. The brochure said the hotel had one of the finest restaurants in the city; not true! We think the food was awful.

**Receptionist:** I'm very sorry you were disappointed.

**Bernard:** Well, we paid for a first-class hotel and we didn't get one; we want a complete refund.

**Receptionist:** I'm afraid I can't possibly do that. Perhaps you should talk to the manager. She's in her office.

**Bernard:** Good idea. Could you call her, please?

**63 TEACHER'S BOOK – UNIT 10 – FINAL CHECK –  
PAGE 198 – EXERCISE 1**

**Customer:** Good morning. I purchased a computer from your company last week. Unfortunately, I'm not satisfied with my new computer.

**Customer Care Representative:** Oh! I'm really sorry to hear that! What happened exactly?

**Customer:** Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

**Customer Care Representative:** How were you using the computer when you tried to connect to the Internet?

**Customer:** I was just trying to connect to the Internet! What kind of question is that?! It's not my fault!

**Customer Care Representative:** I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

**Customer:** I bought this computer with the software pre-loaded. I haven't touched anything.

**Customer Care Representative:** We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

**Customer:** OK, that will work for me.

**64 READING BOOKLET – UNIT 10 – PAGE 117**

**How to make a complaint**

In a perfect world, we would never have anything to complain about. That being said, we know that we don't live in that perfect utopia world. In this article, you will find useful information on how to make a complaint.

**Instructions:**

1. Be specific. Why are you complaining? What is wrong with the product or service you received?
2. Decide what solution you want and be reasonable in this request. Do you want an exchange, your money back, or a free trial?
3. Research who to contact to make the complaint. Most often you can call customer service and start there.
4. You can write a letter of complaint. If you do so, make sure that your letter is complete. Include your contact information in case they need to get more information from you, the reason for your dissatisfaction, and what you would like them to do. Always be courteous and professional. Follow-up with a phone call if you do not receive a response.
5. Call the customer service number. Explain what your problem is and ask them to assist you in solving the matter. Be polite. Yelling, shouting, or swearing will get you nowhere. You can continue to ask for the supervisor and on up as you work towards a solution.
6. Read the example of a complaint letter on the next page.

August 12, 2013  
 Mr. Ray Daniels  
 Human Resources Manager  
 Teen Delight  
 226 Oak Tree Avenue  
 Maryland

Dear Mr. Daniels,

Last Friday, my 16-year old son, Andrew, went to your shop to buy a few products, all paid for with the money he earned working in a local fast food restaurant. He had high hopes for his first shopping trip alone and did not want any adults to accompany him.

Unfortunately, after an hour or so he came back home extremely upset. While he was looking at different clothes, he was approached by one of your guards, who questioned him extensively on matters I find difficult to understand. First of all, the guard asked his name. Then, he asked him the purpose of his visit to the shop. He then wanted to know where his parents were. These questions made my son really upset and he left the shop without making any purchases.

I feel that your guard acted incorrectly. My son was simply looking around the shop with the intention of buying a few things. He felt watched and discriminated against in a place that is supposed to specialize in products for teenagers.

I would like an explanation for this kind of treatment. Will you please investigate the issue and inform us of your findings?

Sincerely,  
 Michelle Ortega  
 michelleo@topmail.com  
 Telephone number: 55 544 39 96  
 Cellular: 7 - 212 01 12

### FINAL CHECK ANSWERS

- He bought the computer last week.
  - The internet connection does not work.
  - He is asking for a new computer.
  - No, he wants the customer to bring the product in.
  - They'll check the settings and get the product back immediately.
- 3
  - 4
  - 1
  - 2
  - 5.
- Annoyance: *I'm not satisfied with my new computer; It's not my fault; I'd like a replacement.*
  - Regret: *I'm really sorry to hear that!; I understand you're upset; We're sorry that you've had a problem.*
  - Satisfaction: *That will work for me.*

4. Assign points according to these criteria:

| Task  | Score | Language  | Score | Presentation   | Score |
|---|-------|---|-------|--|-------|
| Correct exchanges and turn-taking and lively performance.             | 4     | Practically no language mistakes.               | 3     | Fluid interaction, good pronunciation, real-life hesitation.               | 3     |
| Mostly correct exchanges and turn-taking and appropriate performance. | 3     | Very few language mistakes.                     | 2     | Fluid interaction, a few pronunciation mistakes, a bit of hesitation.      | 2     |
| Acceptable exchanges and turn-taking and performance.                 | 2     | Some language mistakes.                         | 1     | Fairly fluid interaction, some pronunciation mistakes and some hesitation. | 1     |
| Inappropriate exchanges and turn-taking and poor performance.         | 1     | Language mistakes interfere with comprehension. | 0     | Interaction affected by pronunciation mistakes, a lot of hesitation.       | 0     |

