

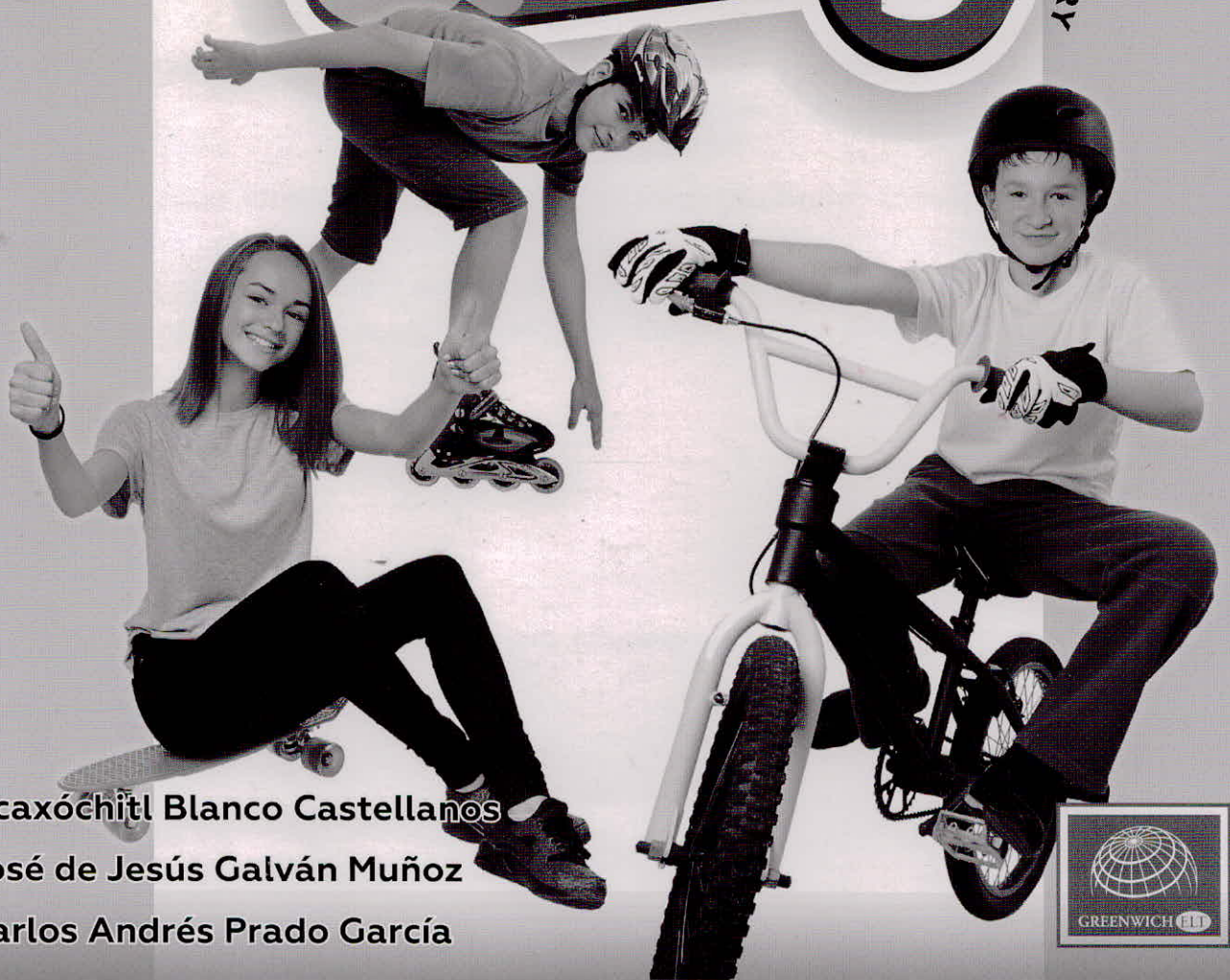
Teacher's Guide

PLAY

& Play
Connections

3

SECONDARY



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

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

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PLAY **& Play 3**

SECONDARY

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José de Jesús Galván Muñoz
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Play and Play Connections is a three-level course for Secondary School students that has been written after extensive research on how teenage students learn, and which adopts a variety of methods to suit their needs. It has been designed according to the standards and descriptors stated for the B1 level in the Common European Framework of Reference (CEFR) for languages, and it aligns with the objectives and learning outcomes described in the Mexican National Syllabus for English as a Foreign Language (EFL).

The course aims to provide students with the necessary tools to understand language and produce it in real-life contexts that are relevant for their personal lives, both inside and outside the classroom. It offers a variety of activities that expose the learners to a comprehensive range of written and oral materials that have been either purposefully created or adapted from real sources so as to provide the students with real input and put them in situations that are relevant and significant for applying the knowledge and developing the skills to use the target language in a meaningful way. The different techniques that have been used for the activities also allow the learners to reflect on their learning process, as well as on the characteristics of the language for better understanding. In this way, we aim to provide them with plenty of opportunities to achieve concrete goals which will motivate them to become successful learners.

Each of the units has been carefully developed to present language in contextualized situations through materials that set the foundations to link the topics to what they are exposed to in real life. The activities have been designed so that students can collaborate closely, and help one another by participating in pair work and group work tasks that foster communication through interactive exchanges to reach a common goal. The products play an important role in doing so and students are expected to develop these as an evidence of their comprehension and application of the target language.

Learners are expected to build on their pre-existing knowledge of the language and connect the learning experience to real life. The movable *Get connected* sections at the beginning of the unit will help them to make these connections and access the new knowledge in a more achievable way. Similarly, the *Portfolio Connection*, *Language Connection*, *Practice Connection*, and *Connecting You* sections are meant to provide learners with opportunities to make sense of language in a guided way and transfer their knowledge to situations that are less controlled outside the classroom.

Teachers are encouraged to use the *Portfolio Connection* sections in order for students to generate evidence of their work and use them to gain confidence in using the language by means of realizing what they are capable of doing at each stage. This evidence is also important in measuring their progress so that the teacher can evaluate them and each learner can actually assess themselves in what they are achieving.

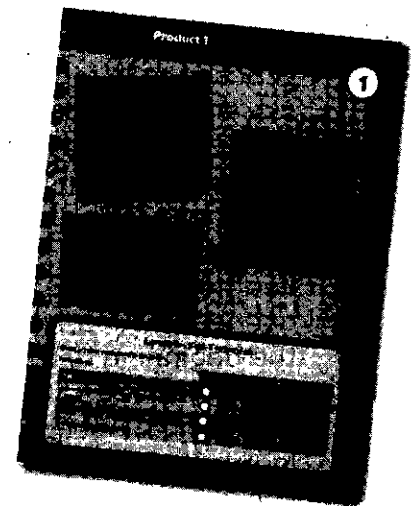
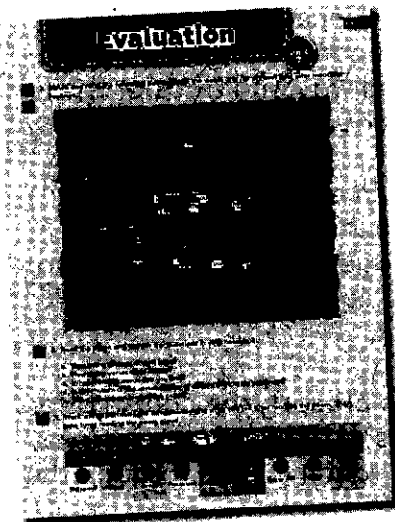
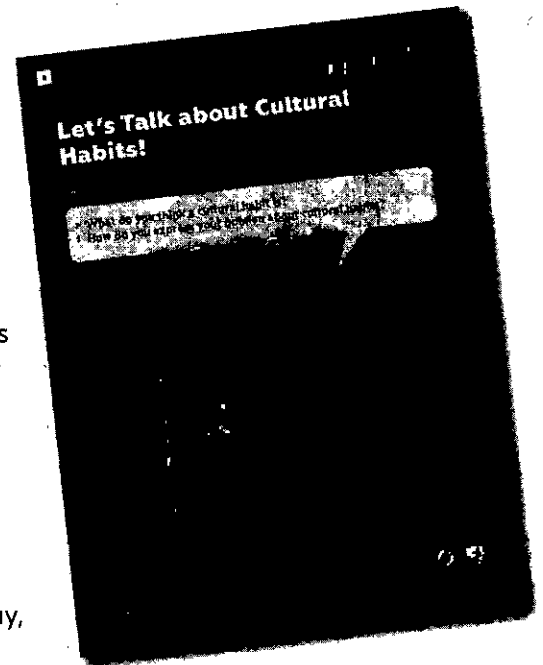
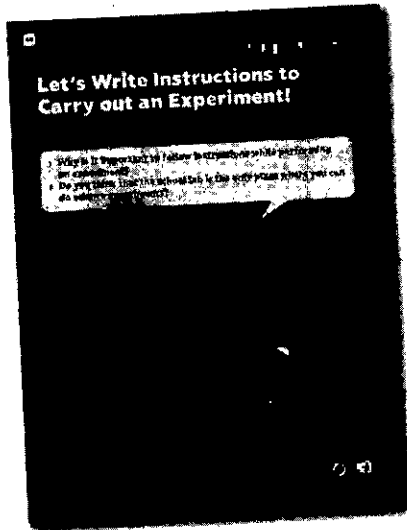
In order to help the teacher in accompanying the students in this process, the course offers clear instructions and suggestions to deliver each of the activities in the *Student's Book*, as well as ideas on how to link the contents of the unit and develop reading skills through the use of the *Reader's Book*.

STRUCTURE of the Series

Student's Book

The Play and Play Connections *Student's Book* has been designed so that students can use the language in context and reflect on the different ways they learn. The activities in the *Student's Book*:

- Focus on the integration of the expected outcomes linked to each social practice of the language. They allow students to participate in diverse communicative interactions which foster reflection and use of the English language. By doing so, students collaborate and work in teams, promoting respect and value for others' cultures and languages.
- Present a level of challenge for students to use the language in oral and written communicative interactions that are attractive and appealing to the learners' characteristics and needs. In this way, the activities in each unit foster the reflection about language, as well as behaviors, values, and attitudes pertaining to each of these processes.
- Are flexible enough so that the teacher can adapt them to suit the students' needs.
- Provide the teacher with opportunities to set up different interaction patterns (individual work, pair work, group work and whole class activities) so that students can develop the social practice of the language and relate their learning to the environment set for each unit.
 - Have been designed so that the instructions are clear enough and achievable for students.
 - Promote the development of ICT (Information and Communications Technology) and digital learning skills. It is true that many parts of the country lack these resources, consequently, this guide provides different approaches to develop students' skills.
 - Allow the students to learn in a fun, safe, and relaxed environment so that they are able to self-assess their progress throughout their learning experience.
 - Are well-structured so that students can build their learning products with the guidance of the teacher, by developing social skills which allow for collaboration, team work, and interaction with their peers.
 - Foster opportunities for learners to construct, deepen and use their knowledge, strategies and attitudes to use the language in social interactions with others.



Teacher's Guide

The *Teacher's Guide* constitutes the main resource for teachers in understanding the methodology of the series, as well as the way the components interact together to provide learners with the opportunities for meaningful learning through the activities in the *Student's Book*. It is thought to be a friendly guide and it offers a number of teaching tips that will serve both, the experienced teachers, as well as those who are just starting to develop a career in TEFL. The *Teacher's Guide* includes:

- A clear reference guide which explains the methodology and strategies to teach each of the lessons and activities from the *Student's Book*.
- The pedagogical background behind the explanations of the way the teacher's role is going to change from one activity to another in order to suit the students' needs.
- Clear explanations of the way all of the components in the series work together.
- Assessment tools which allow teachers to evaluate the students' progress at different times of the learning process, both formally and informally. These tools include specific instruments to be used at the end of each unit in order to facilitate the evaluation process for teachers.
- A transcription of the audio scripts, so that they can use it in the best way possible or just as a reference tool for comprehension of the listening passages.
- A reduced page of the *Student's Book*, as a reference of what is to be covered in every lesson.
- Answer keys of the activities and exercises in the *Student's Book* in order to facilitate the teacher's job.

Teacher's Tips: A variety of recommendations taken from different teaching approaches that will serve as the basis of their teaching practice.

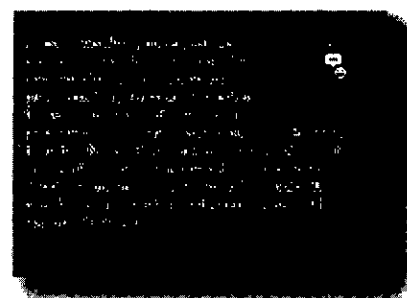
Teacher's Tip

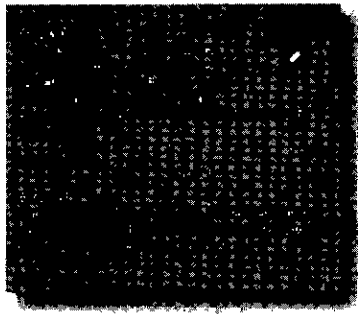
It might be useful to help students see literature not only as a powerful means of developing their creativity and engaging their imagination, but also as a tool to learn more about other cultures and the differences that exist among them. In order to do this, you might encourage the class to read a variety of texts from different places around the world or from specific cultures in their country. If possible, you can obtain some stories from: worldstories.org.uk/lang/english. Alternatively, you could look for stories in your school or local library or ask teacher colleagues if they know any.

BPA: It provides helpful advice to know where to project big pictures that are related to the contents of the unit. When this section appears, teachers will find some activities to encourage students to develop oral skills and vocabulary.

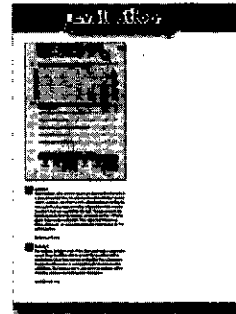
U4 BPA1 Project the first big picture and allow students to work in pairs. Invite them to say five words that can describe the situation. Then, ask more specific questions about what is happening: What are the people in the picture doing? What kind of emotions are they expressing? Can you think about a possible situation?

Language Connection: At the end of the Student's Books, students will find this section with in-depth grammatical explanations of the topic at hand. Even though this series focuses on acquiring the language intuitively, some students might benefit from having an extra resource to consult more formal aspects of English. There will be a box with an icon on the pages of every unit that suggests a moment to refer to the Language Connection section; however, teachers can choose the best time to direct their class to it, depending on their students' level and interests. Apart from a concise explanation of the grammatical structures and use of language in general, students are encouraged to answer some activities to reinforce these concepts.





Practice Connection: As its name suggests, the idea is for students to put into practice the communicative and social skills, structures, vocabulary, and cultural knowledge included in the unit they are covering.

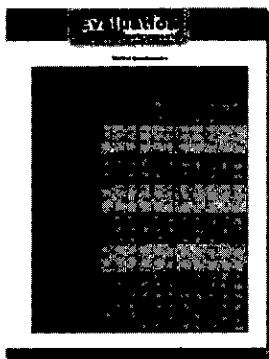


Evaluation: The activities here are meant to test students' progress on the expected achievements of the unit, based on each Social Practice of the Language. It is important to remember that evaluation should be formative and not just summative, so teachers can use this as another tool to assess students, without making it the only one.

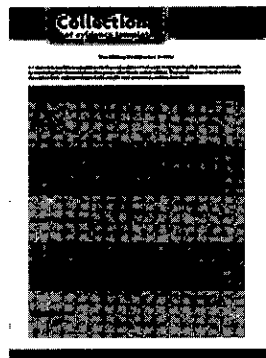
Glossary
 Historical reports tend to use very specific vocabulary related to economics, politics, etc. Invite students to consult their Glossary and think of other words that they know in their first language that might be useful to write a historical report. Encourage them to look for their equivalents in English and add them to their Glossary.

Student's Tip
 It is designed to give you meaningful information and advice to help you understand some topics.

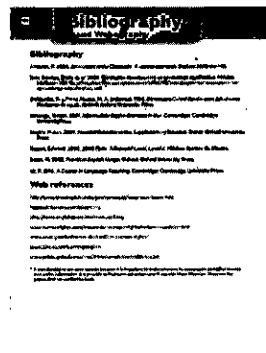
Glossary: Words and expressions that might be challenging for students are highlighted in the Student's Books so they know they can consult their meaning in the Glossary. Teachers are given multiple tips in this guide to make the use of this resource effective and interactive.



Evaluation Instrument: Every unit includes a different suggestion of an instrument to evaluate students' work. Recommendations on how to use these instruments can be found in this guide, together with the rubrics, questionnaires, cards, etc., to be used.



Collection of Evidence Template: Teachers are encouraged to photocopy this resource to have students work on it as part of the evidence of their achievements in every unit.



Bibliography: The sources included in this section are meant to provide both students and teachers with extra material to support the language teaching and language learning process.

Reader's Book

The *Reader's Book* is an essential component of the series, since it provides the learners with:

- A rich variety of fiction and non-fiction texts that are a source of input to the target language.
- Exposure to the richness of knowledge and culture of the target language that allows students to use the language following up on their work in the *Student's Book*.
- A number of opportunities to develop reading for pleasure by using their imagination and curiosity at the same time as they work on analytical and reflective skills coming from the activities suggested in the *Reader's Book*.

Inside the *Teacher's Guide*, tutors will find some strategies to develop the sections and activities connected with the *Reader's Book* in this series.

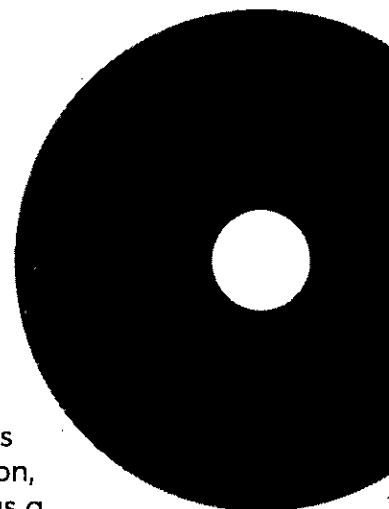
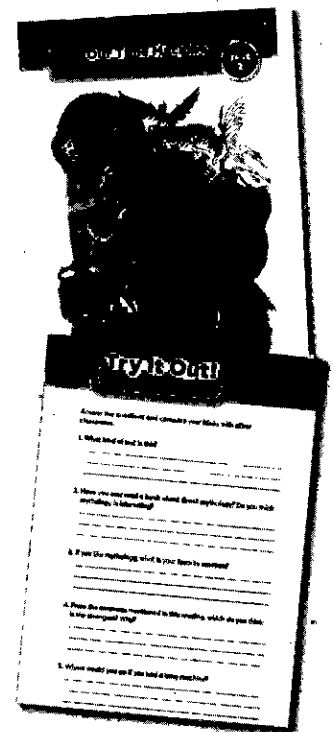
Reader's Connection: All components in this series are meant to work as a unit, which is why students will find a series of activities in their *Student's Books* that will direct them to a particular text in their *Reader's Books*. Such activity is the **Reader's Connection**, a whole page dedicated to the unit's text. The idea of this section is to enrich the students' experience with literature with dynamic questions and tasks that will get them thinking and making relations from the text to their own lives. As with all other components, the teacher will find suggestions for how to present them in this guide.

Try It Out!: The **Try It Out!** section appears at the end of every text in the *Reader's Book*. Students will find a series of questions to interact with the text they have just read. The objective of this page is to develop not only their reading comprehension skills, but also their critical thinking skills by having them answer questions giving arguments to support their ideas.

CD-ROM

The **Resource CD** is a hybrid component which provides a number of resources for the teacher. The characteristics of the Resource CD are:

- All of the recordings of the listening exercises serve as the means of exposure to the language via speaking skills. These exercises are linked to the proposed social practice of the language, which has been defined for each unit. They also have a close relationship with the expected learning objectives marked for the unit.
- The recordings are available in formats that can be played in a number of devices, from a CD player to a computer, so as to be a user-friendly resource for teachers, who do not have to depend on a given format, nor on the installation of complicated software to access the material.
- The recordings serve as a model of the target language that teachers can use in order to present the students with the correct pronunciation, intonation, rhythm, and stress. This way, the students can use them as a guide whenever they may be required to read aloud.



Methodology

According to Penny Ur (2010), the learning potential of adolescents "is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships". This represents a high challenge for teachers, who need to carefully plan activities that are appealing and engaging for teenagers to get involved in the learning process.

Taking into consideration their characteristics, both as learners and individuals, is a fundamental aspect in achieving learning. The activities need to be contextualized so that learners can relate to them and incorporate their knowledge to their real lives. This is why learning styles have to be considered, but at an individual, as well as a group level in order to help students develop specific learning strategies which will allow them to be successful users of the language outside the classroom.

Play and Play Connections aims to develop the four skills of the language (listening, reading, speaking, and writing), as well as learning and using the language needed at the B1 level as per defined in the descriptors of the Common European Framework of Reference (CEFR) for languages.

The book has been written taking into consideration the characteristics and needs of adolescent students; the activities presented in the *Student's Book* draw from different methods and approaches to teaching English as a foreign language, and have been carefully structured so that the learner is presented with significant opportunities to generate input in the target language, have enough controlled and semi-controlled practice in the classroom to activate the new knowledge, and then build upon knowledge to create concrete products of learning that serve as an evidence of their work, as well as an example of the acquired competence to use the language more freely.

Language can be defined as a communicative, cognitive, and reflexive activity that allows the learner to express, exchange, and support ideas, emotions, interests, and wishes, as well as to maintain inter-personal relations, access, and interpret information and contribute to building knowledge. The methodological principles of *Play and Play Connections* focus on the development of social practices of the language which fit in specific learning environments to facilitate the learning process. These social practices aim to provide the learners with communicative interactions which allow students to integrate their knowledge, skills, attitudes, and values, at the same time as they reflect on the different aspects of the target language and culture.

English teaching is organized into the curriculum for basic education by means of regular and concrete communicative situations that provide opportunities for the use of the language within three social environments: familiar and Community, Media and Literature, and Academic and Educational. Based on that proposal, the units are organized from lower to higher level of complexity to maintain students' interest.

Every unit of *Play and Play Connections* starts with opening questions which are aimed to trigger the previous knowledge of the learner on the new topic. By presenting the student

with these questions, the teacher will be able to activate schemata, which will set the foundations and prepare the students to access the new knowledge in the unit.

Students are encouraged to actively participate in discussions from the beginning of the unit, thus fostering critical and creative thinking skills. Throughout the unit, they will participate in varied interaction patterns (from individual work, to pair work, and small group work), including whole class activities; all of which maximize their exposure to the language, but most importantly, the opportunities to activate their use in productive skills.

Similarly, the *Reader's Book* is a fundamental component of the series, since it is one important source of input for students. Each story in the *Reader's Book* is linked to the topic and learning outcomes of the unit. The stories have been divided into narrative and non-fiction stories, so that students can discriminate between the two types of texts. At the same time, they will also serve as a model for the products learners will create as an evidence of their learning.

Each lesson has been designed following a three-stage cycle which follow a learner-centered approach and that helps the teacher maintain a certain structure in delivering their lessons:

During the "Opening" stage, teachers are able to contextualize the lesson, as well as help students activate their schemata to be ready for the presentation of the main activities of the unit.

The "Development" stage presents the main activities of the lesson, in which skill-oriented work will take place, both at a receptive and at a productive level. Students are expected to participate actively in the construction of their new knowledge both at an individual and at group level.

During the "Closing" stage, students will practice and consolidate their newly-learned concepts and skills through reflection and productive activities, which include specific preparations for the unit project which will be presented at the end of Lesson 3.

As mentioned before, the *Play and Play Connections* approach also draws on the creation of projects as evidences of the learners' work. These projects have a collaborative nature and are also examples of the communicative exchanges that will take place as part of the social practices of language and will allow the students to develop discursive skills to prepare, negotiate, give opinions, and present their projects to the class. The projects are also linked to the texts presented in the *Reader's Book*, so that less confident students can use the latter as a model for the production of their own projects. Each product has been carefully designed so that at the end of each lesson, students are expected to work in groups to brainstorm, plan, prepare, modify, adapt, analyze ideas, give their own opinions, and create the project step by step.

Assessment Guidelines

Assessment is fundamental to know how learners gradually progress. They are encouraged to actively participate in reflective activities to understand what their achievements are at different stages of the lesson, the unit, and the course.

The main purpose of evaluation is to gather information about the level of attainment students have in each of the stages of the learning process, which will allow the teacher to identify the progress in the comprehension and command of the language each student will achieve at the end of a given period. By doing so, the instructor is able to analyze whether the teaching situations, materials, activities, and the strategies used for teaching and learning are being effective to reach the goals stated in the program.

The student is assessed through their performance in the classroom activities, the evidence created to show their achievement in relation to the stated objectives, and how they have progressed from the starting point of learning. This has an impact in the approach the teacher takes towards the delivery of the lessons and how the students and the community perceive the level of progress in the course, in the way students develop their own learning strategies, and how their interaction changes at different stages of learning.

Assessing students implies considering the development of communicative skills as an individual process according to the following strands: a) how they acquire such communicative skills, b) when they acquire them, and c) the level of command of the language that each student achieves. Therefore, the role of the teacher is fundamental in identifying the ways and times in which they have to intervene so as to work on individual needs and provide them with opportunities to develop collectively.

Assessment is seen, then, as a continuous process that requires permanent monitoring on the part of the teacher to identify individual needs, rather than a sole event that happens only at the end of a period of instruction to identify how much they know. For this, Harmer (2007) has identified the differences between summative and formative assessment:

Summative assessment is the kind of assessment that takes place to round things off or make a one-off measurement. To assess the students with a summative focus, the teacher uses instruments such as formal tests that are given at the end of a learning period, and whose focus will be on getting a grade. This is done through end-of-unit or end-of-year tests that will show the progress and achievements gained throughout the whole period.

Formative assessment, on the other hand, relates to the kind of feedback teachers give students as the course is progressing and which, as a result, may help them to improve their performance. This can be done through several ways: by monitoring the students' work in collaborative tasks; when students are assigned individual exercises either at school or for homework, noting how they respond to instructions given by the teacher; identifying what mistakes the students are making and how they are tackling the problem; paying attention to their participation in class; using both routine and non-routine questions to promote critical thinking; or even by going to the results of achievement tests with students and giving feedback on how they performed and suggesting ways to improve their learning. In other words, formative assessment is done at a micro-level every time we indicate that students are wrong and we do something to help them get it right.

Play and Play Connections places a strong emphasis on formative assessment and provides the teacher with suggestions and ideas to check the students' understanding at each stage of the lesson, by encouraging students to reflect on what they are doing, how they are doing it, and how they are coming up with the results. Reflection, then, plays a key role in helping students identify their own progress, and gives the teacher invaluable feedback about what is going on in the lessons, so that they can adapt their teaching practice to suit their needs. By doing so, the course focuses on a learner-centered approach in which the facilitator leaves the traditional roles of director, controller, tutor, and "educational island" to the side, to take on the roles of facilitator, monitor, guide, prompter and resource and deems it more important in their everyday practice.

Self-evaluation is, therefore, a key factor in the students' understanding of their learning. The *Student's Book* includes activities to provoke reflection and analysis that will help the learners to identify the areas in which each, at an individual level, need to work on. In this way, students have access to their reflections anytime they need to review a topic.

Nevertheless, the collection of evidence of the students' progress will still have its role. If formative assessment is effectively conducted and feedback is given accordingly to help students learn throughout the whole period of evaluation, we should expect that they perform better in the summative assessment. **Play and Play Connections** provides teachers with concrete ideas for summative assessment. The *Student's Book* includes an evaluation page at the end of the unit; this can be done either as a simple exam, or as pre-test activity / quiz which prepares students to know the main elements that will be assessed with a formal instrument included in the *Teacher's Guide*.

Scope & Sequence

Learning Environment	Communicative activity	Social practice of the language
Unit 1 Let's talk about Cultural Habits! p. 18		
Family and Community	Exchanges associated with specific purposes.	Talk about cultural habits of different countries.
Unit 2 Let's Read Some Fantasy and Suspense Story! p. 36		
Ludic and Literary	Understanding oneself and others.	Read fantasy and suspense literature to identify and evaluate cultural differences.
Unit 3 Let's Write Instructions to Carry Out an Experiment! p. 52		
Academic and Educational	Interpretation and follow-up of instructions.	Interpret and write instructions to perform a simple experiment.
Unit 4 Let's Express Our Emotions about a TV Show! p. 72		
Family and Community	Exchanges associated with the media.	Exchange emotions and reactions caused by a television show.
Unit 5 Let's Suggest Possible Explanations about Past Events! p. 90		
Ludic and Literary	Recreational expressions.	Guess and formulate hypotheses about past events.

Achievements	Assessment	Final product
<ul style="list-style-type: none"> Negotiate conversation topics about cultural habits in different countries. Formulate and answer questions to deepen a conversation. Exchange propositions and opinions to start a conversation. Use strategies to keep a conversation about cultural habits going and conclude it. 	<i>Scale to value performance</i>	Conversation
<ul style="list-style-type: none"> Select and analyze narrations. Read narrations and understand general sense, main idea, and details. Describe characters. Complete and write sentences from actions and characters' features. 	<i>Evaluation rubric</i>	Comic strip
<ul style="list-style-type: none"> Select instruction sheets and evaluate their content and structure. Interpret instructions. Write instructions. 	<i>Evaluation between peer's card</i>	Instructions to carry out an experiment
<ul style="list-style-type: none"> Examine television programs. Interpret general sense and some details. Write notes about emotions and reactions to participate in an exchange of views. Share emotions and reactions. 	<i>Control card</i>	Interview
<ul style="list-style-type: none"> Choose a past event. Describe enigmatic events. Formulate hypothesis to guess riddles that explain past events. 	<i>Anecdotes</i>	An Enigma Inventory!

Scope & Sequence

Learning Environment	Communicative activity	Social practice of the language
Unit 6 Let's Discuss about Young People's Rights! p. 108		
Family and Community	Exchanges associated with the environment.	Discuss concrete actions to care for young people's rights.
Unit 7 Let's Read Poems! p. 126		
Ludic and Literary	Literary expression.	Read poems.
Unit 8 Let's Write a Report about a Historical Event! p. 142		
Academic and Educational	Search and selection of information.	Write a short report about a historical event.
Unit 9 Let's Describe Unexpected Events! p. 162		
Family and Community	Exchanges associated with information of oneself and others.	Interpret and offer descriptions of unexpected events in a conversation.
Unit 10 Let's Have a Debate! p. 180		
Academic and Educational	Exchanges associated with specific purpose.	Write agreements or disagreements to participate in a debate of one of the fine arts.

Achievements	Assessment	Final product
<ul style="list-style-type: none"> • Present initial proposition. • Take a personal stand and anticipate others'. • Offer counter-arguments and defend your position in a discussion. 	<i>Descriptive value scale</i>	Public Discussion
<ul style="list-style-type: none"> • Choose and review poems. • Understand the topic, main idea, and supporting details. • Describe moods. • Write sentences from words and expressions that show moods. 	<i>Self-evaluation card</i>	Emotions inventory
<ul style="list-style-type: none"> • Select and review reports of historical events. • Understand the content of texts about historical events. • Write short reports. • Edit reports. 	<i>Questionnaire</i>	Written report of a historical event.
<ul style="list-style-type: none"> • Listen to and value descriptions of unexpected events in a conversation. • Interpret general sense, the main ideas, and the details of a description of unexpected events. • Describe unexpected events. 	<i>Control questionnaire</i>	Description of an Unexpected Events
<ul style="list-style-type: none"> • Look for a topic of interest in various sources. • Read texts and interpret general sense, key ideas and details. • Value agreements or disagreements about a topic of interest for writing arguments. • Take part in a debate. 	<i>Value scale</i>	Debate

Unit 1

Let's Talk about Cultural Habits!

What do you think a cultural habit is?
How do you express your opinion about cultural habits?

Achievements

- Extend their repertoire of words and expressions about cultural habits.
- Engage others in a conversation.
- Express their points of view.

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Tell students to look at the picture on the cover page and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the people in the different scenes? What are they wearing? Is there any traditional clothing in your town?*

Explain that the specific project for this unit will be having a conversation in which they share their opinions about cultural habits.

Development



Focus students' attention on the questions on the cover page and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Closing



U1 BPA1 Project the Big Picture and allow students to work in pairs. Invite them to tell five words that can describe the situation. Then, ask more specific questions about the people depicted in the picture:

What is the main message of the picture? What kind of problems does a multicultural society face? What kind of positive aspects does a multicultural society have?

Reader's Book



In the section *Reader's Book*, students will read the text "Habits around the World," in order to reflect on different cultural practices. With your help and guidance, students will link the contents in their Student's Book to the ones in the descriptive text.

All about Culture

Lesson 1

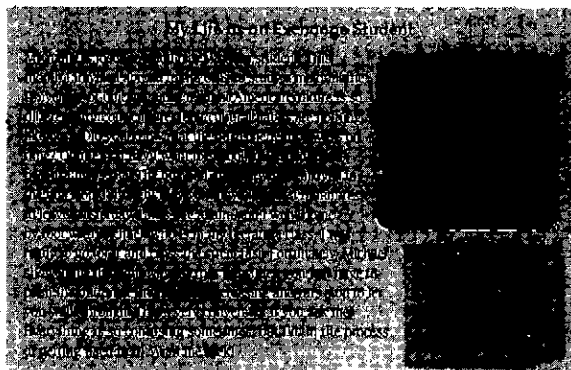
1. Our world is multicultural, each region has its own cultural habits and expressions. What are the following pictures depicting? Work in pairs and choose one of the following words. Justify your answer.

food education transportation clothing festivities



a. _____ b. _____ c. _____ d. _____ e. _____

2. Are the cultural habits and expressions you identified in Activity 1 the same all over the world? Read the text written by an exchange student. What part of culture is she describing?



Achievements

- Extend repertoire of words and expressions about cultural habits.
- Detect information gaps in the participation of others.
- Engage others in a conversation and express their points of view.

Get connected!

In two columns, write on the board the following words:
 Column 1: Spaghetti, Samba, Karate, Yoga, Flamenco
 Column 2: Italy, Brazil, Japan, India, Spain. Call on students randomly to match the words with the country they think each one belongs to.

Answers: Spaghetti - Italy; Samba - Brazil; Karate - Japan; Yoga - India; Flamenco - Spain.

Opening



Activity 1

Explain that each part of the world has its own cultural habits and they depend on many factors such as the weather, religion, beliefs, etc. Arrange students to work in pairs, have them look at the pictures and describe them to their partners. Invite them to reflect on the elements each picture represents and let them discuss about them.

Answers: a. festivities b. clothing c. education or religion
 d. transportation e. food

Activity 2

Introduce the topic of cultural differences providing some examples of mexican cultural habits (e.g. *people's attitude towards public transportation or traffic signs*). Ask students if they think people in other towns have the same attitudes. You could then elicit some other differences between Mexico and other countries. Students could use the pictures in Activity 1 for reference, saying how these elements are different around the world or even within Mexico; for example, write the word "festivities" on the board and encourage students to tell you which activities are important in our country: The Day of the Dead, New Year's Eve, Mother's Day, etc. Now, focus students' attention on the title of the text and explain the meaning of "exchange student," a student that goes abroad for a short period of time to study in a different part of the world, and then goes back to their own country. Then, encourage them to read the text in silence and identify the element of culture that is being described. Allow students to use their dictionary to check the meaning of words that they do not understand or check the Glossary included at the back of their books.

Answer: Transportation



U1 BPA2 Project the Big Picture and ask students to describe it. Then, have them answer the following questions: *What are the people doing? Do they look happy? Where are they from? How do you know? How would you feel if you were in the picture? Is it possible to feel the same in a family environment?* Elicit some assumptions from students.

Student's Tip

Encourage students to read the notes to know more about conversations and to research about them.

Achievements

- Detect information gaps in the participation of others.

Development



Activity 3

Ask students to reread "My Life as an Exchange Student." Tell them to notice and underline the expressions Josefina uses to show her confusion and her opinions regarding transportation in Chicago. You could then organize the class in groups of three to have them discuss the questions below. You might then elicit some answers from the class.

Possible answers: a. Because she is in a new country and certain habits regarding transportation are different from the ones in her own country. b. In my community, buses do not follow a schedule and you can cross the street anywhere.



Activity 4

Student fills in the chart, then have students work in small groups to discuss cultural elements in their community. You could ask a volunteer to read the different elements in the chart and describe what each one refers to. Give groups some time to discuss. Invite them to be as specific as possible and to think of examples that are particular to their communities. Encourage them to speak in English at all times and summarize their ideas in the chart. You could copy the chart on the board and ask students to fill it in collaboratively so that all groups have a more complete chart. Give examples. Festivities: The Day of the Dead; Clothing: huipil; Education: secular; Transportation: subway, buses, carriages; Food: grasshoppers. Then, Encourage them to write complete sentences, for example: People usually celebrate Mother's Day in my community.

Answers will vary.



Activity 5

Bring students' attention to the last column in the chart on page 10. Let them know that they are going to choose another city or country to do some research and write the information they find in the chart. You could have students fill it in with the knowledge they have from places they have been to or you could direct them to the school library or to the Internet, if possible. Alternatively, you could print out some handouts with cultural information from several places, have students pick one and read it.

After students have completed their charts, invite them to get together with other classmates so that they can share their information. Remind them to use expressions to share their opinions, such as *In my opinion*, *to be honest*, *personally speaking*, *I think*, etc. Emphasize the importance of being respectful towards other cultures, ways of living, habits, and beliefs when giving their opinions.

Answers will vary.

- How does Josefina express her confusion to different cultural habits? Read the text again and underline the ideas that Josefina uses to talk about what is new for her. Then, work in groups and take turns to discuss the following questions.
 - Why does Josefina feel confused?
 - How is the habit Josefina describes different in your community?
- To start a conversation, you can talk about facts that are surprising or new for you: "—The bus is always late in my community. I couldn't believe it!" How do you express the following parts of culture in your community? Write some ideas in the first column of the chart.

Country	Fact	Opinion

- In pairs, do some research about cultural expressions in another country. Go back and fill in the last column in the chart. What facts did you find more interesting to include in a conversation?
- All these ingredients except for one are used in one of Chicago's most popular dishes. Can you guess what it is? Read the conversation in Activity 7 on page 11 to label the pictures below.



Activity 6

Encourage students to think about some traditional dishes, and their ingredients, in Mexico. Elicit some answers and write them on the board. Tell students to look at the pictures and label them. If they do not know the words, invite them to use a dictionary. Alternatively, you could write the answers randomly on the board and just have them match them to the correct image in their books. You could also invite them to read the conversation on the next page to find some of the words they will need. Students might already know that the dish is a hot dog, but tell them that one of the ingredients is not used in Chicago. Have them read the conversation ignoring the blanks for now, and cross out the ketchup.

As a follow up to the activity you could ask students: *Have you ever tried hot dogs? Would you like to try one? What ingredients are used in your favorite dish? Is it typical from Mexico?*

Answers: mustard, poppy-seed bun, sweet relish, pickle spear, ketchup, sausage

Teacher's Tip



While monitoring, write down any particular strengths or weaknesses of your students: pronunciation, question formation, vocabulary use, etc. This will help you detect and give personalized assistance to your students.



Family and Community 11

7. Read the following conversation between Josefina and her new friend Michael. Pay special attention to the expressions in red. Why do they use them? Discuss with a partner.

Michael: Hey, Josefina! **How's it going?** Are you getting used to life in Chicago?

Josefina: Oh hi, Michael. Well, I haven't missed any more buses...

Michael: That's great! And what do you think of our food, huh?

Josefina: To be honest, I **think it's too spicy...**

Michael: **What do you mean?**

Josefina: Yes, I mean, **don't get me wrong**, I love Chicago-style hot dogs, but...

Michael: Oh! **Sorry to interrupt**, but I know what you're about to say, "but too many **hot dogs**", right?

Josefina: Right! I don't really like the pickle spear and the sweet relish. They are too strong for my taste. And yet, no ketchup?

Michael: **Personally speaking**, ketchup is just an unnecessary extra of the other toppings. No one really seems to say in Chicago that don't put it on our hot dogs. Why would you not ask Mexican people? They'll have something to say about that. Wait a second... **Let me think about it**... I'll be back in a minute.

Josefina: **Don't you worry**. Other than that, it's fine, but I **don't get it** neither side nor what you mean by **no ketchup**. You need to enter this way.

Michael: **Sorry to interrupt**, but I know what you're about to say, "but too many hot dogs", right?

Josefina: **Don't you worry**. Other than that, it's fine, but I **don't get it** neither side nor what you mean by **no ketchup**. You need to enter this way.

Michael: **Sorry to interrupt**, but I know what you're about to say, "but too many hot dogs", right?

Josefina: **Don't you worry**. Other than that, it's fine, but I **don't get it** neither side nor what you mean by **no ketchup**. You need to enter this way.

8. Read the conversation again, how do they start the conversation? Which expressions do the speakers use to express opinion? How do they show agreement? Practice the conversation with a partner. Pay special attention to the words in red. Then, practice the same conversation but focus on some typical food in your community.

9. It's your turn now! If an exchange student was visiting your school, what cultural habits do you think he or she would find confusing? Which would you have to explain? How would you do it? Discuss in pairs.

Achievements

- Identify the prosodic features of the language.

Closing



Activity 7

Have students work in pairs to read the conversation between Michael and Josefina again (they should have read it before to identify ketchup as the extra ingredient). This time, though, invite them to pay particular attention to the words in red. Explain to students that the intention of the expressions in red is to show opinion, confirmation, repair or false start, they are useful when having a conversation. Exemplify what a tag question is, it is considered a mini-question which intention is to ask for confirmation. *It is hot today, isn't it? You don't have to wear a uniform everyday, do you?*

Negative questions are commonly expressed when the speakers want to express that they know the answer and they only expect confirmation from the interlocutor, for example, *Don't you have a dog?*

Answers will vary.

Activity 8

To round up, you could have students practice the conversation with their partners and try to remember it. You could ask some volunteers to reproduce it in front

of the class, improvising in case they don't remember something, but trying to use all the expressions in red. Alternatively, you could have them change the conversation talking about a dish they like.

Answers will vary.

Have students answer the questions and provide some help to identify the expressions.

Start a conversation: *How's it going?*

Opinion: *I think...; Personally speaking...*

Ask for confirmation: *Isn't Mexican food supposed to be spicy, too? ... isn't it?*

Asking for clarification: *What do you mean?*

Clarifying ideas: *don't get me wrong...*

Apologizing: *Sorry to interrupt,*

Write the following questions on the board: **How important are meals in Mexico? What kind of activities are done around the table? Give students some minute to discuss both questions and provide more ideas related to meals. Encourage students to research different cultural habits around the world.**

Activity 9

Arrange the class in pairs and invite students to think of the cultural habits that may seem strange to someone outside their community. You can direct them back to their charts on page 10 to get some ideas.

Give students some time to think of the way they would explain this habit or element of culture to a foreigner. Encourage them to use facts (e.g., *Buses don't follow a particular schedule*) and opinions (e.g., *I believe this is quite inconvenient, but we're used to it!*). It could be a good idea to ask one member of each pair to roleplay as an exchange student so that they test the clarity of their explanations.

Answers will vary.

Activity 10

Refer students to the research they did on Activity 9. Give them some time to brainstorm some ideas. Then, ask them to select a topic and tell them: *Imagine you are an exchange student in _____, you have had a cultural shock, prepare a conversation.* Ask them to prepare it based on what they researched and the expressions used on the conversation of Activity 7. Encourage them to practice and present their work in front of the group. Advise them to add their work to their Portfolio.

Product 1 Conversation Step 1

Planning

Tell students they are going to make a conversation in which they give their opinion about cultural aspects in their country. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on

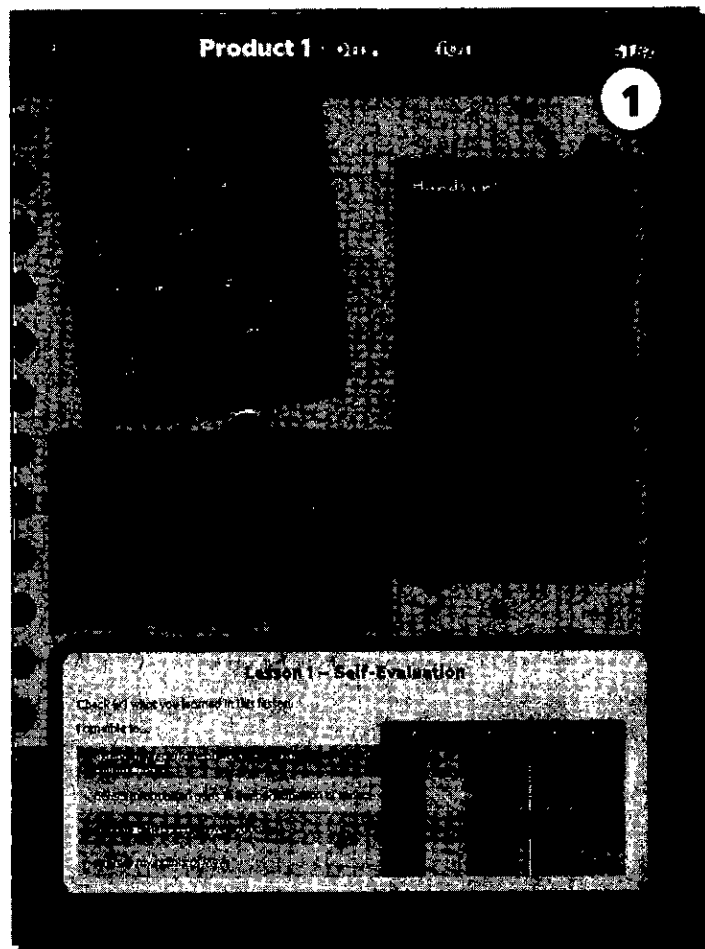
Have students read the text on their *Reader's Book* and ask them to make a list of different cultural habits mentioned in the text. Encourage students to form their pairs and choose a topic to write their conversation on. Tell them to write down their ideas on a piece of paper and monitor to help them with any vocabulary or spelling questions. Ask students to use the information they have and remind them about the components of a conversation, as they need to be included in their product.