5. Assign points according to these criteria:

| Task   | Score | Language   | Score | Presentation                                 | Score |
|--|-------|--|-------|--|-------|
| Follows tips completely with perfect letter format.      | 4     | Practically no grammar or vocabulary mistakes.               | 3     | Correct spelling, neat presentation.         | 3     |
| Follows tips fairly well with appropriate letter format. | 3     | Very few grammar or vocabulary mistakes.                     | 2     | A few spelling mistakes and slightly untidy. | 2     |
| Follows tips in general with acceptable letter format.   | 2     | Some grammar or vocabulary mistakes.                         | 1     | Several spelling mistakes and rather untidy. | 1     |
| Doesn't follow tips, incorrect letter format.            | 1     | Grammar or vocabulary mistakes interfere with comprehension. | 0     | A lot of spelling mistakes and very untidy.  | 0     |

**1**  Listen to the recording and answer the questions.

◆ 5 points

a. When did the customer buy the computer?

\_\_\_\_\_

b. What problems is the customer having?

\_\_\_\_\_

c. What is the customer asking for?


\_\_\_\_\_

d. Is the customer service representative able to take care of the problem over the phone?

\_\_\_\_\_

e. What suggestion does the customer service make to solve the problems?

\_\_\_\_\_

**2**  Listen to the recording again. Number the sentences in the order you hear them.

◆ 5 points


a. \_\_\_\_ I understand you're upset.

b. \_\_\_\_ I haven't touched anything.

c. \_\_\_\_ I'd like a replacement.

d. \_\_\_\_ It's not my fault!

e. \_\_\_\_ That will work for me.

**3**  Listen to the recording once more, if necessary. Find examples for the following:

◆ 3 points

a. An expression to show annoyance:

\_\_\_\_\_

b. An expression to show regret:

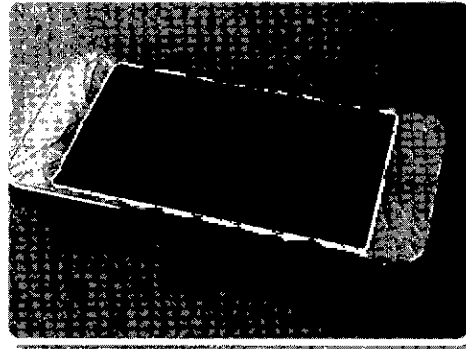
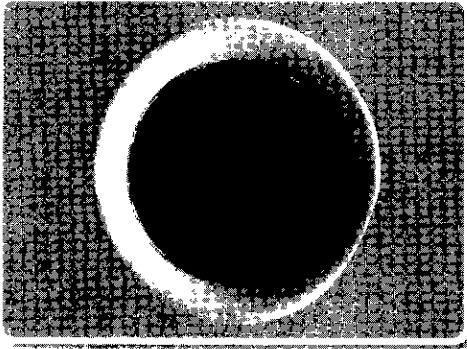
\_\_\_\_\_

c. An expression to show satisfaction:

\_\_\_\_\_

- 4** In pairs, choose one of the situations below and create a telephone conversation. Write a dialogue in which one of the speakers makes a complaint and the other speaker responds to it.

◆ 10 points



- 5** Write a short letter of complaint for a bad product you purchased. Remember to follow these tips:

◆ 7 points

- Mention what was wrong about the product and the solution you want.
- Include your contact information.
- Use the correct format for a formal letter.

◆ Total score: \_\_\_\_\_ / 30



# ASSESSMENT INSTRUMENTS

## UNIT 1: Descriptive rating scale

| Student's name   |  |  |  |  |  | Dates         |   |   |   |   |  |  |
|--|--|--|--|--|--|---------------|---|---|---|---|--|--|
| <b>Criterion: Identify and express reasons of interest in an everyday problem.</b>       |  |  |  |  |  | <b>Rating</b> |   |   |   |   |  |  |
| Recognizes everyday problem.   |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Identifies reasons of interest.  |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Identifies topic, purpose and addressee of public service announcements.                 |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| <b>Criterion: Contrast effects caused by prosodic resources and non-verbal language.</b> |  |  |  |  |  | <b>Rating</b> |   |   |   |   |  |  |
| Adjusts verbal resources (volume, intonation, stress).                                   |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Uses different non-verbal resources to support meaning.                                  |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Examines daily situations for hearing public service announcements.                      |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| <b>Criterion: Define ways of expressing according to interlocutor.</b>                   |  |  |  |  |  | <b>Rating</b> |   |   |   |   |  |  |
| Adjusts speech according to the situation.   |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Uses non-verbal and prosodic resources to support meaning.                               |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Suggests ways of action to face problems.  |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Shows empathy for people's problems.   |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |
| Shows interest and resilience in complex tasks.  |  |  |  |  |  | 5             | 4 | 3 | 2 | 1 |  |  |

## UNIT 2: Graphic organizer

| Student's name |  |  |  |  |  | Dates |  |  |  |  |  |
|----------------|--|--|--|--|--|-------|--|--|--|--|--|
|----------------|--|--|--|--|--|-------|--|--|--|--|--|

Voice

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Gestures

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Expressions

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**Reads and performs short plays**

Performance

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Strengths

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Aspects to improve

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### UNIT 3: Assessment rubric

| Student's name  |   | Dates   |   |   |       |
|---|---|---|---|---|-------|
| CRITERIA  | Excellent (4)   | Good (3)  | Regular (2)   | Needs improvement (1)   | Score |
| Ability to interpret and follow instructions                            | Always understands general ideas.   | Usually understands general ideas.  | Hardly ever understands general ideas.  | Never understands general ideas.  |       |
|   | Understands most of the words and expressions related to the topic.                   | Understands some words and expressions related to the topic.                              | Barely understands repertoire of words and expressions related to the topic.                    | Doesn't understand repertoire of words and expressions related to the topic.            |       |
|   | Makes useful connections with own reality and experiences.                            | Makes some useful connections with own reality and experiences.                           | Makes a few connections with own reality and experiences.                                       | Can barely make connections with own reality and experiences.                           |       |
|   | Pays close attention to visual resources.   | Sometimes pays attention to visual resources.   | Hardly ever pays attention to visual resources.   | Doesn't pay attention to visual resources.  |       |
|   | Makes drawings to illustrate instructions.  | Makes some drawings to illustrate instructions.   | Makes a few drawings to illustrate instructions.  | Can't make drawings to illustrate instructions.   |       |
| Ability to write instructions to prepare for an environmental emergency | Always identifies the correct sequence of instructions.                               | Usually identifies the correct sequence of instructions.                                  | Hardly ever identifies the correct sequence of instructions.                                    | Never identifies the correct sequence of instructions.                                  |       |
|   | Elaborates instructions from different stages.  | Usually elaborates instructions from different stages.                                    | Barely elaborates instructions from different stages.   | Can't elaborate instructions from different stages.                                     |       |
|   | Edits a text, checking and correcting all spelling, grammar and punctuation mistakes. | Edits a text, checking and correcting most of spelling, grammar and punctuation mistakes. | Edits a text, checking and correcting only a few of spelling, grammar and punctuation mistakes. | Doesn't edit a text, checking or correcting spelling, grammar and punctuation mistakes. |       |
| <b>Total score</b>  |   |   |   |   | / 32  |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### UNIT 4: Questionnaire (Student answers)

| Student's name   | Dates |
|--|-------|
| 1. When reading news items, how did you get the general meaning? |       |
| 2. How did you exchange opinions about pieces of news?           |       |
| 3. When contrasting news items, what did you do?                 |       |
| 4. How did you work in groups?                                   |       |
| 5. What difficulties did you find when comparing news items?     |       |

## UNIT 5: Assessment rubric

| Student's name      |   | Dates  |  |   |       |
|---------------------|---|--|--|---|-------|
| CRITERIA            | Excellent (4)   | Satisfactory (3)   | In progress (2)  | Unsatisfactory (1)  | Score |
| Knowledge of script | Can perform successfully with no prompting.   | Can perform with little prompting.   | Needs constant prompting to perform.   | Cannot perform without script.  |       |
| Prosodic resources  | Adjusts volume, tone, and pace to achieve a special effect; can be heard clearly and varies volume appropriately. | Uses volume, and pace appropriate to the content and purpose; can be heard clearly throughout the monologue. | Uses volume, and pace somewhat to suit the content and purpose; can be heard during most of the monologue. | Uses volume, tone, and pace inappropriately or ineffectively; may be difficult to hear. |       |
| Non-verbal language | Natural gestures and movement enhance message; fit purpose of monologue.  | Gestures or body movements are fine, but some details are omitted.   | Gestures or body movements do not fit the purpose.   | Lacks involvement; no gestures or body movements.                                       |       |
| Participation       | Can offer and take criticism. Values everybody's opinions.  | Can offer criticism. Values most of the opinions.  | Can somehow offer and take criticism. Respects the performer occasionally.                                 | Cannot offer and take criticism. Does not respect the performer.                        |       |
| Total score         |   |  |  |   | / 16  |