Looking ahead

Encourage students to do some research on the cultural habit they selected. Have them find some historical facts about that habit, ask them to go to the library or search some facts on the Internet. In case the cultural habit is only known in their community, ask them to do some research by asking questions to the eldest and writing notes.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear that the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.



Teacher's Tip



Monitor students' work and highlight mistakes. Simply tell them that there is something wrong with the highlighted part, but don't tell them what the mistake is. Give them a chance to find out for themselves.

A Green Celebration!

Lesson 2

1. Work in pairs. Talk to your partner and discuss the elements in each picture. What kind of celebration do you think is taking place? Where do you think it is celebrated?



2. Find out more about the origins of this Irish habit. Work together with a partner. One of you will read text A and the other will read text B on page 14. Share what you learned with each other.

The Origins of St. Patrick's Day (text A)

St. Patrick's Day commemorates the anniversary of the a) death / birth of this famous saint on March 17th. This religious holiday has been b) celebrated in Ireland for more than 1,000 years. In the morning, families would go to c) the park / church / the cemetery and then celebrate in the afternoon, d) dancing, drinking, and eating Irish bacon and cabbage.

St. Patrick lived during the e) fourth / fifth / sixth century and he is the f) patron saint and national hero of Ireland. He is credited for having brought Christianity to the land. According to legend, he explained the Holy Trinity using the three leaves of a shamrock, an Irish clover.

The first parade to honor St. Patrick took place in New York City in 1762. Irish soldiers, who had been in the north of Ireland, reconnect with their roots and with fellow Irishmen protest for their conditions aboard, causing an increasing number of annual parades and celebrations. St. Patrick's Day is celebrated in many countries.

Match the questions with the probable answers. Record in the table below the probable answers to your questions to know the correct answer.

1. What does St. Patrick's Day commemorate?	a) death / birth of this famous saint
2. Where did families celebrate this day?	b) celebrated in Ireland
3. In what century did St. Patrick live?	c) the park / church / the cemetery
4. How did St. Patrick explain the Holy Trinity?	d) dancing, drinking, and eating Irish bacon and cabbage
5. Why did Irish soldiers celebrate this day?	e) fourth / fifth / sixth century
6. What did people eat together with Irish bacon?	f) patron saint and national hero of Ireland
7. How did St. Patrick explain the Holy Trinity?	g) the three leaves of a shamrock
8. Where did the first parade to honor St. Patrick take place?	h) New York City

Achievements

- Support their points of view with reasons, examples and evidence, verify the order of adjectives when using some of them to describe a single entity, formulate questions based on what has been said by the interlocutor, provide authentic opportunities for students to participate in planned and unplanned conversations, determine what cultural habit they will talk about, based on common interests.

Get connected!

Begin the lesson explaining what a holiday is and ask the class what days are holidays in their country and what is celebrated. Write one on the board and invite students to write two or three more. Use this to review months of the year and the vocabulary for telling the date if necessary.

Opening



Activity 1

Write on the board the word "Celebration" and elicit some words from students, for example, clothes, food, music, fireworks, etc. Explain that those little elements are part of the festivity. Give students a few minutes to look at the pictures. Invite them to describe what is going on in each of them to their partners. Encourage them to identify the kind of holiday it is and the place where it is celebrated, for example, I think it is a parade. I think it is celebrated in Europe.

Answers will vary.

Activity 2

If students could not guess it from Activity 1, let them know that the pictures show the celebration of St. Patrick's Day, an originally Irish holiday which is now celebrated around the world. You could spark their curiosity by asking: *Why do you think people are dressed in green in the last picture? What did St. Patrick do?*

Invite them to work in pairs to read the corresponding texts about the origins of the holiday. Have them notice the words in bold. Ask them to match the questions and their probable answer and write them down to ask their partner and choose the correct word to fill in the information gaps in the text.

Answers:

text A: death-What does St. Patrick's Day commemorate? church-Where did families celebrate this day? fifth-In what century did St. Patrick live? reconnect with their roots and with fellow Irishmen-Why did Irish soldiers celebrate this day? text B: March 17th-When did St. Patrick die? cabbage-What did people eat together with Irish bacon? using a shamrock-How did St. Patrick explain the Holy Trinity? New York City-Where did the first parade to honor St. Patrick take place?

Glossary

Remind students to go to their Glossary to find the meaning of the highlighted words in the texts they will read. You might encourage them to guess meanings by using the context around the unknown words; still, they can corroborate these by checking their Glossary. Encourage them to use a monolingual dictionary whenever they read texts in another language to understand them better.

Achievements

- Formulate questions based on what has been said by the interlocutor.

Student's Tip

Encourage students to read the note. Emphasize that while having a conversation, the interlocutor can ask for clarification. It is totally valid to repeat the question slowly and clearly. If somebody does not understand, ask them to paraphrase the question or look for a synonym.

Development



Explain that to make a question is important to identify the tense in which the question needs to be formulated (present, past, future, present perfect). Then, students need to select the appropriate auxiliary (did, have / has, do / does, will, etc.). Emphasize that to select the auxiliary, they have to identify the subject or they can use personal pronouns to formulate the question: Auxiliary + subject + verb + complement?

Did you have a good time?

Does she like soda?

Have you lived abroad?

Invite students to go to page 178 to know more about how to make questions in English language. Encourage them to read the information and answer the activities.



Activity 3

Ask students to read the text. Invite them to connect the way St. Patrick's Day is celebrated in Chicago to its origins in Ireland as they read in the previous activity. Have them share some opinions about the holiday. You could also invite them to say whether they celebrate this holiday (or a different one) in their community or not. If they do, ask: *What do people usually do to celebrate? Is it a popular holiday?*

Possible answers:

The river in Chicago turns green. People walk down the street dancing and drinking different beverages. It is common to find traditional Irish food. People use the traditional 'Shamrock.'

The Origins of St. Patrick's Day (text B)

St. Patrick's Day commemorates the anniversary of the death of this famous saint on a) April 1st / March 17th. This religious holiday has been observed in Ireland for more than 1,000 years. In the mornings, families would go to church and then celebrate in the afternoons, dancing, drinking, and eating Irish bacon and b) carrots / cabbage / potatoes. St. Patrick lived during the fifth century, and he is the patron saint and national apostle of Ireland. He is credited for having brought Christianity to the Irish. According to legend, he explained the Holy Trinity c) using a shamrock / with pictures and diagrams / reciting the Bible.

The first parade to honor St. Patrick actually took place in d) Chicago / England / New York City in 1762. Irish soldiers participated in this parade (to reconnect with their roots and with fellow Irishmen). Nowadays, an increasingly number of countries are celebrating St. Patrick's Day all around the world.

Match the questions with the probable answers, a, b, c or d in the text. Then, ask the right question to your classmate to know the right answer.

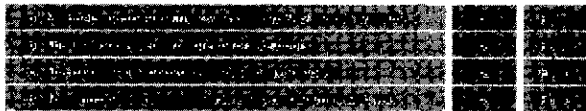
- What do people eat together with bacon? _____
 When is St. Patrick's Day? _____
 Where did the first parade to honor St. Patrick take place? _____
 How did St. Patrick explain the Holy Trinity? _____

3. Josefina will spend St. Patrick's Day in Chicago. Read the following text and find out the way this tradition is celebrated in a country different to Ireland.

Chicago is a city with a rich history. People walk down the street dancing and drinking different beverages. It is common to find traditional Irish food. People use the traditional 'Shamrock.' It's a three-leafed clover and it's supposed to give you good luck. So, if you see a shamrock, it's a must bring home. If you see a shamrock, it's a must bring home. If you see a shamrock, it's a must bring home.

Family and Community

4. Work in pairs. Identify, and underline the main information in the text. Read the statements and answer True or False. What fact did you find more interesting?



5. Work in pairs. Read the information in the notes and write in your notebook three questions you'd like to ask Michael about the festivities during St. Patrick's Day.



6. Now that you know the origins of St. Patrick's Day and how it is celebrated in Chicago, find out about the celebration in New York. What things do they have in common? What is different? Where would you rather spend the day? Discuss with a partner giving examples and providing evidence to support your opinion.



The Empire State Building is lit up in green.



There is a parade held annually on March 17th at 11:00, except when this date falls on a Sunday. This includes bagpipers, Irish dancers, and musicians. However, there is a strict no float rule.



Some people enjoy eating corned beef and cabbage and drinking Irish beer.



Closing



Activity 4

Give students some time to go over the text and work on the task. Then, check the answers together as a class and clear up any language questions they have. As an extended activity, you can ask students to find some facts to correct the false answers.

Possible answers:

Similarities: There is a parade. People eat traditional Irish food.

Differences: The Empire State Building is lit up in green. The river turns green.

Activity 5

Divide the class in pairs and assign one of the notes to each pair. Give them some time to think about what questions they could ask. Give them strips of paper to write their questions on them. Collect the strips of paper from all the groups. Now give the questions written by one of the pairs to a different group and have them walk around the classroom asking their questions to the other groups until they find the answers.

Remind students the use of question words:

What - general information

Where - places

When - time

Why - reasons

Which - options

How - descriptions

Possible answers:

What are the main elements of the festivity? What happens to the river? What is Na Ngael?

Activity 6

You can ask students to brainstorm everything they remember about St. Patrick's Day in Ireland and in Chicago. Then, ask them to read the notes on the celebration in New York. Have them work in pairs to discuss their opinions and choose a place where they would like to celebrate the holiday. You could use this opportunity to remind them of the importance of giving facts and evidence to support their arguments.

Possible answers:

Similarities: There is a parade. People eat traditional Irish food.

Differences: The Empire State Building is lit up in green. The river turns green.

Activity 7

If possible, have students do some research on the internet of traditions that are not very well-known around the world. They could also focus on traditions particular to their communities. It is possible they do not find references about the cultural practices carried out in their communities so they can interview some older people in order to construct orally some historical facts. Be ready to give handouts about traditions around the world in case access to the internet is difficult.

Any class will help.

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Product 1 Conversation Step 2

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 2.

Planning

Tell students they are going to make a conversation in which they give their opinion about cultural aspects in their country or a different place over the world. Divide the class into teams and ask them to discuss the questions in this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to make decisions on the roles each one of them chooses and the way they want to present their conversation.

Hands on!

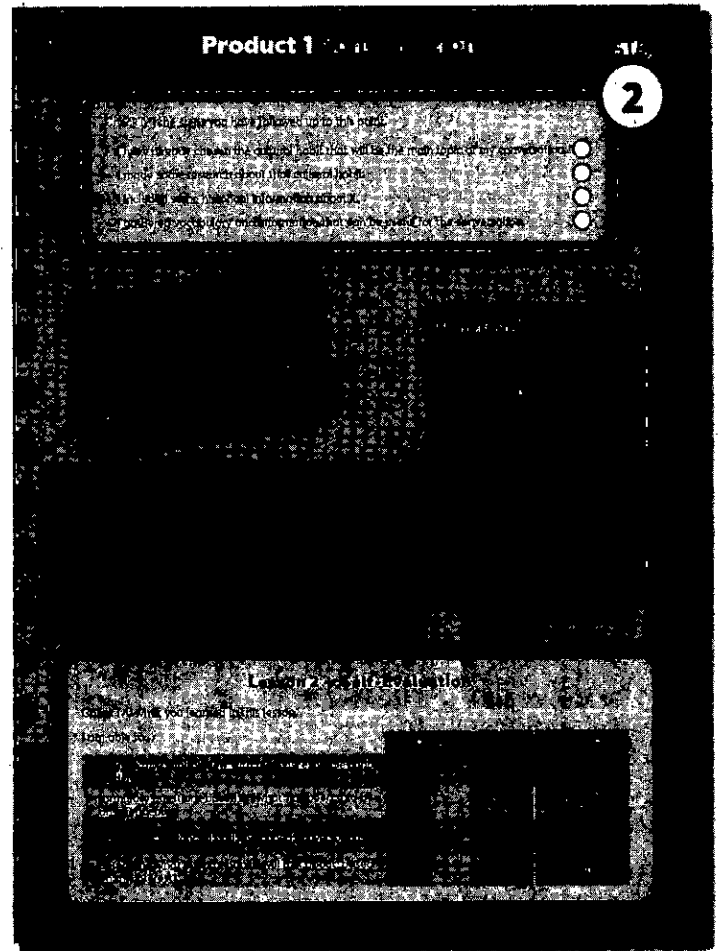
Encourage students to form their pairs and write the first draft of their conversation. Students should take into account that in the script they will include the place where the interaction will take place. Go around the classroom to help and answer questions on spelling and punctuation that may arise. Encourage them to use dictionaries in case they have questions about vocabulary. You can write the example on the board and ask for volunteers to exemplify pronunciation.

Looking ahead

Divide the class into pairs and ask them to think about how they will complete their conversation. Let them know that in addition to writing it down, they can record it using an electronic device. Encourage them to think about how they can organize the materials and devices if they go for that alternative, as well as the time and place to do it. Students will have to pick specific roles in their conversation and choose the format of their preference.

Ask students to look for some web pages where they can find some sounds to use in their PSA. Encourage them to think of sounds and special effects related to their topic. Once they have the websites, students should download the sounds and use them to give their PSAs another characteristic.

If they cannot have access to electronic devices or technology, this is not an obstacle to achieve goals or to improve in the language. Encourage students to practice the conversation and pay special attention to pronunciation and intonation. Ask them to practice in front of a different pair and have them express the areas of opportunity to have the best performance.



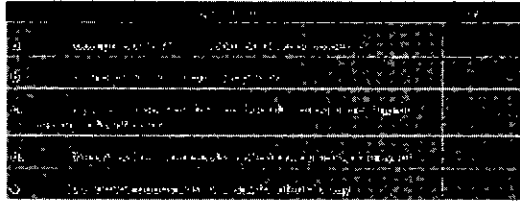
Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the questions. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to tick the areas in which they have improved and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

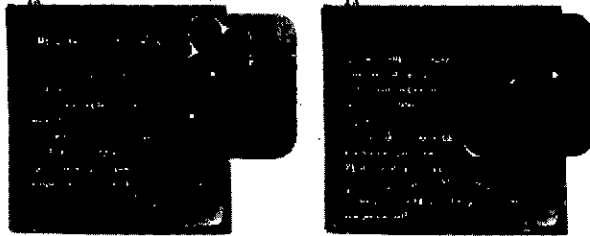
Love Is in the Air

Lesson 3

1. When talking about different cultures, we may find words that we are not familiar with. We can use a dictionary or other sources to learn their meaning. Work in groups. Read the following definitions. Can you think of a word which is related to them? Write a word which fits each definition. What do these words have in common?



2. Read these facts about St. Valentine's Day in two different parts of the world and answer the questions in small groups.



- What are the texts about?
- Do you celebrate Valentine's Day in your country?
- How different is Valentine's Day in the U.S. and in Japan?
- What do you think is the best way to celebrate it?

Achievements

- Take the floor naturally (e.g. refer to a fact known by both interlocutors). Use expressions to repair a false start (e.g. *John, I mean... Lucy / On Monday, no... on Tuesday*, etc.)
- Distinguish between facts (things that can be proved) and opinions (things that cannot be proved), creating links to previous knowledge.
- Recall propositions to answer the interlocutors' questions.
- Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties.

Opening



Activity 1

Divide the class into teams and have them look at the information on the definition column. Ask them if they recall the thing they're describing. Encourage them to use their dictionaries and try to infer the meaning of the words. Invite volunteers to say the answers for the class.

Answers: 1. Chocolate 2. Love 3. Greeting card
4. Anniversary 5. Shopping
They are related to gifts and presents.

Teacher's Tip



Tell students that a good way to learn and remember new vocabulary is to use the last pages of their notebooks and make a vocabulary journal there. They can use that section to write new words they encounter and their definitions as well as a synonym. They can also write one or two sentences in which they use the word.

Activity 2

Start by asking the following questions: *How important is St. Valentine's Day in our country? How is it celebrated?* Divide the class into groups and assign each group to read about only one of the two countries. Then, ask the different groups to share their answers to the questions.

Answers: a. Different ways in which St. Valentine's Day is celebrated. b. In a similar way as in the US. c. The roles in the gift-giving convention swap. d. With your friends or other people close to you.

Activity 3

Have students reread the texts about Saint Patrick's Day on pages 13 and 14 of their Student's Book. Then give more facts about San Valentine's Day.

One of those traditions state that Valentine was a priest in Rome martyred for defying Claudius II, who had decreed his soldiers would not marry. He may have tried to marry soldiers in secret and when the emperor found out he had him executed. The heart may have been a symbol of love between the pair and this could have become a love symbol. There are many other versions to the origin that students can discuss in class.

Have students choose a holiday and synthesise the information they now have to create a mind map. You could have some volunteers copy theirs on the board and explain them. You could also have them share the maps of the students who chose a different festivity.

Student's Tip

Encourage students to read the information and highlight the importance of politeness.



U1 BPA3 Project the Big Picture and allow students to work in pairs. Invite them to tell five words that can describe the picture. Then, ask more specific questions about what is shown: *Where was the picture taken? How do you know? What do you know about Japan?*

Lesson 3

Development



Activity 4

Encourage students to come to the board and write examples of presents for the following occasions: a friend's birthday, an anniversary with your boyfriend / girlfriend, mother's day, a secret friend (gift exchange). Ask them to tell you words (adjectives) to describe the presents on the board (beautiful, funny, delicious, colorful, exciting, strange, etc.). Bring their attention to the pictures on the book and ask them to write some more adjectives to describe the presents in the pictures. Explain to them that the gifts shown are culturally-correct and emphasize that if they want to give a gift to somebody from a different culture, they have to research if its appropriate or not.

Answers: a. small / nice b. tasty, creamy, sweet
c. interesting, amazing d. pretty, smelly



Activity 5

Ask the following question to students: *What is an adjective?* Elicit some answers from students, for example, "they describe a noun" "they give more information about a thing". Explain the common order of adjectives in English: adjective + noun Explain to students the grammar rules for using adjectives. It's important to point out the word order in English and contrast it with the word order in Spanish. Ask students to work on the exercise in their books. Give them some minutes to do so and then go over the answers as a class.

Answers: pretty square white, nice stylish golden, delicious artisanal Belgian

Have students go to page 178 to know more about the order of adjectives.

The order of adjectives can be tricky especially when there is a list of adjectives to put before a noun. Tell students it is common to use up to three adjectives before a noun. The order of adjective is as follows:

The order of adjectives in English is opinion, size, age, shape, color, origin, material, and purpose. For instance: The big yellow text has arrived for us.

Answers to language connector:

- a. wonderful old Italian
- b. big round blue
- c. disgusting pink plastic

Have students prepare a presentation showing some gifts they have received and that for many reasons are important for them. Encourage students to write adjectives to describe them.

If students do not have access to a computer for the presentation, they can always work on a poster. Ask them to draw their gifts and write some descriptions for each drawing.

19 Family and Community

4. Work in pairs. Gifts represent an important part of our culture, they show your respect for others. Look at the pictures and write a word to describe them on the lines. Did you know that these are gifts that are culturally-correct to give in many countries?



a. _____ b. _____ c. _____ d. _____

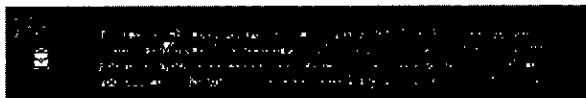
5. Do you know how to describe the things that you like using more than one word? Work in pairs and look at the following sentences. Can you identify the adjectives? Rewrite them in the correct order.

- a. For Valentine's Day, Barbara got a(n) square / pretty / white purse.
- b. In turn, she gave her boyfriend a(n) golden / stylish / nice watch.
- c. Barbara heard from Mai, her Japanese friend, that she had given her boyfriend some Belgian / delicious / artisanal chocolates.



6. Work in groups. Listen to the conversation and answer the questions.

- a. What is the situation?
- b. What's Akali's reaction when Josefina says her name wrong?
- c. What happens when Michael confuses the festivities' names?
- d. What do you think about the way Japanese people celebrate this day?



Activity 6

Students listen to the conversation and answer the questions. Then they compare their answers. After that, play the recording again and give them feedback on language that isn't clear for them.



Possible answers:

- a. Akali is talking about how they celebrate St. Valentine's Day in Japan.
- b. She answers "No problem..."
- c. He says "I mean..."
- d. Answer will vary.

Activity 7

Remind students of the importance of "being respectful" when giving their opinions. Give them some time and elicit some ideas from the class.

Answers will vary.



8. Listen to the conversation in Activity 6 again. Work in pairs and write the expressions the speakers use that could be useful to improve the conversation you prepared in Activity 7. Which can be used to repair a false start? Check your Glossary.

9. You have already heard about false starts, but do you know how to end a conversation? Are these formal or informal ways to say goodbye? Write (F) for Formal or (I) for Informal.

1. Excuse me, goodbye.	
2. Goodbye. See you later.	
3. Bye-bye. It was nice talking to you.	
4. Bye.	
5. Goodbye. See you soon.	

10. Read more about Japan's White Day celebration. Is there any similar celebration in your country? Which do you think is more interesting? Have a conversation with a partner sharing your thoughts. Don't forget to use the expressions you have learned to express your opinions, repair a false start, and say goodbye.

WHITE DAY

On the second day after Valentine's Day, in Japan, men buy candy for the women who gave them chocolate on Valentine's Day. It's called White Day. It's a tradition that started in the 1950s. It's a good way for men to show their appreciation for the women who gave them chocolate. It's also a good way for men to say "I love you" without saying the word "love" but that's the way we do it. It's our way and a part of our culture.

Closing



- Activity 8**
Invite students to pay special attention to the phrases the speakers select that could be used in any conversation. Have them write these down and share them with a partner. Let them know what a false start is and encourage them to identify the ways to repair them.

Possible answers:

- I mean...
- No problem...
- I'm sorry...

- Activity 9**
Give students a couple of minutes to read the phrases. Now, model each phrase with the proper voice pitch so that your students can distinguish better formal from informal when listening to you. After doing this, ask them to answer the exercise.

Answers: a. I, b. F, c. F, d. I, e. F, f. F,

- Activity 10**
Give students from three to four minutes to read the text, clarify any vocabulary or language questions and then give them from ten to fifteen minutes to have their conversations.

Answers will vary.

- What is your opinion about White Day?
- I don't know. I mean, everything is interesting.
- I really like that men buy candy. I love chocolate!

Activity 11

Encourage students to continue working on the conversation they will prepare. Have them use the expressions they learned such as false starts to sound more natural. Then, let them practice what they have prepared paying special emphasis to pronunciation and intonation. If they feel ready, organize the presentations in front of the group.



Product 1 Conversation Step 3

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning

Now it is time to present students final work. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to state if they present supportive perceptions to the problem they chose. Make clear they already know the format of their conversation.

Hands on

Encourage students to check the draft they worked on in the previous step so that they can write a final version of their conversation script. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation. Then, invite them to practice so they can correct pronunciation and intonation mistakes. Ask students to provide positive feedback.

Looking ahead

Remind students that the next step implies the presentation of their project. Encourage them to set a day and a specific time to deliver the presentation. Let them know they will present their project, suggest students how to present materials according to their context. If there is no possibility to use a projector, they can create their own material on flip chart paper. The objective is to use the language to communicate. It would be interesting if they invited their family members.

Product 1 -17-

3

Check if you have done the following tasks:

- I wrote the first draft of my conversation script.
- I made some revisions and now I have a final version of my conversation script.
- I prepared the audio and video recording of my script.
- I asked some family members to watch and evaluate my script.

Lesson 3 Self-Evaluation

Check if you have done the following tasks:

Task	Status
I wrote the first draft of my conversation script.	<input type="checkbox"/>
I made some revisions and now I have a final version of my conversation script.	<input type="checkbox"/>
I prepared the audio and video recording of my script.	<input type="checkbox"/>
I asked some family members to watch and evaluate my script.	<input type="checkbox"/>

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

517

Product 1

4

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process. Additionally, ask students to go back to the questions they had on page 8 and include some more information they learned about cultural aspects around the world and how their opinions, perspectives and ideas changed. Concentrate on how students can apply the knowledge they acquired not only at school but in daily life.

End of unit Self-Evaluation

Write on these sentences:

What have you learned from this unit and how did it affect you?

What did you find most interesting?

What were your goals and how did you achieve them?

What were your challenges and how did you overcome them?

Go back to the questions on page 8.
What other ideas can you add to your answers? Would you say that now you know more about cultural habits? What can you use this knowledge for?

Product 1 Conversation Step 4

Final steps

Ask students to reflect on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Encourage students to invite their family and to make the presentation of their conversation, taking into account all its components, the use of vocabulary, good pronunciation patterns and the correct use of resources.

Alternative products

Ask students if there are any other products they find appealing, in case they didn't go for the conversation. Read the options and encourage them to keep on learning and working on projects like these.

Reader's Connection



Activity 1

Emphasize that depending on the region we can find different cultural practices, some of them might seem strange for us because they are not part of our society, but they are not right or wrong. Ask students to read the text, "Habits around the World" and invite them to look up all the words that are new for them. Then, ask them to complete the sentences based on what they have just read.

Answers:

1. twigs
2. chew
3. chopsticks
4. sauna
5. worship
6. barefoot
7. teatime



Activity 2

Encourage students to remember as many facts as they can in order to complete the chart. Ask them to compare their ideas with other groups.

Answers will vary.



Activity 3

Ask students to select one of the cultural practices mentioned in the text and write a conversation based on it. Have them polish their work and present it in front of an audience.

Answers will vary.

Try It Out!

Tell students that this is time to express their opinions but they need to be respectful and understand others.

Question 1

Encourage students to choose the cultural habit they find more interesting and write a short paragraph. Ask them to answer the questions what, where, why, and how. Provide an example: *I think that being barefoot is interesting because it is a way to show respect.*

Question 2

Answer will vary. Although students are free to express their opinions, encourage them to try to understand the conditions and ways of living from other cultures.

Question 3

Answers will vary.

Question 4

Based on what students have read. Encourage them to do some research on different cultural practices.

Reader's Connection

1. Work in pairs. After reading the text, "Habits around the World" in your Reader's Book (pages 5 to 19), choose one word from the box to complete the sentences.

barefoot (adj.) teatime (n) chopsticks (n) twigs (n)
 worship (n) sauna (n) chew (v)

1. There are nomadic groups that look for the _____ of aromatic trees to clean their teeth.
2. There are other nomadic groups that _____ on the sticks to freshen their mouths.
3. The use of _____ is also a way to show how well educated you are!
4. In Finland, going to the _____ is something you do with family and friends.
5. Temples are sacred places of _____, they are considered centers of cleanliness and purity.
6. In most religions in India, being _____ is an essential requirement to get into temples.
7. _____ will disappear because newer generations have different lifestyles.

2. Work in groups. Read the text again and describe the main characteristics of each cultural practice mentioned.

Practice	Characteristics	Comments

3. If it is necessary, read the text again and write some notes. Reach an agreement with your classmate and choose the cultural practice you find more interesting. Write a conversation based on that selection, check grammar and spelling. Then, practice the conversation and present it in front of your group.

NEW BOOK

Answer the questions and compare your ideas with other classmates.

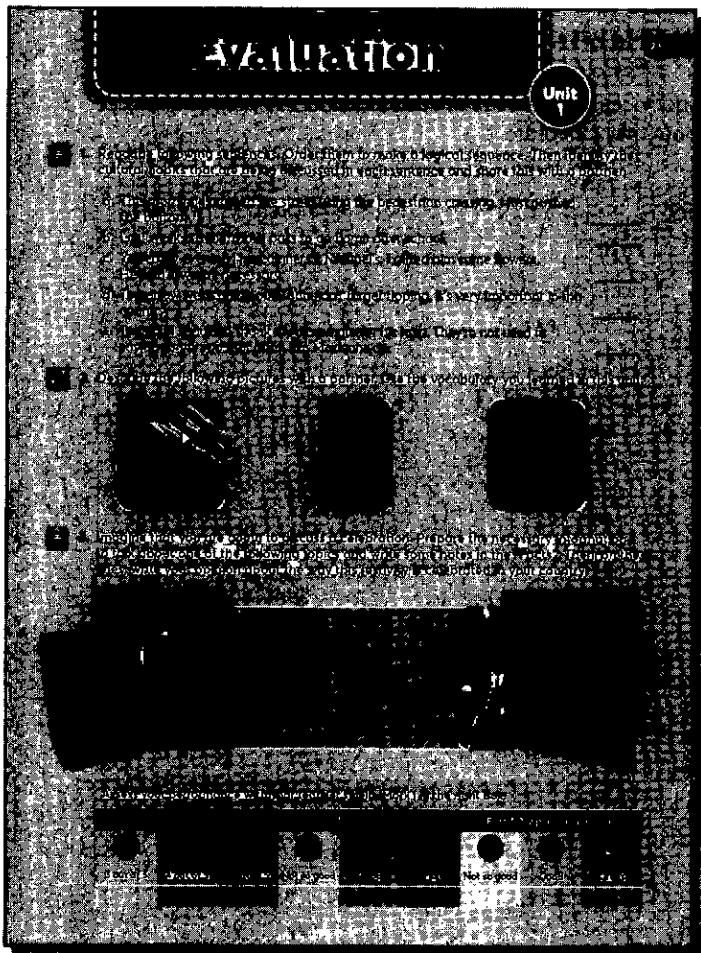
1. What habit did you find the most interesting? Why?

2. Why is it good to learn about habits in other parts of the world?

3. What kinds of habits of the world are you interested in learning? Select the topics you would like to read about.

- Habits related to food and drink
- Habits related to gifts
- Habits kept from ancient times
- Habits related to greetings

4. Look for a cultural habit on the internet and write down what it is about.



Activity 1
 Ask students to make pairs and read the sentences. Give them time to complete the exercise and go around the classroom to check their understanding. Have some volunteers answer in the class. Then, identify the cultural habits that are being discussed in each sentence and share this with a partner.

Answers: a. 3 b. 1 c. 2 d. 5 e. 4

Activity 2
 Focus students' attention on the pictures. Give them some time to make notes about each one and then nominate a couple to share their ideas with the class.

Answers: 1. Hand-made chocolates are usually more expensive than regular chocolates. 2. It's a document you need when you want to travel to other countries. 3. It's a Shamrock which is traditionally worn by people on St. Patrick's Day.

Activity 3
 Explain to students the difference between facts and opinions:
 • "[A] fact refers to something true or real, which is backed by evidence, documentation, etc."
 • "[An] opinion is what a person believes or thinks about something."

<https://teachingcommons.lakeheadu.ca/fact-vs-opinion-resource>

Answers will vary.

Based on those definitions have students write some facts related to St. Patrick's Day and some opinions related to St. Valentine's Day.

Answers will vary.

Once students have completed the evaluation, call one at a time and comment with her or him about her or his performance. Have them mark their answers on the chart at the bottom of the page. Give him or her some feedback and guidance on how to improve his or her learning.

Teacher's Tip

You can concentrate on linking the Language Connection with this section, too. Students will be able to relate the contents of both sections and make it more significant and even raise questions if necessary.

Encourage students to go to page 68 in their Student's Book. Invite them to describe the picture. If they have problems to do it, explain that the first is a celebration in the Independence Day in USA and the second represents the Day of the Dead in Mexico. Ask them to do some research on both topics. Then, encourage them to write a short paragraph related to the festivities represented in those pictures.

Journal of Evidence Template

List of Cultural Habits

Go around your classroom and ask for the most important cultural activities your classmates celebrate. Fill in the calendar with the cultural habits they like and the exact date they celebrate it.

January

February

March

April

May

June

July

August

September

October

November

December

Scale to value performance

Take a look at this scale to value performance. Give it to students and encourage them to check the learning outcomes which they have achieved after the unit.

After this Unit I can...	Assessed? Tick if you say "Yes"!	Comments
<i>Talk about the cultural habits of different countries.</i>		
<i>Expressing my point of view about cultural habits.</i>		
<i>Exchange propositions and opinions.</i>		
<i>Keep a conversation about cultural habits.</i>		
<i>Use expressions that refer to the past.</i>		
<i>Engage others in conversations.</i>		
<i>Use adjectives in the correct order.</i>		
<i>Give examples and evidence of my points of view.</i>		
<i>Make mind maps.</i>		
<i>Have a conversation.</i>		

Unit 2

24

Let's Read Some Fantasy and Suspense Stories!

What is a fantasy story?

What kind of characters can you find in fantasy and suspense stories?

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Use the image of the cover page from the unit to trigger students' interest in the topic of fantasy and suspense stories. On the board draw a three-column chart. Each column can be labeled as: *What is happening at this moment? What happened just before this scene? What will probably happen next?* Give students some minutes to write the answers to these questions. Invite some volunteers to share their answers. To wrap this section up, ask students to tell you who likes reading suspense and fantasy stories.

Teacher's Tip

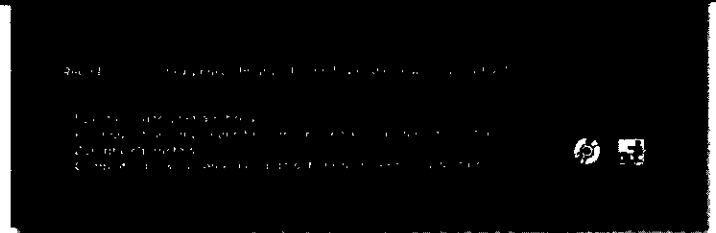


It might be useful to help students see literature not only as a powerful means of developing their creativity and engaging their imagination, but also as a tool to learn more about other cultures and the differences that exist among them. In order to do this, you might encourage the class to read a variety of texts from different places around the world or from specific cultures in their country. If possible, you can obtain some stories from: worldstories.org.uk/lang/english. Alternatively, you could look for stories in your school or local library or ask teacher colleagues if they know any.

Development



Refer to the questions on the cover page of the unit. Ask students to say in their own words how they know they are reading a fantasy or suspense story and what they think makes the characters in these stories special. Come up with follow-up questions that help you get a general idea of how



kept your students are on reading, especially the kind of texts in the unit. If students have difficulties coming up with fantasy or suspense stories, provide them with examples they may know, even if they are from movies or legends.

Closing



U2 BPA1 Make groups of three. Ask students to look at the picture and describing what the girl in the image

might be thinking or doing. Ask:

1. *Do you like reading?*
2. *Why do you / don't you like reading?*
3. *What are the benefits of reading literature you like and not only magazines or the Internet?*

These questions are meant for students to recognize that reading literature can help them thrive in school.

Listen to some volunteers sharing their answers.

Encourage students to start reading a story or book.

Reader's Book



In the *Reader's Book*, the student will read the text "Our Time Machine", in order to reflect on the main elements of fantasy literature. With your help and guidance, students will link the contents in their *Student's Book* to the ones in the story.

A Perfect Day!

Lesson 1

1. Work in pairs and discuss. Do you like reading? What kind of stories do you like? Read the title of the story, look at the pictures, and say what you think the text is about. Then, read the story and check if your inferences were right.

Preface

A Preface

I have been thinking about how much I pushed me to go to school. I don't think. When I was there, I was just playing or watching TV.

My friend, I don't know the names, whether they are like the school. I don't know the names, whether they are like the school. I don't know the names, whether they are like the school.

One day, I was sitting at my desk, and I was reading a book. I was reading a book. I was reading a book. I was reading a book.

Why not? I was reading a book. I was reading a book. I was reading a book. I was reading a book.

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Why not? I was reading a book. I was reading a book. I was reading a book. I was reading a book.

One day, I was sitting at my desk, and I was reading a book. I was reading a book. I was reading a book. I was reading a book.

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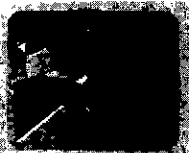
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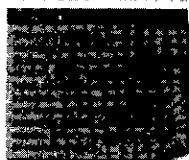
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One day, I was sitting at my desk, and I was reading a book. I was reading a book. I was reading a book. I was reading a book.

Why not? I was reading a book. I was reading a book. I was reading a book. I was reading a book.



2. Work in groups. Take turns to discuss the following questions. In order to answer them, take into consideration the traits of the main character, what happened to him, etcetera.
- What kind of text is it and who wrote it?
 - What do you think will happen next?
 - What are the most interesting events of the text? Underline / Circle the most important ones.



3. Work in small groups. Make a list of fantasy or suspense short stories that you like. Compare your list with another team. Do you like similar or different short stories? Would you like to read some stories that you did not include in your list? Look for some of those stories in the library or online and choose one of them. You will use this story to create a comic as part of this unit's product. Follow these criteria to choose the story:

- The story is interesting for all the members of your team.
- The level of the language is appropriate for you and your audience (the people who will read the comic).
- The theme is appropriate for teenagers.

Achievements

- Infer what a story is about by using contextual devices.
- Identify key components of a text by interacting with it.
- Identify the topic, audience and purpose of a text.

Get connected!

Refer back to the question you asked about how much students like reading (see page 36 U2 BPA1). Ask students to think about what would be the worst thing that could happen to a person who does not like reading. Ask students to write this on the top of the page of their *Student's Book* (the first page of Lesson 1) so they can refer to it later, when they have finished reading the text of the before mentioned page.

Opening



Activity 1

Remind students to use the contextual clues to understand the main idea of a text, for example: the title, the images, footprints, the author, etc. With this reading in particular, you may ask: *What is the meaning of the word preface?* Since they might not be familiar with the term, ask: *Which words do you know that begin with pre?* *What does pre refer to?* If they do not come up with examples, share the words *predict*, *preview*, *precaution* to have them realize that they all have to do with

the concept of you are discussing. You might explain that a *preface* introduces a book. Try asking: *What information do you think you could find in a preface? What information won't be likely to appear there?* Have students use these clues to have an idea of what they will read. Ask students to write on top of the text what it can be about. This does not have to be right at this moment. Before having students read the text, invite them to brainstorm the kinds of texts they know. To prompt them to speak, you may ask: *What kinds of texts can you find in a newspaper? And in a gossip magazine?* This will help them in the following activity. Proceed to reading the text aloud to model pronunciation and intonation. Be sure to practice beforehand, so that you show mastery and confidence in your execution, which you will transmit to your class. To capture students' attention, give each character a voice and notice the pauses, question marks, etc. in the text. Don't hesitate to use a dictionary to know how a word is pronounced. Finally, ask students if their predictions were close to the content of the reading.

Answers will vary.

Activity 2

You can invite volunteers to read the questions aloud and then, give time for students to identify where the answers to the questions are inside the text. Monitor as students are on task. Ask some volunteers to read answers *a* and *b*. Have some volunteers imagine how the story may continue. Invite them to reflect on how the events they selected in question *c* helped them predict the continuation of the story.

Answers: *a*. It's a tale by Enrique Lepe. *b*. Answers will vary. *c*. Answers will vary.

Student's Tip

You could invite students to read the note and select examples for every genre of text written there.

Activity 3

Verify that the story chosen by each group meets all three criteria. Above all, review that the topic is appropriate for teenagers.

Answers will vary.

Development



Activity 4

You can start by asking students if they remember where the story they read takes place. Afterwards, have them identify what parts of Indian culture are represented in the story. Give them some time to answer the questions. Depending on the level of your class, you can have a mini debate discussing why they think people in their communities read enough or not as much as they should.

Answers: a. They do not like school. b. Possible answer: Yes, it is. / No it isn't. c. Yes, it is. India is the country where people read the most. d. Possible answer: Yes, reading is part of our everyday life.

Activity 5

Encourage students to tell you what will happen next and elicit some opinions, for example, *I think the boy has having a nightmare and he will wake up. / In my opinion, the boy will have a punishment.* Have students read the second part of the story in silence. Ask students to identify the ending of the tale. Have them summarize the plot of the story in just one sentence. You can then write some ideas on the board, for example: *The story of a person who does not like reading and becomes a book himself.* If you consider it necessary, before going any further into the unit, revise the concept of plot and its parts: beginning, rising action, climax, falling action, and resolution. If this is too advanced, you can try sharing the plot of a popular story, like "Little Red Riding Hood," and have students infer its parts. This way they might be able to better understand how to summarize a story and explain its plot.

Answers will vary.

Activity 6

In small groups, have students read the text and discuss probable answers to the questions. Monitor as students are on task. Ask some volunteers to read questions a, b, and c. As students discuss, be sure to remind them to give arguments to support their ideas; for example, if they selected "children" as the story's intended audience, have them explain what evidence in the text helped them come to this conclusion. *Was it the vocabulary used? The plot? The characters, etc.?*

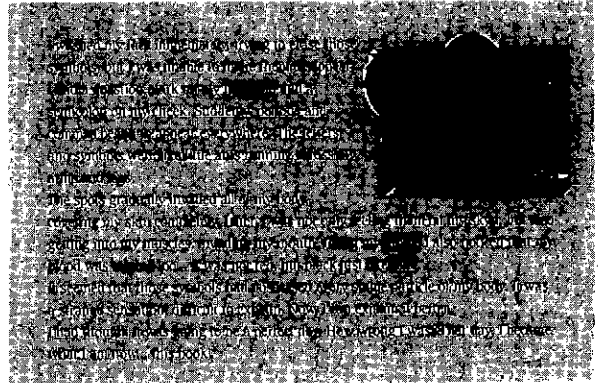
In case students are not familiar with the topic, purpose or intended audience, help them by changing the activity into a multiple choice exercise, for example:

- a. To persuade To entertain To inform
b. Experts in the area Language Teachers Young readers
- You can encourage students to explain their answers to support their choice.

Possible Answers: a. To entertain young readers. b. Young readers. c. Because it involves an unreal and impossible situation which leaves the reader wanting to know what happens next.

Lullie and Literary

4. Go back to the text in Activity 1. Circle information about Indian culture. Discuss the following questions with a partner:
- What do Indian adults think about Indian teenagers?
 - Is this similar to what happens in your culture?
 - Is reading part of Indian culture? Why?
 - Is reading part of your culture? Why?
5. Look at the picture. What do you think will happen next? Individually, read the second part of the story, "Preface."



6. Work in groups. Read the complete story again and answer the questions.
- What is the purpose of the story? _____
 - Who is the intended audience? _____
 - Why do you think "Preface" is a fantasy story? _____
7. In your notebook, write a short text about the cultural differences that you find between the character in the previous story and your everyday life. Share your work with your class.

Encourage students to research the main elements of a comic. If it is possible, ask them to identify these elements in one of their favorite comics. Alternatively, you can ask them to check the internet or bring some comics yourself and have them label the elements on them.

Central Library



Activity 7

Invite students to close their eyes and picture themselves as the protagonists of the previous tale, turning themselves into a book. Ask them: *Do you relate to the main character? Are your opinions about school similar? Why or why not? How would the story be different if it were happening in your community, to yourself?* Have students focus on the cultural habits that are mentioned in the story that make it evident that it is set in India. Encourage them to compare these habits to their own. To check their answers, you might ask them to exchange their texts with a classmate and find the things that they have in common. Ask some volunteers to share their ideas.

Answers will vary.



8. Work in groups. Go back to the story, "Preface," and analyze the words in blue. Then, discuss with your classmates what kind of words you think they are. Are they verbs, adjectives, or nouns? What do you do to understand words and expressions in literary texts?

9. Read the story, "Preface," again. Summarize the main ideas in the following panels. Then, illustrate your ideas with drawings that are related to the text you wrote.

First of all...	

10. Identify in the story "Preface," Traits are adjectives to describe characters. Choose a character from your Reader's Book. Work with a partner and take turns describing those characters. Decide which character is the most interesting.
11. Work in small groups. Based on the text "Preface" and "Our Time Machine" in your Reader's Book (pages 21 to 31), discuss what the characteristics of a fantasy or suspense text are. Choose one of them to work with for your final product: Comic Strip.

Closing



Activity 9

Brainstorm the main characteristics of a comic and write them on the board. Explain that a comic has panels that give sequence to the main events of a story. Every panel has captions that narrate the story and have pictures that correspond to the narrated event in the panel. Invite students to work in groups in order to discuss their ideas and have a consensus of the main ideas of the text. Let them decide what kind of information must be included in each panel and create pictures that describe the events. If you consider it necessary, show them a comic and have them identify its characteristics, as you did in the previous Digital Connection section.

Answers will vary.

Activity 10

You could begin this activity by asking students if they remember whether the main character in "Preface" liked to read or not. Then, have them brainstorm other traits of the main character's personality. If they have trouble with the vocabulary, you could do a word search puzzle with a variety of character traits and have them select the ones they could use to describe the main character. Make sure students have their Reader's Books at hand to do the other part of the activity.

Answers will vary.

Activity 11

Depending on the level of your class, you might have students identify the characteristics of the fantasy and suspense genres on their own, based on the readings mentioned or, alternatively, you could make a list of true or false statements for each genre. Students could then answer these based on the texts they read and so determine what makes a story a fantasy or suspense. They could later use these statements as a checklist when going through other texts to see if they are in fact fantasy or suspense tales. Alternatively, you might want to have some stories at hand for them to choose. Students might have already chosen a story at this point, since this was Activity 3 as well, but let them know that they have many more options to choose from.

Answers will vary.

Activity 12

This sentence will help you see if your students are able to identify the main events in a story. You might want to remind them that comics tend to summarize a story using graphic elements to better convey the setting and actions in a tale, so they should be able to identify these and not leave out any important detail in their final product.