## UNIT 6: Anecdotal record

| Student's name                             |  | Dates                   |  |
|--|--|-------------------------|--|
| <b>Selects and checks materials.</b>       |  |                         |  |
| Description of event                       |  | Interpretation of event |  |
|  |  |                         |  |
| <b>Reads and understands information.</b>  |  |                         |  |
| Description of event                       |  | Interpretation of event |  |
|  |  |                         |  |
| <b>Writes information and edits texts.</b> |  |                         |  |
| Description of event                       |  | Interpretation of event |  |
|  |  |                         |  |

## UNIT 7: Observation sheet

| Student's name   |        | Dates |             |          |
|--|--------|-------|-------------|----------|
| The student can...   | Always | Often | Hardly ever | Comments |
| listen and check conversations about personal experiences. |        |       |             |          |
| appreciate the effect caused by non-verbal language.       |        |       |             |          |
| anticipate general meaning and main ideas.                 |        |       |             |          |
| add details to show how events happened.                   |        |       |             |          |
| ask questions about the past.                              |        |       |             |          |
| narrate personal experiences in a conversation.            |        |       |             |          |

## UNIT 8: Questionnaire (Student answers)

| Student's name  |  | Dates |
|---|--|-------|
| 1. What strategies did you apply before reading an essay?                             |  |       |
|   |  |       |
| 2. While reading, what strategies do you apply to understand general information?     |  |       |
|   |  |       |
| 3. How are some cultural aspects of English-speaking countries different from Mexico? |  |       |
|   |  |       |
| 4. What Mexican cultural aspects do you disagree most with? Why?                      |  |       |
|   |  |       |
| 5. What difficulties did you have when comparing cultural aspects?                    |  |       |
|   |  |       |

## UNIT 9: Checklist

| Student's name    |   | Dates |     |    |
|-------------------|---|-------|-----|----|
| Assessed contents |   |       | Yes | No |
| 1.                | The student set a purpose for searching for information about a topic of civics and ethics. |       |     |    |
| 2.                | The student made connections between topics of civics and ethics and their own experiences. |       |     |    |
| 3.                | The student identified different topics of civics and ethics.                               |       |     |    |
| 4.                | The student decided the way to express opinions according to prosodic resources.            |       |     |    |
| 5.                | The student used non-verbal language and prosodic resources to create an effect.            |       |     |    |
| 6.                | The student prepared the presentation in a round-table discussion.                          |       |     |    |
| 7.                | The student took an active role in the round-table discussion.                              |       |     |    |

## UNIT 10: Interview (Teacher asks questions and student answers)

| Student's name                       |   | Dates |
|--------------------------------------|---|-------|
| 1.                                   | In what ways can you express complaints?                              |       |
| 2.                                   | How can you infer the reason for a complaint?                         |       |
| 3.                                   | What expressions can you use to express annoyance and regret?         |       |
| 4.                                   | What words did you learn to link ideas?                               |       |
| 5.                                   | Can you understand general ideas in oral complaints? If not, why not? |       |
| 6.                                   | What aspects were easy for you to deal with?                          |       |
| 7.                                   | What aspects were difficult for you to deal with?                     |       |
| 8.                                   | What remedial actions do you think you can take to improve?           |       |
| Teacher's comments and observations: |   |       |