Activity 8

Write on the board a simple sentence: *The white rabbit runs quickly.* Ask students to help you identify the parts of the speech: *white* (adjective), *rabbit* (noun), *runs* (verb), and *quickly* (adverb). Have students define how parts of the speech are used. Ask students to look at the words in blue in the text. Tell students to identify the parts of speech. Have students find other examples inside the text.

Answers: *complicated* is an adjective describing the boy's life; *studying* is a verb; *tainted* is also an adjective describing blood

Without erasing the sentence on the board, ask students: *What do you call a person who must (runned) What part of speech is this? (noun). Invite students to come up with other words derived from run and to identify their part of speech. You can do the same with quickly and with the blue words in the text. Then, refer students to the Language Connection on page 179 to have them do a quick revision on word formation and the importance of using the appropriate word.*

1. Write the sentence on the board. 2. Ask students to identify the parts of speech. 3. Have students find other examples in the text.

Product 2 Comic Strip Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each step with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Hands on!

Have students list fantasy and suspense books or stories they have read and know. It is advisable they have read and know the stories, so they can work on the comic strip more easily. They can also ask other teachers to recommend stories that can be suitable for them. Have a list of possible tales available in your community, in case you are the only source of knowledge for your students.

Looking ahead

Create a sense of expectation. Tell students that they are going to create a comic based on a fantasy or suspense story. Remind students that they will present this comic as the final product of the unit. If you have a comic strip from other courses as an example, this can help students have an idea of what the final product can be like. Remind students the content has more weight than the presentation, though the latter should be clear, clear and visually pleasant.

Lesson 1 Self-Evaluation

Draw your students' attention to the chart at the bottom of the page. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as students check how confident they are in their abilities. Tell students to be honest and to look back on the different parts of the lesson, so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Product 2

1

Hands on!

Lesson 1 - Self-Evaluation

Check: [] What you learned in this lesson.

I can do to...

What can the presenter do by the end of the lesson?

What can the presenter do by the end of the lesson?

Look for more fantastic or suspense stories written by English authors. If your context allows you to, invite students to do an Internet search for more stories in English. They could go to archive.org or gutenberg.org, for example.

Computer


A Nightmare!

Lesson 2

1. Read the text. In pairs, discuss the following questions with a partner: Is it a fiction or non-fiction text? What makes you think that? What's the text about? Do you think the purpose of the text is to give information about something or to entertain the reader? Do you think this text was written for kids, teenagers, or adults? Why?

My Little Boy!

I would like to tell you more about New York. There are many people here who love picnicking. There are many parks in New York. One of the biggest parks is Central Park. It is in the middle of the city. There are many trees and flowers in the park. It is a very nice place to go for a picnic.



New York is a big city. It is always busy. There are huge skyscrapers and most people seem to always be in a rush. There are lots of people from all over the world who live in New York. It is a very interesting city. However, many people know that our holidays are some of the best in the world. I think I love a good New York picnic!

2. Work with a partner. Identify the characters of "My Little Boy!" Compare the boy from this story with the character of the story on page 25. How similar / different are they?
3. Underline cultural aspects of New York mentioned in the text. Compare your work with a partner.

Achievements

- Identify the major and minor characters of a story.
- Identify the publishing features of a story.

Opening



Activity 1

Invite students to read the text on their own. Alternatively, you can have some volunteers read it aloud, after modeling how to pace a reading (as you have done with previous texts in the unit). If students don't remember the types of texts, refresh their memories using examples: show them a magazine article, an interview, a report, a novel, etc. Guide students to answer the questions. Monitor their job and if they are having trouble answering, give them options to respond. You could ask: *Is the text meant to inform people about a recent event? Is it meant to entertain? Would small children like to read this story? Have students share some answers with the class.*

Answers: It is a story of a woman's family life in New York. Its purpose is to entertain young and adult audiences. Children could find it boring.

Activity 2

To answer this activity, you could draw a Venn diagram on the board. This might help students visualize the differences and similarities between the two boys better. After pairs have discussed, elicit some ideas from the class to fill in the diagram on the board.

Possible answers: "Preface:" The boy is from India. He does not like reading. "My Little Boy!:" The boy is from New York. He is 8 years old. His name is Maurice. He loves picnics.

Teacher's Tip



Create a set of habits when reading a text so, ideally, in the long run, students could use these habits when reading any other kind of text. Make students know why this set of habits could be useful. Before a reading activity, ask students what steps they could take. If they use these habits when reading for other subjects, even in their first language, they will become more prepared for the academic life.

Activity 3

Ask students what they remember about life in New York from the text. Then, give them some time to underline the things that set it apart from other places in the world. Ask: *What do you know about the food in New York? What do you know about the way people work? Where do they spend their free time?* To encourage some speaking practice, you might have them share whether they would like living in a city like that or not and why. You might also have them compare these cultural habits to their own.

Possible answers:

People in New York love picnics, especially in the summertime. Central Park is one of the biggest parks in the world. New York is a big city. It's always busy. There are huge skyscrapers and most people seem to always be in a rush.

Ask students if they think culture is important in a city or community. *What cultural events take place in their communities? Would they like to have more museums? About what? Have them read the information about New York and discuss the ways in which a place's culture influences the works of a literary author.*

Development



Activity 4

Invite students to answer the questions and elicit some answer from them, for example, *It made me feel scared. The story is boring. I feel confused*, etc. Ask students to read the rest of the story on their own. Invite them to highlight or mark with different colors its beginning, middle, and ending. Then, you could ask them to summarize each part in their notebooks. After students share their answers, ask them if they expected that ending; *were there any clues that could have predicted it? Have them notice that they were told that the father was not usually in the picnics with the mother and Maurice; could that mean that he really didn't exist?* Invite students to share their feelings after the twist ending.

Answers will vary.



Activity 5

Elicit the characteristics of a suspense story emphasize that one of its main characteristics is fiction and the end can be surprising. Invite students to go back to the previous pages in their *Student's Book* or to the notes they have taken, including the checklist with the characteristics of this genre. Based on this, determine as a class if "My Little Boy!" could be considered a suspense tale. Discuss the rest of the questions as a group. Have students notice that New York is just a city and they are being asked to compare it to all of Mexico, so invite them to reflect on specific states or cities they know in the country.

Possible answers:

My community is small and New York is big. Life in my community is peaceful. People in New York are always in a rush.



Activity 6

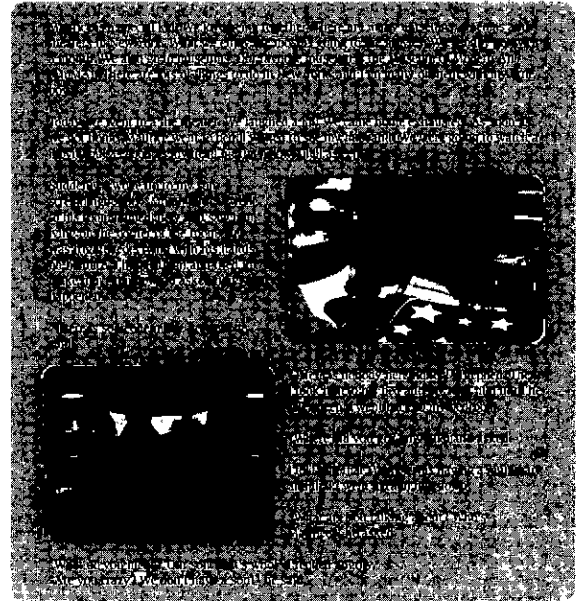
By now, students should have enough practice to be able to compare in a chart the cultural aspects between their community and New York City. Invite them to think of the habits that are mentioned in the story and find their equivalent in their communities, such as food, activities to do in their free time, working habits, etc. To check students' work, you can have volunteers write on the board an aspect each. This way, other students could complement their information.

Answers will vary.

Grade 4 Library



4. Read the second part of the text. Identify the beginning, middle and ending of the whole story. Write your ideas in your notebook and share them with your class. Then, discuss this question: How did this story make you feel?



5. Discuss with your class: Is this a suspense story? Why? What cultural aspects can you find in this text? Are the lives of New Yorkers similar to the ones of people in your country? Why / why not?



6. In your notebook, design a table where you compare cultural aspects of New York and your community. Share your work with your class. Did you have similar or different information?

Teacher's Tip

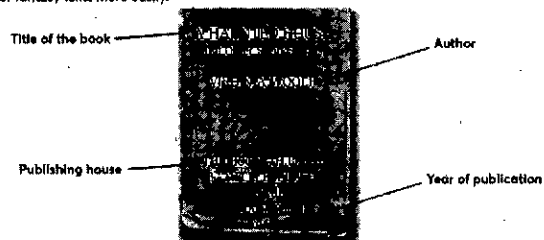


Developing reading skills also means telling students how they could benefit from the habit of reading. For example, when using the contextual clues, students can have a better idea of what a text is about. If they don't do it, the text may seem meaningless and just part of another activity to spend time in class.

7. Work in small groups. Write the information you found about comics on the lines below. Include information, for example, about main and supporting characters, how to describe them, characteristics of the layout of a comic strip, etcetera.



8. Analyze the following picture. What elements can you find on the cover of a book? Discuss with your class. Identifying these elements will help you find books with suspense or fantasy texts more easily.



9. Work in groups. In your notebook, make a list of short stories that you know and that can help you write your comic. Check the texts in this unit and the one in your Reader's Book (pages 21 to 31) too.
10. As a group, decide which story(ies) mention(s) more cultural aspects. Identify the characters in different stories and decide which ones are the most interesting. Choose a story based on cultural aspects and interesting characters to make your comic strip.

Closing



Activity 7

Encourage students to talk about their favorite comic and identify the main and secondary characters, the layout and the setting. Encourage students to answer the activity based on what they remember. If they have difficulties, ask them to go back to the research they carried out about comics in the Digital Connection on page 26 of their *Student's Books* and during the unit. Elicit different characteristics from various groups so that everyone has the complete information.

Answers will vary.

Student's Tip

The information on this note can help students answer Activity 7. Encourage them to use onomatopoeias in their products.

Activity 8

You can give some time for students to analyze the picture and identify the contents of a cover. Invite them to find the same information in their *Student's Book*. Ask them: *How can knowing the publishing house of a book help identify its topic?* You can provide them with examples of publishing houses that are exclusively dedicated to textbooks. Likewise, tell them that some authors specialize in a certain genre of literature, so by "judging a book by its cover" it might be easier for students to know what to expect inside the book. If possible, bring some books to class of the same author or publishing houses to exemplify this.

Answers will vary.

Activity 9

Invite students to list all the fantasy and suspense stories they can think of that they would like to adapt into a comic strip. Have them write the *pros* and *cons* of choosing each of them. For example, tell them that if they choose a story that has a complex setting, it could be difficult to draw. Likewise, if the physical descriptions of characters is not clear either, drawing them could pose a challenge. Another story might be too long to be adapted, etc. This will help them narrow down their options and know what to look for and consider when choosing a story to adapt.

Answers will vary.

Activity 10

Remind students that another aspect to consider when choosing the story they will transform into a comic is the cultural aspects that it includes. You might tell them to use the same list of stories from Activity 9 and add a list of cultural aspects appearing on each. This might help them choose better.

Answers will vary.



U2 BPA2 Make groups of four. After Activity 10, ask students to look at the picture and the characters.

Write the following questions on the board:

1. What do you think the characters in the image are like?
2. Which character do you think is most interesting?
3. Do you think you could invent a story that includes cultural aspects from the image?

Ask students to discuss the above questions and start their comments to make up a small story from the image. Then, invite students to share their stories with the class.

Product 2 Comic Strip Step 2

Opening



Have students take a look at what they have done so far. Read the statements out loud. Ask students to check the activities they have done. Remind students that they can use this list to see what they need to do by the end of the unit.

Planning

Have students follow the instructions. You can propose displaying the comics as in an art gallery. This way people will try to predict what the story is about, and then, students will confirm or tell the actual fantasy or suspense story to the present audience.

Hands on!

Have students share the stories they created in the previous steps. Ask students to identify the elements found in the graphic organizer on page 35 of their *Student's Book*. Let them know that they have already discussed the information to be included in the organizer, so this is just a tool to put this in order. Give students time to identify the differences between their culture and that of the story they chose. Allow students to write the first draft of their comic based on the story they selected or one they created. In any case, have them check the story has identifiable characters, settings and topic. Monitor the drafts so students can make the necessary corrections.

Looking ahead

Create a sense of expectation by telling students they will have the chance to make improvements in their comic strip. Tell students to be creative in the making of their comic strip. Some students may not be as creative as others so tell them that the most important part of this task is to read a fantasy or suspense story to base their comic on. Content will be more important than the presentation, though, the presentation has to have minimum requirements.

Product 2 31

2

Check (✓) the steps you have followed up to this point:

- I already know who my characters are going to be.
- I know where I'm going to look for fantasy and suspense text.
- I have a list of hobbies and seasonal events.

Hands on!

Lesson 2 – Self-Evaluation

Check (✓) what you learned in this lesson:

I am able to:

- Identify a story and understand its elements.

Lesson 2 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Ask students what they have learned from the lesson and invite them to share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Tell Us about Your Adventure!

Lesson 3

1. Work in pairs. Read the title of the story and look at the picture. What do you think the story is about? Read and order the text. Then, compare your answers with a classmate. Comment if the text reminds you of anything you have read before.

The Beast in the Cave (Fragment)

1. The man was walking through the forest with a heavy pack on his back. He was looking for a place to camp for the night. The forest was dark and the trees were tall and thin. He heard a strange noise in the distance. It sounded like a roar or a growl. He stopped and listened. The noise came from a cave in the distance. He was curious and decided to go and see what was there. He walked towards the cave and saw a large opening. He went inside and found a large, dark, and scary creature. The creature was standing on its hind legs and looking at the man. The man was very scared and ran away. He never saw the creature again.

2. The man was walking through the forest with a heavy pack on his back. He was looking for a place to camp for the night. The forest was dark and the trees were tall and thin. He heard a strange noise in the distance. It sounded like a roar or a growl. He stopped and listened. The noise came from a cave in the distance. He was curious and decided to go and see what was there. He walked towards the cave and saw a large opening. He went inside and found a large, dark, and scary creature. The creature was standing on its hind legs and looking at the man. The man was very scared and ran away. He never saw the creature again.

2. Work in groups. Read the story, "The Beast in the Cave", again. Then, complete the following ideas based on what you remember from the story.
 - a. First, _____
 - b. Then, _____
 - c. Lately, _____
 - d. Finally, _____



Achievements

- Describe major and minor characters.
- Identify the main parts of a story by using a story map.

Opening

Activity 1

Ask students to look at the picture and imagine the plot of the story and to try to visualize it. Write some of their ideas on the board. Then, give them some time to read the text. Encourage students to use the contextual clues to understand the main idea of the text. Invite them to work in pairs and discuss the order of the story, ask them to pay special attention to key words to identify the sequence.

Answers: 4, 1, 5, 3, 2

Activity 2

Have students read the text in silence or read it along with them. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Have students identify the sequence of the events (beginning, development, and conclusion). Explain the use of sequence words and how they provide cohesion and coherence to the complete text. Monitor as students are on task. Ask some volunteers to read some probable answers.

Possible answers:

- a. First, the man got lost.
- b. Then, his torch started to expire.
- c. Lately, he listened some strange noises.
- d. Finally, he thought it was a beast.

Student's Tip

Have students read the note to better identify the main events in the story.

Activity 1

Now that students are more than halfway through the unit, you can invite them to go to the Practice Connection section on page 169.

In Activity 1, consider that there might be some students who are not familiar with any of these stories, so you could summarize each one or have volunteers do it. Alternatively, you could ask them questions such as *How does a cover and title help you predict the content of a book? Which book do you think narrates the story of a vampire? In which one do you think a character has two different personalities? Which one would you like to read or know more about?* etc.

Activity 2

Encourage students to use their creativity to write a story in Activity 2. Elicit the characteristics of a fantasy or suspense story, so that they are sure to include these. To make the activity more challenging, you could ask students to include all the words in this unit's glossary in their own stories. This way they will also practice new vocabulary.

Development



Activity 3

Have students read the text in silence. If you read it aloud for them, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Have students write the answer on top of the story. Have some volunteers share their opinion. Invite students to share the events or words in the text that helped them make their predictions.

Answers will vary.



Activity 4

Tell students to identify where the descriptions of the characters of the tale are. Have students underline the different phrases and adjectives used to describe the characters. Have students work in groups of three to four. Allow time for them to describe what the characters are like. As an additional step, have students draw what the characters look like, and a dialogue from the tale. This can help them visualize what the comic strip will be like.

Answers:

The guide, the lost man, and the beast.

Student's Tip

Tell students that character traits can be inferred by the actions the characters do as well as by the description of their physical appearance.

Teacher's Tip

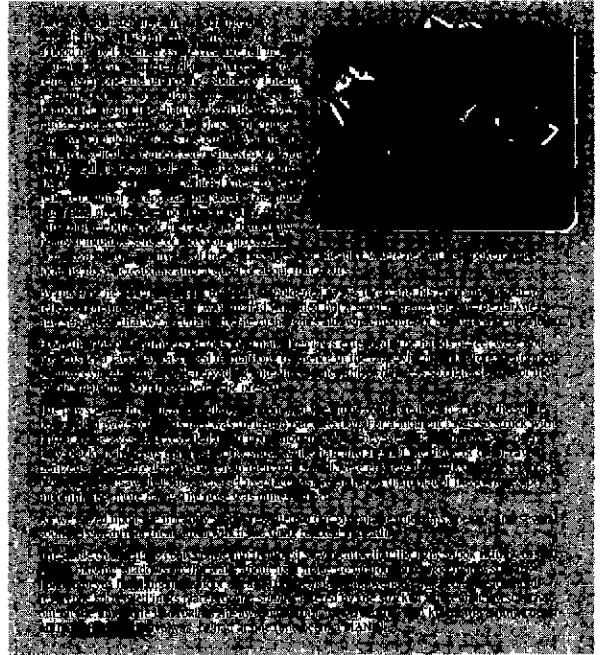


Students can choose the way in which they present their knowledge. Giving freedom of choice when it comes to showing knowledge. This can, time to time, turn a regular task into a more engaging one. Give students the main way to present information, but you can allow for alternatives as long as the information is complete.

Glossary

Remind students to go to their Glossary to find the meaning of the highlighted words in the stories they will read. You might encourage them to guess meanings by using the context around the unknown words; still, they can corroborate these by checking their Glossary. Encourage them to use a monolingual dictionary whenever they read stories in another language to understand them better.

3. Work in pairs. Before reading the second part of the story, "The Beast in the Cave", say what you think will happen next. What characters do you think will be involved?

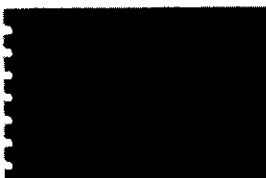
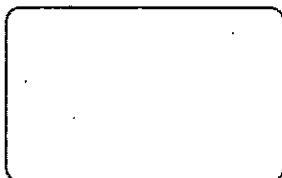


4. Work in groups. Identify the characters of the story and take turns to describe them out loud. Think about their physical appearance and their behavior.



Ludic and Literary

5. Read the part of the text where the Beast is described. Why was it a strange beast? What does its body look like? Was it similar to a real animal? Do you think you can find a beast like that in real life? Why/why not? Draw it and write a short description of it using your own words. Share your work with a partner. Revise and edit each other's work. Check spelling and punctuation.



Story Map

7. Work in groups. Use your story map to retell the story "The Beast in the Cave". Was your interpretation of the text similar or different? What cultural elements can you find in this story? Are these elements similar or different to the ones in your culture?

Closing



Activity 5

Allow students to identify where the information about the characters is. For example, the narrator was on an expedition inside a cave. There is not much information about what they look like, but students can infer what kind of clothing they could wear. In contrast, there are several parts in which the Beast is described. Allow students to identify these parts. If possible, have them rewrite them with the help of a dictionary. If not, create a glossary with difficult words they could use in their written work. Some difficult words can be: *claws*, *unearthly*, *whiteness*, *jetty black*, etc. Use synonyms so students know what they are. Encourage students to use words they are familiarized with so they can write their own version. In case they use the words from the text, they have to know what these words mean. Allow for some time to edit the work. Make sure students know what to check when giving feedback. The description has to be easy to read. It has to include complete sentences. Spelling mistakes should not be too many or interfere with communication. Grammar has to be consistent in present or past, though not mixed (to describe the Beast).

Answers:

Characters: The lost man, the guide, and the beast. Problem: There is a lost man in a cave. Solution: The beast is hit and crumples to the floor. The guide finds the protagonist, and together they examine the fallen creature with the guide's torchlight. Title and Authors: The Beast in the Cave by H. P. Lovecraft. Setting: The Mammoth Cave. Main events: A man got lost in a cave. There is a beast in the cave. He was found by the guide. Theme: suspense.

Activity 6

Gather this evidence to see what details their comics are still missing in preparation to their final product. Give them feedback or have their classmates do it.

Get it out
Get it out



Language 14: 140-141

Activity 7

Have students work in groups of three. Ask them to retell the story. Invite students to recall "The Beast in the Cave" and explain if their interpretation of the story was similar to those of their classmates. In the end, retelling the story is not memorizing it and saying it out loud, it is to recall important parts of it and discuss how similar or different situations are to those of the students' depending on their culture.



Answers will vary.



U2 BPA3. Make groups of three. Ask students to look at the picture and take turns describing what the girl in the image might be thinking or doing. The girl seems to be thinking about something important as there are many clouds over her head. Write the following questions on the board.

1. What did you like the most about the readings in the unit?
2. Which of the texts did you like the most?
3. Can you recommend a story for the group to read? Monitor as students are on task. Make sure students share their opinions respectfully. Hold a plenary with the group, especially to know their book recommendation on fantasy and suspense stories.

Product 2 Comic Strip Step 3

Have students take a look to what they have done so far. Ask the students to check those activities they have accomplished. Remind students they can use this list to see what they need to do by the end of the unit.

Planning

Allow students to work on the final touches of their comic strip, especially the content. Remind them of the pages they can look up to polish their work. Have students define when and where they will display the final product. You can give them options, so students can choose.

Hands on!

Have students prepare the final version of their comic. Have them focus on grammar, spelling, and punctuation. Do not ask students to correct everything at the same time, ask them to do it step by step. Monitor their work to provide some help. Allow students to share their work with other groups in order to provide positive feedback.

Looking ahead

Have students be prepared for the presentation of the final product. By this step, they must have a draft of the content of the comic strip with the corresponding revision of the linguistic part (grammar, vocabulary, spelling, and punctuation). Set a date, a place and the audience that will see the final product. If it were possible, have other students and teachers see the comic strips made by your students.

Lesson 3 Self-Evaluation

Draw students' attention to the list of activities. Provide some help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as student check which they feel sure about, not so sure about, or completely unsure. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Product 2 3

Check off the items you have followed up to this point.

I have already chosen the fantasy story I will use in my comic strip.

I read and analyzed the structure of the original story so I can create my comic strip.

I wrote the first draft of my comic strip.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

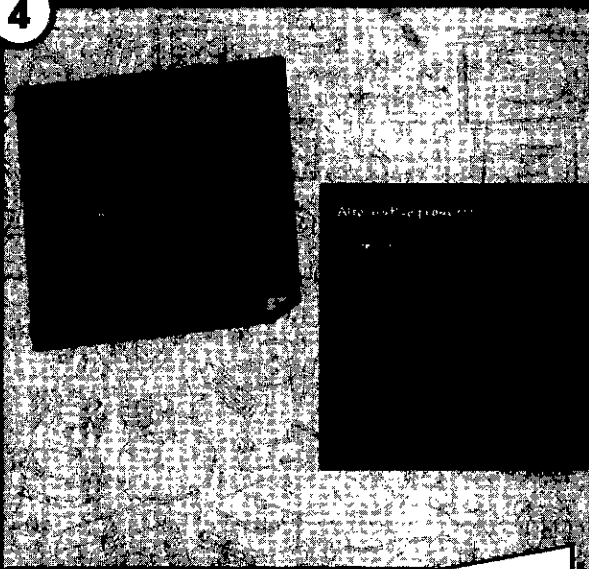
I can do this...

I can do this...

I can do this...

Product 2

4



End of unit Self-Evaluation

Answer on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What fantasy story did I enjoy reading the most? Why?
- What parts of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 24. What other ideas can you add to your answers? Would you say that now you know more about fantasy and suspense literature? What can you use this knowledge for?

End of unit Self-Evaluation

Draw students' attention to the list of questions. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel very sure about how well they can do the activities in the stated in the questions. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Teacher's Tip



Allowing different ways to present knowledge or a final product can make a task more motivating so students can make their own decisions and take a more active role in a subject matter students usually find challenging.

Product 2 Comic Strip
Step 4

Final Steps

Help students organize the way in which they will present their comic strips. This organization can imply a more formal event with parents and students from other groups involved or a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve. For the gallery-like option, organize the group into two teams: one which will present, and the other which will visit the different visual supports. Then, switch the roles so everybody has the chance to participate. Before starting the activity, remind students that the product is not ready. Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow some freedom from students to be creative. Go back to the questions on page 24. What other ideas can they add to their answers?

Reader's Connection



Activity 1

As on Lesson 1, have students read the text. Have students complete the graphic organizer so they can understand the text better. Draw the graphic organizer on the board so students can later fill it out to check their work.



Activity 2

Allow students to read the text again. Have students identify the characters and their physical descriptions in the text. Have students write them down as a list. You can have students draw one of the characters and label the features described in the story.



Activity 3

Have students discuss their answers to the previous activities. Elicit some ideas from the class.

Answers will vary.

Try It Out!

Before having students answer the questions in this section, tell them that they can go back to the text whenever they need to and read it again.

For question 1, you might begin by eliciting whether the text is fiction or non-fiction, that is, you could ask: *Did the events narrated in the story happen in real life or not?*

Afterwards, students can discuss the possible answers, giving arguments for these: **It is a fictional text; a science fiction text.**

In questions 2 and 3, answers will vary for sure. Invite students who like Greek mythology to share with the class their favorite myth or character. They can summarize this for their classmates to engage them. Seeing that their peers enjoy reading might encourage other students to give it a try.

For question 4 you could have students brainstorm all the creatures they remember from the text. Alternatively, they can scan the text and highlight these. Have students discuss in small groups which one is the strangest and invite them to try to reach a consensus, sharing with the class the "winning" creature. **Answers will vary.**

Finally, in question 5, encourage students to think of all the places and eras they have learned in their history lessons. Give them a few minutes to think of the one they would like to visit. Have some volunteers share their thoughts. **Answers will vary.**

Reader's Connection

1. Work in pairs. After reading the text "Our Time Machine" of your Reader's Book (pages 21 to 31), complete the story map. Compare your work with other classmates.

Story Map

2. Work in pairs. Analyze the characters of the story "Our Time Machine" and complete the chart.

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3. Work in small teams. Compare your information in Activities 1 and 2. Do you have similar or different information? Why?

Try It Out!

Answer the questions and compare your ideas with other classmates.

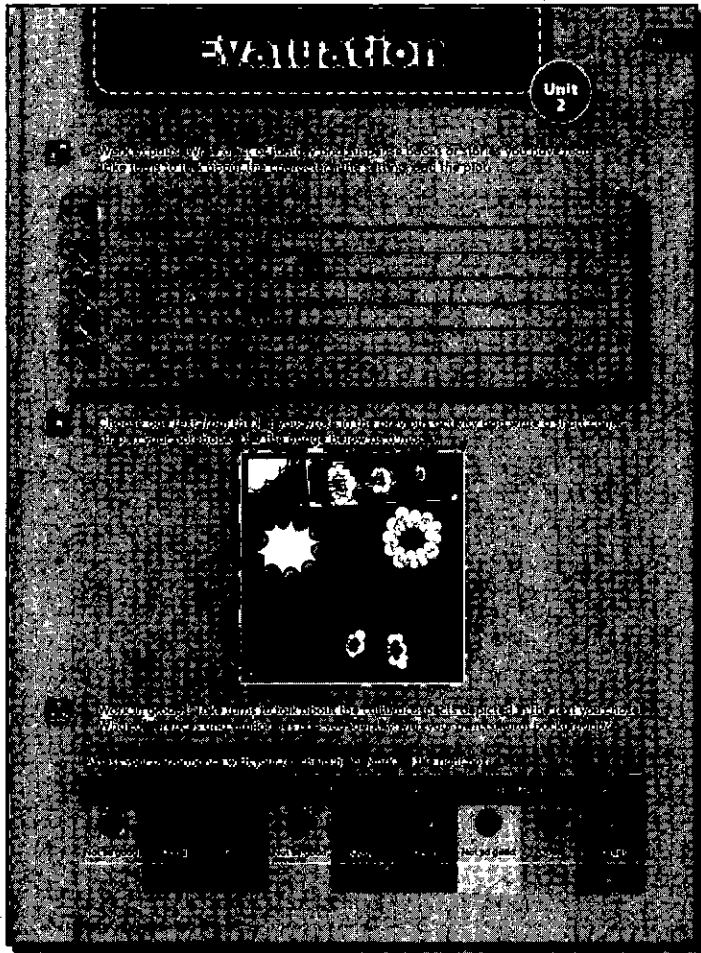
1. What kind of text is this?

2. Have you ever read a book about Greek mythology? Do you think mythology is interesting?

3. If you like mythology, what is your favorite creature?

4. From the creatures mentioned in this reading, which do you think is the strangest? Why?

5. Where would you go if you had a time machine?



Activity 3

Have students write the answers to the questions.



Answers will vary.



Activity 1

Allow students to write a list of three to four books they have read and know. Have students work in pairs or small teams. Give students time to discuss the stories they have read. You can invite students to say which stories seemed more interesting and which they would like to read.

Answers will vary.



Activity 2

Have students choose one of the stories and create a similar comic to the one in the final product. You can assign this for homework so students have time to create this new short comic strip. Remind students they have to focus first on the content and then on the presentation of the comic strip.

Answers will vary.

Collection of evidence template

Work in pairs and select one story you like. Use the chart to describe at least one character in the story you read. Write what your classmate says about the character they describe. In case there is no information, just write "the book does not say".

Oral description of characters

Character 1

Character 2

Facial features

Physical description

Emotions and personality

Clothing

Evaluation Instrument

Rubric

	Needs Improvement	Average	Good
Grammar	Grammar has many mistakes and prevents the reader from understanding the story.	Grammar has some mistakes, but the message of the story is understandable.	Grammar is mainly accurate. It also transmits the message clearly.
Vocabulary	The vocabulary is not clear, and it makes the story hard to understand.	The vocabulary is adequate for the audience and it makes the story understandable.	The vocabulary is rich. It helps the reader have a good idea of the character, the setting and plot.
Punctuation	Punctuation is faulty and not consistent. Capitalization and use of basic punctuation is not clear.	Basic punctuation is used correctly. It has minor mistakes, but it makes the text hard to understand at times.	Punctuation has no mistakes. It is correctly used and helps the text.
Content	The content is not complete, or it lacks a clear plot or characters. It is difficult to understand what happens.	The content misses some parts for the story to be clearly understood.	The story had a clear plot. The characters are clearly defined and it has an interesting ending.

Unit 3

40

Let's Write Instructions to Carry Out an Experiment!

3. Why is it important to follow instructions while performing an experiment?
 4. Do you think it is important to know the science behind an experiment? How can you do this?

Achievements

- Classify abbreviations for their meaning (e.g. l, kg, etc.).
- Use bullets, ordinal numbers, or words that indicate sequence.
- Verify the order of statements in the sequence.
- Check spelling and punctuation.

Opening



Discuss the goals and objectives for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements section and explain them in a way which is easy for students to understand. Tell students to look at the picture and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the girls? What are they doing? What is the relationship between them?* Explain that the specific project for this unit will be creating instructions for an experiment. Highlight the importance of experiments by telling them they are the first step in the development of an invention.

Development

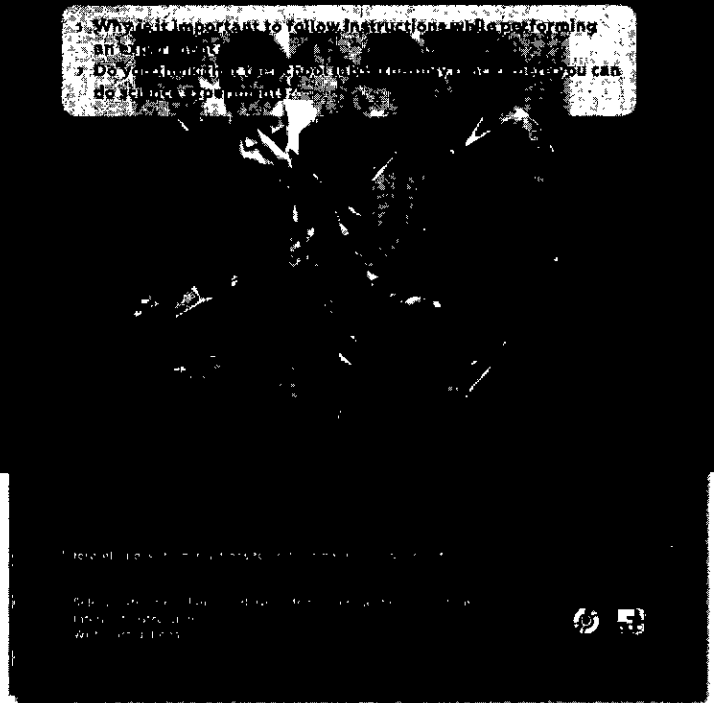


Focus students' attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked, but it is expected that, at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Reader's Book



Invite students to go over the pages in their *Reader's Book* dedicated to Unit 3. You might ask them what they think they



will learn from the text in this unit. You can remind them to use the title, author, and pictures of any text to get an idea of what they will find in it. In this case, you can ask: *Do you think this will be a fiction or nonfiction text? Why? Do you think it's important to know the science behind our planet?* Elicit some opinions from the class.

Closing



Invite students to reflect on the various professions that are related to science. You might ask them to carry out a survey at school and see how many students would like to study something related to the sciences. Encourage them to ask their reasons and have them share their results with the class. If this proves too complicated, you can carry out a survey just in your class.

Glossary

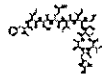
Ask students why they think it is important to clearly understand the meaning of the words in an experiment. Ask: *What could go wrong if one mistakes a word for another?* Tell students that scientific texts tend to use specialized language, so using a dictionary or, in this case, their Glossary will help them perform better in the unit. Invite them to go over the Glossary whenever they see a highlighted word in the text. You might encourage them to make a small drawing next to the words that are harder for them to remember their meanings better.

The Importance of Experiments

Lesson 1

1. Work in pairs and look at the pictures. Then, read the words in the box. Have you ever heard any of these words? Discuss with your partner and write the words under each picture.

flammability solution boiling point compound atom



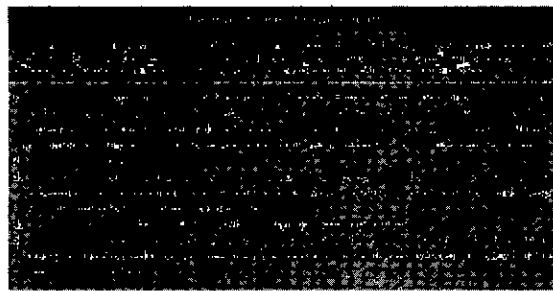
a. _____ b. _____ c. _____ d. _____ e. _____

2. Read the following sentences and complete them with a word from the previous exercise.

- The _____ of water is 100 °C at sea level.
- When two or more _____ chemically bond together, they form a molecule.
- Some materials have high _____. Be careful when using fire around them.

3. Why do people conduct experiments? Discuss with a partner. Then, read the following text and complete it with the words from the box. Compare your answers with the class.

Don't First, You have to Finally, Try not to



Achievements

- Classify abbreviations for their meaning (e.g. *liter-l*; *kilogram-kg*, etc.).

Get connected!

Begin the lesson by writing on the board the words: *gallon*, *pint*, *fl oz*, and ask the students if they know the quantity they stand for (a gallon is 3.78 l, a pint is 473 ml, a fl oz is 30 ml).

Opening



Activity 1

Bring students' attention to the pictures and ask them: *Do you understand these pictures? Yes, I do. / No, I don't. What are they? Words related to chemistry. Where have you seen them?* In chemistry books. Give them a few minutes to discuss the answers with a partner and then invite one or two couples to share their ideas with the class.

Answers: a. atom b. solution c. compound d. flammability
e. boiling point

Activity 2

Ask students to tell you if they know what *flammability*, *solution*, *boiling point*, *compound*, and *atom* are, and ask them to explain these terms to the class.

Read the sentences to the class and ask them to complete the ideas with vocabulary from the previous activity.

Answers: a. boiling point b. atoms c. flammability

Activity 3

Explain to students that experiments are important because they provide solutions to different necessities humans have, for example, vaccines, new treatments, etc. Tell students connectors are used to link ideas, helping the reader follow the meaning of the text. Explain that these are vital when writing instructions for an experiment. Ask: *What would happen if, in the instructions for an experiment, you didn't have words like first, secondly, finally, etc.?* Elicit some answers from students.

Answers:

- First,
- Try not to...
- You have to...
- Don't
- Finally,

Achievements

- Use bullets, ordinal numbers, or words that indicate sequence.
- Verify the order of statements in the sequence.

Development



Activity 4

Discuss with students safety measures in a laboratory in order to have a safe experience. Ask them to work in groups and share what experiences they have had while carrying out experiments. Invite students to read the statements in their teams and have a brief discussion, making sure that they find the meaning of any unknown words. You can let them know that all answers are correct, since they have to mark whether they agree or disagree according to their own experiences. Finally, invite some groups to share their answers. It might be interesting to listen to various points of view that will enrich the class.

Answers will vary.



Activity 5

Elicit some common accidents that might happen while doing an experiment. Then, divide the class into groups and have them look at the pictures. Have students discuss the causes, dangers, and possible consequences of the different situations presented in the pictures. Give them a few minutes to do so. Monitor the activity and go around listening and helping students with vocabulary and questions they may have. After time runs out, make a plenary to comment on the general ideas of the group.

Answers: sanitize, corrosive agents, I can electrify, protective clothing, safety glasses



Activity 6

You could tell students to remain working with their same groups as in the previous activity and ask them to choose one of the pictures in the previous exercise to come up with some safety recommendations for a laboratory. Tell them to use the words and phrases in the box from Activity 3. You might give them around 7 minutes to complete this task. Invite them to share their ideas with the class.

Answers will vary.



Activity 7

Give students a few minutes to read the different steps shown in the activity. In the meantime, write the name of the experiment and the numbers 2 to 6 on the board. Then, invite five students to come to the front and write the steps in the correct order. After this, give them some time to repeat the task in their books.

Answers: 2. Carefully poke a sharp pencil all the way through it. Try not to make big holes. You have to be very careful.
3. Don't worry! See how not a single drop will spill.
4. Do you know why this happens? Plastics are made of long chains of molecules called polymers.

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4. What do you do when you find words you don't understand? Work in groups and underline the words you don't know from the sentences below. Look up their meaning in a dictionary. Then, read the sentences and mark (✓) agree or disagree.

	Agree	Disagree
a. It's really important to remember that experiments are carried out all the time.	<input type="radio"/>	<input type="radio"/>
b. I know a number of experiments that can be carried out at home.	<input type="radio"/>	<input type="radio"/>
c. I think it's necessary to follow instructions in experiments in order to avoid having accidents.	<input type="radio"/>	<input type="radio"/>

5. There is always the risk of having an accident when doing experiments. What can be done to prevent them? Work in groups and look at the icons below. What do they mean? Why is it important to follow procedures? Talk to your classmates about it.

6. Look at the icons in the previous activity again and write some recommendations in order to prevent accidents. Look at the words in the box in Activity 3 again. Some of these are called sequence markers. Include some in your recommendations. "First, it's important to..."

7. Some experiments are not as dangerous as others. Read these instructions and put them in the correct order. Have you tried this fun and safe experiment?

1. First, simply fill a resealable zipper plastic bag about two-thirds full of water.

Do you know why this happens? Plastics are made of long chains of molecules called polymers.

That is why water doesn't spill from the pencil holes.

Carefully poke a sharp pencil all the way through it. Try not to make big holes. You have to be very careful.

Finally, piercing the bag forces polymers apart, but they quickly press back as much as possible, sealing the hole you have made.

Don't worry! You can see how not a single drop is spilled.

5. Finally, piercing the bag forces polymers apart, but they quickly press back as much as possible, sealing the hole you have made.

6. That is why water doesn't spill from the pencil holes.

Activity 8

Present students with three simple experiments (how to make a paper clip float, how to make an electromagnet, how to build a soap-powered boat).

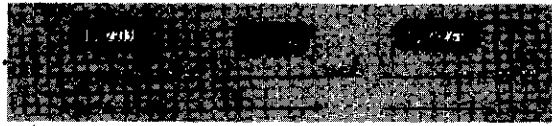
Tell students to choose one or think of a simple experiment they would like to conduct. Give them a few minutes to write down a list of things they might need to conduct it. Go over their lists and check if there is anything missing from them.

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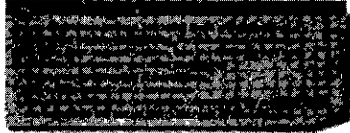
9. Measuring is a very important step when you do an experiment. Look at the following expressions. Work in pairs and write the complete expressions. Follow the example:

a. 1 tsp. of baking soda 1 teaspoon of baking soda.
 b. 1 lt. of plain water. 1 _____ of plain water.
 c. 1 pt. = 473.176 ml 1 _____ equals 473.176 _____
 d. You need 1 qt. of mineral water You need 1 _____ of mineral water.
 e. 1 lb. = 0.453592 kg 1 _____ equals 0.453592 _____

10. As you can see, there are different abbreviations to represent measurements. These can be written in different systems: Imperial System (US / UK) and Metric System (International). Work in pairs and complete the chart of equivalencies below. What is the abbreviation for each measurement?



11. How do you write procedures for experiments? Think about an experiment from your chemistry or physics class. Work in pairs and describe the process.



Ⓜ _____
 Ⓜ _____
 Ⓜ _____
 Ⓜ _____
 Ⓜ _____
 Ⓜ _____
 Ⓜ _____

Achievements

- Check spelling and punctuation.
- Classify abbreviations for their meaning (e.g. liter-; kilogram-kg, etc.).
- Use bullets, ordinal numbers, or words that indicate sequence.

Closing

Activity 9
 On the board, draw six beakers (cylindrical containers). Write different measures and "fill" one indicating one of the quantities. Use a different color to make it stand out. Invite students to help you "fill" the others with the quantity they think is right. Check the answers as a class and give students five minutes to draw these measures in their *Student's Book* next to the activity.

Answers: b. liter c. pint d. quarter e. pound

Activity 10
 You might ask students to go back to Activity 9 and identify all the measurements that are used for liquids. Afterwards, tell them that they are going to find the equivalencies between them. Begin with liters to pints. Depending on their level of both English and Math, you might want to give them a clue: *Use the rule of three to find how many pints make up a liter.*

Guide them through the process: *If 473.176 ml equals 1 pint, 1000 ml would be the same as how many pints?* If you see they are more advanced, you can directly ask them to figure out how to find the equivalency with the information in Activity 9. As for the equivalencies between quarts and gallons, you could either ask them to research these on the web, if possible, or else give them some other equivalencies to have them use the rule of three and find the results.



Answers: 1 liter 2.113 pints (pts.), 1.057 quarts (qts.), 0.264 gallons (gals.)

Activity 11
 You can start by asking students to brainstorm all the experiments they remember to have carried out at school or at home. If they cannot think of any, tell them to choose one from the ones in the unit, but encourage them to choose one that they want to share with their class. Then, have them work in pairs to settle on one and write the steps to do it. In order to make them aware of the use of abbreviations and bullets you can ask them to write this with a different color. Finally, invite them to use a dictionary to check their spelling.

Possible answers:

1. Take a glass of water and paper to a part of the room with sunlight (near a window is good).
2. Hold the glass of water above the paper.
3. Watch as sunlight passes through the glass of water, refracts and forms a rainbow.

Student's Tip
 Encourage students to read the note and take the information there into account when writing instructions.

  **U3 BPA1** Project the first picture and allow students to work in pairs. Invite them to come up with at least three safety measures that the students in the picture seem to be taking. Encourage them to discuss the importance of safety measure when conducting an experiment. You can also ask them if they think other measures could be taken to be safer (wearing gloves or having their hair tied, maybe). Then, you could also ask about the students' attitudes in the lab: *Can you be careless? What words describe correct or reckless attitudes inside a laboratory?*

Product 3 Instructions to Carry Out an Experiment

Step 1

Planning

Tell students they are going to write instructions for an experiment. Divide the class into teams and ask them to discuss the prompts in this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what experiment to choose.

Hands on!

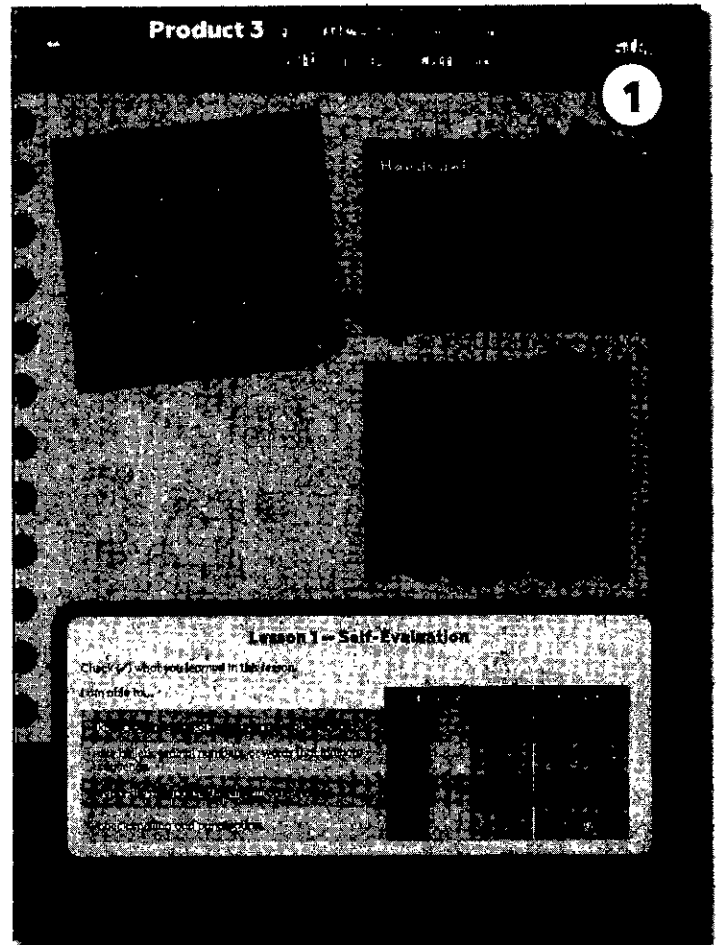
Encourage students to form pairs and choose a topic to write their instructions for an experiment. Tell them to write their ideas on a piece of paper and go around the classroom to help them with any question they may have. Invite them to use linking words to connect their ideas and the steps in the process.

Looking ahead

Divide the class into pairs and ask them to think about the organization of their instructions. Encourage them to think of how they can arrange the information they gathered into simple speech. Tell them to revise the activities they have been working on as an example to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of self-evaluation. Ask students to reflect on their learning and read the statements. Let them know that the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.



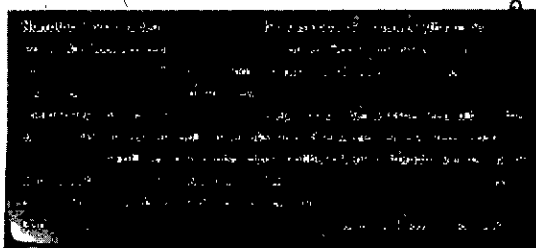
Let's Carry Out an Experiment!

Lesson 2

1. Look at the following pictures. Work in pairs. What kind of experiment is it? Physics or chemistry? How do you know? Describe the process to your partner. Follow the example. For this experiment you need...



2. Cara is a student who is interested in carrying out different experiments. Listen and complete the script below. What is the name of the experiment?



3. Cara is very interested in the experiment above and she wants to follow instructions correctly. Look at the following questions and work in pairs to answer.

- The experiment shown in Activity 1 and the one Cara will be doing seem to be similar, but is it the same?
- What differences are there?
- Have you ever done any of these experiments?
- What happens to the balloon in each case?
- Based on your conclusions define these terms:

Inflate: _____

Invert: _____



Achievements

- Read instructions and recognize forms of expressing actions (present simple, imperative, infinitive and gerund), specify them (e.g. using adverbs) and link them. Ask questions about procedures to complete statements.
- Set number of steps.
- Organize statements in sequence according to the procedure. Discuss with students how to adapt instruction sheets for different audiences.

Get connected!

Begin the lesson by organizing a spelling competition. Choose five words which you have reviewed in the previous class. Tell students that you're going to spell some words aloud and they have to write them down on their notebooks.

Opening



Activity 1

Pair students up and give them some time to discuss the questions in the instructions. Ask: *What is the difference between physics and chemistry? Physics focuses on the study of the actions of the world. Chemistry studies the interactions of the atomic and molecular world.* Then, invite them to orally share the process

for the experiment with their partner. Provide some language models: *In the first picture, there is a bottle, some water, and a balloon. Provide some vocabulary: blow, boiling water, etc.*

Answers will vary.

Activity 2

You can tell students that a good strategy in listening activities that ask them to fill in the blanks is to read the statements to be completed and predict the kind of information that might go in the blanks. Read the text aloud and make a pause whenever there is a blank. Ask volunteers to tell you the information that they think is missing. Then, play the track to have students answer. The name of the experiment is "Balloon in a Bottle."

Answers: to carry out her, interesting, insisted on, doing, started, doing, to invert a balloon; the glass bottle, the balloon, and some water.

Activity 3

Ask students to work in pairs. Then, invite them to go back to the two previous activities on this page and discuss their similarities and differences. Give them a few minutes to read and answer the questions. Finally, elicit some opinions from the class.

Answers:

- No, it isn't.
- In the first experiment, the balloon is inflated and in Cara's experiment, the balloon is inverted.
- Answers will vary.
- In the first experiment the balloon is inflated and in the second one, it is inverted.
- Answers will vary.

Ask students to visit the section **Language Connection** on page 180 and give them some minutes to read the explanation in silence. Then encourage them to answer the exercises. Provide some minutes to answer the exercises in pairs.

U3 BPA2 Project the picture and allow students to work in pairs. Ask the whole class to explain what is going on in the picture, including the setting and the people involved. Ask them what clues or objects led them to think that. Give them a few minutes to discuss with their partner five emotions they would feel in such a situation.



U3 BPA2 Project the picture and allow students to work in pairs. Ask the whole class to explain what is going on in the picture, including the setting and the people involved. Ask them what clues or objects led them to think that. Give them a few minutes to discuss with their partner five emotions they would feel in such a situation.

Achievements

- Ask questions about procedures to complete statements. Set number of steps.
- Organize statements in sequence according to the procedure.
- Discuss with students how to adapt instruction sheets for different audiences.

Development



Activity 4

Divide the class in groups and tell them to discuss the questions. Remind them of the importance of being curious about the world around them; this will motivate them to experiment more to understand it! Invite to think of another question to add to the ones already there. Give them a few minutes to do so and then invite different groups to share their comments. Encourage students to provide positive feedback.

Answers will vary.



Activity 5

You might tell students to predict what Cara's experiment will involve. Then, invite them to read the statements before playing the recording so that they know what information they are listening for. Play the track once or twice to have them check their answers. Then, invite them to paraphrase one of the actions related to the balloon to one of their classmates and then exchange roles to listen what their classmates have to say.

Answers: 3, 4, 2, 1



Activity 6

Have students listen to the track again and focus their attention on how the balloon changes with hot water (It gets inverted completely into the water).

Answers: The water turned into water vapor when it boils, and this water vapor pushes the air out of the bottle. Then, it cools, and with the balloon stretched over the opening, the vapor turns back into water. This creates a difference in pressure in and outside the bottle. As the pressure is higher outside, the air takes the balloon inside the bottle.



Activity 7

You could briefly explain that adverbs are words which usually, though not always, end in *-ly*. Do not tell them their function yet, but rather allow them to figure it out for themselves after this activity. Divide the class in pairs and give them five minutes to work on this exercise. Monitor the activity and answer vocabulary and language questions students may have. Then ask: *What information do the words you wrote provide? (Manner) What question do they answer? (How?)*

Answers: firmly, attentively, Fortunately, cautiously, briefly

Academic and Educational



4. Scientists use a lot of questions to prepare for their experiments. Look at the questions below, add one more, and discuss them in groups.

a. Is it easy for you to understand instructions?

b. How many steps would you include in a procedure?

c. Is there an experiment you did recently?



5. Listen to the second part of Cara's experiment. First, order the steps for the experiment. Then, describe one of the steps to a classmate and have them describe another one to you.

___ Stretch the balloon over the bottle opening.

___ The balloon moves inside the bottle.

___ Get the water inside the microwave.

___ Pour the water carefully using a funnel.



6. Listen to the narrator again. Why does the balloon invert inside the bottle? Write your explanation below.



7. Work in pairs. Use one of the words in the boxes to complete the sentences. These words are called adverbs. Compare your work with other classmates. Notice that not all of them will be used.

carefully

firmly

fortunately

briefly

cautiously

attentively

a. He grabbed the bottle _____ before pouring the hot water inside.

b. You must listen to the instructions very _____.

c. Andrew dropped the chemical out of the sink. _____, he was wearing gloves.

d. Michael poured the water _____ into the flask.

e. Jackie explained the instructions very _____; she mentioned five or six steps probably.



8. Adverbs intensify and modify verbs, adjectives, and other adverbs. Listen to Track 4 again and write on the lines the adverbs that are mentioned.

Activity 8

Play Track 4 again and stop it after an adverb is mentioned. Tell students to fill in the answers in their book. You might then check the answers all together and invite them to tell you if they remember what Cara was referring to when using those adverbs.

Answers: carefully, secondly, exactly, completely

Encourage students to go to page 180

so they can study some explanations

related to the *-ly* adverbs. Provide some

time so they can answer the questions.

Let them compare their answers and

ask for some volunteers to write these

on the board. To make the activity more challenging, you

could ask students to finish the sentences using a different

adverb, for example, *Your dog always barks loudly.*

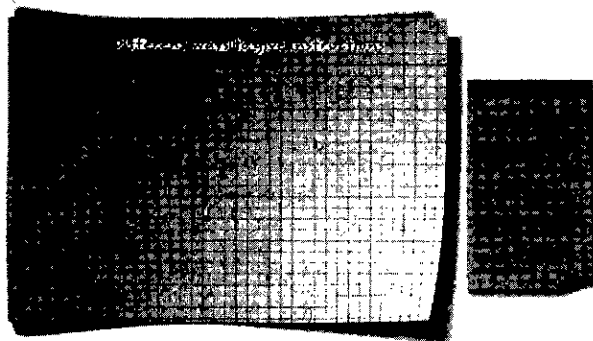
100% 100% 100% 100% 100% 100% 100% 100%

9. As you have noticed, experiments follow procedures and very well defined steps. Experiments help us understand natural phenomena. Read experiment number 2 in the article "An Amazing Planet! Our Ways to Explore It!" in your *Reader's Book* (pages 33 to 41). Work in pairs and write an explanation for the image below.

Water in the lake does not freeze because



11. You have now heard and read about different ways to give instructions. In groups, talk about the various ways of giving instructions. Use the chart below for your notes.



Achievements

- Set a number of steps.
- Organize statements in sequence according to the procedure.
- Discuss with students how to adapt instruction sheets for different audiences.

Closing



Activity 9

Throughout the school year, encourage students to use their *Reader's Book* to complement the information they see in their *Student's Books*. In this case, ask them to read the second experiment from the text "An Amazing Planet! Our Ways to Explore It!" and explain how it works. Ask volunteers to share their answers.

Answers:

- of the density, the higher its density, the heavier something is.
- during winter, when the water reaches its maximum density at 4°C, it sinks.
- hotter and less dense water moves upwards from the bottom.
- all the water in the lake reaches 4°C, the surface begins to get freezes at 0°C, but below the surface, is still liquid and full of life.

Activity 10

Send the class to do some research on the Internet or at the school library. If this is not possible, you might want to design some experiments of your own or show students other examples to choose from. Then, invite students to use their own words to write the instructions for it. Emphasize the importance of using sequence words. Make sure that they keep this evidence in their Portfolio. You can use this to see how much they improve from this point to when they present their product.

Activity 11

Tell students to adapt the instructions for the blind or for a child who can't read. Ask them to do some research on how this could be done. Check their ideas in class. Apart from this, or if this proves too difficult, invite students to tell you how they can present instructions and what things are vital in all cases, for example, giving them in order.

Answers will vary.

Student's Tip

Have students read the note and think of the ways of giving instructions according to their audience. You can ask them further questions to get them to reflect, for example: *Would using more illustrations work best for children? Are paragraphs better for adults?*

Assign this task for homework. In class, you could have an experiment fair and have students present their ideas to the whole class.

Teacher's Tip

Monitor students' work and point out mistakes. Do not tell them what the mistake is until they come up with an idea to solve it out.

Product 3 Instructions to Carry Out an Experiment Step 2

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 2.

Planning

To continue with their product, tell students that it is important to plan the following steps, which include writing their draft. Have them assign roles for themselves or do it for them so that the work is actually collaborative.

Hands on

Encourage students to form pairs and make a draft of the instructions for an experiment of their choice. Do not forget to tell them that they have to write no more than five or six steps for their experiments. Ask them to write their ideas on a piece of paper and go around the room to help them with any question they may have.

Looking ahead

Divide the class into pairs and ask them to think about the organization of their instructions. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them take a look at the activities they have been working on as an example to organize their ideas.

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Emphasize that the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 3

STEP **2**

I have written the instructions for my experiment.
 I already know what kind of equipment I will use.
 I have thought of the materials I will use.
 I already know the experiment I will do.
 I have seen a picture of the experiment.

Lesson 2 - Self-Evaluation

I have learned a lot from this lesson.
 I have learned a lot from this lesson.

Life Is an Experiment

Lesson 3

1. Look at the pictures and describe them with a partner. Do you know what density is? What do the spoons represent? Some liquids have more density because of the sugar they contain. What kind of liquids do you like drinking? Do the liquids you drink are more dense than others?

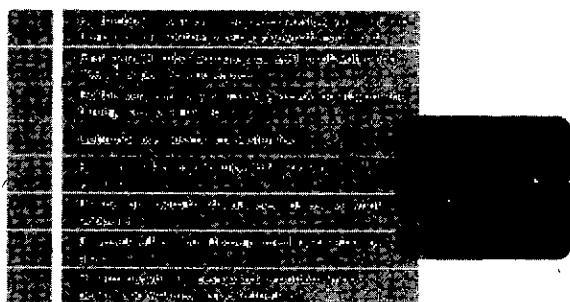


2. Asking questions is a strategy to keep on learning and experimenting. In experiments, use bullets to formulate questions you can answer by observing. Look at these words, what questions can you make so that you learn about these concepts? Use the lines to write a question.

- Density _____
- Sugar _____
- Liquids _____
- Mass _____
- Atoms _____



3. What can you do to make liquids separate like in the previous image? Look at the procedure of this experiment and order the steps to understand it.



Achievements

- Read instructions and recognize forms of expressing actions (present simple, imperative, infinitive, and gerund), specify them (e.g. using adverbs) and link them.
- Anticipate general sense.
- Write statements both simple and complex. Remove, add, change and / or substitute information to improve instruction sheets.
- Understand how textual organization and graphic components help to the understanding of their content.

Get connected!

Begin the lesson by giving students a coded message made up with numbers. (22-11-12-6 _ 20-11-8-19-21-6_ 6-11_ 7-6-5-22-1) tell them that to discover the message they'll need to decode it. To do this, they need to number the letters of the alphabet from 0 to 25 starting with the letter Z=0, Y=1, X=2, and so on.

Opening



Activity 1

Tell students to point out some properties of liquid matter, like the fact that they take the shape of the container they are poured in or like their viscosity, which refers to how much a liquid resists flowing freely. Briefly discuss the concept of density with them and give them a few minutes to share with a partner what the pictures might show. Remind students that density is the degree of compactness of a substance.

Answers will vary.

Activity 2

Tell students that asking a question is a way to obtain information, but there is a great variety of them. For example, dichotomous questions are used to validate some basic information generally with a yes / no response, whereas open questions look for much longer responses.

Answers: What is density? How much sugar does it have? What kind of liquids does it have? What is mass? What is an atom?

Activity 3

Tell students that a procedure like the one in Activity 3 can be seen like a step by step recipe. After students order the procedure, ask them to write it down in the correct sequence in their notebooks.

Answers: 5, 1, 7, 2, 4, 6, 3, 8.

Lesson 3

Achievements

- Write statements both simple and complex.
- Remove, add, change and/or substitute information to improve instruction sheets.

Development



Activity 4

Tell students that the more dense a liquid is, the easier it is for an object or substance to float on it. Ask them what that tells them about the densities of the liquids involved in the experiment in Activity 3.

Answers will vary.



Activity 5

Divide the class in pairs and focus their attention on the sentences. Give them a few minutes to read them and complete them with the words from the box.

Answers:

a. collects b. likes c. fixes d. playing e. makes



Activity 6

Tell students that benefits of using synonyms include:

- Making the text much more captivating
- Helping to avoid boring and repetitive text
- Helping the reader to get a better comprehension of the text

Invite them to use synonyms when writing instructions for an experiment.

Answers:

	Definition	Word
1. dense	the smallest unit of an element that can exist alone or in combination.	atom
2. bester	having a high mass per unit volume.	mass
3. density	property of a body that is taken as a measure of material and causes it to have weight in a gravitational field.	density
4. atom	The quality or state of being dense.	dense
5. mass	a utensil which consists of a tube with a bulb at one end and a draw-in and start bulb.	bestor

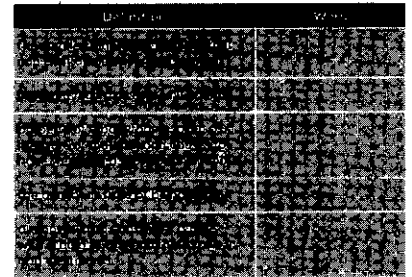
4. Read the density experiment again. Why did that happen? What's the importance of density in liquids? Why did the juices separate from each other? Try to think about the experiment and what happened and write your interpretation on the lines provided.



5. Describing experiments is always interesting. Work in pairs and use the words in the box to complete the sentences.

likes collects makes playing fixes

- Tomara _____ information from her experiments.
 - Julie _____ to ask lots of questions to her chemistry teacher.
 - Sandy's father is a scientist and he _____ formulas to improve chemicals.
 - People have discovered interesting findings while they were _____.
 - Cecilio _____ her students learn the instructions to conduct the experiments in class.
6. Have you learned many new words in this unit? Let's work with some vocabulary. Match the words to their definition and write their number on the third column.



Activity 1

Invite students to choose a situation when carrying out experiments. Have them describe the different outcomes in both. Then, ask them to choose one per pair and use the words in the box to describe the instructions the students must have followed to obtain those results.

Activity 2

Once students have discussed the instructions orally, invite them to write these down, paying careful attention to their presentation (W). They use bullet points, ordinal numbers or sequence words? Have they checked spelling and grammar?

Activity 3

Invite students to rehearse their instructions together and try to understand them. Instead of memorizing them, then, encourage them to present them to the class.

Academic and Educational 31

7. Discoveries happen when people investigate and experiment. Go around the class and ask these questions so you have an idea on how they experiment. Write the name of a classmate who does what is described in each statement and discuss your findings in small groups.

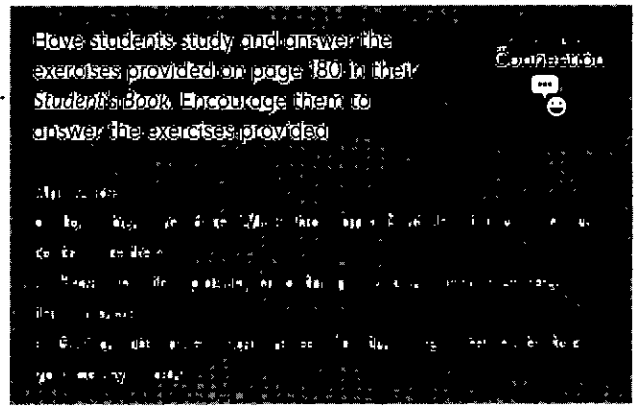
Find someone who...
has a diary to write experiments.

	Manual
	Name

8. How many experiments do you know so far? Do you know how they work? Did you analyze why the experiments happen that way? Choose one of the many experiments you know, write its steps, and analyze why certain outcomes are expected of it.

Activity 8
Individually, ask students to select one of the experiments they have seen in the unit or they know of and encourage them to write the instructions to do it. Emphasize that they can use bullets or ordinal numbers to form a sequence of steps. If you consider it appropriate, you might even ask them specific questions, such as: *Do you remember the materials you would need? What precautions would you have to take?* Finally, have them analyze the possible results of that experiment. Let them use their intuition and background knowledge to figure out why those are the possible outcomes of the experiment.

Answers will vary.



Achievements

- Write statements both simple and complex.
- Understand how textual organization and graphic components help to the clarify the content.

Closing



Activity 7
Divide the class in groups of six students and tell them that they will have to ask about two different things from the list on their book to all the members of their team. When one of them answers *yes*, they'll have to write his/her name next to the activity. Give them 10-15 minutes to complete this task.

Answers will vary.

Product 3 Instructions to Carry Out an Experiment Step 3

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning

Ask students to read this section to know what is expected of them in Step 3 of their products. Invite them to start brainstorming what kind of pictures they could use to illustrate their instructions.

Hands on

Encourage students to form pairs and check the draft they made in the previous step so that they can write a final version of their set of instructions. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation.

Looking ahead

Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family members.

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the questions carefully. Encourage them to think of their goals to improve during the next unit. Then, have them share their answers with a partner.

Product 3

3

Check if the steps you have followed up to this point:

- We have already decided which team will present their experiment last in the list.
- I made a draft of steps to follow in instructions.
- I thought about the format of the product.

Hands on

Lesson 3 - Self-Evaluation

Check if you know in this lesson:

Term:

Term:

Term:

Term:

Product 3

1172

4

Alternative products

End of unit Self-Evaluation

Reflect on these questions

- What is the most interesting thing that I learned in this unit?
- What would I do differently next time? Why?
- What experiments did I find most interesting? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 40. What other ideas can you add to your answers? Would you say that now you know more about experiments and the instructions you should follow to carry them out? What can you use this knowledge for?

Product 3 Instructions to Carry Out an Experiment

Step 4

Final steps

Ask students to reflect on the steps of the product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to listen to their instructions for an experiment. Encourage students to invite their family and to make the presentation of their set of instructions, taking into account all its components, the use of vocabulary, good pronunciation patterns, and the correct use of resources.

Alternative products

Let students know there are some other products in case they didn't want to do the instructions for an experiment. Read the options and encourage them and people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Ask students to think of all the work they carried out during the unit. Read the questions aloud and give them a few seconds to reflect their answers on their own. Invite them to take some notes in their books or notebooks. Then, have some volunteers share their answers.

Reader's Connection



Activity 1

Ask the students to read the text on their *Reader's Book* and work on the activity. Then have them discuss their answers with a partner. Finally, check the answers as a class. Give them 20 minutes to do this.

Answers will vary.



Activity 2

Let students know that to answer the questions it is not vital to visit a museum physically; many museums offer online visits. They can also look for information about their exhibitions on their websites, for example, at www.universum.unam.mx. Tell the students to sit making a semi circle and, together as a class, discuss the questions in this section. Make sure every student in your class has a chance to speak.

Answers will vary.

Try It Out!

Question 1. You can ask the class which experiments they remember from this unit's text in the *Reader's Book*. Then, invite them to write the one they would like to carry out. Encourage them to give reasons for their choice.

Answers will vary.

Question 2. Invite students to reflect on the importance of science and scientists to understand our planet and make it a better place. Have them write their answers down.

Answers will vary.

Question 3. You might tell students to give you different examples of experiments under each category and then answer the activity. Then, you can go over all categories asking students who chose them to tell you what interests them about those types of experiments.

Answers will vary.

Question 4. Allow students to do some research in class or at home of various experiments on the web or another source. They can then exchange these with somebody else and choose the one that catches their attention to write its instructions down. If it is not possible to get them from the Internet, you can invite them to write the instructions from one of the experiments in the unit without looking back at it, but rather trying to remember its steps.

Answers will vary.

Reader's Connection

34

1. Work in pairs. After reading "An Amazing Planet! Our Ways to Explore It!" in your *Reader's Book* (pages 33 to 41), complete the chart describing the experiments and their instructions. Discuss your answers with other classmates.

Experiment	Step, instructions
2. Work in groups. Take turns to discuss the following questions:
 - a. Have you ever been to a science museum?
 - b. What activities do you think you can do there?
 - c. Look for a science museum in your city or town. Are there any collections or temporal exhibitions that you consider interesting?
 - d. Visit a science museum and write your impressions.

Try It Out!

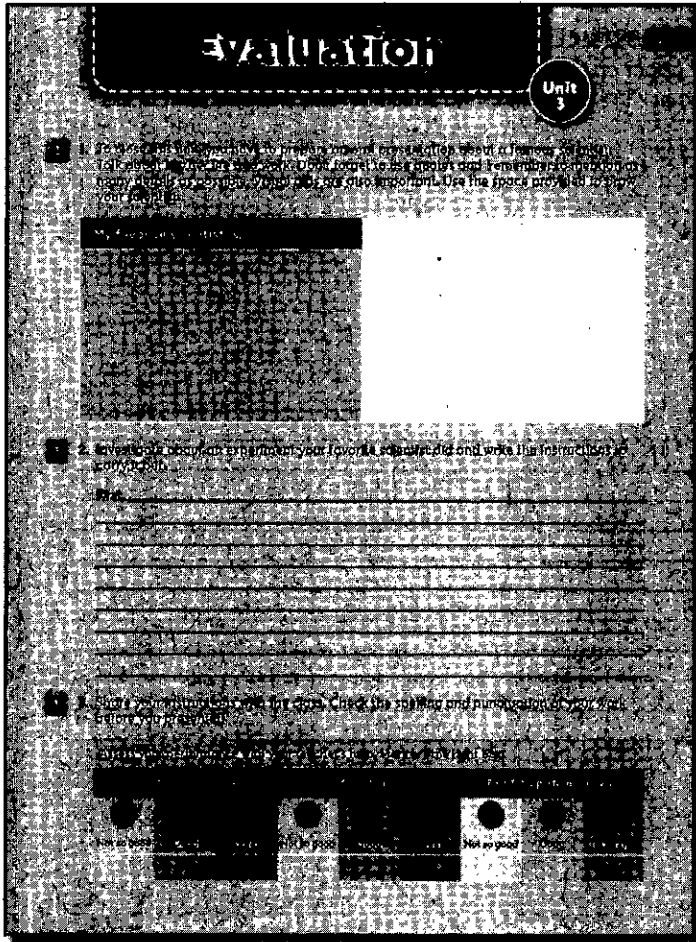
41

Answer the questions and compare your ideas with other classmates.

1. Which experiment from the reading did you like the most? Why?

2. Why is it important to understand the experiments in order to study our planet?

3. What kinds of experiments are you interested in reading about? Select the options you would like to read.
 - 1 Magnetic experiments
 - 1 Temperature experiments
 - 1 Biology experiments
 - 1 Electricity experiments
 - 1 Light experiments
4. Look for an experiment on the Internet and write down the instructions.



Activity 3

Ask students to revise the spelling and punctuation of their instructions before exchanging it with other classmates. Tell students to picture themselves carrying out the experiment and think of how easy or difficult it would be for them to follow the instructions based on their classmates' text. Invite them to give each other constructive feedback.

Answers will vary.



U3 BPA3 Project the picture and invite students to discuss the importance of people dedicated to the sciences. Ask: *What might the woman in the picture be doing? What important discoveries have scientists brought us? What are some present-day challenges that might be solved by experimenting? Have a brief discussion with your group.*

Activity 1

Tell students to think about their favorite scientist. In case they can't pick one, tell them to look up one on the Internet, if possible, or in a science book. Ask them to also find what his/her contributions to science were. Bring some examples to class, maybe on index cards, each with information on a different scientist.

Answers will vary.

Activity 2

Have students use their notebooks as well as their notes from this lesson and if necessary, their dictionaries. Give them time to write and make clear they don't have questions of spelling or punctuation.

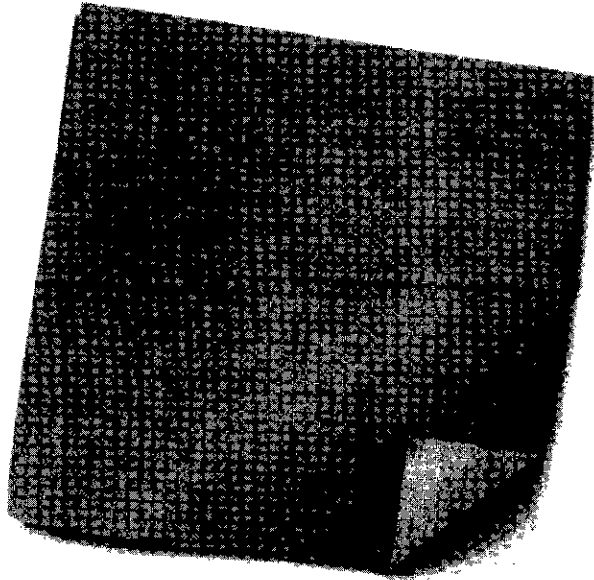
Answers will vary.

Collection of evidence template

Collection of evidence template – Sequence of instructions

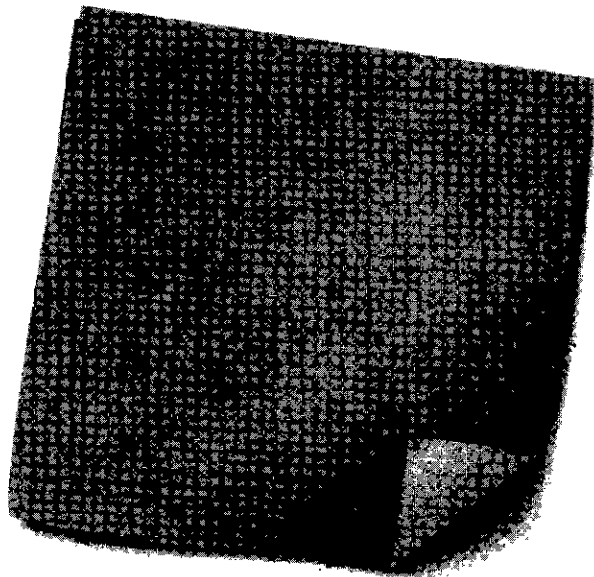
Ask students to sit in pairs and draw an experiment in the sheets of paper on this page. Then, they have to write clear instructions using the space provided, in pairs. Encourage them to check their grammar and spelling. Have them read the instructions for their experiment to the class.

Student A





Student B



Evaluation Between Peers Card

Take a look at this Evaluation Card. Give it to students and encourage them to check the learning outcomes which they have achieved after the unit and give their classmates feedback.

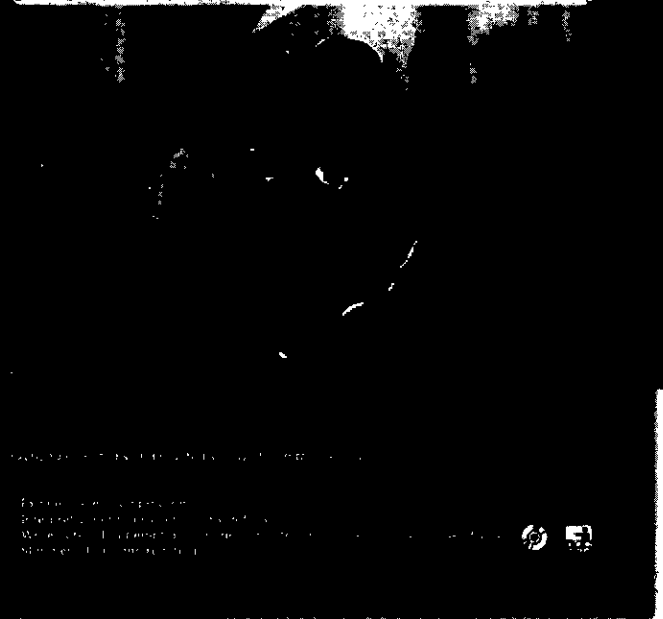
Let's evaluate my peer!	Yes or No	Feedback
1. Can you tell me some abbreviations you learned in the unit?		
2. Can you use words that indicate sequences?		
3. Is it easy for you to identify spelling mistakes?		
4. Can you ask questions about procedures?		
5. Can you adapt instructor sheets for different audiences?		
6. Can you read and write instructions?		
7. Can you write simple and longer sentences?		
8. Can you recognize forms of expressing actions?		
9. Can you infer things in readings?		
10. Can you tell me something you learned in the unit?		

Unit 4



Let's Express Our Emotions about a TV Show!

- 1 How would you express the emotions that some TV shows make you feel?
- 2 What is a TV format?



Achievements

- Activate previous knowledge.
- Recognize the topic.

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way that is easy for students to understand. Tell students to look at the picture and predict what the topic will be. Ask volunteers to comment on what they notice: *Where is the girl? What is she doing? What kind of emotions is she expressing?*

Development



Focus students' attention on the questions and invite them to share all the possible answers. The main purpose of these two questions is to start a group discussion about the main topic of the unit. At this stage, students will probably have a vague idea of what is asked, but it is expected that at the end of the unit, students' knowledge will have increased so they can give more details and further information.

Teacher's Tip



Play background music when students are reading the texts. Explain to students that music will help stimulate their imagination while they are listening to the texts.

Closing



U4 BPA1 Project the first big picture and allow students to work in pairs.

Invite them to say five words that can describe the situation. Then, ask more specific questions about what is happening: *What are the people in the picture doing? What kind of emotions are they expressing? Can you think about a possible situation?*

Reader's Book



In the *Reader's Book*, the student will read the text "You Were Saying..." in order to reflect on the main elements of an interview.

My Favorite TV Shows!

Lesson 1

1. Family entertainment had a dramatic change since the arrival of the TV. Different TV shows have been popular in the past years. Do you still watch TV? What is your favorite TV program? Work in pairs and match the following pictures to the type of TV shows.

news
soap opera
game shows
reality show
talk shows



2. Which are some characteristics in game shows? There are two or more teams, they need to answer questions or complete challenges. In the following text you will read about a popular game show: *American Gladiators*. Read it individually, then work in pairs to answer the questions below.

Gladiators in Real Life

American Gladiators is a popular TV program which started on January 4, 1989. In the game, two teams of men and women compete in a series of challenges. Some of the challenges are: "The Gauntlet", "The Gauntlet II", "The Gauntlet III", "The Gauntlet IV", "The Gauntlet V", "The Gauntlet VI", "The Gauntlet VII", "The Gauntlet VIII", "The Gauntlet IX", "The Gauntlet X", "The Gauntlet XI", "The Gauntlet XII", "The Gauntlet XIII", "The Gauntlet XIV", "The Gauntlet XV", "The Gauntlet XVI", "The Gauntlet XVII", "The Gauntlet XVIII", "The Gauntlet XIX", "The Gauntlet XX".

- What is your first impression about this game show? I think it is...
- How many participants were there in the game?
- What was the aim of the game?
- Do you know any similar TV program? What is the aim?
- Think about this: Was this TV show intended for all audiences? How do you know? Talk to a partner.

3. What other words do you know related to TV shows? Go around your classroom to interview your classmates and complete the sentences.

- A _____ is the place where a movie or TV show is filmed.
- All the people who perform in a play, movie, or TV show is called a _____.
- A _____ is one of several episodes of television programs.

Opening



Activity 1

Divide the class into pairs and have them look at the pictures. Then, encourage them to think about what each picture is trying to portray. Check answers by inviting a volunteer to say the written words.

Possible answers: a. news b. reality show
c. talk shows

Activity 2

Ask students to look up the word "gladiator" in their dictionaries. Tell them that they are going to read an article about *American Gladiators*. Give them some time to read the text and then ask them to tell you what the main elements of the show are. After that, discuss the questions.

Answers: a. I think is so funny. b. Two women and two men.
c. To earn points before the final event. d. Yes, I do. No, I don't. Answers will vary. e. Answers will vary. I think it is for everybody. I think it is for adults.

Ask students to turn to page 181 in their books to know more about relative clauses. Relative pronouns are words used to introduce more information about a person, animal or thing. The most common are "who", "which" and "that". There are others such as "what" and "where". These relative pronouns actually join two sentences to avoid repetition and make a text more readable.

Achievements

- Identify grammatical differences between British and American English. (e.g. the team is / are, had got / gotten, etc.).
- Analyze the communication situation (e.g. place, participants, relationship).
- Formulate and respond questions about the content and emotions.
- Link sentences to express emotions and explain what originated them (e.g. When I saw him singing, I literally jumped out of my seat. / What a good program! I felt curious about the last scene).

Get connected!

Write *The US* and *The UK* on the board and then write the words *TV, telly, tube, the box, boob tube, TV set* in another column and invite students to tell you which they think are used in British English and which in American English.

Answers: *The US:* TV, TV set, boob tube, the box. *The UK:* telly, tube

Activity 3

Invite students to come to the board and write a word related to the television industry that they know. Then, have them guess if the words they wrote can be used to complete the sentences on their book.

Answers: a) set b) cast c) season

Glossary

You can have students work in pairs. Ask them to open their book on the Glossary and in turns, ask the vocabulary from the unit. This focuses on the meaning of the word. Then, have students review pronunciation of each word. Remember to first model the vocabulary so students have a reference. Have students take turns pronouncing the words in pairs. Finally, ask students to choose the most difficult words so they can look them up in dictionaries and get to understand them better through constant and different input.

Achievements

- Analyze the communication situation (e.g. place, participants, relationship between them, etc.).

Development



Activity 4

Divide the class in pairs and have students look at the picture to suggest what the boys are doing. Before listening to the track, explain that English pronunciation has some variants and they will listen to different English pronunciation. Then, play the track and elicit some opinions related to the pronunciation of both speakers. After that, read the questions aloud and make sure that students understand the questions. Play the track again, so they can answer the questions from the activity. Give them some time to discuss and walk around the classroom while they do it. Pay close attention to their ideas and share some comments with the groups, too. When time runs out, invite students to share their ideas with the group.

Answers:

- A TV show called Gladiators.
- Answers will vary.
- Answers will vary.

Activity 5

Write the following words on the board: *behavior / behaviour; color / colour; favorite / favourite*. Then, ask students what kind of differences they can find. Explain that both American and British English have some spelling differences. Now, ask students what their favorite TV comedy is. Then, encourage them to read the text and elicit some questions related to the characteristics of the show.

Answers:

- "program" and "center."
- "elevator" and "happy."
- Do you have...?

Student's Tip

Have students read the information and research the importance of rating to measure the audience interested in a TV show.

Activity 6

On the board write the following words: *big, important, rich, beautiful, amazed, clean, shocked, sad, expensive, tall, thrilled, delicious, terrible, excited, and surprised*. Ask them to circle the words which can be used to describe feelings. Point out that sometimes adjectives can be synonyms. Then, bring their attention to the books and ask them to work in pairs and answer the questions.

Answers will vary.

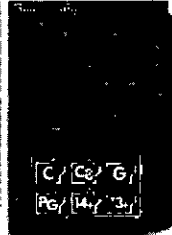
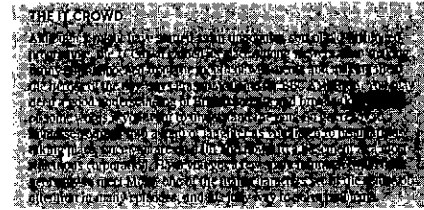
Family and Community

- Work in pairs. Look at the picture and say what you think the boys are doing. Then, listen and see if your inferences were right. Listen again, answer the questions and notice the differences between British and American English.

- What's Kyle describing to Dave?
- Have you ever watched a television game show like the one that Kyle described?
- Have you ever heard the British variation of the English language? What do you think about it?



- Work in pairs and take turns to read the descriptions of a popular TV comedy series. Spot the differences between British and American English. Then, answer the questions below.



- How do you spell "programme" and "centre" in American English?
- What is a "lir"? What do you think "jolly" means? How would you say these words in American English?
- "Have you got...?" is the British way to ask _____ in American English.

- Different TV shows generate different emotions and reactions among the audience, for example some challenges can be hilarious and people laugh a lot. Think about the different TV shows mentioned above. How do you react while watching TV? Work in pairs and use some of these expressions: *shocked, thrilled, amazed, bored, etc.* Follow the example:

- A: I feel bored with talk shows.
B: Me too! My mum likes them a lot and she is sometimes shocked with participants.

- Work in groups. Complete the following chart, follow the example:

TV Show	Emotion	Reaction
Example: The IT Crowd	Amused	I laugh a lot.

Teacher's Tip



Using dictionaries

Make students aware of the benefits of using dictionaries. They can become more independent and thus take advantage of having the phonetic symbols and parts of the speech in every word. You can advise students to use them whenever they have doubts or questions.

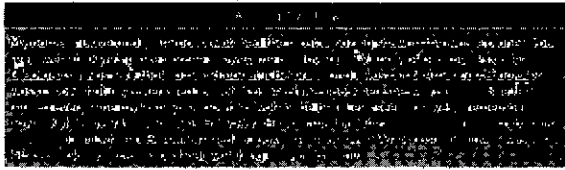
Activity 7

Draw the same chart on the board. Focus students' attention on the categories. Organize the class in groups and encourage them to talk about their favorite TV shows.

Answers will vary.

Family and Community

8. Dave is a teenager and he discovered something interesting about a TV show. How does he feel about the program? What did he discover? Read the text and mark the statements True or False.

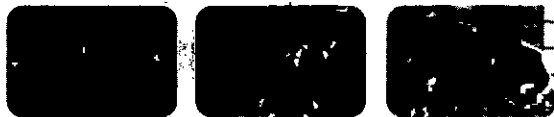


- | | True | False |
|--|-----------------------|-----------------------|
| a. Kyle is the guy whose favorite TV show is <i>Gladiators</i> . | <input type="radio"/> | <input type="radio"/> |
| b. Kyle is the guy whose sister used to watch <i>American Gladiators</i> . | <input type="radio"/> | <input type="radio"/> |
| c. Dave is the one who told Kyle about the show. | <input type="radio"/> | <input type="radio"/> |
| d. The <i>Gladiator</i> was the one who tried to make them fall over. | <input type="radio"/> | <input type="radio"/> |
| e. Dave is the guy who is excited about watching the show again. | <input type="radio"/> | <input type="radio"/> |

9. Work in groups. Look at the emotions in the balloons. Think about a television show that makes you feel these kinds of emotions. Go around your classroom and ask your classmates for their favorite ones.



10. Sometimes, watching TV shows can feel like riding an emotional roller coaster! Have you ever watched game shows like *Gladiators*? How did they make you feel? Choose a TV game show and in your notebook, write three questions about things you'd like to know about it.



When time runs out, tell them that one group is going to show their poster to the rest of the class while they try to guess what the adjective is. Model the activity with an adjective of your choice. After that, focus students' attention on the adjectives of the activity and encourage them to provide examples of TV shows that make them experience those emotions.

Possible answers: It makes me feel sad. I feel happy when I see that show.

Activity 10

Elicit names of popular game shows in your country and write them on the board. Tell the students to work in pairs for this activity and come up with three questions about one of the TV shows. Give them 5-10 minutes to work on this, monitor the activity, and help students with any questions or language problem they have. After that, tell them to mingle and ask their questions to their classmates.

Possible answers:

1. When did it start?
2. What is the prize?
3. How do the contenders feel?

Activity 11

Encourage students to start reading "You Were Saying..." in their Reader's Book and ask them to identify how people get invested in emotions, for example, what kind of expressions they use to express that they are excited or surprised. Highlight that to show emotions, the authors use exclamation marks.

Comprehension



Achievements

- Formulate and respond questions (e.g. place, participants, relationship between them, etc.).

Closing



Activity 8

Ask students to form small groups, read the text, and decide whether the sentences are True or False. Go over the answers as a class and clear up any vocabulary questions they have.

Answers: Dave is excited. *Gladiators* is a great show. a. T b. F c. F d. T e. T



Activity 9

Divide the class in five groups and, in secret, assign one adjective to each group. Give a piece of poster paper to each group as well as some colored markers. Tell them that they have to make one or several drawings that help them explain their adjective to the class. Give them 5-10 min to complete this task.

Product 4 Interview

Step 1

Planning

Tell students they are going to write an interview. Divide the class into teams and ask them to discuss the questions in this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what topic to choose for the interview and its importance for their community.

Hands on!

Encourage students to form pairs and choose a topic to write their interview and select the audience of the interview. Tell them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling. Invite students to check the work they did and select some useful expressions to write some questions for the interview.

Looking ahead

Divide the class into pairs and ask them to think about the organization of their interview. Encourage them to think about possible people to interview and the audience that could be interested in it. Tell them to use their notes from Activity 9 as an example to come up with the ideal questions.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make sure the sentences show the outcomes they need to achieve. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 4 511

1

Teacher's Tip



Monitor students' work and point out mistakes. Don't tell them what the mistake is straight away. Instead, give them a chance to figure it out by themselves. Then, check if their hypothesis is correct.

Let's Talk!

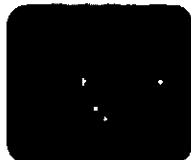
Lesson 2

1. Reality shows have become very popular in different contexts: *survival shows*, *date shows*, *talent shows* and *business shows*. What do you think about reality shows? What is your favorite? Look at these following pictures: What kind of reality show do they represent? Why? Work in pairs and discuss your answers.



2. Do you recognize this situation? There's a TV show called *The Dating*. How is the photo connected to the program? Listen and be ready to share your opinion in groups.

- a. What is the tone used by the host to express his ideas?
b. What does the word *bachelor* mean?
c. What phrases or expressions do the contestants use when they answer in order to make time?



3. Work in pairs. Listen again and answer the following questions:

1. What is the tone used by the host to express his ideas?
2. What phrases do the contestants use when they answer in order to make time? Why?
3. When Mark asks Julie if she is ready to make a decision, she sounds:
a) nervous b) excited c) thrilled
4. When Julie asks Bachelor #2 if she can ask him one more question, he sounds:
a) nervous b) excited c) thrilled
5. What is your partner's opinion about this type of TV program? Do you agree?

Achievements

- Compare topics, purposes and intended audience. Interpret non-verbal language and attitude of interlocutors.
- Reflect on the relations between actions, pictures, dialogues, and sound resources.
- Consider similarities and differences between their mother tongue and English, when writing questions and answers.
- Use resources to make time (e.g. *hmm*, *..er*, *you know*, etc.).
- Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.