# GLOSSARY

- **Active voice:** a direct form of expression where the subject performs or "acts" the verb.
- **Adjective:** a word that describes a noun or pronoun.
- **Adjunct:** a word or phrase that adds information to a sentence and that can be removed from the sentence without making the sentence ungrammatical.
- **Adverb:** a word that describes or gives more information about a verb, adjective, adverb, or phrase.
- **Adverbial phrase:** a group of words that describe or give more information about a verb, adjective, adverb, or phrase.
- **Affirmative:** statement that expresses (or claims to express) a truth or "yes" meaning; opposite of negative.
- **Agreement:** logical (in a grammatical sense) links between words based on tense, case or number.
- **Auxiliary verb:** verb used with the main verb to help indicate something such as tense or voice.
- **Base form:** the simplest form of a verb, without *to* or any special ending.
- **Clause:** a group of words, the basic unit of grammar made up of a subject (s) (a noun phrase) and a verb phrase.
- **Conjunction:** a word that joins or connects two parts of a sentence.
- **Defining relative clause:** relative clause that contains information required for the understanding of the sentence; not set off with commas.
- **Direct speech:** saying what someone said by using their exact words.
- **Embedded question:** question that is not in normal question form with a question mark; it occurs within another statement or question and generally follows statement structure.
- **First person:** referring to personal pronouns I (singular, referring to yourself) or *we* (plural, referring to yourself with others). I and *we* are said to be in the subjective case because they can be used as the subject of a sentence.
- **First conditional:** "if-then" conditional structure used for future actions or events that are seen as realistic possibilities.
- **Gerund:** a noun made from a verb by adding *-ing*; you can use a gerund as the subject, the complement or the object of a sentence.
- **Graphic organizer:** (also known as knowledge map, concept map, story map, cognitive organizer, or concept diagram). Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.
- **Infinitive:** the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows *to*.
- **Non-defining relative clause:** relative clause that adds information but is not completely necessary; set off from the sentence with a comma or commas.
- **Noun:** a word that refers to a person, place, object, event, substance, idea, feeling, or quality.
- **Noun phrase:** a word group with a noun or pronoun as its head. The simplest noun phrase consists of a single noun; the noun head can be accompanied by modifiers, determiners (such as *the*, *a*, *her*), and/or complements.
- **Passive voice:** the relationship between a subject and a verb in which the subject receives the action of the verb, or the verb forms which show this relationship.
- **Past Perfect:** verb tense used to express that an action was completed or finished at some point in the past before something else happened. This tense is formed with the past tense form of "to have" (*had*) plus the past participle of the verb (which can be either regular or irregular in form).
- **Phrase:** a group of words which are often used together and have a particular meaning. It functions as a part of speech and includes a head, which determines the nature of the unit.
- **Preposition:** a word that shows the relationship between a noun or pronoun and other words in a sentence.
- **Present Continuous:** verb tense used to express the idea that something is (or is not) happening now, at this very moment. Its structure is form of *to be* + *-ing* form of main verb.
- **Present Perfect:** verb tense used to express the idea that something happened at an unspecified time before now; the exact time is not important; *for* or *since* are often used with this tense. Its structure has/have + *is* + past participle of main verb.
- **Present Simple:** verb tense usually used to describe states and actions that are general, habitual or true right now; formed with the basic verb (+ *s* for 3<sup>rd</sup> person singular).
- **Pronoun:** a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.
- **Question:** a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability.
- **Role play:** to pretend to be someone else, especially as part of learning a new skill.
- **Rule:** a principle of a system, such as a language or science.
- **Scanning:** speed-reading technique that consists of looking over a text quickly and systematically in order to find very specific information.
- **Second conditional:** "if-then" conditional structure used to talk about an unlikely possibility in the future.
- **Sentence:** a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.
- **Simple Past:** verb tense used to express the idea that an action started and finished at a specific time in the past.
- **Skimming:** speed-reading technique that consists of rapidly moving the eyes over a text with the purpose of getting only the main ideas and a general overview of the content.
- **Statement:** an affirmative or negative sentence that is not a question or command.
- **Structure:** the way that words or parts of speech are arranged or put together.
- **Subject:** the person or thing which performs the action described by the verb.
- **Synonym:** a word or phrase that means the same as another word or phrase.
- **Tag question:** a short question which is at the end of a statement.
- **Tense:** form of a verb that shows when the action or state happens: past, present or future.
- **Tone:** a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.
- **Verb form:** English verbs have five basic forms: the base form, the *-s* form, the *-ing* form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

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- <http://www.cambridgeenglish.org/exams-and-tests/key-for-schools/>
- [http://ec.europa.eu/dgs/education\\_culture/repository/languages/policy/language-policy/documents/young\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/languages/policy/language-policy/documents/young_en.pdf)

- <https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills>

These websites will provide you with a variety of teaching resources:

- <http://www.readingrockets.org/>
- <http://www.onestopenglish.com/>

This is an online magazine written by young people from the UK:

- <http://learnenglishteens.britishcouncil.org/magazine>

This link will offer you age-appropriate news stories related to teens' interests and activities:

- <http://www.timeforkids.com/>

These links will provide you with suggestions for helpful writing tools:

- <http://www.timeforkids.com/homework-helper/writerstoolbox>
- <http://www.timeforkids.com/homework-helper/aplus-papers>

These links will show you articles on technology:

- <http://www.techopedia.com/definition/26589/cutting-edge-technology>
- <https://www.smashingmagazine.com/2008/02/15-stunning-cutting-edge-gadgets-and-technologies/>

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