Get connected!

Begin the lesson by asking students to write some adjectives to describe emotions on their notebooks. Write positive in one column and negative in another. Have students come to the front write one of their adjectives in one of the columns depending on the kind of emotion they describe, for example, *hungry* - negative; *happy* - positive.

Opening



Activity 1

Have students work in pairs. Encourage them to express their opinions about the pictures, especially about what people are feeling. Ask them what they think about these pictures and have them write one word on the line provided.

Possible answers: single, blind date and romance.

Activity 2

Introduce the listening task by having students describe the picture. Play the track and ask them to focus their attention in key or unknown words as "bachelor" to get a better understanding of the recording.

Answers: 1. colloquial 2. a single man 3. Hmm...I don't know...let me see

Have students look up some TV programs with dating show characteristics. Encourage them to work

in pairs and talk about the similarities and differences of those TV programs. Show students some examples of comparisons, for instance: "Program A is better than program B. Program B is shorter."

Activity 3

Encourage students to read the questions and help them understand difficult words. Then, play the track again so students can answer the questions provided.

Possible answers:

1. colloquial
2. Hmm... I don't know... Let me see...
3. hesitant
4. excited
5. Answers will vary

Activity 4

Ask students to work in pairs and check the previous exercises in order to check vocabulary. Encourage them to make a list of common words in interviews and write some sentences using those expressions. Let them know that this activity will be part of the Portfolio. Expressions may include:

Go on
Let me see
Can I ask you...

Development



Activity 5

Focus students' attention on the sentences. Model the first one so students hear the rhythm and pronunciation of each sentence and encourage them to imitate the sounds.

Comparatives and superlatives are a complex topic. Instead of teaching the rules, have students try to identify the corresponding comparative and superlative to some words. Have students work in teams to figure out the rules. Then, have them present the morphological changes to make comparatives and superlatives. This way you will know how much students know about the topic.

Activities

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Student's Tip

Encourage students to read the information provided so they can understand better the difference between verbal and non-verbal expressions.

Activity 6

Ask students to talk about their favorite TV shows and how the shows make them feel. Then, encourage them to make a diagram where they can include the name of the TV show and the emotions related to it. Ask them to share the final versions of the diagrams to the classroom and share it with their classmates.



Activity 7

It might be a good idea to ask students to work in pairs. Encourage them to prepare an interview that expresses their personal likes and dislikes about TV shows. Ask them to use the words they selected in their Portfolio and they have learned so far. Additionally, let students present their work in front of the class, paying special attention to intonation and pronunciation.



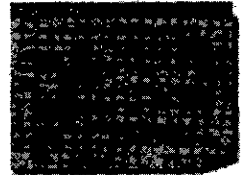
Activity 8

Tell students to read the paragraphs about each city. Ask them to focus on the highlighted words and look up the ones they don't understand. On the board, write: *adjectives, nouns, verbs* and invite some volunteers to write one of the words from the correct column.

Family and Community

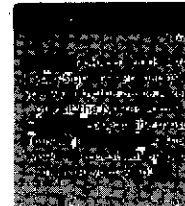
5. Work in pairs. Look at these sentences. Read them aloud and pay close attention to your speed, intonation, and volume.

- This TV show is the best of all. It makes me feel excited.
- This contestant is friendlier than the other ones.
- In my opinion, Paris is the most charming destination for lovers.
- If you ask me, Bachelor #1 is more polite than the others.
- That is the funniest thing I've seen today.
- His expression was more awkward than I expected. I felt frustrated.



7. Imagine that Julie and Bachelor #2 are on a date. They are getting to know each other a little more and are talking about the TV shows they like. In pairs, write the conversation using the vocabulary you have learned so far. Practice saying the conversation and present it to another pair of students.

8. Work in pairs. What do you know about these places? Tell your classmate, then read the texts to find out more.



9. Look at the highlighted words. Is there a similarity between them and some words in your own language? Could you use them in questions and sentences?

10. Dating shows often choose romantic destinations for the winning couples. In pairs, discuss which of these cities is the most romantic. Are there any romantic destinations in your country?

Additionally, you could organize a "sentence race" to consolidate students' knowledge of the vocabulary. Write the words on small pieces of paper and give them out to the students. Tell them that you're going to call out the words one by one, when they hear the word they have; they have to run to the board and write a sentence with their word.

Activity 9

Ask students to write five questions or sentences to show some uses of the highlighted words.

Activity 10

Tell students to go through the paragraphs about cities one more time and give them some time to come up with 10 sentences about the three cities. Encourage them to write a short paragraph about a famous destination in Mexico.

Glossary

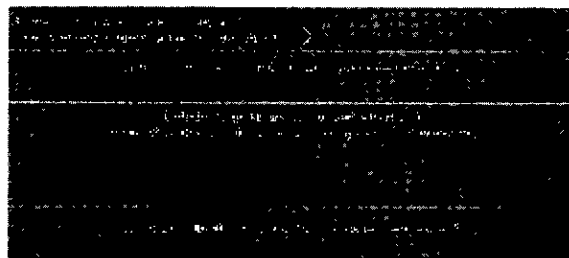
Remind students to go to the Glossary to find the meaning of the highlighted words in Activity 8. You can encourage them to guess meanings by using the context around the unknown words. Also, ask them to check the spelling of the word, the singular or plural and related words.

Family and Community 01

11. Have you ever played the game Charades? You are going to represent a game show. The aim of the activity is to show the right emotions while you are selling an object (animals or a service - tickets or tours). Take turns and shuffle options.

surprise	pain	anger
disappointment	affection	worry

12. You have listened to a couple of interviews already. It's now your turn to write your interview. Look at the layout and write down the information to add to your Portfolio. Compare your answers with a classmate.



Closing



Activity 11

On the blackboard draw a chart with the following headings:

A B
ANIMAL / TOUR EMOTIONS

On post it notes (or pieces of paper) prepare the following words - they can be drawings or emojis: *a kitten, a dog, a duck, tour in a beach, tour in Europe, tickets for a rock concert, etc.*

surprise, pain, worry, affection, disappointment, anger.

Explain that they need to role play selling the product.

They divide the cards into two piles, one candidate draws a card from every pile (e.g. *kitten / anger*) They need to stand up in front of their partners and try to convince them to buy their option but expressing the emotion indicated on their role card.

KITTEN / ANGER - "What are you waiting for? Come on! Stop looking at these poor kitten and buy them!"

Ask students to use their body language to express anger or happiness.

Encourage them to look for information and specific examples where they can tell their classmates what people do in other countries to express an emotion.

Ask them to make a list and bring it to their classroom.

Geography



Activity 12

Tell students that they need to start working on a draft of their interview. Give them 10-15 min to do this. Monitor the activity and help them with any vocabulary questions they have. Also, point out their mistakes and give them a chance to figure out what's wrong with their sentence. Later on you can check whether they managed to correct their mistakes.

Answers will vary.

Product 4 Interview

Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize that it is important to cover those tasks before continuing with Step 2.

Planning

Tell students they are going to do an interview. Divide the class into teams and ask them to discuss the questions in this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on the roles each one of them chose and the way they want to present their interview.

Hands on!

Ask students to form pairs and write the first draft of their interview. At this point, they must already know who they are going to interview. Students should take into account that their questions have to be interesting, appealing, and entertaining enough. Also, remind them that spelling and punctuation are important. Go around the classroom to help them and answer questions about spelling and punctuation. Encourage them to use dictionaries in case they have doubts about vocabulary.

Looking ahead

Divide the class into pairs and ask them to think about how they will present their interview. Encourage them to think how they can organize the materials and gadgets they need to record it, as well as the time and place to do it. Students need to pick specific roles for that. If it is difficult for students to use gadgets, explain to them that they are not necessary for a good performance. Encourage them to decide if they will present their conversation in front of their classmates or if they will invite their parents.

Product 4 172

2

Check off the steps you have followed up to this point.

- I have chosen the person I want to interview.
- I have chosen the person I want to interview.
- I have chosen the person I want to interview.
- I have chosen the person I want to interview.
- I have chosen the person I want to interview.

Hands on!

Lesson 2 - Self-Evaluation

Check off what you learned in this lesson.

I can do this:

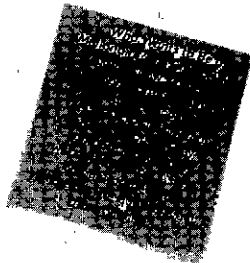
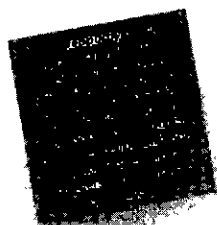
Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make sure the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then ask them to compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

An Interview

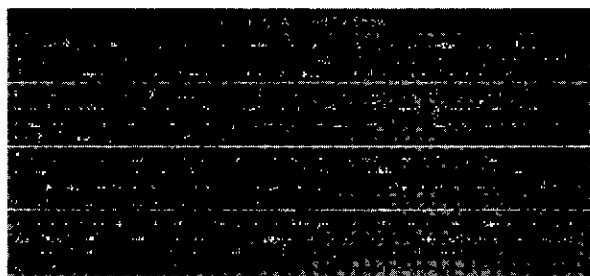
Lesson 3

1. Work in pairs. What TV shows do you know? Do you know TV show where people win prizes? Have you ever won a prize in a contest? What did you have to do? Read the following descriptions and make comparisons.



- a. What are the main ideas from the texts?
 b. Can you name some examples of prizes on TV shows you have watched?
 c. How do you infer the meaning of the words that you don't know?

2. Work in pairs. Take turns to read the following text. Do it in sequence and concentrate on pace and pronunciation. Read the text again in a more intensive way, looking for details and interpreting the information from the writer. Answer the questions below and complete the sentences. Compare your work with other classmates.



- a. What is the main topic in the reading?
 b. Mention some examples that support the main topic in the reading.
 c. A TV fan is someone who _____
 d. The main characteristics of this type of TV format are: _____
 e. Visual and sound resources are important because _____

Achievements

- Value function and purpose of visual (e.g. ticker, subtitles, etc.) and sound resources (soundtrack, sound effects, etc.).
- Clarify the meaning of words using key words or contextual clues.
- Discriminate main ideas from information that broadens, exemplifies or explains them.
- Take into account grammatical particularities of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions. Vary intonation, rhythm and volume.

Get connected!

Begin the lesson by asking students to observe you and guess how you feel. Sit in front of everyone and drum your fingers on the desk. Cross your legs and move them as if you were desperate. Ask students to interpret your body language and direct them to the answer: impatience.

Opening



Activity 1

Pair students up to read the notes and encourage them to read them aloud and clearly. While they're reading, write the following adjectives on the board: *interesting*, *difficult* and *entertaining*. Then, elicit from students the comparative form of the adjectives, for example, "The date show is more interesting than American Gladiator." "American Gladiator is funnier than Jeopardy." Finally, invite some volunteers to use other adjectives to compare some TV shows.

Answers: a. They explain two different game shows.
 b. and c. Answers will vary.

Activity 2

Introduce this exercise by asking students what their favorite game show is. Encourage them to tell the class a little about it. Now focus their attention on the text in their books. Give them some time to read it and check if they have questions about vocabulary or language. Give them 2- 4 min to work on the questions. Then, as a class, check them together.

Answers. a. TV game shows. b. Answers will vary (e.g. Ninja Warrior, X Factor, Wheel of Fortune). c. Someone who loves to watch TV. d. It is adapted to different parts of the world. e. They make you feel immersed in the program.

Teacher's Tip



Monitor students' pronunciation and intonation. Have some of them read instructions so that they serve as role models for the others.

Lesson 3

Achievements

- Discriminate main ideas from information that broadens, exemplifies or explains them.

Development



Activity 3

Pair students up and encourage them to read the texts. Ask them to take turns to read them aloud. Focus students' attention on the style of each one of the texts and elicit some answers from them. Divide the board in two. In one section, write *formal*. In the other, write *informal* and ask some volunteers to write some characteristics about the level of formality that each text has.

Text A: It seems extracted from a magazine. It uses third person. It contains formal words such as "distinctive aesthetic."

Text B: It seems it is part of a dialogue. It uses third and first person. It uses informal words such as "dude."

Answers:

- A
- B
- Because of the vocabulary that is used.
- B

Student's Tip

Encourage students to read the information regarding formal and informal texts in order to identify the kind of texts they have on Activity 3.

Remember that homophones are words that are written differently but have the same pronunciation, for example, board and boards, sea and sea, or flat and flit. You can assign students to do some research on more homophones and bring it to class.



Activity 4

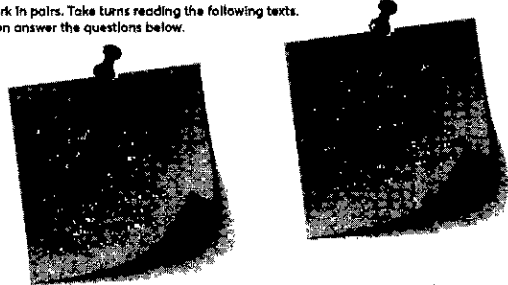
Pair students up and focus their attention on the text. Then, give them some time to answer the activity. Check the answers and make sure they understand the vocabulary. Then have them read the conversation aloud. Do this for two or three times with different students, check their intonation and pronunciation.

Answers:

- Number: 8, 3, 6, 7, 2, 5, 4, 1
 Speaker: S, C, H, C, H, C, H, S

Family and Community

3. Work in pairs. Take turns reading the following texts. Then answer the questions below.



- Which text is more formal?
- Which text is more informal?
- Why?
- Which one do you find easier to use and understand when you speak?

4. Work in pairs. Put the following conversation in order. Then decide who each speaker is. Write H for host, C for contestant, and S for sound resources. Write your answers and act out the conversation.

	Speaker	Order
1		
2		
3		
4		
5		
6		
7		
8		

Activity 5

Encourage students to write some ideas about their favorite TV program. Ask students to make a chart of the registers of speech in a computer. In case students do not have access to a computer, they can use their notebook to keep track of the table of registers. Encourage them to work on it for a couple of days and investigate more on the topic. Ask them to bring their chart to the class and have some time to share their ideas on this.

Conversation



U4 BPA2 Project the second big picture and allow students to work in pairs. Invite them to describe what is happening and why they think people do those things. Then, ask them if they would like to be in a game show on television.

Family and Community 6.0

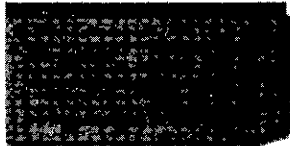
6. Work in pairs and answer the following questions.

a. What would you do if you were invited to a TV game show as an interviewer?




b. What would you do if you were the host of a TV program?



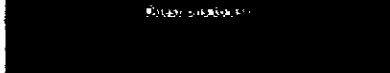


d. What if you were invited to a talent show?

c. How would you feel if you won the jackpot on a game show?



7. What TV format do you like the most? Why do you prefer it? What would you do if you had to interview a celebrity in these shows? Choose a show format and write some notes and questions you would ask the celebrity. Write the questions and the body of the interview.

Teacher's Tip



Vocabulary is very important to make students' lexicon larger so that they can be more fluent in communicative activities. Encourage your students to acquire vocabulary while they read or carry out activities like sentences in context, drawing concepts, making an agenda vocabulary (order words alphabetically as they appear in their material), etc.

Achievements

- Take into account grammatical particularities of the English language (e.g. nouns and adjectives do not have gender in English) when writing expressions.

Closing



Activity 6

Give students some time to discuss the questions with a partner and then go through each question as a class. Write the structure of second conditional on the board, for example: "If I were invited to a TV show, I would feel very nervous."

Explain to students that second conditional is common when they are talking about unreal or unexpected situations and they have to follow the following structure: if + past simple, ...would + infinitive

Elicit some other examples from students.

Possible answers:

- If I were invited to a TV game show as an interviewer, I would feel very nervous.
- If I were the host of a TV program, I would investigate the likes and dislikes of my guests.
- If I won the jackpot on a game show, I would feel very happy.
- If I were invited to a talent show, I would feel nervous.



U4 BPA3 Project image. Ask students to look at the picture. Have students describe it. Ask students the following questions: *Do you prefer to watch or to play sports? Do you consider watching TV a healthy activity? Why?*

Student's Tip

Encourage students to read the information. Pick the main idea from them.

Activity 7

By this point, students should know how to put together an interview. Give them 10-15 minutes to answer the activity. Encourage students to select a famous person they would like to interview and to explain why that person is famous. Then, have them write some questions they would like to ask to that famous person. Finally, have them write a question to close the interview. Explain that the question needs to be controversial.

Answers will vary.

Activity 1

Now it is time to practice. Ask students to go to page 74 in their Student's Book and divide them into groups of three or four. Focus students' attention on the pictures and ask them to answer the following questions: *What kind of television programs are they watching? What kind of emotions are they feeling? Have you ever felt that? When?*

Activity 2

Ask students to choose their favorite TV program and complete the exercise. Have them focus on their emotions and explain why they feel like that when watching that particular TV program.

Product 4 Interview

Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize that it is important to cover those tasks before continuing with Step 3.

Planning

Tell students they are going to do an interview. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to state if they present supportive perceptions to the problem they chose. Make sure they already know the format of their interview: a video, a radio broadcasting, a podcast, or a play if it is possible. In case students do not have access to technology, ask them to prepare the interview in front of an audience, it could be represented by their classmates.

Hands on!

Encourage students to form their pairs and check the draft they made in the previous step so that they can write a final version of their interview script. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation. Have students get familiar with their questions so that they read them with ease.

Looking ahead!

Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family.

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 4 Interview

3

Check if the class you have assigned to this task...

- I have increasing, well-ordered and objective questions for the interview.
- I have already edited and corrected the questions I will use for the interview.
- I have already chosen the place where I will conduct the interview.

Hands on!

Lesson 3 - Self-Evaluation

Check if what you learned in this lesson...

Your class...

Product 4

4

Alternative products

End of unit Self-Evaluation

Reflect on the unit so far.

- What do you think you have learned in this unit?
- What do you think you have enjoyed in this unit?
- What TV shows make you feel different about the world?
- What do you think you have learned about the world?
- How do you think you have changed?

Go back to the questions on page 56. What other ideas can you add to your answer? Would you say that now you know more about TV formats and the emotions they make you feel? What can you use this knowledge for?

Product 4 Interview

Step 4

Final steps

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to listen to their interviews. Encourage students to invite their families and to make the presentation of their interviews taking into account all of the components, the use of vocabulary, good pronunciation patterns and the correct use of resources, depending on the type of interview they decided to make.

Alternative products

Tell students there are some other products in case they don't want to do the interview. Read the options and encourage them and the people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Additionally, ask students to go back to the questions they had on page 56 in their *Student's Book* and include some more information they learned about PSAs and how their opinions, perspectives and ideas on problems changed once they identified there are solutions, too. Concentrate on how students can apply the knowledge they acquired not only at school but on daily life.

Reader's Connection



Activity 1

Ask students to go to their *Reader's Books* and focus on the reading text: "You Were Saying..." Ask students to get some ideas from the pictures in order to infer the story. Encourage the use of a dictionary so students can look up the meaning of words they do not understand.

Ask students to form pairs and read the questions in the exercise. Give them some time to answer the questions and mingle around the classroom to listen to their opinions. After some time, have some volunteers answer and express their ideas about the questions.

Answers.

1. To interview an author about her book adaptation for TV.
2. At a friend's small apartment.
3. It's about Noa, a young man who wakes up in different times.
4. Yes, it has been adapted.
5. The author liked it because the team has been supportive of her input.



Activity 2

On the board, brainstorm student's favorite authors. Encourage them to imagine they are in front of them. Ask them to imagine what kind of information they would like to know about them. Brainstorm some questions and write them on the board.

Possible answers:

1. What do you like the most about your profession?
2. How do you find inspiration to keep on writing?
3. What piece of advice can you give to your followers?



Activity 3

Encourage students to read "You Were Saying..." to find a model of interview. Ask them to imagine they are interviewing their favorite author. Encourage them to prepare an interview. Give them some minutes to practice the conversation paying special attention to intonation and pronunciation.

Possible answers:

- A: Could you tell us about your likes and dislikes?
 B: To be honest, I don't have that many dislikes...

Try It Out!

Question 1. Possible answers: Who is your favorite writer? Why do you like writing about that?

Question 2. Possible answer: I would like to see my favorite book turned on a TV series because it could be interesting to see the landscapes.

I wouldn't like to see my favorite book turned on a TV series because it could be disappointing.

Question 3. Ms. Olivia Bailey: Happiness Sophie: Anxiety Daniel: Excitement

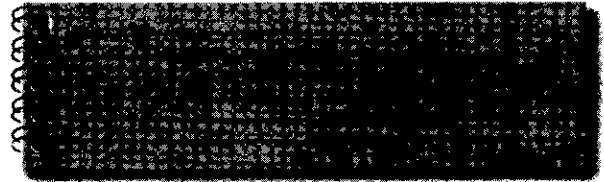
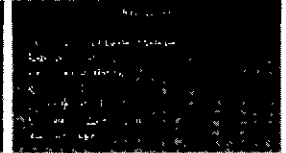
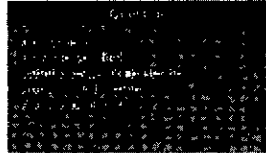
Question 4 football match - soccer match lorries - trucks we have got it - we got it mobile - cell phone The team are quite creative - The team is quite creative at the weekend - on the weekend

Reader's Connection

1. Read the text "You Were Saying..." in your *Reader's Book* (pages 43 to 53) and answer the following questions.
 - a. What is the main purpose of the interview? _____
 - b. How did she start writing novels? _____
 - c. What is the plot of *Changing Times*? _____
 - d. Has your favorite book been adapted for TV? _____
 - e. Did you like what you watched on TV? Were you disappointed? Why? _____

2. If you had the opportunity to interview your favorite author, what kind of questions could you ask him / her. Write four questions on the lines provided.

3. Work with a partner. Imagine you are interviewing your favorite author. Write a short interview in the space below and act it out. Use expressions from the *Reader's Book* such as:



Try It Out!

Answer the following questions. Share your answers with a partner.

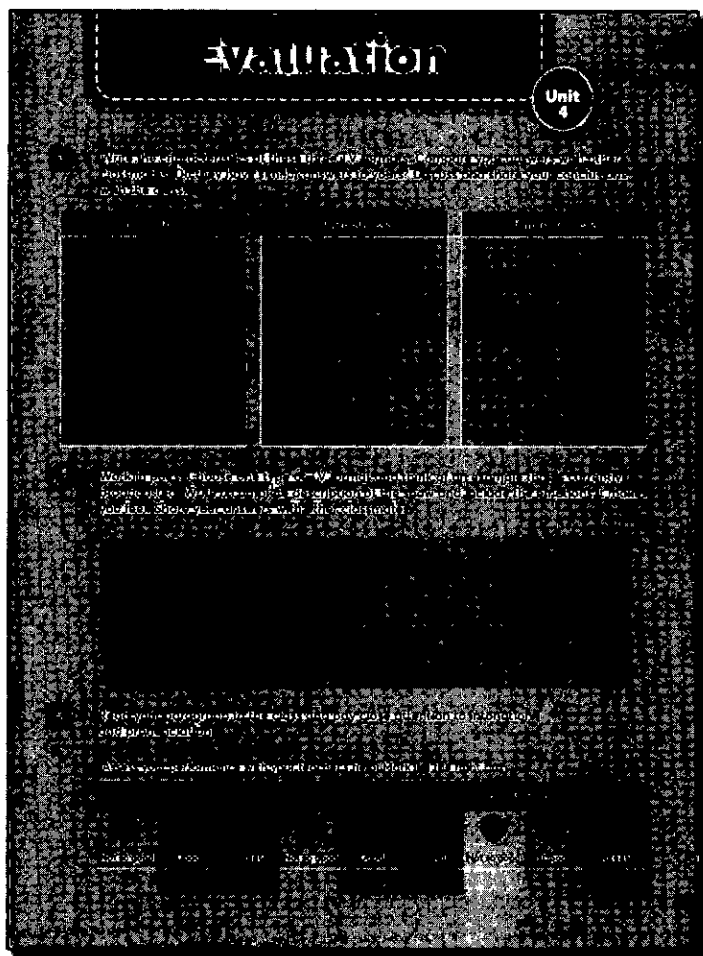
1. What questions would you ask your favorite author?

2. Would you like to see your favorite book turn into a TV series? Why or why not?

3. What emotions did Ms. Olivia Bailey, Sophie, and Daniel expressed in their interview?

British and American English show some differences in language. Find the equivalent of the words or phrases below in the text and fill in the chart. Look at the examples.

British English	American English
Flat	apartment
	soccer match
	trucks
	we got it
	cell phone
	The team is quite creative
	They will be doing a lovely job
at the weekend	



Activity 3

Ask students to exchange their paragraphs with another partner. The idea is to have students recording a different conversation than their own. By doing so, they can learn and concentrate on new patterns of pronunciation and learn some new words. Then, ask students to exchange their paragraphs, give them 3-4 some time to get familiar with the new paragraph. Mingle around the classroom to listen to their pronunciation and give advice about prosodic features they may use.

Teacher's Tip



You can link relative pronouns, homophones, and comparative and superlatives from Language Connection with this section. Thus, students will be able to relate the contents of both sections and will make learning more significant.

Activity 1

Ask students to make pairs and look at the TV show formats on the charts. Ask them to read and complete the columns. Give them time to complete the exercise and go around the classroom to check their understanding. Have some volunteers answer in class.

Answers will vary.

Activity 2

Ask students to think of a TV show and classify it in the types of TV programs they know. Encourage them to give an example of the type of program they chose that is being televised at the same time. Ask them to write as many adjectives as they can, so that they describe the TV show and how it makes them feel. Have students share their opinions in groups.

Answers will vary.

Collection of evidence template

Collect Evidence – Emotions Diagram

It is important that students can identify and describe emotions.

Ask students to create a character that represents each feeling. They have to describe it physically and emotionally. Then, they should say a color that represents their character, how they are dressed, how they act, what kind of music they listen to, what they enjoy and dislike, etc.

Ask them to draw the character and present it to the class.

I feel...	(Drawing)	...when...
Happy		
Sad		
Angry		
Nervous		
Shy		
Excited		

Control Card

Ask students to identify when they feel happy, sad, angry, nervous, thrilled, and excited. Which emotions do they feel the most? Ask them to take notes and prepare an oral presentation, and remind them of the importance of rhythm and intonation. Have students record their presentation with their phone or a computer and then send it to you, so you can listen to their pronunciation. If that it is not possible, have them prepare and practice their presentation in front of their group.

Name:	Name:
Draw how you feel today:	Draw how you feel today:
Why is it?	Why is it?
Name:	Name:
Draw how you feel today:	Draw how you feel today:
Why is it?	Why is it?
Name:	Name:
Draw how you feel today:	Draw how you feel today:
Why is it?	Why is it?

Unit 5

72

Let's Suggest Possible Explanations about Past Events!

Do you know what an epigram is?
Have you ever played games where you needed to decipher information?

Achievements

Use skills of deduction for recreational purposes. Ask questions to get details about the event (e.g. *What happened? When could it happen? Who may have done it? Why did it happen that way?*) Formulate assumptions about probable causes that originated past events, based on available evidence (e.g. *It may have been a cat who broke the vase*). Share ideas for evaluating assumptions according to their feasibility (e.g. *that does not convince me because...; Maybe your option is better, as...*).

Opening

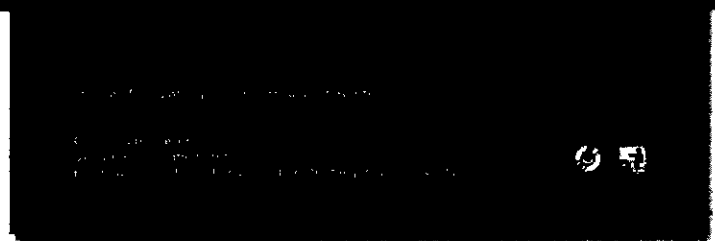


Discuss the goals and objectives for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Development



Focus students' attention on the questions on the cover and invite them to share as many answers as they can think of. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked, but it is expected that, at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.



Teacher's Tip



Play suspense music when students are reading the stories included in this unit. Explain to students that music will help stimulate their imagination.

Closing



U5 BPA1 Project the picture and allow students to work in pairs. Invite them to tell five words that can describe the situation. Then, ask more specific questions about what is happening: *What is the boy dressed up as? How do you know? What is the role of a detective? Do you know famous detectives?*

Reader's Book



In this unit, students will read "The Treasure Hunters", a fictional story set in the jungle of Tambopata in Perú. To motivate them to know what is coming, you might show them some pictures of this jungle. Ask if they have ever been to a similar place and the kinds of treasures they think they could find there.

What Is an Enigma?

Lesson 1

1. Discuss with a partner what a board game is and answer the following questions. Then, listen to the conversation and check your answers.

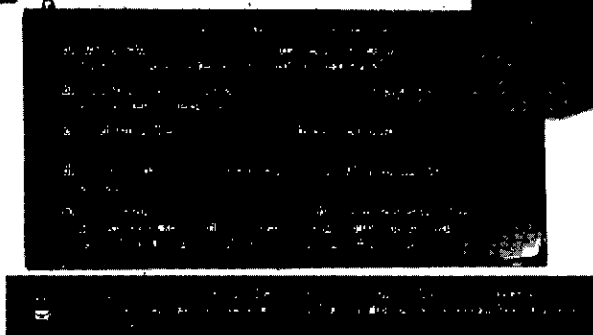
- a. What type of board games do you know?
- b. Have you ever played a board game in which you had to solve a mystery?
- c. Do you like playing board games?
- d. Can you guess what the objective of the game is?

2. As you might have guessed, the objective of the mystery game in the audio is to find some information about a murder. What do you need to know? What questions could you ask to find this information? Discuss with a partner and fill in the blanks.



Who was murdered? _____

3. Do you know that every game has its own rules? Listen to the conversation again and complete the sentences with information from the recording.



Achievements

- Use skills of deduction for recreational purposes. Ask questions to get details about the event (e.g. *What happened? When could it have happened? Who may have done it? Why did it happen that way?*).
- Formulate assumptions about probable causes that originated past events, based on available evidence (e.g. *It may have been a cat who broke the vase.*).
- Share ideas for evaluating assumptions according to their feasibility (e.g. *That does not convince me because... Maybe your option is better, as...*).

Get connected!

Write on the board: *The best day of this year.* Ask students: *What did you do? Where did you go? Who was with you? What did you wear?* Encourage them to recall that information and invite volunteers to write some of their ideas on the board.

Opening



Activity 1

To begin the activity, you might want to elicit the meaning of *board games* and brainstorm some examples of these. Have students work with a classmate and look at the questions. Read

the questions aloud so that students listen to the intonation and pronunciation of words. Make sure they understand the questions before they start discussing them. Let them know that they will be listening to a conversation about a board game in which players have to solve a mystery, so, in question *d*, they have to guess the specific objective or mystery to be solved in this game. Give them some time to discuss and mingle around the classroom while they do it. Pay close attention to their ideas and share some comments with them, too. When the time runs out, invite students to share their ideas with the group. Finally, play the track for them to check their answers.

Answers will vary.

Activity 2

You might invite students to look at the picture of the victim. Ask: *Can you remember the victim's name from the audio? Why is it important to know who the victim is?* Then, give them some time to discuss with their partners the other elements that they have to figure out in the game and label these. Remind them of the importance of asking questions to gather evidence.

Possible Answers: weapon / Did the murderer use a rope to kill Mr. Jones?, murderer / Who killed Mr. Jones?, room / Where was the body found?

Student's Tip

Ask students to read the note. If you feel that they need extra help, write question stems on the board and invite them to complete them with ideas that would be helpful to solve a mystery.

Activity 3

Before students listen to the track again, remind them that taking notes during a listening task is the best way to complete it successfully. Encourage them to take a piece of paper and write down words, names, or numbers they hear in the recording. Play the recording. Leading by example is a good way to encourage your students, so during the recording, write some words that you hear on the board. After they listen to the recording tell them to use their notes to fill in the answers of the exercise in their book.

Answers: a. cards b. token c. dice d. was murdered e. guess

Activity 4

Ask students to think of different board games and choose the one they like the most. Invite them to discuss why they like it. Encourage them to write the rules in a piece of paper. It is important to ask them to pay attention to the spelling and punctuation. Ask them to share their rules with their classmates. This will be a part of their Portfolio.

Achievements

Ask questions to get details about the event (e.g. *What happened? When could it have happened? Who may have done it? Why did it happen that way?*)

Development



Activity 5

Give students a few minutes to read the text. After they finish reading, check if they have any vocabulary questions. Once you've cleared up their questions, give them another five minutes or so to discuss the questions. Then, go over each one of them as a class.

Possible answers: a. A piece of evidence that helps to solve a problem. b. The identity of the murderer is revealed until the end. c. I love enigmas because they are entertaining. d. Yes, there is. I love _____.



Activity 6

Give students some time to look at the pictures and talk about what they think happened in each one and what could be the connection between them. After that, invite a pair to come to the front and share their ideas. It might be a good idea to remind them of the importance of details and the relevance this might have in solving a case.

Possible answers: 1. The man listened a strange noise. 2. Somebody hit him with a candlestick. 3. It was dark, so the murderer ran away easily.



Activity 7

Introduce the topic of past events writing on the board a couple of sentences about events that have happened in your community recently. Tell your students to go to page 182 on their *Student's Book* and, as a class, go over the Language Connection section on this page. After that, give them some time to work on Activity 7.

Answers: a. killed b. went c. wrote d. was e. went f. was

Student's Tip

Invite students to read the note and tell you the difference between a fact and a hypothesis. You could ask: *Which ones are we certain of? Facts, or which ones do we have to deduce? Hypotheses.* You might encourage further discussion by asking students why it is important to consider all facts as evidence when solving a mystery.

Teacher's Tip



Remind students that looking up new words in their dictionaries is a great way to build up their vocabulary and to keep in touch with the language.

5. What do you know about mystery board games? Work in pairs. Read the text and discuss the questions. Justify your answers.

Who Killed Mr. Jones?
 Mr. Jones was a very famous and rich man. He was a member of the local council and had a large house in the town. One day he was found dead in his study. The police were called and they found a note on the floor. The note said 'I am sorry but I have to go. I will be back in a few days.' The police were very confused. They did not know who had killed Mr. Jones. They had to look for clues. They found a candlestick in the study. They also found a small piece of paper with the name 'Mr. Jones' on it. The police were still looking for more clues. They had to solve the mystery of who had killed Mr. Jones.

- a. Do you know what a clue is? c. Do you like solving enigmas? Why or why not?
- b. What do you think 'whodunkit' means? d. Is there a similar game you like playing?

6. Work in pairs and discuss: What is the mystery that needs solving here? How important are past events to decipher enigmas? Look at the pictures and describe them. Notice the details in them.



7. Can you guess what happened in the pictures from Activity 6? Work with a partner and try to answer the questions in the detective notes. Complete the sentences with a suitable verb.

- a. Someone _____ killed _____ the man.
- b. The victim _____ to the study.
- c. The victim _____ something in a diary.
- d. There _____ a candlestick on the floor.
- e. The suspect _____ through the secret passage.
- f. The suspect's coat's color _____ purple.

Grammar

The simple past is mainly used to talk about activities that happened and finished in the past. It can also describe repeated actions in the past and narrate events chronologically. Depending on your group's English level, focus more on fluency or accuracy. Remember that students need opportunities to practice and learn from mistakes before being accurate in the language.

Glossary

Invite students to create a board game with the new vocabulary. Have students write on a sheet of paper the words from the Glossary. The words must be scattered all over the sheet of paper. Then, have students match the words with a single line. This way they will create a path. Finally, have students set a "start" and "finish" space to play the game. The objective of the game is to give a definition or an example using the word from the Glossary. They can use a dice or a coin to move.

Lads and Liberty 23

8. In order to solve a mystery, you must look for some clues and evidence. Work in pairs and, in your notebook, write down some statements based on the pictures below. Look at the example:
There were footprints on the floor.



9. Can you improve your statements in the previous activity by adding more details? Work with another pair. Take turns to share your statements and exchange questions to add more details to your evidence.



10. Go back to working with your previous partner. Using your notes from the previous activity, prepare your hypotheses and fill in the chart following the examples.

Hypothesis	Evidence	Conclusion
There were footprints on the floor.	There were footprints on the floor.	There were footprints on the floor.
How big were the footprints?	Not too big, like a young boy's. And they were muddy.	Not too big, like a young boy's. And they were muddy.



Achievements

Formulate assumptions about probable causes that originated past events, based on available evidence (e.g. *It may have been a cat who broke the vase*).

Closing



Activity 8

Focus students' attention on the pictures in their *Student's Books*. In pairs, have them talk about them briefly. You can write some prompts on the board to help them express their ideas more accurately. Invite them to make assumptions of what happened in those scenes based on what they see in the pictures. You could ask, for example: *Why do you think there were footprints on the floor? Whose footprints do you think they are?*

Possible answers: 1. There were footprints on the floor. 2. There was a candlestick. 3. The man was writing his diary. 4. It was dark. 5. The man was wearing a coat.



Activity 9

Encourage students to use their imaginations. Let them know that they will have to be more specific in the descriptions of the pictures in the previous activity, since a detail might be key to solving an enigma. Invite two volunteers to read the speech bubbles. Have them work in groups to come up with more details for every picture.

Possible answers: 1. He walked away, his shoes left footprints on the carpet. 2. The footprints were not so big. 3. Maybe, it was raining because there was some mud on the carpet.

Activity 10

Organize students so that they are working with their partner from Activity 8 once more. Now that they have more detailed descriptions of the pictures in Activity 8, you may invite them to start making hypotheses of what led to Mr. Jones' death. Remind them of the facts they gathered in Activity 7 and encourage them to include in their charts the people who could have done it, plus the motives they could have had.

Answer will vary.

Activity 11

Invite students to compare their hypotheses about the previous pictures in groups of four. Give them 10 to 15 minutes to compare their sentences and use the vocabulary from the box to determine if their assumptions make sense or not.

Compare and contrast



Product 5 An Enigma Inventory! Step 1

Planning

Tell students they are going to make an enigma inventory. Divide the class into teams and ask them to discuss the questions in this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!

Ask students to work in the same groups from the last activity and tell them to think of popular enigmas in society, like the crop circles in European fields or the Loch Ness Monster. Allow them to look up information on the Internet. If this proves difficult, bring some examples of enigmas printed in handouts and have students go over these.

Looking ahead!

Divide the class into pairs and ask them to think about the organization of an enigma inventory. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use the notes they made in Activity 9 to organize their ideas.

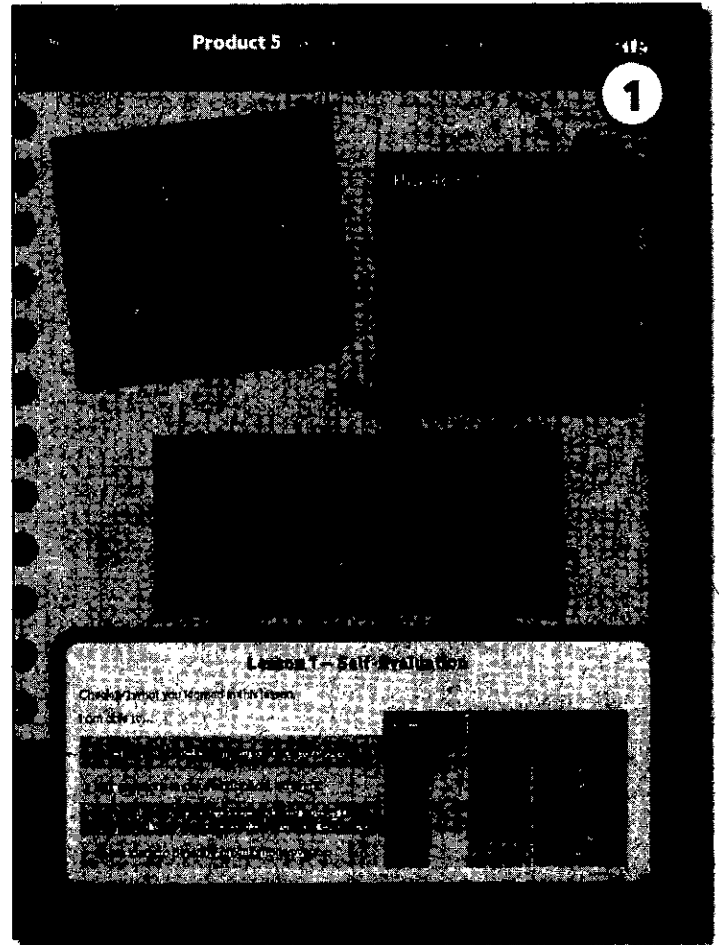
Lesson 1 Self-Evaluation

Emphasize the importance of self-evaluation. Ask students to reflect on their learning and read the statements. Be sure that students are clear on what they have to answer, so that they can actually focus on their abilities. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities so they feel more engaged with their own learning process.

Teacher's Tip



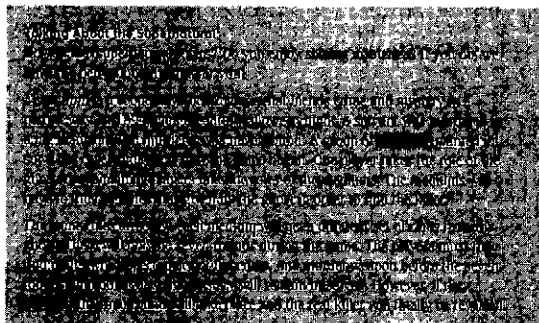
Monitor students' work and point out mistakes. Don't tell them what the mistake is until they come up with an idea of how to solve it.



A Strange Day!

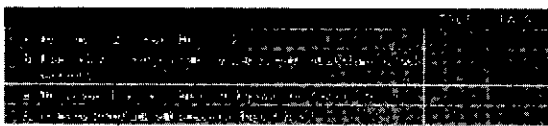
Lesson 2

1. Have you ever seen a UFO? What about a ghost? What do you think about supernatural phenomena? How can these be explained? Read the following text and discuss the questions with a partner.



- a. What is a medium?
- b. What is the objective of the game?
- c. What enigmatic event led to the creation of this game?
- d. How does the ghost communicate with the mediums?
- e. Would you like to play something like this? Why or why not?
- f. Which enigmatic events from the past would you like to include in your game?

2. Is it easy to collect clues for you? Do you know how to do it? You will hear the ghost of the servant in *Mysterium* tell you more about his murder. Work with a partner and decide if the following questions are true or false. Correct the false ones in your notebook.



Achievements

Propose past events for a game of enigmas. Analyze characteristics of past events starting from facts and evidence. Include details to precise conditions (e.g. *A huge old glass vase got broken in a dark living room*). Propose alternative assumptions (e.g. *I rather think that the wind make the vase fall*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase*).

Opening



Activity 1

You might start the class by having volunteers share their paranormal experiences, if any. You can ask whether they believe in ghosts or not and why. Alternatively, you can share with the class some examples of "witnesses" of these phenomena around the world and invite students to come up with possible explanations for these. For instance, you can share that some people claim to have seen UFOs (Unknown Flying Objects) or even to have been abducted by them! Divide the class into pairs and have them discuss the questions in the speech bubbles once they have read the text. Make sure they understand them. Clear up any vocabulary or language questions. Finally, give them a few minutes to answer and invite volunteers to share their ideas.

Answers: a. A person who can communicate with ghosts. b. Find out who murdered the servant. c. The murder of a servant in a big mansion on Halloween night in 1894. d. With different clues. e. Answers will vary. f. Answers will vary.

Activity 2

Now focus students' attention on the listening task. You can invite students to read the statements before listening to the track so as to know what information to expect. Invite them to underline or highlight keywords that could help them understand the listening better. Play the track once and have students answer. You could play it again to have them check individually. Give them some minutes to make the false statements true in their notebooks. Then, check as a group.

Answers: a. True b. False; It was the servant who was going to be promoted. c. False; They didn't like each other. d. False; The servant didn't attack anyone.

Lesson 2



Activity 3

Ask the question in the instructions and invite the whole class to give their opinion about the importance of describing events in chronological order to solve a mystery. Give students three to five minutes to go through the events and number them from 1 to 6. Check the answers as a class. Clear up any questions they may have about vocabulary or language.

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

Student's Tip

Have students read the note. To emphasize the importance of narrating events chronologically, you might ask them to be "detectives" as you narrate the events in *Mysterium* in disorder. Ask them how difficult or easy it was for them to follow the events.



Activity 4

Divide the class in four teams and assign an object to each team. Tell them to think of two different ways to use their object to commit a crime. Give them about five minutes to discuss their ideas and then ask them to share them with the class.

Possible answers: An old vase is a heavy piece. This can be used to hurt somebody. / A razor blade is a flat piece of metal with a sharp edge and it can be used to cut somebody. / An antique clock is something very heavy and it can be used to hurt somebody.

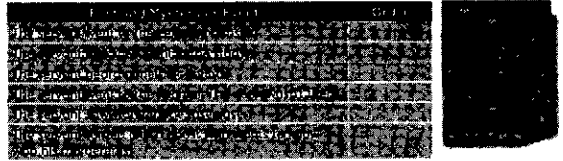
Activity 5

Ask students to take this activity with the previous one. Encourage them to read what their classmates wrote in their cards and write ideas on how the crime could have been different. Ask them to write some suggestions and share them in their teams. They have to include these notes in their Portfolio. This evidence will help you see how well your students are doing in making assumptions and speculating in English.

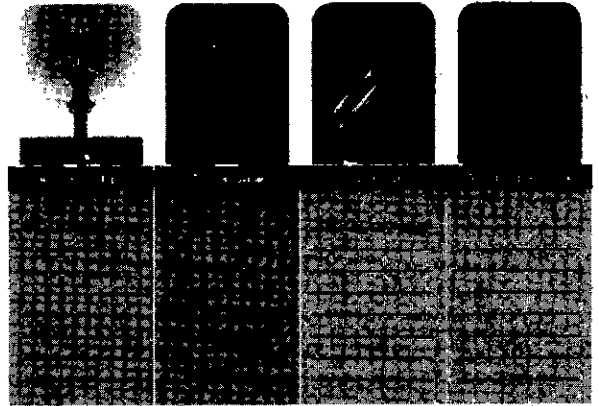
Connectors



3. How important is the order of events to solve a mystery? Listen again and order the following events.



4. Work in teams. Look at one of the set of cards from the game *Mysterium*. How could these objects be used in a crime? Follow the example and write alternative assumptions in the cards below.
A candlestick is a metallic piece, and this can easily be used to hit a person.



Ask your students to write in their cards how they could be used in a crime. They have to include these notes in their Portfolio. This evidence will help you see how well your students are doing in making assumptions and speculating in English.

Logic and Library

6. Look at the notes you wrote in Activity 4. Work with a partner and analyze the evidence below. Take turns to make assumptions about the possible object the murderer used in the crime. Write your assumptions below.

A: Maybe the murderer ran fast and broke the old porcelain vase.

B: Yeah! And that must have been the noise the others heard.

Candlestick found on the carpet.

Broken razor in the kitchen.

1. _____
2. _____
3. _____
4. _____

Possible answers: The candlestick found on the carpet was used to kill the man. / The old vase found on the hallway was broken because the murderer ran fast. / Maybe the murderer forgot the razor blade in the kitchen. / The wooden clock was found on the floor, maybe because the murderer wanted to steal it.

Modal verbs (can, could, may, might, and must) are used to talk about speculation in the present or in the past. To speculate in the past we use the present perfect form (modal verb + have + past participle).

1. I **can't** find my keys.
2. He **could** be a thief.
3. She **must** have left her bag.
4. It **might** have rained.

Explain to students that board games have existed for a long time, maybe because people have felt bored. Encourage students to do some research related to board games and let them find their origins.

Achievements

Analyze characteristics of past events starting from facts and evidence. Include details to precise conditions (e.g. *A huge old glass vase got broken in a dark living room*). Propose alternative assumptions (e.g. *I rather think that the wind made the vase fall*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase*).

Development



Activity 6

Focus students' attention on the objects the murderer used in the crime. Read the phrases aloud so students can identify the appropriate pronunciation. Ask for some volunteers to repeat the notes on the evidence before doing the activity. Then write on the board the example of the book. Invite students to work in pairs and create more evidences based on the model:

- Maybe the murderer wanted to steal the candlestick and when he listened to the noise, it fell down on the carpet.
- That is possible. And that is why the police found it on the carpet.

Encourage students to create a story about the crime and have them say it in front of the class.



U5 BPA2 Project the picture and have students give a brief description of the character there. Invite them to write a short story with him as the protagonist. Motivate them to be creative. You could ask: Is he the good guy or could he be a criminal? What could have been his background? What might have made him decide to become a detective or a murderer? Invite some students to share their stories with the class.

Product 5 An Enigma Inventory! Step 2

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact that it is important to cover those tasks before continuing with Step 2.

Planning

Now that students have a clearer idea about their inventory, invite them to organize the way they will be presenting their products. Make sure that every student has a specific role to fulfill in their teams.

Hands on!

Encourage students to form groups and brainstorm different ideas for an enigma inventory. Have them check their Portfolios to create a set of rules. Monitor the activity and go around classroom to provide them help and answer questions on spelling and punctuation. Encourage them to use dictionaries in case they have doubts about vocabulary.

Looking ahead!

Divide the class into pairs and ask them to think about how they will deliver the final version of their enigma inventory. Encourage them to choose from different formats and pick one to present their work (in a poster, in a presentation, in a leaflet or in a list). You could have them make a checklist for their inventories.

Lesson 2 Self-Evaluation

Emphasize the importance of self-evaluation. Ask students to reflect on their learning and read the statements. Explain that the sentences show the outcomes they need to achieve, and they relate to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities, so students feel more engaged with their own learning process.

The image shows a student's work on a project titled "Product 5". At the top right, there is a circled number "2". The work is divided into several sections:

- Checklist:** A box containing a checklist of tasks:
 - Check (✓) the steps you have followed up to this point.
 - Identify investigated enigmas to write about.
 - Formulate some enigmas which are interesting or transcendental.
 - Have thought about some good explanations to solve the enigmas.
- Hands on!:** A section with a large, dark, rectangular area, possibly representing a drawing or a completed task.
- Lesson 2 - Self-Evaluation:** A section with a checklist:
 - Check (✓) what you learned in this lesson.
 - I am able to...

Connect the Dots!

Lesson 3

1. Do you know the best way to find the answer to an enigma? Work in pairs. Read the text and answer the questions. Justify your answers.

Mystery 1

Lucia is a board game lover. She likes to play board games with her friends. She has a collection of board games and she describes them to her friends. She has a collection of board games and she describes them to her friends. She has a collection of board games and she describes them to her friends.

Lucia is a board game lover. She likes to play board games with her friends. She has a collection of board games and she describes them to her friends. She has a collection of board games and she describes them to her friends.

Lucia is a board game lover. She likes to play board games with her friends. She has a collection of board games and she describes them to her friends. She has a collection of board games and she describes them to her friends.

- Who is Lucia?
- Where did she meet Sonka and Matt?
- According to her, what is the best way to solve a mystery?
- What does the expression "connect the dots" mean?

2. Look at the following mysterious events, describe them, and label them as in the example.



UFO sighting

3. Discuss with a partner. Has anything similar to the events in the previous activity happened to you or to someone you know? How did you explain them? Ask each other questions to know more about this event.

Opening



Activity 1

Divide the class into pairs and have them look at the questions in their book. Give students some minutes to read the text and answer the questions.

Answers:

- She is a board game lover.
- Dragon's Den, a popular board game cafe near campus.
- It is to carefully analyze clues and formulate assumptions about what happened.
- It means being able to associate one idea with another.

Activity 2

Give students a couple of minutes to look at the pictures and ask them to describe them to you. Then, elicit the words for the characteristics each picture has. Encourage them to use their dictionaries to look up the words. Check the answers as a class and clear up any questions.

Answers: b. A ghost c. Loch Ness monster d. A missing person or pet e. The Nazca lines

Activity 3

Pair students up. Write the following questions on the board: Have you ever lived an unexpected event? What did you do? When? Then, encourage students to talk about their experiences. Brainstorm some answers and write them on the board.

Possible answers: It was a cold dark night, I was reading a book in my room when I listened to a strange noise. I was alone, so I got scared...

Achievements

Value the interest caused by past events. Ask questions to get details about the event (e.g. *When could it have happened? Who may have done it? Why did it happen in that way?*) Formulate assumptions about probable causes that originate past events, based on available evidence (e.g. *It may have been a cat who broke the vase*). Propose alternative assumptions (e.g. *I rather think that the wind made the vase fall*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase*).

Get connected!



Begin the lesson by dividing the class in four groups and give each one a jigsaw puzzle. Give them three minutes to do it. When the time runs out, check if any of the groups could do the task. Ask them what the best way to finish a jigsaw puzzle is.

Lesson 3

Activity 4
 Invite some volunteers to write some enigmas on the board. Divide the class in groups of 3 or 4 students and give them 15 minutes to write their stories on a piece of poster paper. Tell them to write a mind map to organize the story, the order of the events, the characters, and the objects involved in the game. Monitor the activity and clarify all the questions. When the time runs out, tell them that they're going to read their story to a different group. After that, check each one of the posters and give feedback.

Possible answers: Once a saw a ghost, I was a child and it was scaring. I lived in an old house and I suddenly saw a strange figure. At first, I thought it was my father, but nobody was at home. I screamed and realized that it was a shadow.

Activity 5
 Ask students to enlist what they consider important to write their story. Encourage them to say why they chose such story, the characters, the crime tools, etc. Ask them to share their answers with a partner and compare their lists. Motivate students to include the paper in their portfolio.

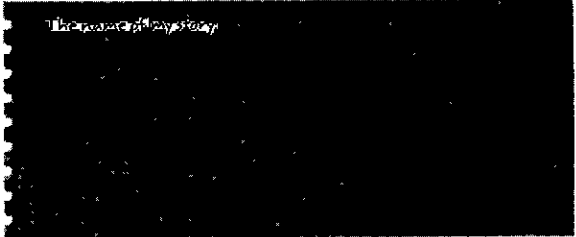




U5 BPA3 Project the picture and invite students to say what it is. If they cannot guess, let them know that it is a tomb in Bulgaria. If possible, project a map so they can locate this place. Give them a few minutes to do some more research on the Pomorie Tomb. If this is not possible, do some research yourself before class and present them with some "fun facts" about it. Afterwards, have some students share what they found out about it. Invite them to get together in groups and make hypotheses of its purpose, creator, etc.

Activity 6
 Organize students into groups and have them share their stories, ask them to vote for the one that they find more appealing or interesting. Then, give them some time to discuss the questions and reach agreement about the elements of the board game: players, tokens, rules, etc. If necessary, let them assign a moderator to take notes before making a final decision.

Answers will vary.

4. Choose one of the enigmatic events in Activity 2 that you think would be nice to include in a board game. You can also choose another enigma that you know of. Create a story around it just like the ones in the previous lessons. Be sure to include the time and place of the event, the order in which the actions happened, the people involved, and any objects or details that could have something to do with the mystery.

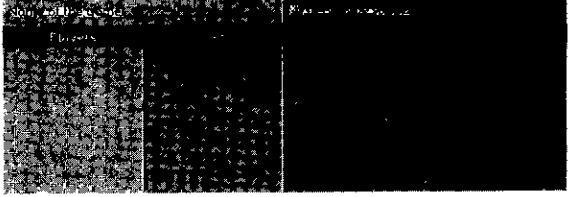
6. Work in groups. Share your stories with your classmates and choose the one that you think could be best adapted into a board game. What mystery would need to be solved? How would it be played? Use the questions below and fill in the chart.

What's the story about?

Where does it take place?

Who are the suspects?

Are there any mysterious objects involved?



Logic and Literacy 11

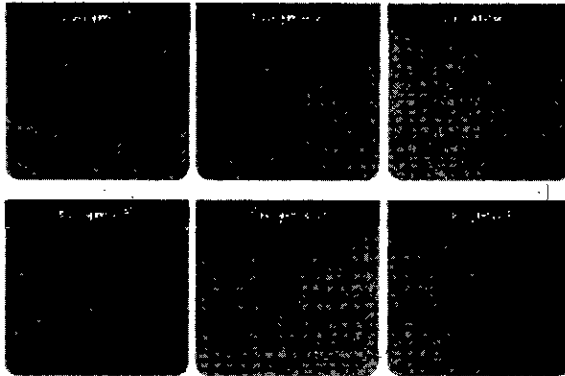
7. Exchange your ideas for a board game, together with the story it was inspired by, with another group. Read each other's stories and rules for the game and discuss hypotheses of what could have happened that would solve the mystery. Write down your hypotheses. Look at the example:

In this game, we are supposed to figure out what happened in relation to the disappearance of Ben's dog. What do you think? I think it could have been Ben's mom who gave it away to a relative!



8. So far, you have worked with a lot of past assumptions and events to deduce enigmas. Think of enigmas that haven't been guessed and make an inventory. Enlist some historical, cultural, and entertaining enigmas.

My inventory of enigmas



Achievements

Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase.*)

Closing



Activity 7

Invite students to work with different groups in order to exchange their ideas and stories. Then have them to create hypotheses to solve the enigmas. Encourage students to come up with a list of things they took into account to write their story. Ask them: *Why did you choose that mystery? Why are those people involved? Could other objects have worked better?* Get them to discuss and make any modifications to their stories if necessary.

Answers will vary.

Student's Tip

Focus students' attention on the information and ask them to discuss the elements introduced so they can create a board game. Let them expand their creativity to create a board game with simple materials.

Encourage students to come up with a list of things they took into account to write their story. Ask them: *Why did you choose that mystery? Why are those people involved? Could other objects have worked better?* Get them to discuss and make any modifications to their stories if necessary.

Activity 8

Give each student 15 to 20 minutes to think of enigmas they consider important and that can be interesting for people their age in order to create a board game. Brainstorm their ideas on the board and ask them to focus on the ones that have not been solved. Give them some time to answer the exercise and ask them to work in pairs to compare their answers. Let them vote to select the most interesting enigmas to set the rules of a board game.

Possible answers: The Nazca Lines of Peru remain one of history's most fascinating mysteries. There have been numerous attempts to unfold their secrets. Nobody knows who designed and constructed them. There were not airplanes to check them from certain height.

Teacher's Tip



Vocabulary is very important to make students' lexicon larger and make them more fluent in communicative activities. Encourage your students to acquire vocabulary while they read or carry out activities like sentences in context, drawing concepts, making an agenda vocabulary (order words alphabetically as they appear in their material), etc.

Activity 1

Now it is time to practice. Ask students to go to page 12 and divide them into groups of three or four. Focus students' attention on the pictures and ask them to describe them. It is a mysterious case, so emphasize that they need to create some suspense.

Activity 2

Ask students to write a story based on the pictures. Emphasize that it needs to be in past and create suspense to the reader.

Activity 3

Encourage students to read the story in front of an audience. Ask them to pay particular attention to intonation and pronunciation.

Product 5 An Enigma Inventory! Step 3

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning

Go over the questions together with your students. You might want to read each question one by one as they take some minutes to reflect and discuss their answers. If they answer no to any of these questions, give them suggestions to move on so that they do not get stuck in the final steps.

Hands on!

Encourage students to work in groups and write a draft of the enigma inventory they wrote. Ask them to reread their work again in order to check grammar, spelling and punctuation. If possible, have them illustrate their enigma inventory. Finally, have them discuss their hypotheses to discover the enigma.

Looking ahead

Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invited their family members.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Emphasize that the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 5

3

Check if the steps you have followed up to this point:

- Have already thought about the roles, teams, and format for my enigma presentation.
- Have a draft with significant enigmas.
- Have already set out and made my research on enigmas.

Hands on!

Lesson 3 - Self-Evaluation

Check if what you learned in this lesson:

Fun to do...

Can't wait to try and create more enigmas!

117

Product 5

4

Alternative products

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do differently next time? Why?
- What part of the project did I find most enjoyable? Why?
- How was it for working with my classmates?
- How could I improve myself?

Go back to the questions on page 72. What other ideas can you add to your answers? Would you say that now you know more about past events and enigmas? What can you use this knowledge for?

Product 5 An Enigma Inventory! Step 4

Final steps

Ask students to reflect on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product.

Ask students to invite their friends and teachers from other groups to look at their enigma inventory. Encourage students to invite their family and to make the presentation of their enigma inventory, taking into account all its components, the use of vocabulary, and good pronunciation patterns.

Alternative products

Tell students there are some other products in case they don't want to do the enigma inventory. Read the options and encourage them and the people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the questions. Give them some minutes to reflect individually and then invite to share their tips with the rest of the class.

Reader's Connection



Activity 1

Ask students to go to their *Reader's Book* and focus on the text called "The Treasure Hunters." Ask students to get some ideas from the pictures in order to infer the story and use dictionaries to get the meaning of vocabulary they do not know. Ask students to form pairs and complete the graphic organizer with the necessary information. After some time, have some volunteers answer and express their ideas about the text and the enigmas in them. Students may find more possible answers depending on how invested they were in the reading. Encourage students to use their imaginations to expand on their answers.

Answers:

Enigmas: Drawings

Assumptions: Some sort of language

Conclusions: They were instructions to open a door



Activity 2

Divide the class into groups and have them discuss the questions in this activity. Clear up any vocabulary or language questions. Give them a few minutes to answer the questions.

Answers will vary.

Try It Out!

In **question 1**, invite students to share what sorts of "hidden things" they like to know more of. You can also ask them how solving mysteries makes them feel.

Answers will vary.

Invite students to use their imaginations and see themselves finding a treasure map. In **question 2**, they will have to say what they would do if they did.

Answers will vary.

For **question 3**, ask students if they have heard of people who are actively looking for treasures. Invite them to include fictional characters from books or movies.

Answers will vary.

Ask students about the strangest place they had been to. What made it so strange? In **question 4**, students will have to write about it. Tell them that the strangest place could even be within their own homes, but maybe during a particular moment.

Answers will vary.

Finally, in **question 5**, invite students to see themselves as part of the story. Ask: *Would you have enjoyed living that adventure?*

Answers will vary.

Reader's Connection

1. Work in pairs. After reading the text "The Treasure Hunters" in your *Reader's Book* (pages 55 to 65) complete the chart describing the enigma they had to solve, their assumptions, and the conclusion they reached.

2. Work in groups. Take turns to discuss the following questions:

a. Do you enjoy solving enigmas?

b. Would you like to live an adventure like that? Why?

c. How important is it to be observant at the time of solving enigmas?

d. Do you know about some other stories from your country that are similar to the story?

Try It Out!

Answer the questions and compare your ideas with other classmates.

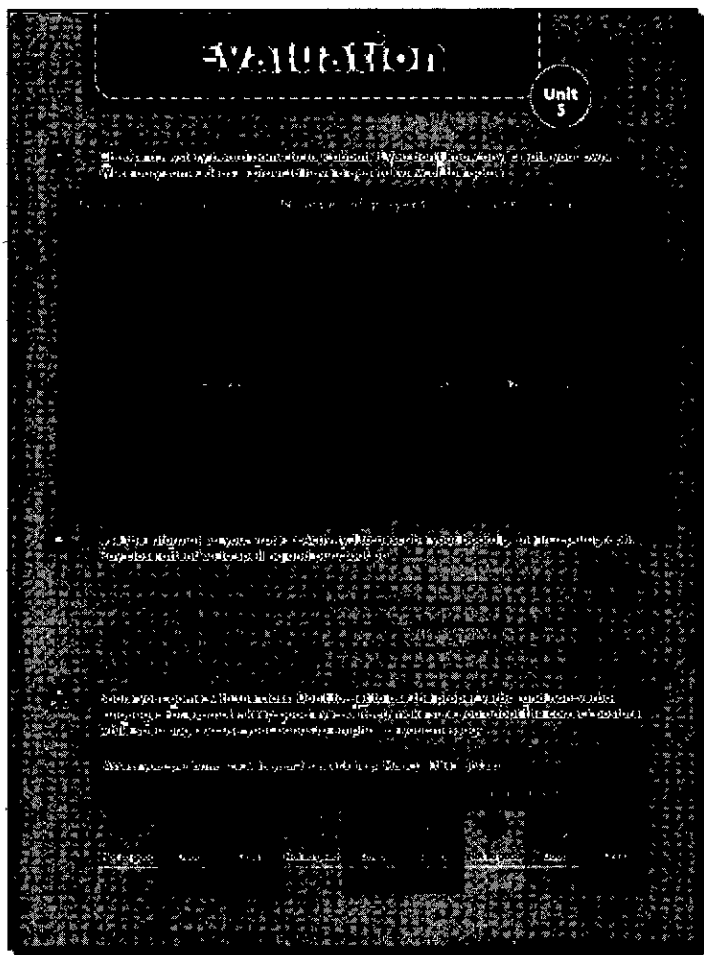
1. Do you like finding hidden things?

2. What would you do if you found a treasure map?

3. Do you know stories about treasure hunters?

4. What is the strangest place you've ever been to?

5. Would you like to live an adventure like the one described in the story? Why?



Extra ideas



An alternative way to work in this section is to set students free to propose an enigmatic situation for their board game.

Some possible topics could be the Bermuda Triangle, the Colossus of Rhodes disappearance, etc.

Opening



It would be ideal to pre-teach some vocabulary for them to easily connect their ideas and to describe the situations in a more detailed way. Example: murder, guilty, innocent, weapon, suspect, corps, victim, blame, deny, etc.

Pre-activity



Composition of the main story and alternative endings. In order to prepare students for the design of their board game, ask them to write the plot of the story around which it is going to develop.

Be aware that the students will have to design a number of alternative stories according to the number of suspects. In this case, you can work the story as a series in episodes.

Collection of evidence template

Guide students through the completion of this piece of evidence. Invite them to read the rubrics so they what they are going to be graded on.

Detailed description of past events

Think of a past event you experienced. Do you remember when it happened? Where were you? Complete the chart and write a detailed description of a situation you lived some time ago. Use time expressions and verbs in past.

My past event

Some expressions I could use:

- 2 points: The student uses past time expressions (minutes, hours, days, weeks, months, years) and past tense verbs (was, were, had, did, etc.)
- 1 point: The student uses some past time expressions (minutes, hours, days, weeks, months, years)
- 0 points: The student does not use past time expressions or past tense verbs.

Some verbs which help give details of my story

- 2 points: The student uses verbs in past with correct grammar.
- 1 point: The student uses verbs in past with some grammar mistakes.
- 0 points: The student does not use verbs in past in the composition.

My detailed story

- 5 points: The student writes an excellent story of 200-300 words. It includes all the details of the event and is well organized. It is easy to read.
- 4 points: The student writes a good story of 150-200 words. It includes most of the details of the event and is well organized. It is easy to read.
- 3 points: The student writes a story of 100-150 words. It includes some of the details of the event and is somewhat organized. It is easy to read.
- 2 points: The student writes a story of 50-100 words. It includes some of the details of the event and is somewhat organized. It is easy to read.

Evaluation Instrument

Anecdotes

Ask students to think of an anecdote and write it in a space, using past narratives and time expressions. Give students this chart and have them fill it with the information they are asked. Then, give them time to write their anecdote. Brainstorm. Students should write at least an idea in each category so that they have relevant vocabulary and ideas to integrate their composition.

My title:		
<i>Some ideas to complement my anecdote</i>		
Place:	People in it:	Time of the year:
How I felt:	What I did:	Why it was special:
My anecdote:		
3 points:	The composition has an extension of 70-100 words. It contains information about the subject on the topic, divided into introduction, body and conclusion.	
2 points:	The composition has an extension of 70-100 words and is related to the topic's, but does not contain an introduction, body and conclusion or it is in the opposite sense.	
1 point:	The composition is in the word range 30-60 words but does not contain information for the topic and it is not clearly related with introduction, body and conclusion.	
0 points:	The composition is less than 30 words long.	

Unit 6

Let's Discuss about Young People's Rights!

Do you know what your rights are?
What do you know about the Universal Declaration of Human Rights?

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Scramble the letters of the phrase "Human Rights." Write them on the board. Have students guess what the correct order of the letters is. Once they have discovered what the words are, ask students what Human Rights are. If they hesitate to provide an answer, explain to them that we have some rights such as health, freedom, education, etc. Elicit some more examples.

Development



From the opening section, write the questions on the board. Have students work in pairs so they can discuss the questions. As students are talking, listen attentively to what they are saying so you can help them if they hesitate, if they have questions related to vocabulary or some other aspects of the language. Wrap-up the answers without overkilling the topic of public discussion.

Teacher's Tip



This topic can be enriched with material from other subjects (cross-curricular references). Remind students that English is a tool they can use to learn more about a topic from whatever subject. For instance, in order to provide examples related to Human Rights, they can talk about the French Revolution or some aspects from the social movements from Mexico or their communities.

Closing



U6 BPA1 Project image. Ask students to look at the picture. Have students describe it. Ask students the following questions:

1. *Why is the image related to Human Rights?*
2. *Why is inclusion of different groups of people in society important?*
3. *What are other groups of people that need to protect their Human Rights?*

Have students discuss the questions in a plenary session with you leading the discussion. Have students think of situations they have seen and experienced. The objective of this discussion is just to make students understand that Human Rights are not negotiable and everybody in the world should have them respected.

Reader's Book



In the section *Reader's Book*, students will read about Basic Human Rights from the document called "The Universal Declaration of Human Rights" in a simplified version. Students will get to know their basic rights as human beings and they will be able to share their ideas with other students.

Human Rights

Lesson 1

1. Work in pairs. Read the title and look at the picture. What do you know about the topic of the text? Where can you find a text like this?

Our Rights and Responsibilities

by Lorna Hall

Some experts state that it is essential to teach teens the importance of knowing that every action has a consequence and that teens have to learn to be responsible and aware of their obligations. They also mention that by behaving responsibly, young people can fully enjoy their rights.

A society is a group of people who live together at a certain place and time. The people of a group often share some common characteristics, such as values, laws, etc. A society is shaped by the relationships between its individuals. In order to work properly, it is important for people to understand their rights and obligations in order to function as a community.

It is well known that the United States was one of the first countries to sign the Declaration of Independence in 1776. This document is one of the most important in the history of the United States. It is a statement of the rights and responsibilities of the citizens of the United States. It is a document that has shaped the country's history and its values. It is a document that has inspired many people to fight for their rights and responsibilities. It is a document that has helped to shape the country's identity and its values. It is a document that has helped to shape the country's future.



2. Work in groups. Read the words in green and answer the first two questions. Then, read the text again and answer the last two questions.
 - a. What kind of words are they?
 - b. What is their function in the text?
 - c. What are human rights?
 - d. Why are human rights important?

Achievements

- Identify the main ideas of a text.
- Discuss information from texts about a given topic.

Get connected!

Refer back to the questions you asked about Human Rights (see page 108 U6 BPA1 Activity). Ask students to think about historical facts about "The Universal Declaration of Human Rights". Have students look at the text and find words and phrases. Tell students to use these words and phrases to infer what the text is about.

Opening



Activity 1

Remind students to use contextual clues to understand the main idea of a text, for example: the title, the images, footprints, the author, etc. Have students use these clues to have an idea of what they will read. Write on the board two columns, on the first one write Rights and on the second one write Responsibilities, then, encourage students to tell you some Rights and Responsibilities they have. Invite students to read the text carefully and underline some facts related to the title.

Encourage students to talk about Rights and Responsibilities, elicit some answers from them, for example, *I think rights are important because they help us develop our potential. / Our point of view of the world must be respected and listened.* Explain to them that these texts are commonly found on reports and documents published by UNICEF or other organizations. They are informational texts and they can be found in newspapers, magazines, and books.

Answers will vary.

Activity 2

Write on the board a sentence related to the topic and emphasize the use of connectors, for example: *"I think Human Rights are important because they help us fight injustice."* Ask students to identify how many clauses there are (two), and how these clauses are linked (with the word because). Make students tell you more words and phrases they can use to link clauses (but, and, so, when, while, if, etc.). Have students discuss the questions in the section, you can invite them to work in pairs or hold a plenary with the whole group.

Answers: a. They are connectors. b. They join information and provide coherence and cohesion. c. Human rights are statements that help us be respectful. d. They are important because they teach us to respect other humans.

Ask students if they have questions regarding connectors. These questions can come from the discussion in the previous activity. Ask students to study the section Language Connection in pairs and check if it answers their questions. Explain to them that Nelson Mandela was an important activist in South Africa; he fought against injustice and the Apartheid (a segregation system) in his country. Then, give them some time to read the text and select the appropriate answer.

Ask students to read the text and select the appropriate answer.

Development



Activity 3

Have students read the text again. Remind them to focus on the main idea of the text and the specific information they are required. Emphasize that the text may be difficult to read if they focus on a word-by-word understanding of it. Monitor as students are doing the task. Focus students' attention on the words in green. Encourage them to complete the activity. Finally, ask for some volunteers to check their answers.

Answers: a. and b. because c. therefore d. also e. in order to f. as important as

Connecting you

Have students draw two columns and list different obligations they have at home. In the other column, have students write what obligations they have at school. Have them compare the list and rank them from the most important to the least important. Make students answer the questions in pairs. Monitor in order to provide some help. Have some volunteers state their opinion on the topic.

Student's Tip

Have students read the information. If possible, invite them to watch some public discussions to deduce the elements of it.



Activity 4

Ask students to look at the examples in the book and focus their attention on the connectors. Tell students to think of possible consequences if their Human Rights are not respected. You can draw a chart with three columns, labeled from left to right: Action + Connector + Consequence; *I did not do homework so I could not go to play with my friends.* This can help them visualize how their ideas should be organized. You can create two sentences of your own so students see how these are made. Give students time to write their sentences. Monitor as students are working on the task. Have some volunteers give their opinion on the topic.

Answers will vary.

3. Complete the sentences with one of the expressions in green from Activity 1. They should be used only once. You can use your dictionary to look up the meaning of unknown words.
 - a. Kids have the right to play _____ to receive education, too.
 - b. We cannot force people to share personal information _____ they have the right to confidentiality.
 - c. I read a lot about human rights; _____ I am very well informed about them.
 - d. Adults and teenagers have rights, but _____ responsibilities.
 - e. We have to be respectful of other people's rights _____ expect to receive the same respect.
 - f. Knowing about your rights and responsibilities is _____ knowing your name and address!

4. Work in groups. Use the information in the text "Our Rights and Responsibilities" to think about what would happen if those rights are not respected. Use connectors to give your arguments. Follow the examples.

5. Read the text and think about why some teens have to work. Is it fair? Why is it important to empathize with them? Write your opinion about it in your notebook. Then, work with another group of students and share your ideas. Do you agree with each other?



There is a controversy regarding teens' rights. The Universal Human Rights state that everybody has rights; however, in real life, some people don't have opportunities. For example, some teens can't go to school because they have to work. Some teens may not have equal opportunities. It is important to respect teens' rights about not being able to work.

Activity 5

Allow students to write their opinion about the topic; however, emphasize that they have to be sympathetic to those classmates who are struggling in life and may not have the emotional tools to see this as part of life. Remind students to give opinions that express how they feel, without being hurtful or disrespectful to less fortunate classmates and people in general.

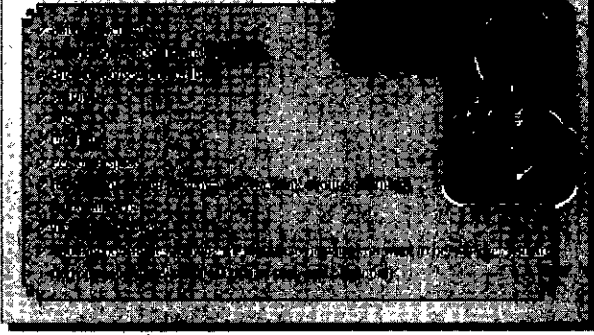
Possible answers: I think some teenagers have to work because they have to help their families, for example, they have to buy groceries or pay the bills. It is important to empathize with them because they are struggling in life and they have not had the opportunities that others have.



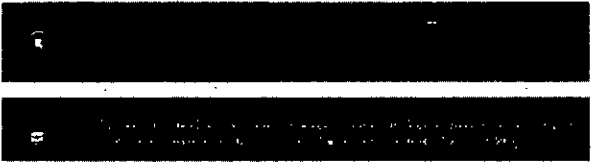
6. Work in pairs. Read the text and talk about the main idea. Do you think that what the text says is true? Why?

What Are Our Rights?

Rights are something that every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.
Some of our rights are:



7. Go back to the text "What Are Our Rights?" On a piece of paper, create a mind map (use words and pictures) that illustrates the idea: "A world that is fair and just." Display your work. Exchange your mind map with a classmate, edit your work using a different color, and add some ideas if you think it is necessary.



maps and share their ideas so they can complete their work. They have to learn tolerance and active listening as part of successful communication.

Answers will vary.

Have students do research about the Rights and Obligations for Children in their country or community. If it is available, encourage students to read the set of rights and let them express their ideas about the content of those documents. In case they do not find the information in English, help them to translate and express as much as they can in English.

Activity 8

Brainstorm some ideas and write a list on the board. Encourage students to write a list of the rights each teenager should have on their notebook and invite them to compare it with a classmate and check what the similarities and differences on their lists are. Finally have some volunteers give their opinion on the topic and have students express if they agree or disagree with the points of view expressed. Listen to their opinion and be respectful of different points of view.

Closing



Activity 6

Encourage students to express their opinions and support them, for example, *I think that what the text says is true because everybody deserves a good quality of life. / In my opinion, the texts reflects what every human needs to suffer less.* Have students read the text in silence or with you reading it aloud. If you read aloud, remember to pronounce the text correctly giving it the right pauses and intonation as well. Monitor as students are doing the task and help them with difficult vocabulary if necessary. Write these words on the board so students can underline them later for further study. Have some volunteers give their opinion on the topic and ask politely if the rest of the class agrees or disagrees with the statements. Based on these responses, you can start giving the basis of a public discussion.

Answers will vary.



Activity 7

Show students what a mind map is by drawing one on the board. Remember to write in the center of the mind map what the main topic is and a few branches to talk about a world that is fair and just. Have students focus first on the content of the mind map and then on the decoration. Monitor as students are on task. When the time is over, have students compare their mind

Product 6 Public Discussion

Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

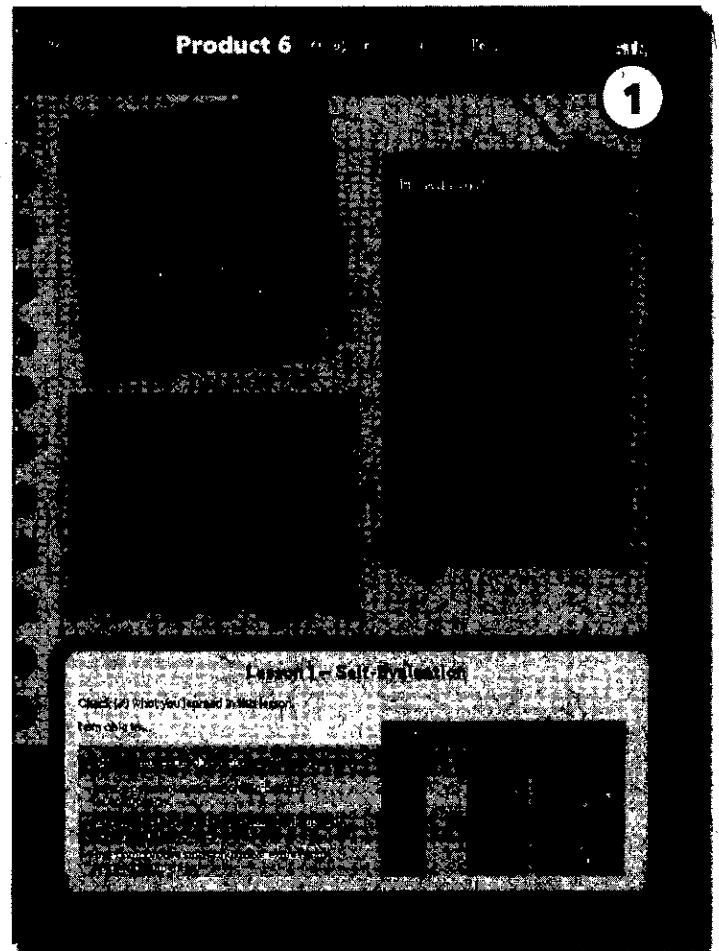
Show students how Human Rights can spark controversy. For example, *Children should not work; however, they do to support their families or a sick parent. Is it correct of not to let this kids work?* Try to be sensitive to those students whose rights may not be respected as this can be a difficult topic to discuss. Try to show and create empathy among your students. Make sure students know that school is a safe place to talk.

Hands on!

Group students and invite them to share their ideas, paying special attention to the points of controversy; for example, *We have the right to education.* Encourage them to share their agreements and disagreements. At this stage, it is important to explain that not all humans have the same opportunities in order to create empathy and understand better what happens to other humans. Then, select some of the most controversial ideas for the final discussion.

Looking ahead

Create a sense of expectation. Tell students that they are going to hold a discussion about Human Rights. Remind them that they will present this discussion as a final product of the unit. Remind students the content has more weight than the presentation, though the latter should be clear, organized, and with good English (grammar, vocabulary, and pronunciation).



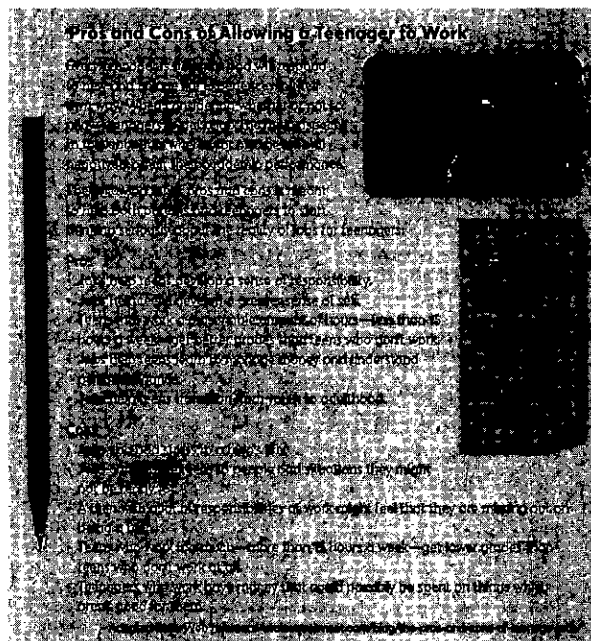
Lesson 1 Self-Evaluation

Draw your students' attention to the list of activities. Provide some help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students tick if they feel sure about them not so sure about them, or completely unsure. Tell students to be honest and to look back on the different parts of the lesson, so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Teen Rights

Lesson 2

1. Work in pairs. Take turns discussing this question: Do you think teenagers should have the right to work before the age of 18? Why? Read the text and share what you think with a partner.



Opening



Activity 1

Write the following question on the board: *Do you think teenagers should have the right to work? Why?* Elicit some answers from students and write them on the board for example, *Teenagers should have the right to work because it helps them to save money to reach their dreams. / Teenage work should be a right because there are teens that need to help their parents.* Then, encourage students to talk about the pros and cons of teenage work. Have students read the text. Remind students to focus on the main idea of it and the specific information they are required. The text may be difficult to read if students focus on a word-by-word understanding of the text. Monitor as students are on task and provide some help with difficult words. Then, divide the class in groups and let students discuss the pros and cons mentioned in the text. Finally, as a group check if they agree or disagree with the points in the text.

Answers will vary.

Activity 2

Encourage students to continue reading about the topic. Invite them to read the text "Universal Human Rights" in their Reader's Book at home and highlight the rights they consider more important. Ask them to prepare a short presentation related to what they have read and researched. In order to complete their work, ask them to look for appropriate images or drawings and prepare a poster to have visual support while presenting their work. Then, let them practice and paraphrase their ideas in groups. This short activity will give some confidence to students before they have their public discussion.

Teacher's Tip



Listen to your students actively and ask questions based on what they say, not only to correct them. Show authentic interest in what they express to create a better environment in class so students can feel confident to express their ideas.



U6 BPA2 Project the second image from this unit. Ask students to look at the picture. Have students describe it. Ask students the following question:

Why do teenagers have to work? What kind of rights do employees need to guarantee to protect their necessities? What kind of jobs must be prohibited for them? What kind of jobs must be allowed?

Have students discuss the questions in a plenary session with you leading the discussion. Then, encourage them to think of situations they have seen and experienced. The objective of this discussion is just to students be aware that everybody has rights and must be respected.

Student's Tip

Focus students' attention on the roots. Ask them to look up the word in their dictionary, have them think about topics that can be controversial and why such as Global Warming, Eating Meat, Animal Rights, etc. Explain to them that the most important aspect is to be respectful of different perspectives.

Development



Activity 3

Have students read the text in Activity 1 again. Remind students to focus on the main idea of the text and the specific information they are required. According to what they have read, ask them to write if they agree or disagree with the main ideas of the text. Explain to students that this exercise is ideal for them to express their opinions because one of the fundamental human rights is based on respect so ask them not to be afraid of what they think.

Possible answers: I agree, jobs help teens develop a sense of responsibility because they have to be disciplined. / I do not agree because jobs are stressful.



Activity 4

Write the following statements on the board:

- Let's think for a moment, if teens work, they may get low grades at school.
- What would happen if teens spent more than 20 hours a week working?

Ask students to work in pairs and choose one topic and develop it. Then, they will present this topic to a different team and vice versa. Tell students that the listener will be asked questions to show they are listening actively. Have students take turns discussing different points of view. This exercise is meant for students to learn how to express their opinions in a safe environment. It also promotes learning how to listen actively.

Answers will vary.



Activity 5

Have students read these words and phrases related to the topic. Then, have them rank those words and phrases down from the most important to the least important. Ask them to select three of them and have students write an explanation for each of these ideas. Encourage students to add examples or supporting details to their text. Monitor as students are on task. Provide some help with difficult vocabulary if necessary. Finally, encourage some volunteers to give their opinion on the topic.

Answers will vary.



Activity 6

Now that students have made a decision, encourage them to write a short paragraph justifying why the right they selected as number one, in the previous exercise, is the most important for them. Give them some time to reflect about the importance of that right. Then, group students and have one of them explain to the other classmates why that right is important, the listeners have to explain if they agree or disagree with that choice and why.

Family and Community

1. Work in pairs. Discuss about the importance of having different opinions and why they enrich certain topics. Then, read the text in Activity 1 again and complete the chart with the ideas you agree and disagree with.

Agree	Disagree

4. Work in groups. Analyze the previous information and take a stand: I agree with teenage work or I disagree with it. With your teacher as a moderator, have a round table about this topic. Follow the examples:

I agree with teenage work because it helps teens develop a sense of responsibility and discipline. It also helps them learn how to manage their time and work under pressure.

5. Read the next list of teen rights. Based on your opinion, assign a number (1-10) in order of importance according to your own criteria. Then, discuss with a partner: why is it important to find arguments that support and enrich your points of view?

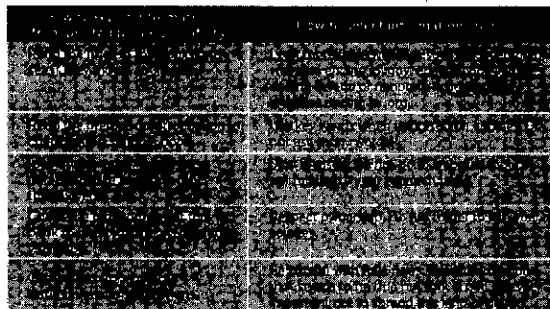
Rank	Right

6. Write a small paragraph to explain why you chose number one in the previous list and share it with your class. Check if your classmates agree or disagree with you. Do not forget to respect your classmates' opinions and to express your own opinions politely.

Possible answers: I think the most important right is education because it gives you tools to improve people's lives. Education can help you make appropriate decisions and understand better what happens in the world.

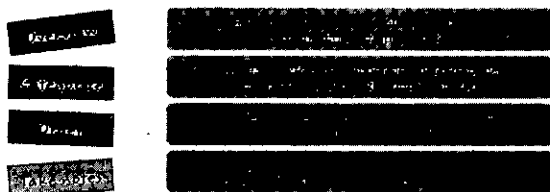
Now it is time to go to page 113 on the Student's Book. Students will work in groups, they will observe a set of pictures, and they will describe them, paying special attention to the Human Right shown in each one. Then, give them some time to reflect on the importance of Teen's Rights, encourage them to discuss their obligations and rights related to the topic. Finally, invite them to write a short conclusion about the agreements they had during the interaction.

7. Look for information about the teen right you chose as number 1 in Activity 5. Select the information following these criteria:



8. Read the information and match the columns.

How to organize information:



9. Organize the information you selected in Activity 7, following the steps you matched in the Activity 8.

10. Present your findings to the class. Explain the steps you followed to select and organize the information. Did you do the same activities? Why / why not? Before presenting your findings, you should make sure that your information is organized. You can take some minutes to rehearse. Read the information out loud and check your intonation.



Closing



Activity 7

Encourage students to search for information related to the right they selected as number 1 in Activity 5. Explain why books, magazines and leaflets are a useful treasure of information; however, if they prefer digital sources, explain the importance of consulting reliable domains such as .edu and .org, since they guarantee credibility. Emphasize that nowadays there is an enormous amount of fake news that can make their research lack credibility. Another aspect to take into account is citing; using the appropriate references is a form of showing respect for the work of others.

Answers will vary.

Activity 8

Group students and have them read the information provided in this activity, give them some time to reflect and compare their answers.

Answers:

Overview: Collect all the information you selected from: books, articles, leaflets, etc.

Categorize - Group your information into categories; for example: human rights, teen rights, rights and obligations.

Order: Read the information carefully and decide the best order to present it.

Take notes: Write down the most important facts from the information you selected and organized.

Activity 9

Encourage students to read the information they compiled again. Explain that although all the information is interesting, they have to discern which facts are the most important to be presented and explained in front of a group. Let them take notes and organize the information and the sources in order to have a presentation.

Answers will vary.

Activity 10

Ask students to write their answers before they present them. You can encourage students to check their classmates work and ask them to provide feedback politely.

Answers will vary.

Activity 11

Have students create a chart about their findings. In groups, encourage them to explain why they organized the information in the form they did it. Have students give positive feedback on how understandable the presentation was, the use of connectors and grammar and vocabulary, in general.

Product 6 Public Discussion Step 2

Have students take a look at what they have done so far. Read the options out loud. Ask students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning

Have students answer the questions. Have students choose and organize the information presented during the discussion. Have students integrate information from their own life as this will enrich the discussion. Remind students that a discussion is not a debate, it is a talk among people in which they share different points of view about a common topic.

Hands on!

Plan beforehand how you will organize the activity. In groups decide how you will select and organize the information to participate in the public discussion. Select the kind of audience you will have. Remind students to check their previous work.

Looking ahead

Create a sense of expectation by telling students they will have the chance to make improvements in their text for the discussion. Content will be very important, the presentation has to accomplish minimum requirements (clean, clear, and good use of English in general).

Lesson 2 Self-Evaluation

Draw your students' attention to the list of activities. Help them with difficult vocabulary so students can concentrate on their performance during the self-evaluation. Read the items out loud while students grade their performance. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Product 6 1/7

2

Check (✓) the steps you have followed up to this point:

- I have already shared my list of rights.
- I have shared points of controversy.
- I have chosen some topics of controversy to talk about in my public discussion.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

I can do to...

Teacher's Tip

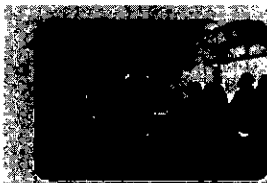


Highlight that identifying one's emotions should not be segregated from learning a language. To convey the right message, students need to identify how they are feeling, what makes them feel that way, who they have to say it to, and how they will transmit the right message. Students need guidance from an adult, so they can learn to do it when they need it in their own adult life.

Friendly Discussions

Lesson 3

1. Work in pairs. Look at the picture. Then, take turns discussing: What are they doing? Where are they? Listen and check.



Richard found out that his parents were arguing. He was angry because his parents were shouting and shouting at each other. He was angry because his parents were shouting and shouting at each other. He was angry because his parents were shouting and shouting at each other.

Andrew was very angry. He was angry because his parents were shouting and shouting at each other. He was angry because his parents were shouting and shouting at each other. He was angry because his parents were shouting and shouting at each other.

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2. Work in groups. Listen again, you can take notes about the most important ideas from the text. Then, take turns discussing the following questions.

- What is the discussion about?
- What points of controversy can you find?
- Do you agree with what people said in the discussion?
- What arguments can you find? How do you know they are arguments?



Activity 2
Depending on the level of the students, play the audio two or three times. You can ask students to listen to it two times and then have a few volunteers to read the text out loud.

- Answers: a. Older children living with their parents.
b. Children up to 18 should support themselves.
c. I agree with some points, for example, we have to obey our parents.
d. At the age of 18, people are legally adults. / It is in the law.

Glossary
Remind students to go to Glossary to find the meaning of the highlighted words in the transcription. You might encourage them to guess meanings by using the context around the unknown words.

Teacher's Tip

Bring a movie clip to the class. Show students how shadowing, repeating what other people say using the same prosaic features, can help them be more fluent in the language. The task may be difficult so make sure the clip has subtitles in English, so it is easier for students to connect the written words to the sounds. Make sure they do not read as it is written, though. Spelling and pronunciation in English almost never go hand in hand.
This technique can be very useful with these kinds of speaking activities. Learners of a second language can feel more confident having a clear idea of what the final result should look like.

Opening

Activity 1
Ask students to look at the picture and describe it. Have students give their opinion to the questions in a plenary session with you leading the discussion. Elicit some answers from students, for example, *I think they are having a discussion. / They are in the classroom.*
Encourage students to think of situations they have seen and experienced similar to that of the image. Ask them to pay particular attention to pronunciation and intonation. If possible, encourage them to imitate the pronunciation patterns in order to improve pronunciation. Have students listen to the audio and read the text. Finally, ask what the main idea of the discussion is.

Answers will vary.

Student's Tip
Encourage students to research the difference between opinions and arguments and find examples.
Argument: It is based on facts and evidence.
For example:
Mexico is the 11th largest country in the world.
Opinion: It is based on the speaker's point of view without evidence. For example:
I think Mexican people are fantastic.

Lesson 3

Development



Activity 3

Ask students to look at the picture and have them describe it. Explain that opinions are subjective and express the point of view of the speaker and arguments are based on facts and evidence, they have a scientific approach. Have students listen to the track and read the conversation they have on their book. Then, ask for some volunteers to read the conversation out loud but they have to imitate the pronunciation and intonation of the speakers.

Possible answers: They are giving opinions because they use expressions such as I don't agree or I agree. George and Jerry are giving their opinions about the subject.



Activity 4

Write the question *How would this world be without rights?* on the board and brainstorm some ideas from students. Have students write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write an explanation for each of these ideas and write arguments in favor and against the question. Remind students not to write everything but just phrases; they will have the chance to write texts later in during the course. Monitor as students are on task. Provide some help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.

Answers will vary.



Activity 5

Ask students to read the discussions in the lesson again. Tell students to make groups of four to five people. Remind them to learn to listen actively by asking follow-up questions to hold a respectful discussion. Have students hold the discussion for some minutes; 5 are more than enough. Monitor as students are on task. Help with difficult vocabulary if necessary. Give feedback so students have another round and improve their performance listening to their classmates' arguments and points of view and reply accordingly.

Answers will vary.

Teacher's Tip



In case students need vocabulary to do a given task, prevent this by bringing vocabulary activities so students focus their attention on the vocabulary of the day. Depending on your premises, you can write scrambled key words on the board; you might want to create word maps in categories, collocations with key expressions, review previously seen vocabulary through images, etc.

3. Work in pairs. Listen to the discussion. Are the speakers giving arguments or opinions? How do you know?



Teacher: Can you imagine a world without obligations?
 George: Of course! If there weren't any obligations, everybody would be happy, everybody would be able to study or work, we could play all day or do the things that we like.

Sophie: I don't agree with you, George, because if (people) didn't go to school, we couldn't be professionals when we grow up. We wouldn't be able to work in a nice place and be responsible adults.

George: When we grow up, everything would be different! We could work than, doing the things we'd like.

Jerry: That is true! It's important to work enjoying the things we do, but I agree with Sophie. We also need preparation for that, as it's the basis of our future life. I learned that in a society, it is vital to have prepared people who are aware of other people's problems and who are able to find solutions for them. If nobody complied with obligations, everything would be in chaos, because everybody would do just what they wanted and that wouldn't work in a society.

George: Really? I hadn't thought of that!

4. Think about the question below. Then, write some arguments and opinions about it. Follow the example.

How would this world be without rights?

Arguments in favor	Arguments against
<p>1. Without rights, people would be free to do whatever they want, which would be a great freedom.</p> <p>2. There would be no rules, so people could live their lives as they see fit.</p>	<p>1. Without rights, society would be in chaos. People would not know what to do.</p> <p>2. People would not be able to work or study, which would be a disaster.</p>

5. Work in groups. Use the information in the previous chart and have a public discussion. Justify your opinions with arguments.

6. Work in pairs. Discuss the questions: Why is it important to have rights and obligations? What's the difference between a right and an obligation? Then, make a list of five rights and five obligations, write them in the chart, and compare with a partner.

Obligations in school	Rights in school

7. From your list, identify the points of controversy and choose some of them. Think about the rights that you should have, but that may not be respected. Write some actions that you can carry out to exercise those rights.

Points of controversy	Actions you can carry out to exercise those rights

8. Use the information you wrote in the previous activities. Carry out a discussion by doing the following:
- Share your opinions regarding the points of controversy.
 - Justify your opinions with reasons.
 - Express agreement and / or disagreement; for example: *I agree when you propose that... I disagree with your proposal because...*
 - Reformulate proposals; for example: *Well, after listening to you... Maybe you're right... It seems that your proposal is better...*

Closing



Activity 6

Hold a plenary session with your students. Ask students to help you brainstorm a list of 10 rights they have at school. Be careful with obligations as these are different. Help students with vocabulary if needed. Thank every participation to encourage the rest of the students to express their opinions. Write the ideas as they are said. At the end of the listing, have the group help you correct the grammar and vocabulary mistakes. Try to make concrete and quick corrections not to transform this activity into a grammar section.

Answers will vary.



Activity 7

Have students work in pairs and have them write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write an explanation for each of these ideas. Remind students not to write everything but just phrases. They will have the chance to write texts later in the course. Monitor as students are on task. Help with difficult vocabulary if necessary. Finally, encourage some volunteers give their opinion on the topic.

Answers will vary.

Activity 8

Ask students to read the discussions in the lesson again. Tell students to make groups from four to five people. Remind them to learn to listen actively by asking follow-up questions to hold a respectful discussion. Have students hold the discussion for some minutes. Monitor as students are on task. Help with difficult vocabulary if necessary. Give feedback so students have another round and improve their performance listening to their classmates' arguments and points of view and reply accordingly.

It is important to show students the importance of body language. It can express emotions and opinions in the same way as words. If possible, show them some videos or act to imitate postures that show lack of security and the opposite, postures that represent security.

Answers will vary.

Activity 9

Communication

From the previous discussions, have students create a chart to highlight points of controversy about teens' rights. Have students write down phrases related to the topic; three phrases or ideas are more than enough. Have students write an explanation for each of these ideas. Remind students not to write everything but just phrases. Then, have students share their work and exchange their charts to give feedback. Encourage them to express their ideas of how understandable a text is, the use of connectors, grammar, and vocabulary. Emphasize the importance of politeness to have a positive environment.



U6 BPA3 Project the image. Ask students to look at the picture. Have students describe it. Ask the following questions:

- Should providing meals in high schools be a right?
- Who should provide them?
- Can lack of a good nutrition impact school performance?

Product 6 Public Discussion Step 3

Have students take a look at what they have done so far. Ask them to tick those activities they have already carried out.

Planning

Allow students to work on the final touches of their discussion, especially the content. Remind them of the pages they can look up to polish their work. Have students define when and where you will display the final product. You can give them options, so students can have a sense of choice.

Hands on!

Give students time to rehearse their public discussion. Remind students that they do not have to memorize their presentation. They have to be familiar with the topic and the phrases they will use during the discussion. Active listening and the use of proper body language are skills to be trained on.

Looking ahead

Have students be prepared for the presentation of the final product. By this step, they must have a draft of the content of the public discussion.

Set a date, a place, and the audience that will see the final product. If it were possible, have other students and teachers see the public discussions. Find a space where it is possible for students to be listened to. If it were possible, you can have a microphone, and a speaker that students can use them to be heard.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students tick the statements according to their achievements. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Product 6

3

Check off the steps you have followed up to this point.

Have students read the information about the lesson plan.

Have students read the information I will use in my public discussion.

Have students write up their own public discussion plan.

Hands on!

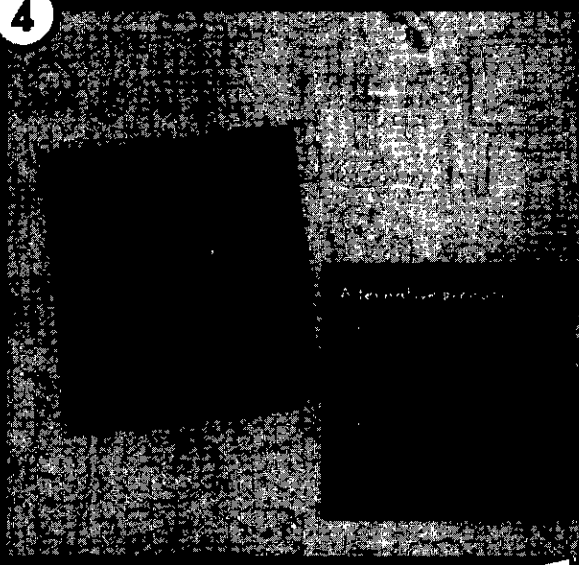
Lesson 3 - Self-Evaluation

Check off what you learned in this lesson.

Learn to...

Product 6

4



End of unit Self-Evaluation

1. What are your strengths?

2. What is the most important thing that you learned from this project?

3. What are you still learning from this project?

4. What part of the project did you like the most? Why?

5. How did you feel about your classmate's work?

Go back to the questions on page 88.

What other ideas can you add to your answer? Would you say that now you know more about teen's human rights? What can you use this knowledge for?



End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel sure about how well they can do the activities in the list. Ask students to tell you what they liked the most and what they did not like.

Teacher's Tip



Teach students to hold respectful conversation with other classmates. Tolerance should be part of a healthy discussion. This can help them build better relationships. Being part of a respectful conversation can create better relationships among people in a society.

Product 6 Public Discussion
Step 4

Final steps

Help students organize the way in which they will present their public discussion. This organization can imply a more formal event with parents and students from other groups involved to a more casual presentation where the only people involved are students. In any case, both have to be given the seriousness they deserve.

Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom from students to be creative.

Go back to the questions on page 88. Ask students to add more information to their answers in that page.

Ask students to make a chart about advantages and disadvantages of alternative products in order to decide which one could be a better option.

EVALUATION

Unit
6

2. Match the rights with their possible responsibility.

Rights	Possible Responsibility
a. The responsibility to raise the voice of the disadvantaged.	1. The responsibility to be fair and honest.
b. The responsibility to be fair and honest.	2. The responsibility to be honest and fair.
c. The responsibility to be honest and fair.	3. The responsibility to be honest and fair.
d. The responsibility to be honest and fair.	4. The responsibility to be honest and fair.
e. The responsibility to be honest and fair.	5. The responsibility to be honest and fair.

3. Discuss with your partner the actions you can carry out to stand up for your rights at home and at school. Write down your ideas.

Activity 1
 Have students read the statements and match both columns. Have students write arguments in favor and against the statements. Remind students not to write everything but just phrases. They will have the chance to write texts later in during the course. Monitor as students are on task. Help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.

Answers:
 a - 2; b - 3; c - 1; d - 5; e - 4

Activity 2
 Have students write down phrases related to the topic. Three phrases or ideas are more than enough. Have students write an explanation for each of these ideas. Have students write arguments in favor and against the statement. Remind students not to write everything but just phrases. Have students discuss the topic in pairs. Have a few volunteers have their discussion in front of the group for two minutes.

Answers will vary.

Rubric

	Needs improvement	Good	Above average
Understandability	The points of view expressed are not totally clear. It is hard to understand the general idea the student tries to express.	The student's points of view are clear. You can understand the main idea. If it is not clear, with a few questions, doubts can be cleared out.	The points of view are clear and well expressed. It seems student prepared their topic properly.
Use of English	The student uses basic structures with inconsistent grammar. The student does not possess command of the most basic structures.	The student uses consistent good use of basic grammar. They make minor mistakes regularly, but these do not interfere with communication.	The student makes good use of grammar seen in the unit and there are very few mistakes.
Vocabulary	The student does not make use of expressions to agree or disagree, connectors, and precise vocabulary to discuss their point of view.	The student knows the necessary vocabulary to express their point of view. They employ the vocabulary and expressions from the unit from time to time.	The vocabulary is varied and properly used along the discussion.
Communication	The student does not listen actively consistently. The student does not use body language to make their message clear.	The student makes a good effort to listen actively and to use body language.	The student possesses good use of their body language. They ask pertinent follow-up questions to interact naturally in the discussion.

Unit 7

Let's Read Poems!

What is poetry?
How can feelings be expressed in a poem?

Achievements

- Getting to know the objectives and final product of the unit.
- Activating previous knowledge about the unit.

Opening



Ask students to tell you what poems are and what makes them different from other literary genres. You could elicit some of their characteristics. Show the poem below to the class and ask them what its main idea is. Do not worry if they do not understand the whole poem:

"Fire and Ice" by Robert Frost
 Some say the world will end in fire,
 Some say in ice. From what I've tasted of desire
 I hold with those who favor fire.
 But what if it had to perish twice,
 I think enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

Ask students to say how they figured out the main idea of the poem. If your students are familiar with poetry, you could also ask them to identify the rhyming words in it. At the end, tell students that fire actually represents "passion" and ice represents "rationality". Both can be destructive forces and the author describes them figuratively. Make students aware that poems can have secret messages that need to be discovered as a mystery to be solved.

Development



Write the questions from the opening section on the board. Have students work in pairs so they can discuss them. As students talk, monitor and make note of what they are saying to have a better idea of how to support them throughout the unit.

Closing



U7 BPA 1 Project the image and have students describe it and discuss the following questions in pairs:

What does the image make you imagine?

What emotions, if any, does the image try to reflect: happiness, sadness, anger or melancholy?

Write a short poem about any topic using the image.

Have students work on the questions. Allow them to be creative in the writing of their poem. Remind students that poems are used to express different ideas and life experiences. Have a plenary session with the students to listen to some of their poems. Be attentive and kind as this exercise is meant to help students connect to poetry. This experience, together with the other activities in this unit, will hopefully help students explore a form of literature that can positively impact their lives.

Reader's Book



In the *Reader's Book*, students will be in touch with some of the most important American poets. These poems will help them get familiar with different topics and styles. Students will need support understanding how poems are structured, why they use language as they do and the effect it has on them, and how they can help them be aware of their own feelings.

Poems!

Lesson 1

1. Work in pairs. Look at the following poem and read the title. What do you think it is about? Can you get a visual image in your mind? Remember that a poem is a set of written or spoken words that express certain ideas or emotions. Why do you think people read poems?



2. Work in groups. Read the poem again and answer these questions below. Remember that a poem is intended to express certain feelings and emotions.
 - a. What is the poem about?
 - b. What kind of feelings is the poet expressing?
 - c. What do you feel when you read this poem?

3. Work in pairs. Read the poem once more and find words that are pronounced like the ones in the chart. Write them in the space provided.



Achievements

- Analyze the main idea of a poem
- Identify words that have similar sounds.

Get connected!

Ask students to think about poems they have read at school and how they analyzed them. Have students share their points of view in pairs. Hold a plenary so students can express their opinions about the way in which they have analyzed poems in other subjects. Have students remember if they have read poems in English at school. Listen to their opinions. Invite students to express their opinions about poetry in general. If they do not have much experience with poetry, you can ask them about music. You could have them reflect on the importance of lyrics in a song.

Teacher's Tip



When making people work with emotions, the most useful part for them is to identify and be able to name what they are feeling. There are times when people feel uncomfortable if asked to share their feelings, so make sure to create a safe environment for everyone to express themselves freely.

Opening



Activity 1

Write the word "Echo" on the board and ask students about its meaning, elicit some answers from them, for example, The repetition of a sound in a space. Then, explain to them what a metaphor is (a figure of speech that compares two things that are unrelated but that share some characteristics). Have them define the word in pairs and discuss what a poem with such a title could be about. Invite students to give arguments to support their predictions, for example, *I think that the poem is about somebody who is alone in a closed space. / In my opinion, the poem is about remembrances.* Remind them that poems do not always use literal language, so this could be another sort of "echo." Invite them to visualize the word in their minds and share what they see. Then, ask them to read the poem and share what they understand.

Answers will vary.

Development



Activity 2

Invite students to share their opinions on the theme of the poem plus the feelings they experienced while reading it. As they discuss the theme and the feelings the poet expresses, encourage them to share keywords in the poem that helped them come to those conclusions. Elicit some answers from volunteers.

Possible answers: a. It is about a woman / man that is recalling the past. / It is about the memories somebody has. b. The poet is expressing sadness. c. I feel sad. / It makes me feel melancholic.

Activity 3

You could have students read the words in the chart aloud and figure out their homophones even before checking the poem again. If this proves difficult, you could be the one reading the words and then reading the poem aloud so students identify the homophones.

Answers:

Who's	Whose	Meat	Meet
Knight	Night	Two	To

Tell students to think of as many homophones in English as they can. You can give them some ideas: the number between 7 and 8 is a homophone of a verb in the past. Direct their attention to the Language Section and invite them to read a pair of homophones each aloud. Finally, give them time to answer the activity.

Development



Activity 4

On the board, write the phrases: *The cloud looked like cotton.* *The red in the painting looked like fire.* Ask students to tell you what other comparisons they can think of. Students can work in pairs to come up with ideas. Have a few students say their comparisons. Explain to students these comparisons are called similes, which are expressions that use *like* or *as* to make comparisons. Ask them to work in pairs to find similes in the poem. Allow them to circle the definition of a simile. Check answers as a group.

Answer: Figurative language in which two things are compared by using "like" or "as".

Student's Tip

Invite students to read the note about different rhetorical figures. Have them come up with examples of each or share some that you can think of. You can even use popular songs for them to recognize these more easily.



Activity 5

You could tell students that funny images result when taking figurative language literally. You could ask a volunteer to come to the board and say: *My mother's eyes are like stars.* Invite your student to draw someone with eyes like stars on the board. Now, you might have students work on their drawings based on the poem "Echo."

Answers will vary.

Connecting you

Have students discuss the questions in pairs. Allow students to express their points of view about poetry. These may not be very positive, but allow students to express why they feel like that. Make them understand that expression can be simple as in a sentence or complex as in a poem.

Answers will vary.

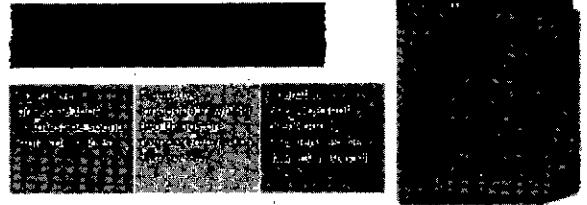


Activity 6

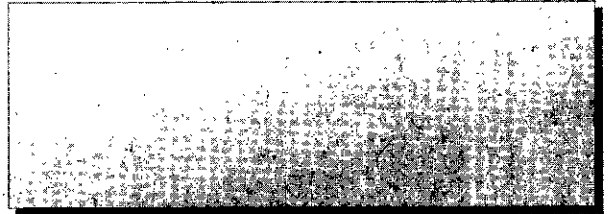
Ask students to choose one poem from the text "American Poetry". Guide students when analyzing the poem. Have them read the poem to understand the general idea and, if the poem includes audio, play it for them. Have students identify other ideas the text may be talking about. Invite students to identify the verses and stanzas in the poem and then, tell them to find rhymes and similes. Finally, invite them to reflect on the emotions the poem made them feel, as well as on the

Unit 1: End of Library

4. Work in pairs. The fragment of the poem below is a *simile*. Read and analyze it. Why do you think it is called *simile*? Circle the definition that corresponds to the term *simile*.



5. Read the previous fragment of the poem "Echo." Draw an image that portrays what you think the poet wanted to say. Share your work with a classmate.



6. Go to the text "American Poetry" in your Reader's Book (pages 81-91). Read the poems. Choose some of them, analyze them and find *similes*. Discuss your findings with your classmates. Then, choose the poem that you like the most, based on your likes and its topic. Take turns explaining what the poem you chose is about.

7. A poem is divided into verses and stanzas. Discuss with your classmates: What is a verse? What is a stanza? Then, complete the information.

- a. The poem "Echo" has _____ verses.
b. The poem "Echo" has _____ stanzas.

memories that it could have brought to them. This sort of structured analysis can help students organize their work into stages. Monitor as students are on task. If necessary, help when a student gets stuck. Finally, ask some volunteers to share what their poem is about. You could have everyone who read the same poem work together to share their impressions.

Answers will vary.

Activity 7

As a group, analyze the poem "Echo". Ask students to tell you why there are 18 verses in the poem. What is the evidence for their answers? (Verses are the lines in a poem). Then, ask students to analyze the first two stanzas (Groups of verses that usually rhyme). Tell them there are six verses in the first stanza of the poem. Have them work out how many stanzas there are in the whole poem.

Monitor as students are on task. Help if necessary when a student gets stuck. Check answers as a group.

Answers: The poem "Echo" has 18 verses. The poem "Echo" has 3 stanzas.



8. Go back to the poem "Echo", on page 105, and complete the chart. Then, compare your work with your classmates.

Number of stanzas	Number of verses
Rhyming words	Similes
Theme: What is the poem about?	What keywords helped you identify the theme?

9. For the product of this unit, you will select and revise poems. Consider these tips to select and revise the poems. Discuss with a partner: Why is it important to take into account this information?

How to choose poems	How to revise poems
<ul style="list-style-type: none"> • Consider the author's background and the time period. • Consider the poem's form and structure. • Consider the poem's language and style. • Consider the poem's theme and message. 	<ul style="list-style-type: none"> • Consider the poem's clarity and coherence. • Consider the poem's organization and flow. • Consider the poem's use of language and style. • Consider the poem's overall impact and effectiveness.

Closing



Activity 8

Have students read the poem again in silence or to follow along as you read it aloud. When you read aloud, remember to pronounce the text correctly by giving it the right pauses and intonation as well. In poems in particular, it is important to show the emotions that the poet might have tried to express. In order to do this, you can modulate your tone of voice and change its volume accordingly. Monitor as students are on task. Help with difficult vocabulary if necessary. Write these words on the board so students can underline them later for further study. Have some volunteers say what they think the poem is about. Remind students to use the contextual clues to understand a text better by predicting its content.

Answers: Title: Echo, Number of stanzas: 3, Number of verses: 18, Rhyming words: night / bright, dream / stream, tears / years, sweet / meet, etc., Similes: "cheeks and eyes as bright as sunlight on a stream", Theme: Answers will vary., What keywords helped you identify the theme? Answers will vary.

Activity 9

Start getting students interested in their product for this unit. You could mention that throughout the unit they will be reading a selection of poems on a variety of topics. Have them read the tips in silence and give them a few minutes to discuss them with a partner.

You could ask some volunteers to share the topics they would like to see discussed in a poem. This will help them narrow down their options for the product.

Finally, if possible, project or hand out two extracts from very different poems. Ask students to use the tips in their books to select the one that would work best in their projects, after having revised them both.

Answers will vary.

Activity 10

Clear instructions



Have students work on their portfolio by making a list of two or three poems they would like to read. To make the task easier, they could opt for poems by popular authors, by topic, or by nationality of the authors. In case the poems are in Spanish or in their mother tongue, they can preserve the title and contents in the original language. Have students write their list in their notebooks. They will use this list in their Portfolios. Be sure to check their lists, so that you can help them in the process of selecting an appropriate poem and to give them personalized guidance in the creation of their product.

Product 7 Emotions Inventory Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Hands on!

Have students focus on three key moments that are important to get a better understanding of the poems: before reading, while reading and after reading. Suggest some websites where they can find a wide variety of poems, but if necessary, share photocopies of some of them.

Looking ahead

Create a sense of expectation by asking students to choose poems they would like to talk about. This personalization process can ease a topic which may be difficult for students as this may be the only contact they have with this kind of literature.

Lesson 1 Self-Evaluation

Direct your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items out loud as students check the statements they feel they can do. Tell students to be honest and to look back at the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. You could also invite students to share what they learned from the lesson and what they already knew before, but were able to practice.

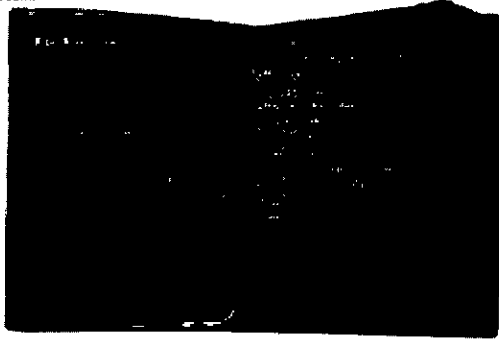
The collage shows the following elements:

- Title Page:** "Product 7" and "Lesson 1" in a circle.
- Hands on! Section:** A dark area with some faint text, possibly "Hands on!".
- Lesson 1 - Self-Evaluation Form:**
 - Title: "Lesson 1 - Self-Evaluation"
 - Section: "Check off what you learned in this lesson:"
 - Section: "Handwritten" with a grid for notes.

Feelings!

Lesson 2

1. Work in pairs. Why do you think this poem is called "The Two Boys"? Who are those two boys? Share your ideas with your partner. Then, take turns modeling the rhythm of the poem.



2. Work in pairs. Read the poem again. Underline the words that express emotions and feelings. Then, identify the two boys and, in your notebook, describe what they are doing and how they feel.



3. Work in pairs. Read the poem. Analyze its structure: stanzas, verses. Circle the rhyming words. Then, answer the questions below.
 - a. How many stanzas does it have? _____
 - b. How many verses does it have? _____
 - c. What rhyming words can you find? _____
 - d. Is the rhythm of the verses similar or different? How do you know? _____
 - e. What's the general idea of the poem? _____

4. Work in small groups. Take turns sharing each other's appreciations regarding the poem. What moods can you identify in the poem? What moods from the poem are similar to your moods?

Achievements

- Identify details of a poem.
- Discuss strategies to understand poems.

Opening



Activity 1

You could start by asking students why the poem is called "The Two Boys" and let them explain their assumptions, for example, *I think the poem expresses the differences between two boys. / In my opinion, it is about two brothers.* Elicit or give them some strategies to understand a poem better. For example, they could identify any unknown vocabulary and see if it is fundamental to get the gist.

Afterwards, you might have students discuss the questions in pairs. Invite them to take turns reading the poem aloud. Explain that this is another strategy to grasp the meaning of a poem better. You could ask them if their answers changed or became more obvious after having read the poem aloud. Elicit some answers, for example, *It is about a boy who enjoys reading and there is another who is poor and starving.*

Answers will vary.

Activity 2

Ask students to read the poem, "The Two Boys", again. To make the task easier, you could tell them to highlight the instances in the poem when each of the two boys is being described in different colors. Encourage them to take some notes on the lines provided, which will help them to write a more detailed description in their notebooks.

Possible answers: The first boy was reading. He was anxious and interested in the text. / The second boy was observing a tavern larder. He was starving and maybe hopeless.

Activity 3

Having read the poem twice already, it might not be necessary for students to read it again. If you feel like they might need some reinforcement, let them know that they are free to reread it, otherwise they can just scan it to find the answers to the questions.

Note: Tell students that "had no need" and "to eat" actually belong to the previous verse; they are not another verse.

Answers: a. Two, b. 20, c. eye / espy, stall / all / call, book / look, etc., d. Answers will vary, e. Answers will vary.

Activity 4

You can start by eliciting the meaning of mood from your students. Encourage them to say that the mood of a poem is the feeling that it conveys and that the reader gets from it. Having this in mind, ask students to get together in small groups to discuss how the poem made them feel and what particular passages had this effect on them. You can then do a poll in your group to see the mood that most students got from the poem.

Possible answers: The first boy was anxious, I sometimes feel anxious when I have exams. / The second boy was hopeless, I sometimes feel like that when I observe poverty around the world.



U7 BPA 2 Project the image and have students describe it in pairs. Ask students to discuss the following questions:

- How do you show your emotions?
 - How do your friends show their emotions?
 - Why is it that showing emotions is not always well seen?
 - How can showing emotions improve relationships?
- Have students work on the questions. Then, you can encourage them to keep a journal to express their feelings in the form of a work of art, whether it is a poem, a drawing, or a narration of their day.

Development



Activity 5

Encourage students to remember the last rainy day they experienced. Ask them: *What do people do on rainy days? How do they change life? How do you feel once the sun comes back up again? Why would anyone write a poem titled "The Rainy Day"?* Ideally, this would engage them to listen to and read the poem.

Answers will vary.



Activity 6

Invite students to go deeper into the questions from the previous activity and express how they feel when it rains. Play the track as many times as necessary, especially if you feel students enjoyed the poem. Then, allow them to take turns in reading it to their partners. You could ask some volunteers to read it for the whole class.

This activity is meant for students to analyze the effects of rhythm and repetition in poetry, and to help them identify the mood and tone of poems based on the words that are repeated. This could also help them understand a poem better and identify its theme or main idea.

Additionally, to show the power of words, you could ask the class: *What words would you repeat in a poem titled "The Sunny Day"?* This might also help them reflect and associate words with feelings, which will be useful for the next activity.

Answers will vary.



Activity 7

You can ask pairs of students to recite a stanza of the poem each or to read all of it one after the other. Invite students to notice the effect that punctuation (such as exclamation points) has on the poem's rhythm.

Answers: a. dark, dreary; wind, weary b. rhythm c. A man who is sad and recalling the past. d. Yes, because they emphasize the main idea of the poem. All those feelings of sadness that the poet wants to express e. The description of the day that is dark.



Activity 8

Tell students that rhythm in poetry is difficult to define because it is related to senses and features of sound, but it contributes to the experience of the reader.

Answers will vary.

5. Work in pairs. Discuss: When was the last time it rained in your community? What did you do? What do you usually do during a rainy day? How do these days make you feel?
6. Work in pairs. Discuss with a partner: What emotions or feelings do you associate with rain? How do you feel when it rains? Then, listen to "The Rainy Day" by Henry Wadsworth Longfellow as you read along to it. Take turns with your partner to read the poem aloud, using the correct intonation, rhythm, and volume.

The Rainy Day

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine shall cling to the tree, and swell,
With eads, and with eads, and with eads,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
My fears, and my woes, are never weary;
My thoughts will cling to the memory, and
The words of youth will tell the tale,
And the day is dark and dreary.

Be still, sad heart! and sorrow cease to sway!
Perhaps that sun may yet appear to-day;
The rain is the common fall of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Henry Wadsworth Longfellow (1807-1882)

7. Work in pairs. Take turns to talk about the meaning and characteristics of rhyming words. Then, go over "The Rainy Day" again and answer the questions below. Remember that the main idea of a text tells us what it is about.
 - a. What words are repeated in the poem? _____
 - b. What effect does this repetition have? _____
 - c. What is the main idea of the poem? _____
 - d. Did the repeated words help you identify the main idea? _____
 - e. What other details from the poem helped you identify it? _____
8. Work with a partner. Take turns reciting the poem in Activity 6. Check how different the rhythm of each verse is.

9. Read "The Rainy Day" again. Circle the words that you associate with certain feelings. Then, write three sentences to explain your choices and share these with a partner. Follow the example.

I circled the word dark because I feel scared whenever I think of a dark place.

a. _____
 b. _____
 c. _____

10. The tone of "The Rainy Day" changes in the final stanza. What feelings does the speaker show at the beginning? On what tone does the poem end? Describe how the poem made you feel in the diagram below. Did you feel happy / sad / angry / thoughtful...? Write a short paragraph for every stanza.

Go around the class monitoring students' work. As you do so, encourage them to give specific examples to explain the reasons the poem made them feel a certain way. Remind them of the power of specific words, but tell them that the division of stanzas could also play a role in the effect the poem had on them.

Possible answers:

First stanza: The poem made me feel sad because it describes a dark and sad day. Second stanza: I felt melancholic because the poet remembered his youth and the day was still dark. Third stanza: The man expresses that there is a kind of destiny, but sometimes the rain falls and that changes everything.

Activity 11

Connections

Ask students to analyze Wordsworth's poetry to find differences and similarities in structure, themes, and feelings. Invite them to share their opinions on the poems, giving reasons for them.

Before having them write their paragraph, you could guide them to write an effective topic sentence. You could also have them come up with a checklist to give feedback to their partners.

Closing



Activity 9

After having students read the instructions, ask a volunteer to read the example so students are clearer on what they have to do. Remind them that it is vital for them to explain the words they chose as in the example.

To check the activity, you can survey the class to see the most popular words in this task. Then, you can ask volunteers to share their sentences.

Answers will vary.



Activity 10

Have students analyze the poem through a diagram. Let them know that the sentences they wrote in the previous activity could be of help to write their paragraphs. Elicit what a paragraph is from the class, or remind them that it is a group of sentences connected by linking words and revolving around one main idea.

Glossary

Let students know that just as knowing the meaning of certain words helped them understand stories better in Unit 2, this strategy will also help them to understand poetry. Invite them to go to their Glossary to find the meaning of specific words that might be key to conveying a mood in the poems they are reading. Have them notice the nuances that every word has. You could say, for example: *Is it the same to say weeping as it is to say crying?*

Lesson 2

Product 7 Emotions Inventory Step 2

Have students take a look at their progress. Read the options out loud. Ask students to tick those activities they have already done. Remind students they can use this list to see what they need to have done by the end of the unit.

Planning

Ask students to make a checklist with the different steps they have to make sure all the team members follow through. This list will help students make sure they are organizing their work. This list will include items in the following order: *The team has read the poem. Main idea is clear. Supporting details are clear. Number of verses and stanzas. Examples of rhymes and similes. Feelings the poem(s) evoke(s).*

Hands on!

Monitor as students are on task. Help if necessary when students get stuck in a step. Have a plenary session to check to what extent students have made progress.

Looking ahead

Remind students that they will still have a chance to improve and perfect their inventory. Have them reflect on the things they could do to make it better.

Lesson 2 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items out loud as students check the statements they relate to. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson.

Product 7

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Check for the steps you have ticked on to this point.

- Have you written a list of poems?
- Have you chosen poems from your list?
- Have you shared with your classmates how the poems make you feel?

Lesson 2 - Self-Evaluation

Check for what you learned in the lesson.

100%

Poetry!

Lesson 3

1. Work in pairs. Read the titles of the poems and discuss what words you may find in them. Remember that the title can help you get the general idea of a text. Then, take turns modelling the reading aloud of the poems. Check your inferences.



2. Work in pairs. Close your eyes, take some minutes to imagine what each poem is about. Read them again and discuss the questions below.
- What are the poems about?
 - What emotions did you feel while reading them?
 - Did you feel similar emotions with each poem?
 - Do you all feel the same?
 - Who felt something different? Why?
3. Choose the poem you liked the most in Activity 1. Then, in your notebook, write a description of the poem. Include the following elements:
- | | | |
|---------------------|--------------------|----------------------|
| • Title | • Number of verses | • Supporting details |
| • Number of stanzas | • Main idea | • Emotions expressed |
4. Compare your work with your class. Do you have similar or different information? Why?

Achievements

- Value other classmates' opinions and emotions.
- Contrast and compare poems.

Opening



Activity 1

Invite students to predict the content of the two poems on the page based only on their titles. You could write both titles on the board and create a mind map with each, encouraging students to brainstorm the words they think they could find in them once they have discussed them in pairs.

To check, you may have students read the poems aloud to their partners, monitoring to see if they are using the right intonation. Remind them that the end of a verse does not mean that it is the end of a sentence.

Possible answers: Maybe, it is about friends that can only see each other during the summer. / Maybe, it is about a house which door is always open.

Activity 2

Invite students to work in pairs and to respectfully share their thoughts on the poems. Let them know that all their opinions are valid and encourage them to refer to specific lines or imagery in the poems to support their ideas. After giving them a few minutes to discuss and answer, you could select a couple that will give a summary of their discussion to the whole class.

a. "Summer friends" is focused on a temporary situation represented by the Swallow. "Open House" is about a human that has difficulties to express its emotions. b. The poems made me feel joyful and interested. c. I have felt sad when I missed somebody. d. Sometimes, but I usually feel happy. e. Answers will vary.

Activity 3

You can do a poll to see which poems students liked the most.

Answers:

Title: Summer Friends, Number of verses: 16, Supporting details: Answers will vary, Number of stanzas: 3, Main idea: Inconditional friendship, Emotions expressed: Answers will vary.

Title: Open House, Number of verses: 18, Supporting details: Answers will vary, Number of stanzas: 3, Main idea: Self-discovery, Emotions expressed: Answers will vary.

Activity 4

Suggest that reading and interpreting poetry are subjective actions because are based on one's opinion, emotions, and beliefs, among others.

Answers will vary.



U7 BPA 3 Project the picture and ask students to write a short poem of 4 to 8 verses about the image, trying to include elements from the unit. Encourage students to include rhymes in their poems.

Activity 1

Students should have the skills now to look for a poem, select it, and revise it. Invite them to copy one that they enjoy and that is short enough to fit in the space provided. Monitor the discussion they have with their peers.

Answering the questions

Activity 2

You could ask students to consider all the poems their classmates selected to discuss these questions. Elicit some opinions from each group.

Answering the questions

Lesson 3

Development



Activity 5

Ask students to read the words in the box aloud. If they need help, tell them to notice the sounds in them and classify them in two: *I, fly*, and *eye* would be together, as would *read* and *need*. Ask them to mention the sound that they have in common. Have them notice that different letters can be pronounced in the same way.

Answers will vary.

Invite students to go to page 184 to learn about the use of punctuation and capitalization in poetry. Ask them: *What have you noticed is different in poetry from regular sentences?* They might mention that verses cut off sentences halfway through, for example, or that some poets use lots of dashes. Invite them to discuss the importance of punctuation and how differently it is used in poetry, as well as the effects it has on it, even if they are just visual effects. Then, have them discuss the questions on the page and answer them.



Activity 6

Invite students to think of all the poems they have read so far in the unit and the way these made them feel. Give them a few minutes to reflect on other times they have felt that way. Afterwards, you can give them some minutes to fill in the table. If students are not comfortable sharing their experiences with the whole class, you can arrange them in small teams or in pairs and have volunteers share their thoughts.

Possible answers: My memories: I remember when I was a eight years old and I had my first bicycle, it was a gift. Emotions in my memories: I felt really excited. What poem made me feel the same emotion as my memory: "Echo" made me feel in that way because it is about memories.



Activity 7

You can start by asking students how a Venn diagram works. A Venn diagram is a way to organize information visually, also it allows to identify similarities and differences between two items. Then, encourage them to reread the poems in this lesson to complete it. You could assign a team member to check that all the aspects to compare are covered in their diagrams. Finally, you could draw a diagram on the board and have members of all groups come to complete it.

Possible answers: "Summer Friends": weather-together; day-way; frost-crost; sorrow-morrow; sparrow-narrow "Open House": aloud-house; tongue-swing; eyes-disguise; foreknown-bone; wear-spare; revealed-shield; endure-pure Similarities: Both poems express how life changes in every different moment of life and those changes produce emotions. Both poems use rhymes to express emotions and certain melody.

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5. Work in pairs. The following words were taken from the poems you have read in this unit. Read and analyze them. Then, discuss with your classmates: What do these words have in common? Can you find more words like these ones?

I fly eye Read need

6. Take turns sharing memories (mental pictures that remind us of past events) about moments that make you feel in the same way as the poems you have read. Then, complete the chart. Share your work with your class.

Memories	Emotions in my memories	What poem made me feel the same emotion as my memory

7. Work in small groups. Read again the poems "Summer Friends" and "Open House." Then, analyze them checking the verses and rhyming words. Think about the rhythm of the verses in each one. After that, complete the Venn diagram. Finally, present your Venn diagram to your class.

Product 7 Emotions Inventory Step 3

Ask the students to tick the activities they have done so far. Remind students they can use this list to see what they need to have done by the end of the unit.

Planning

Have students work on the draft for the inventory of emotions. On the board, write a few items that students need to check and focus on. Make sure students focus on all items.

Hands on!

Monitor as students are on task. Make sure students know how to give positive feedback. Feedback for other team's work can include a few lines about what they found interesting about the text, what they learned from the text, and a question for the team.

Looking ahead

Create a sense of expectation by asking students to think about an illustration that can summarize a poem and the emotions it causes. The most important part of the project is the content, not the illustration. Give free reign to students to illustrate the work with cutouts from magazines or drawings or pictures. It all depends on the team's creativity. Creativity can be praised, but the content will be the key element to be assessed.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as students check the ones they relate to. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson.

Product 7

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3

Check (✓) the steps you have followed up to this point.

Have you read and understood the poems you chose?

Have you identified the main idea and supporting details of the poems you chose?

Have you asked your team and other students?

Have you written a list of questions to be asked in your inventory?

Have you...

Have you...

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

I enjoyed...

I learned...

I liked...

I did not like...

Product 7

4

Alternative products

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned from this project?
- What would I do differently next time? Why?
- What product did I prefer? How did I feel about it?
- How can I improve myself?

Go back to the questions on page 104. What other ideas can you add to your answers? Would you say that now you know more about poetry and the emotions it makes you feel? What can you use this knowledge for?

End of unit Self-Evaluation

Draw students' attention to the list of questions. Give them some minutes to reflect on them. Tell them that writing down the answers is not necessary; they just have to do some introspection to realize what they did well and how they can improve.

Teacher's Tip

Dealing with emotions through literature can help students find an outlet to their current stage in life. The more students are aware of their own feelings, the better they will be prepared for a healthy adult life.

**Product 7 Emotions Inventory
Step 4****Final steps**

Help students organize the way in which they will present the inventory of emotions. This organization can imply a more formal event with parents with students from other groups involved, to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom from students to be creative.

Alternative products

Invite students to read the other options they have to present a product. Let them know that all the work they carried out during the unit will still be useful for any of these, so they can choose the one they feel more comfortable with.

Reader's Connection



Activity 1

Have an example of a poem you know so you can show students how to fill the chart out. Allow students to fill their charts with a poem from the *Reader's Book*. Monitor as students are on task. Help when necessary. Answers will vary.



Activity 2

Kinesthetic students will enjoy this activity as they move around the classroom looking for somebody else who chose the same poem as them. Make sure to give rules before the start of the activity so that students know what to do and do not lose focus. Let them know that their time is limited and you will check their answers at the end. Answers will vary.



Activity 3

Invite students to choose another poem and analyze it using a mind map. Have them identify the key elements that helped them know what the main idea is. Finally, you could have some volunteers share their conclusions about the poem, including how it made them feel. Answers will vary.

Try It Out!

Make students feel safe and not judged for their answers in this section. It might be best to have only volunteers share their thoughts.

In **question 1**, invite students to reflect on how often they read poetry before this unit and how much this changed afterwards. You could ask: *Do you think you will be reading more poems in the future or maybe writing some?* Answers will vary.

To answer **question 2**, you might have to remind students of the difference between drama and prose. You could use examples from pop culture or from other texts in their *Reader's Books*. Answers will vary.

Question 3 is somewhat connected to question 2, in the sense that the difficulty between reading a novel and a poem might be something that students will consider a difference in these genres. Answers will vary.

To help students answer **question 4**, you could ask them to mark the keywords in the poems that helped them identify their topic. Answers will vary.

Finally, encourage students to put all their knowledge about poetry into action in **question 5**, where they are asked to write their own poem. Let them know that they can get inspiration from the poems they have read and from their own life as well. Answers will vary.

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Reader's Connection

1. Work in pairs. After reading the text, "American Poetry" in your *Reader's Book* (pages 81-91), choose the poem you liked the most. Complete the chart with information from that poem.

Title of the poem and author's name	How it made me feel	Why I liked it

2. Play "Find Someone Who!" Go around the classroom and find a classmate that chose the same poem. Then, take turns discussing these questions:
 - a. What is the poem about?
 - b. What emotions do the poems make you feel?
 - c. Do you experience the same emotions as your classmate?
3. Choose another poem from the text "American Poetry" in your *Reader's Book* (pages 81-91). Identify the main idea by analyzing supporting details. Create a mind map with your ideas. Then, share your work with your class. Tell your classmates why you chose this poem and what it made you feel.

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Try It Out!

Answer the questions and compare your ideas with other classmates.

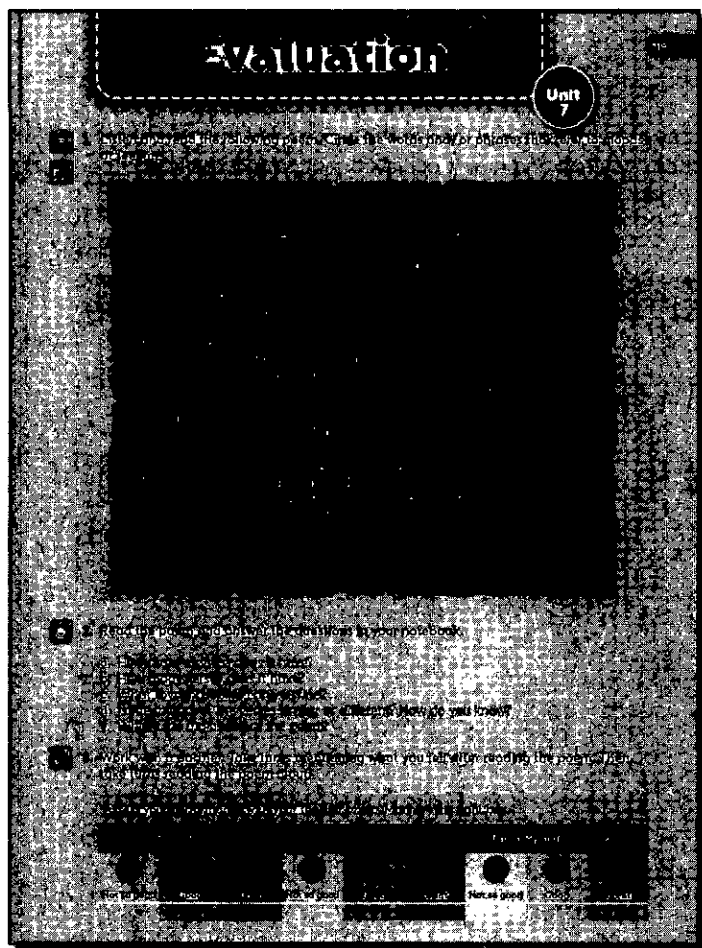
1. How often do you read poems?

2. How do you think poetry is different from drama or prose?

3. Do you think that reading a poem is easier than reading a novel? Why?

4. What are some of the topics you can identify in the poems you read in this text?

5. Think about the way you feel today and write a short poem. Make sure to include words that rhyme. It will make your poem look and sound better.



Activity 3

Again, students might feel more comfortable working with someone they trust. Have them discuss their feelings about the poem. Then, you could ask them to give each other feedback as they read the poem aloud.

Answers will vary.

Activity 1

Invite students to read and listen the poem in silence. You could encourage them to read it a second time to make the meaning clearer. Afterwards, you could ask the class to mention the words they circled and the feelings they conveyed. Let them know that these words help set the tone of the poem, which is mournful.

Answers will vary.

Activity 2

By this point, students should be experts in analyzing poetry. Give them a few minutes to read the text again or scan it to find the answers to the questions.

Answers: a. 3, b. 24, c. done / won, red / dead, etc., d. Answers will vary., e. Answers will vary.

Self-Evaluation tool

There are at least two major aspects that can be consider in order to analyze poetry: the technical and the rhetorical. The following chart only emphasizes the first one because the other one is subjective and there are multitude of interpretations for a single poem depending on reader's emotions, beliefs and knowledge among others. Tell students to put a mark to indicate that they have identified what the statement ask them.

Item to check	Poem 1	Poem 2	Poem 3
Know the main idea of the poem.			
Know some details about the content of the poem.			
Know the number of verses of the poem.			
Know the stanzas the poem has.			
Can identify some emotions the poem expresses.			
Have written an opinion about the poem.			

Unit 8

Let's Write a Report about a Historical Event!

- Why is writing, especially school reports, more demanding than other texts you write?
- How can you make sure your writing is well done and helps you learn?

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Ask students to discuss what the most difficult part of the writing process is for them. Have students rank these difficulties from 1 (the most difficult) to 5 (the easiest). Discuss these difficulties with the class. The purpose of this discussion is to identify the ideas students have about writing. Generally speaking, people do not like writing and proofreading what they have done. So, it is important for students to acquire the habit of putting up with the process of good writing.

Development



Write the questions from the opening section on the board. Have students work in pairs so they can discuss the questions. As students are talking, listen attentively to what they are saying so you can use this information during the unit to have them improve their work. Wrap up the answers without overkilling the topic of writing a report on a historical event.

Teacher's Tip



The most pressing difficulties for writing in English are lack of vocabulary and finding what to say to the reader. These two difficulties can be overcome by having students do research on what they will write about. When students have a draft of key vocabulary and what they will write about, it will be easier for them to carry out writing tasks. These ideas can be given in the form of readings, images, mind maps, audios, videos, etc.

Remember that a person who has information to work on will be more likely to produce richer texts than someone who does not have information.

Closing



U8 BPA1 Project the picture. Have students describe it. Ask students the following questions:

1. *What do you imagine the woman is doing?*
2. *Why do you think the image is in that color?*
3. *Do you think photographs like this can be used to investigate historical events?*

Make sure students end the activity knowing that in history, the more reliable sources they use to do their research, the better. They will have more evidence to support their writing.

Reader's Book



In the *Reader's Book*, students will read the text "Historical Events." Explain to students that this unit will deal with different reports on historical events that changed the course of humanity. The importance of having different texts is for students to have choices and models they can turn to when writing their final product.

Lesson 1

A Historic Monument

1. In pairs, make questions using the prompts about a report on the Statue of Liberty, a monument in the United States which represents freedom and the friendship between this country and France. Write your questions and answers below.

1. What / real name / statue? _____
2. Where / located? _____
3. Who / design / statue? _____
4. What criticism / statue / receive? _____

2. Read the text about the Statue of Liberty. Were your answers similar to the content of the text? Underline where each answer is in the text. Then, compare with a partner.

Statue of Liberty
The Statue of Liberty is a symbol of freedom and democracy. It was designed by Frédéric Auguste Bartholdi and stands on Liberty Island in New York City. The statue is made of copper and is one of the most famous monuments in the world. It represents the friendship between the United States and France. The statue is a symbol of freedom and democracy. It was designed by Frédéric Auguste Bartholdi and stands on Liberty Island in New York City. The statue is made of copper and is one of the most famous monuments in the world. It represents the friendship between the United States and France.

3. Work in pairs. Underline the best answer about the text above.

1. What kind of text is it?
a) a poem b) a report c) a tale
2. What is its principal purpose?
a) to entertain b) to inform c) to persuade
3. Who is the intended audience?
a) students b) small children c) scientists
4. Where is the main idea in each paragraph?
a) usually in the first sentence b) in the middle c) in the last sentence
5. What is the purpose of the rest of the paragraph?
a) to distract b) to give relevant details c) to entertain

4. Discuss the answers in groups of four. Then, share your results with the class.

Have students help you work out the first question. After that, ask students to help you answer it. Remind students that it is not important if they have the correct answer or not, because they will discover it when they read the text.

Answers:

1. What is the statue's real name?
2. Where is it located?
3. Who designed the statue?
4. What criticism did the statue receive?

Answers to these questions will vary at this point.

Activity 2

Encourage students to find the answers to the questions in Activity 1 in the text. Explain to them that it is important to underline where the evidence of the answer is. Monitor as students are on task. Appoint some students to share their answers. Remember to choose students who have the right answers. You can identify them while monitoring.

Answers:

1. Liberty Enlightening the World
2. In the United States
3. Frédéric Auguste Bartholdi
4. People thought that it should have been designed by an American artist. Also, it was too expensive to transport.

Activity 3

Have students work in pairs. Allow them to think about the answers. Monitor as students are working on the task. Do not worry if students find the exercise hard, since this is just the introduction to the topic, and they will know more about reports soon enough.

Answers:

1. a, 2. b, 3. a, 4. a, 5. b

Activity 4

Have students work in teams of four and compare their answers. Monitor as students are on task. Choose groups that have the correct answers to participate; this may foster their confidence when participating in English.

Answers will vary

Connecting you

A historical report can be found in different sources such as magazines, newspapers, books and educational material, be it online or printed.

Supposing your students know how to structure a report, you can work on weaker areas such as punctuation, increasing the use of linking words, or being more accurate using narrative tenses.

Answers will vary.

Achievements

- Identify the main idea and details of a text.
- Identify characteristics of a historical report.
- Plan before writing a historical report.

Get connected!

Have students express what they like about reading and writing about history. Invite them to write their opinions on half a sheet of paper per team of 5-6 students. Tell them to draw two columns. In one column, students will write what they like about history. In the other one, students will write what they find most challenging about it. Go around the classroom to know your groups' views on history. This will help you adapt the class in case students have a particular interest in historical events, which they can develop in their Portfolio work.

Opening

Activity 1

Tell students to walk around the classroom and ask a classmate what they know about the picture in the reading activity. Have students interview at least three other classmates. Then, invite students to share what they found out. Move on to Activity 1.

Lesson 1

Development



Activity 5

Ask students what a graphic organizer is and have them name a few examples. A graphic organizer is a term used for visual aids used to help people organize ideas to study, present information or remember better. They can be in the form of mind maps, Venn diagrams or the KWL chart. Encourage them to tell you when it is useful to use visual organizers. Refer students to Activity 5. Tell students to find words or phrases in the text to complete the graphic organizer. Do the first one as an example. You can encourage them to underline where they found the information in the text.

Answers:

- Location: Mexico City / Reforma Avenue
- Important Events: First stone placement / Inauguration Day / Earthquake
- People involved: Porfirio Díaz



Activity 6

Write the word *what* on the board. Have students brainstorm as many questions as they can using what they remember about the previous text. After that, model the activity with a strong student. Tell the student to ask you a question from the list you brainstormed with the group, and answer it indicating where it is in the text. Give students a few minutes to practice the activity in pairs. Monitor as students are on task.

Possible answers:

1. What happened in 1985?
2. Where is it located?
3. Who was the Mexican president in 1902?
4. Why is it important?

Have students refer to this section on linking words or connectors. You might want to explain that linking words or connectors are words or phrases which connect ideas. The most common are known as FANBOYS, which is an acronym for the words for, and, neither, but, or, yet, so. There are other more formal connectors such as however, besides, nevertheless, in spite of, etc., all of which show contrast. Some others show consequence, for example, if, when, consequently, and because. You can start encouraging students to use the most common ones until they feel ready to use their more complex counterparts.

Academic and Educational

5. Complete the graphic organizer with information from the report below. Remember to underline names of places (location), principal situations that occurred (important events) and any relevant person who participated (people involved). This will help you fill the organizer. Share your answers in pairs.

Aspect of Independence

Location	Important events	People involved
_____	_____	_____

A Monument that symbolizes a Country's History

The monument is a symbol of the country's history. It is a large, ornate structure that stands as a testament to the nation's past. The monument is located in the heart of the city, and it is a popular destination for tourists and locals alike. The monument is a symbol of the country's history and is a source of pride for its people.

6. Choose words from the box and write three questions about the text. Ask the questions to a partner. Which of you got the most correct answers? If possible, ask your questions to another pair.

what

where

when

why

how

1. _____
2. _____
3. _____

U8 BPA2 Project the picture and have students describe it. Ask the following questions:

1. Where is this statue located? How do you know? What do you think it represents?
2. Do you think that monuments showing soldiers praise war?
3. Have you seen similar statues or monuments in your community or anywhere else?

Finally, you could invite students to make questions of what they wish to know about the picture and the statue it shows.

7. Use the questions in Activity 3. Discuss with a partner if the text about the Angel of Independence can be considered a report or not. What elements in the format and content make it different from other types of texts, such as poems or tales?
8. To start writing, you need to plan first. Answer the questions with a classmate.
 - a. What historical event would you like to write about?
 - b. What specific topic from that event are you interested in?
 - c. What resources can you use to get information about the topic and specific topics or subtopics (books, websites, museums)?
 - d. Who would be able to help you getting more information?



10. Go around the classroom. Find classmates who have a similar topic to yours. Share what details they will include and where they think they can find useful information. Be sure not to copy their work, but compare to have more resources and ideas to write about.
11. Let's select and review a historical text. Find a historical text from a book, magazine or the web, if possible. Complete the chart below to identify if that text is a historical report or a different type of text. Share your results in pairs.

Text	Author	Source	Genre	Topic
1.
2.
3.
4.

Closing



Activity 7

Refer students to Activity 3 in their *Student's Book*. Ask them to discuss if the text about the Angel of Independence can be considered a report and why.

Answers: This text can be considered a report on a historic monument because it gives information about it. It is also suitable for the audience as it uses vocabulary and grammar they can understand. The text is supported by an image. What makes it different from other types of text is its formality and its main purpose, which is to inform.

Activity 8

Have students work individually on this activity and then invite them to check their answers in pairs.

Answers will vary.

Activity 9

Have students write a short paragraph with their answers to keep it in their Portfolio. This summary will help them consolidate what steps to take before writing a report.

Activity 10

Use a mingle activity for students to find classmates with similar interests to write the report. You can also opt for an onion ring. In this technique, students stand in front of each other in two circles: an inner circle and an outer circle. After a minute of talking, the inner circle moves one space to the right. Students go on this way until they have talked with different classmates. Try this technique and adapt it according to your context. At the end, have a couple of students share what they learned from their classmates about their topics.

Answers will vary.

Activity 11

Have students bring a historical text to analyze in class. Bring one of your own to demonstrate the activity. If possible, you can look for some on www.nationalgeographic.org. Remind students that a *source* is where they obtained the text: a book, a magazine, etc. This activity will help them work on text structure and format. Ask for volunteers to read their findings to the class.

Answers will vary.

Encourage students to explore any interest they may have and haven't had the chance to know more about. Check their answers as a group and ask follow-up questions for students to think of different possibilities for the topic. For example, they may be interested in the history of a pre-Columbian culture, and they may focus on their impact in our current society.

This topic is a review of the different tenses students have learned throughout their school life. These can be the simple past (I worked), the past continuous (I was working) and the past perfect (I had worked). The past simple describes an action that began and finished in the past. The past continuous refers to activities in progress in the past. The past perfect refers to actions which happened before another one in the past. You can use online links to exemplify these three tenses, for example: *When I got to the classroom, the students had already worked. They were taking and playing.* Any good grammar book can be useful, such as *How English Works* by Michael Swan in any edition.

Product 8 Written Report of a Historical Event Step 1

Planning

Remind students that the final product of this unit is a report. This report is made up of different reports on a historical event. Have students read the examples provided in their *Reader's Book* or those in this unit. You can reinforce the topic by giving one example written by yourself.

Hands on!

Refer students to the graphic organizer they worked on in Lesson 1. Show students that there can be more than one graphic organizer such as the tree organizer, the hierarchical organizer, or the bubble organizer. Have students organize the main ideas of their historical event in a graphic organizer. Have them include all the elements indicated in the book. Set a time limit of 15 minutes. Monitor as students are on task. Help when necessary. At the end, have students show their graphic organizers to the rest of the group.

Looking ahead

It is important to highlight the positive side of the product if you are showing another students' work. These are meant for students to have a reference or an idea of what the final product looks like.

Lesson 1 Self-Evaluation

Have the students review the different activities in the evaluation chart. Read the items out loud. Encourage students to answer honestly. Reinforce the idea that the self-evaluation process might help them improve their performance in class. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching is also a learning process in which both parties have something important to share.

The image shows a collage of student work for Product 8, Step 1. At the top right, there is a circular badge with the number '1'. The collage includes several sections:

- A section titled "Hands on!" which contains a graphic organizer with a central box and several surrounding boxes, likely representing a tree or hierarchical organizer.
- A section titled "Lesson 1 - Self-Evaluation" which contains a chart with the following text:
 - Check 1/1 subject you learned in this lesson.
 - I enjoyed...
 - I learned...
- A section titled "Looking ahead" which contains a small graphic organizer or chart.

This Is a Revolution!

Lesson 2

124

1. In pairs discuss what information you know about these historical figures. Then, read the text and underline one or two ideas about them. Compare what you found with a partner.



Porfirio Díaz



Francisco I. Madero

The Historical Report that Shaped the Nation

The Mexican Revolution began in 1910 for many important reasons. During this time, the economy grew and the country became more modern. However, the government was corrupt and the wealthy elite controlled the country. Many people were poor and did not have enough to eat. This led to a revolution. The revolution was led by Francisco I. Madero and other leaders. They fought against the dictatorship of Porfirio Díaz. The revolution ended in 1911 when Díaz was forced to leave the country. Madero became president in 1911 but was assassinated in 1913. The revolution was a turning point in Mexican history. It led to the creation of a new constitution in 1917 and the establishment of a democratic government.

2. Read the text again. Where do you think you can find this kind of text: in a museum, on a website, in a book? Why do people read historical texts? Share your answers in pairs.
3. A topic sentence is usually found at the start of a paragraph to tell the reader what it is about. It is followed by relevant supporting details. Using the text in Activity 1, find the topic sentences.
4. Topic sentences are usually followed by relevant supporting details. Find in the text in Activity 1 one or two supporting details and underline them. Check your answers in pairs.

Achievements

- Use visual cues of a text to activate previous knowledge.
- Extract important information from a text to retell it.
- Write topic sentences to start a paragraph.
- Give feedback to a classmate's work using a chart.

Opening



Activity 1

Have students work in pairs. Model the activity. Have one strong student ask you questions about the pictures and the title of the text. Alternatively, you can ask students to brainstorm as much as they can about the Mexican Revolution. Encourage them to answer the questions they need for a report: *Who was involved? Where did it take place? What happened?* Answer without giving too many details about the reading. Monitor as students are on task. Finally, elicit some of the ideas students underlined in the text. Invite them not to read the ideas but rather paraphrase them. You can also ask students to compare the information they had previously discussed to the one they read on the text.

Possible answers: Porfirio Díaz was a politician and he president of Mexico. The economy grew during his administration. He was a dictator, so he had to leave the country. Francisco Madero was a politician. He became president in 1911. He was assassinated in 1913.

Activity 2

Have students read the text again in silence. To foster fluency in reading, have students raise their hands when they have finished the text. Remind them that reading fast is useless if they do not understand the ideas they have read. Encourage them to focus as they read to identify the main ideas and details of a text.

As students finish reading and raise their hands, invite them to get in pairs with someone else who has finished to discuss the questions in the instructions. Ask students if this text is formal or informal. Elicit some answers from students, for example, *It is formal because it provides dates and historical events. It does not have contractions. The events mentioned are based on facts. Then ask them where they can find a text like this and invite them to express their ideas: In a History book because it contains dates and facts. In a newspaper because it promotes the interest of readers. It can be found in a biography because it contains information related to historical events.*

Answers will vary.

Activity 3

Have students identify the topic sentences. In this exercise and in the texts appearing throughout the unit, the topic sentence is usually found at the beginning of the paragraph.

Answers:

The Mexican Revolution began in 1910 for many important reasons. Madero did not find it easy to become president.

Activity 4

Have students notice that the many reasons the Revolution took place are explained in the text, so the supporting details are examples of those reasons. Underline *"liberals and intellectuals started to challenge the regime of Porfirio Díaz"* to show it to students. Have students find other reasons. Review the possible answers with the whole class. Repeat the process with the following paragraph.

Possible answers:

Paragraph one: Porfirio Díaz had broken laws. Wealth was not properly distributed. Wages decreased.
Paragraph two: He was exiled for his political views.

Depending on the community you are working in, the way in which history is passed on from generation to generation can differ. It is important to have an accurate recent account that can help history pass to other generations. You can encourage students to focus on this in the reports.

Glossary

Historical reports tend to use very specific vocabulary related to economics, politics, etc. Invite students to consult their Glossary and think of other words that they know in their first language that might be useful to write a historical report. Encourage them to look for their equivalents in English and add them to their Glossary.

Development



Activity 5

Have students remember what happened after Porfirio Díaz left the presidency. If they do not have the information available, they can consult books, the Internet, or other classmates. Remember these activities in the beginning of the readings or listenings are meant to activate the students' previous knowledge.

Answers will vary.



Activity 6

Carry out a jigsaw reading. Have students work in pairs. Student A will read text A, and student B will read text B. Encourage students to underline important information or to take notes about the paragraph they read. They can extract important information by using the questions *what*, *when*, *who*, *where* and *why*. You can model the activity by writing one question using one of the question words. Allow students to have a few minutes to prepare their questions and to talk in pairs. Monitor students while they are working.

Answers will vary.



Activity 7

Have students retell their paragraphs. Encourage fluency and communication in this activity. Do not overcorrect but help in case students find it difficult to narrate their historical event. When the activity is over, you can invite a couple of volunteers to retell their text to the group.

Answers will vary.



Activity 8

Have students exchange texts. Tell them to ask questions about the content of the text to their partners. So, student A has text B and he/she asks questions about it to student B. Have students ask each other four or five questions.

Answers will vary.

Academic and Educational

5. In pairs, discuss what you remember happened after Porfirio Díaz left the presidency.
6. Work in pairs. One of you will read text A, while the other reads text B. Extract the topic sentence from each paragraph. Use the questions *what*, *when*, *who*, *where* and *why* to help you find supporting details. For example:

What happened to Madero? He was assassinated by Victoriano Huerta.

Text A

Francisco I. Madero was the first president of Mexico after the fall of Porfirio Díaz. He was elected in 1911. He was a liberal and a reformer. He was assassinated by Victoriano Huerta in 1913. This was a turning point in Mexican history. It led to the Mexican Revolution. The revolution was a struggle for power between different groups. It lasted from 1910 to 1920. It was led by various leaders, including Francisco I. Madero, Victoriano Huerta, and Emiliano Zapata. The revolution ended with the rise of Venustiano Carranza and the establishment of the new constitution in 1917.

Text B

Francisco I. Madero was the first president of Mexico after the fall of Porfirio Díaz. He was elected in 1911. He was a liberal and a reformer. He was assassinated by Victoriano Huerta in 1913. This was a turning point in Mexican history. It led to the Mexican Revolution. The revolution was a struggle for power between different groups. It lasted from 1910 to 1920. It was led by various leaders, including Francisco I. Madero, Victoriano Huerta, and Emiliano Zapata. The revolution ended with the rise of Venustiano Carranza and the establishment of the new constitution in 1917.

7. The questions in the previous activity help you identify important elements in a paragraph of a historical report that make it informative. Narrate the answers in Activity 6 to a partner, for example:
Well, Francisco I. Madero was the president when Victoriano Huerta...
8. Test your partner's knowledge. Switch texts and read these (If you read text A, now you must read text B). Choose some facts from each text: a date, a name, or place. Ask your partner what it refers to. Check who knows more about the topic they read about.

The most common linking words
FANBOYS, should have a comma before
them. It is very common for students
to omit the comma or to use incorrect
punctuation.



9. Think of a historical event you know well. Write in the lines below the main topic and list two or three subtopics of that event.

a. Main topic _____
 b. Subtopic 1 _____
 c. Subtopic 2 _____
 d. Subtopic 3 _____

10. Work in groups of three or four. Based on the subtopics you chose, write a topic sentence. Exchange your book with your partner on the right, read their subtopic and propose a topic sentence. Do this until all members of the team have proposed a sentence. Use the space below to write the topic sentences.

Subtopic	Topic sentence

11. Write a one-paragraph report using the best topic sentence from Activity 10. Use the space below to write your text.

12. Exchange your reports with a partner. Give feedback to your classmate using the chart below. Write a positive comment on your classmate's report.

Criteria	1	2	3
Content			
Organization			
Style			
Grammar			

Positive comment: _____

Closing



Activity 9

Have students work individually in the exercise. Encourage students to think about a topic they are interested in. This way, they will find it much easier to do this exercise. Monitor as students are on task. Help with grammar and vocabulary if needed.

Possible answers: Main topic: The Mexican Revolution was an important event in our history. Subtopic 1: It tried to fight inequality. Subtopic 2: A lot of people were killed. Subtopic 3: It was a period of presidential instability.

Activity 10

In this activity, students will write a topic sentence collaboratively. Help students by writing on the board a couple of examples of a topic sentence for a paragraph. If you want to talk about the Aztecs, some topic sentences could be: *What the Aztecs ate was very nutritious.* / *They participated in many wars.* / *Their culture is still remembered these days.* Remind students that the topic sentence is the main idea of the paragraph, which will include supporting details. The topic sentence and the supporting details have to be closely related.

Answers will vary.

Activity 11

Have students work individually writing their paragraph. Monitor as students are on task. Allow students to develop fluency when writing. In further exercises, they will have the chance to make corrections and edit their work.

Possible answers: 1968 was an important year in Mexican History. The Olympic games were celebrated in Mexico and people from all over the world visited the country to observe the games. Different venues were built, for example, Estadio Olímpico Universitario.

Activity 12

Have students exchange their reports with a partner. Explain to students what each of the points in the rubric is about. Make sure they understand the terminology. If they don't understand what the past tense is or what linking words are, they can refer to the Language Connection section in the book. Monitor as students are on task.

Answers will vary.

Encourage students to bring to class one text and use the questions to know if the text is a good selection to get information about a historical event or not. You, as a teacher, can try it as well before so you know that text selection is easy. This activity does not determine the value of a text, but its usefulness.

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Product 8 Written Report of a Historical Event Step 2

Use the chart in the beginning of the page to have students know to what extent they have done some of the tasks of the unit. Help students who are lagging behind by encouraging them and develop discipline to keep up with the work. Sometimes what students need is a bit of encouragement from an authority figure to know someone cares about their work and progress.

Planning

Read the planning section. Have students discuss in pairs which of the parts of the report are easier for them. Then, have them discuss what part is the most challenging. Ask students to think of ways to face the challenging parts of writing the report. For example, if they find spelling difficult, they can use a dictionary to check difficult words.

Hands on!

Refer students to Activity 10 in Lesson 2 and the graphic organizer on page 124. Have students work individually on their topic sentences and supporting details. Model giving feedback by having a couple of students show their written work; then, comment on content, and, if mistakes impede clarity in the text, check grammar and vocabulary.

Looking ahead

Remind students that they can use an illustration to support their report. However, the quality of the image will not determine the quality of the content of the report. It is common for some students to focus more on the visual element of their work and not necessarily on the content. It is important for students to be creative; however, in this exercise the content of the report will be the most relevant.

Product 8

2

Check off the steps you have followed up to this point.

- I have planned the topic of the anthology.
- I have chosen one subject to research for my report.
- I have found sources of information (books, websites, etc.).

Lesson 2 - Self-Evaluation

Check off what you learned in this lesson.

I can do this...

Lesson 2 Self-Evaluation

Have the students review the different activities in the self-evaluation chart. Read the items out loud. Encourage students to answer honestly. Reinforce the idea that the self-evaluation process can help them improve their performance in class. You can ask your students to work in pairs in this section too. After some minutes of discussion, you can call for volunteers to share what area they have more difficulty with and propose other resources to deepen their knowledge.

Development



Activity 4

Have students read the text again to find the veracity of the information in this activity. Encourage students to underline where the information is in the text. Check the answers as a group.

Answers.

1. True 2. True 3. False 4. False 5. True

Possessive pronouns are words used to substitute nouns and avoid repetition. They correspond to the person they refer to. These are mine, yours, his, hers, its, ours, and theirs. For example, if you want to refer to your friends, as you can say it is theirs. If talk about my book, I can say it is mine.

Have students go over the Language Connection section to know more about possessive pronouns. Students can bring more exercises related to the topic or you can bring new ones. Remember to try to focus your examples to the topic of historic events; this way, students will be able to apply pronouns more accurately into their written production.



Activity 5

Ask your students to raise their hand if they ever edit their writings. Have a student look at the chart. Tell students to work in pairs and complete the chart below. Review the statements with the whole group. Have students use their thumbs to check the statements, for example thumbs down means never, thumbs up means almost always, and thumbs midway means sometimes. This technique works to have a general overview of students' opinions.

Answers will vary.



Activity 6

Based on this discussion, have students share why it is important to edit their work and who they can ask for help to edit it. Ask students what they take into account to review written work. Monitor as students are on task.

Answers will vary.

Connecting you

Emphasize the importance of acquiring little by little the skill of self-correction. Learning to self-correct requires from the person to recognize the need to work on first, then take conscious steps to change the behavior. This takes practice and mentoring from the teacher. Be patient with your students during this process.

4. Read the text carefully to mark the statements true or false. Remember the answers can be found in the order in which they appear in the text. Just pay attention to details so you know if they are true or false.

- | | True | False |
|---|-----------------------|-----------------------|
| 1. The United States wanted to be neutral with Germany to continue selling them products. | <input type="radio"/> | <input type="radio"/> |
| 2. After the incident of the Lusitania, people were in shock. | <input type="radio"/> | <input type="radio"/> |
| 3. Woodrow Wilson got Germany to pay for the ship they attacked. | <input type="radio"/> | <input type="radio"/> |
| 4. The American intercepted the Zimmerman Telegram sent to Mexico. | <input type="radio"/> | <input type="radio"/> |
| 5. The Zimmerman Telegram proposed Mexico to start a conflict in a part of the United States. | <input type="radio"/> | <input type="radio"/> |

5. Work with a partner. How often do you do the following activities after you write a text?

Activity	Always	Sometimes	Never
1. I check my work for errors.			
2. I ask someone else to read my work.			
3. I use a spell checker.			
4. I use a grammar checker.			
5. I use a thesaurus.			
6. I use a dictionary.			

6. Work in pairs and discuss. In your opinion, why is it important to edit your work? Who do you ask for help to review your work?

Even though these skills are not developed in the English class directly, encourage students, if possible, to make use of technology so they learn how to take advantage of it. Developing these skills needs guidance, so you can ask students to write if they have the possibility, their reports on the computer, use a spell checker to correct any mistakes, and find on the Internet suitable pictures for their written work. These tasks help students develop technological skills.

7. Use the chart below to give feedback to your classmates. Giving productive feedback helps people improve their performance. Use specific topics to help you. If possible, add suggestions.

Topic	Feedback	Suggestions
1. Topic sentence		
2. Supporting details		
3. Conclusion		
4. Grammar and mechanics		
5. Spelling		
6. Punctuation		
7. Capitalization		
8. Sentence structure		
9. Word choice		
10. Overall organization		

8. Review another classmate's paragraph using the chart above. Try to give useful and respectful feedback.
9. Based on the feedback from Activities 7 and 8, rewrite your short report. Use the space below.
10. Share with the group your comments on the feedback and what you can do to improve your writing.

Activity 9

Give students more time to rewrite their short report and pay attention to the feedback they received. It is important for you to monitor their work so you can also determine if the feedback is appropriate or not. With large groups with low level of English, focus more on writing a text that is comprehensible. Do not necessarily focus on grammar and lexical accuracy.

Answers will vary.

Activity 10

Hold a plenary session with the group. Ask for opinions about what they will do from that time on to improve their writing. Ask students to give suggestions for improvement. Write them on the board and praise participation. You can also provide tips to improve their performance in writing.

Answers will vary.

Have students ask some adults they know about the importance of writing and report information back to the class. They can report this on their notebooks, and then discuss it in class in small teams. You can use this activity as a warm-up. Ask students how important it is for them to report on historical events and how they do it now in a

Closing



Activity 7

Discuss the information in the chart with the class. Check each item so it is clear for all students. Remind them that the report should have a title and it should be divided into paragraphs. Each paragraph should have a topic sentence at the beginning of the it, and supporting details that give more information. The text has to be understandable. In case people do not understand the content, then the person needs to rewrite the text. The text has to simple language so everyone in your class can understand it. The text should also give information about the main topic. Invite students to suggest other things to check and add them to the chart.

Answers will vary.



Activity 8

You can have students review the paragraph they wrote in Activity 7. Remind them to give useful and respectful feedback to their peers. This is done by not personalizing the mistakes. For example, instead of saying, *You never use commas* encourage them to say, *The text needs commas in the first and third lines.*

Answers will vary.

Product 8 Written Report of a Historical Event

Step 3

Have students take a look at the activities they have done so far. Ask students to check the boxes in the chart. Remind students that they can use the list to see what they will do by the end of the unit before starting it.

Planning

Take an active role in the presentation of the reports. Prepare a short speech to welcome the visitors. Make sure students have time to prepare a short monologue per team so they can introduce the topic. One person per team will talk for one minute or two maximum. This person, however, has to actively participate with their report too.

Hands on!

Allow students to write the first draft of their historical report in approximately 150 words. When they finish, have students look back on page 131 to give useful and respectful feedback to their classmates. Remind students the content is worked on first, then they can decide to add supporting resources like images or formatting to make their report more appealing.

Looking ahead

Tell students they can improve their writing by having a strategy to do it. Tell them also, that to become good at writing, they have to do things one step at a time. Tell students that making mistakes is part of the writing process; however, they can edit their texts with the help of different materials or another person to make the necessary changes.

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3

Check if you have you been helped up to this point.

I have planned what to write my report about and where to get information.

I have written the possible topic sentences and supporting details for my report.

I have given feedback to my classmates on their report.

Hands on!

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

Lesson 3 Self-Evaluation

Have the students review the different activities in the self-evaluation chart. Read the items out loud. Encourage students to answer honestly. Reinforce the idea that the self-evaluation process helps them improve their performance in class. Encourage students to identify their weak areas and propose a way to minimize their impact in their writing or performance. Remind students that error and mistakes are a natural part of any learning process.

Product 8

4

End of unit Self-Evaluation

Reflect on these questions:

- Do you find you have learned to write reports about historical events?
- Which historical topics would you like to know more about?
- What part of the product did you find most enjoyable?
- Is there something you would like to do better?
- How would you like to be evaluated?

Go back to the questions on page 120. What other ideas can you add to your answers? Can you say that now you know more about describing historical events? What can you use this knowledge for?

Product 8 Written Report of a Historical Event

Step 4

Final steps

Help students organize the way in which they will present their report. This organization can imply a more formal event with parents, and students from other groups involved or a more casual presentation where the only people involved are the students in your class. In any case, both have to be given the seriousness they deserve. Have teams present their work in chronological order. This can help the guests understand how the presentation will be organized. You can organize a gallery-like presentation of the anthologies, so guests and students can walk around the room or area where the reports are. Allow guests to ask questions about the topic. However, focus on language production and not necessarily what students know about the topic. Students may not have all the answers, but they can know how to say they do not know them, and they might add them later.

Have a notebook where the guests can leave a comment on the report. You can make comments as a teacher, too. Assign students a version with the corrections made to add to their portfolio. Go back to the questions on page 120. Have students read the questions again and see if they can answer them differently after having done all the work in the unit.

End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as students reflect on what they can do. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit and share it with them. The teaching learning process is of a two-way street in which both parties have something important to share.

Teacher's Tip



The core of the teaching process during this unit is to teach students that to achieve a more professional piece of writing, they need to constantly write and focus on specific things until these become more automatic to them, that is, how to organize their thoughts into paragraphs, how to use accurately some tenses, or how to provide feedback.

Reader's Connection



Activity 1

Have students read the text carefully to try to answer the questions.

Answers:

- Paragraph 1. a. Who the scribes were.
- Paragraph 2. a. The use of different techniques.
- Paragraph 3. a. Gutenberg improves the Chinese invention.



Activity 2

To make this activity more challenging, you could ask students to correct the false statements. Check as a group.

- a. T
- b. T
- c. F
- d. F
- e. T

Try It Out!

In question 1 students should be aware that all the texts in the unit deal with historical events.

Answers will vary in question 2, as students interests in history might be totally different. You could do a poll at the end of the unit to check which events caught their attention the most.

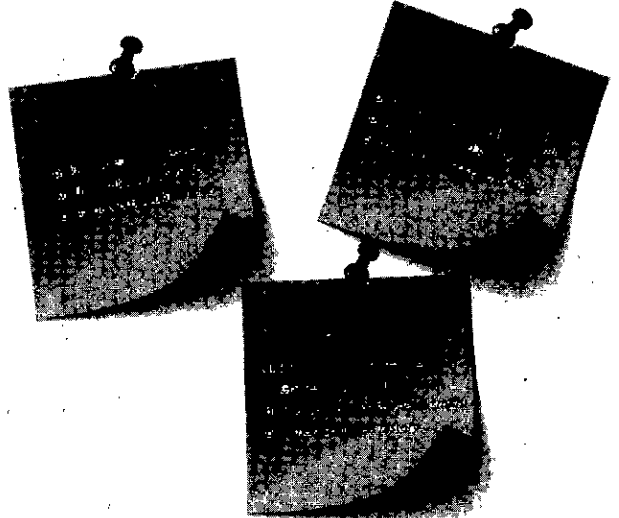
In question 3, you can prompt students by quoting poet Santayana's words: *Those who cannot remember the past are condemned to repeat it.* Spark a discussion and listen to some of their answers.

Expect different answers in question 4. After learning your students' favorite events you might ask them more specific questions: in Mexican history, in the 20th century, in prehistoric times...

Finally, encourage students to answer question 5 with more questions. Invite them to do a quick research on the Internet to answer these if possible.

Reader's Connection

1. Read the text titled "The Invention of the Printing Press" in your Reader's Book (pages 93 to 103). Which of the options below best describes each paragraph?



2. Read the text again. Mark whether the statements are true or false. Answer according to the text.

	True	False
a. The first known book is a text called <i>The Diamond Sutra</i> .	<input type="radio"/>	<input type="radio"/>
b. The first books were written by hand.	<input type="radio"/>	<input type="radio"/>
c. The Chinese used carved stone blocks.	<input type="radio"/>	<input type="radio"/>
d. Gutenberg started using wooden movable type printing.	<input type="radio"/>	<input type="radio"/>
e. Gutenberg printed the Bible with his machine.	<input type="radio"/>	<input type="radio"/>

Try It Out!

Answer the questions and compare your ideas with other classmates.

1. What are the texts in this section about?

2. What text did you find more interesting? Why?

3. Why do you think it is important to learn about historical events?

4. What is your favorite historical event? Why?

5. Would you like to know more about a particular historical event? What would you like to know?

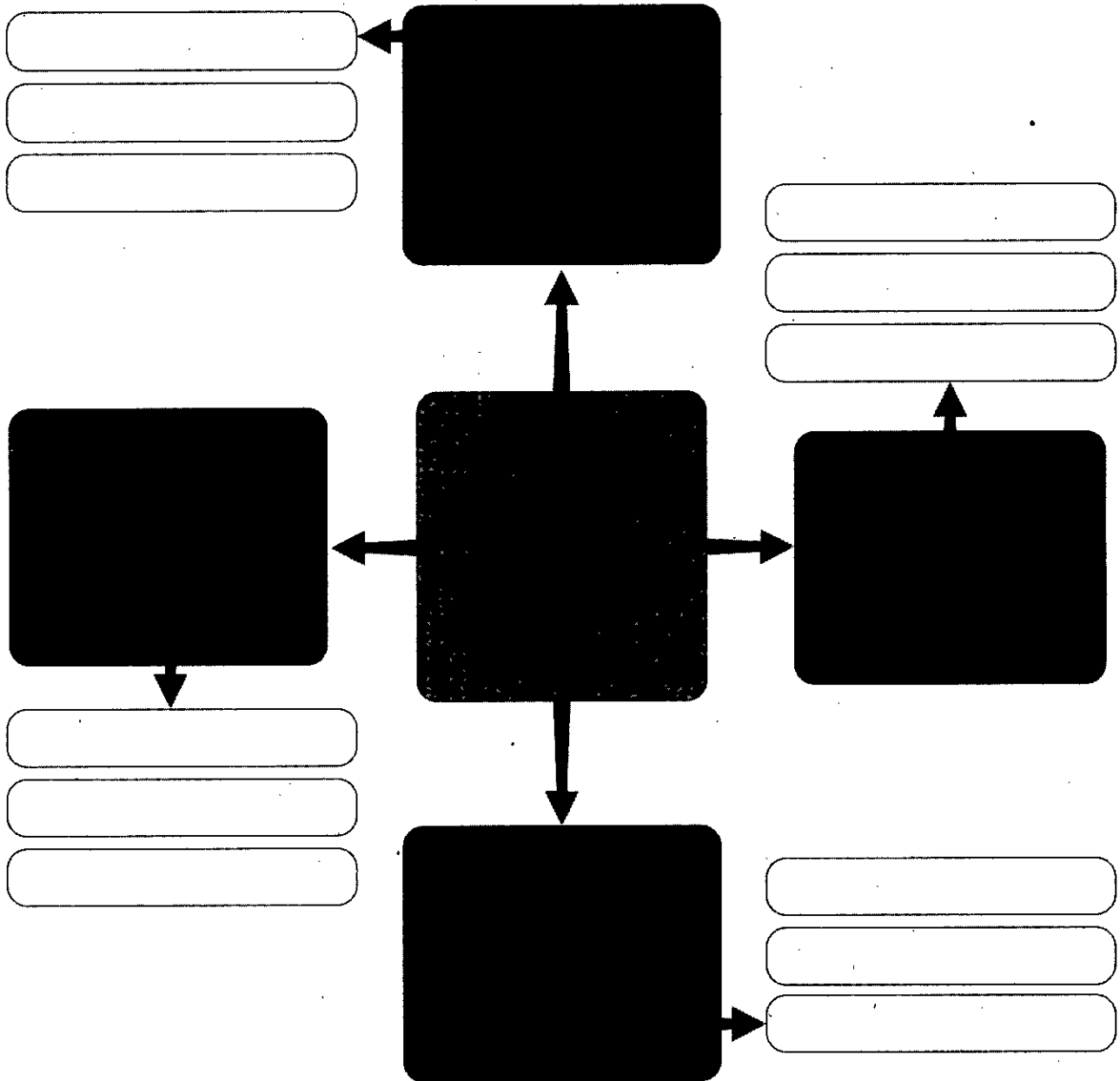
Collection of evidence template

You could invite your whole group to brainstorm the events they read about in the unit as you list them on the board. Elicit the questions that a good history report should answer about the event it describes. Then, have them select a topic from the board and create a mind map with the information in their books. You could ask them to include a question they would like to know about the event which the report did not mention and, if possible, allow them to look for the answer to include in their mind maps.

To check, you could do a gallery in the classroom and have students move around reading the information in their classmates' mind maps.

Mind map

Choose one of the texts from the unit and complete this mind map. Include key events and supporting details.



Evaluation Instrument

Questionnaire

1. Complete the following questionnaire with information from the final products of other teams.

a. When and where did the historical event take place?

b. Who was involved in the event?

c. What were the most important moments of this event?

d. How did this historical event end?

e. Is the report written using different past tenses?

f. Does the report include different linking words?

g. Does the report have correct punctuation?

h. What did you learn from the report you read?

Note: original students that are meant to evaluate the reports look for minor checks and good way of doing this without being too strict. Make sure that they are able to answer the questions with information from the past products. Please try to be complete and well written. If on the contrary, please do not give a hard time answer that it is possible that the product they read had some missing data.

Unit 9

Let's Describe Unexpected Events

How can you describe an unexpected event effectively?
How can describing events help you become a better listener and speaker?

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Divide the group in teams of three or four students. Then, ask students to describe the image on the cover page and think why the guy is up in the air. After that, ask them if they have been in an unexpected event and elicit some ideas from students. Listen to them actively and respectfully.

Teacher's Tip



Listen to your students actively and ask questions based on what they say, not only to correct them. Show authentic interest in what they express to create a better environment in class.

Development



Have students work in groups of four. On a piece of paper, ask students to write answers to the questions on the cover page. The answers should be written randomly on the piece of paper. Students will discuss the sentences and respectfully agree or disagree with the answers. Ask students to work with another group to listen to their opinion. Invite some students to participate.

Teacher's Tip



If your group is competitive and very active, ask them to write as many answers as possible. The winner is that with more answers with almost no communicative or grammatical and lexical mistakes. Remember that for contests and competitions, you have to set clear guidelines.

Closing



U9 BPA1 Project the image from the teacher's digital material named U9 BPA1 which shows the four seasons of the year. Ask students to describe the main climate characteristics of each season and describe some extreme situations they can experience such as floods and hurricanes. Monitor as students are on task. Ask four teams to share their opinions. Praise good contributions and log important communication mistakes to correct them at the end.

Reader's Book



In the section *Reader's Book*, students will read the text "Unexpected Situations: Testimonials" where they will find people talking about different risky situations they faced and survived.

This Is an Emergency!

Lesson 1

1. Work in pairs and describe the pictures below. Discuss the situation with your partner, then, rank them from 1 (the most serious) to 4 (the least serious) in your opinion.



fire



hail



storm



earthquake

2. Look at the central picture. There was a heavy rain and the street flooded. Look at Liza and her mom. How do Liza and her mom feel? How do you know? Complete the opinions with the right option and discuss them with a classmate.



Liza



Liza's mom

- a. I think that Liza's mom is worried / serious / calm.
b. I feel like Liza seems to be excited / relaxed / serious.
c. If I were in a similar situation, I would feel...

3. Listen to Liza, a secondary student, talking about an emergency in her community. Did you guess correctly how they felt?

Possible answers: I would rank an earthquake as the most serious one, since lots of buildings can be destroyed and people might end up without a home. I think a storm would be the least serious one. We always have storms here and the worst that has happened is that the power goes out for an hour!

Activity 2

Ask students to discuss if emotions have any effect on the way they speak. Have students discuss how Liza and her mom feel, and elicit some answers from students; write them on the board: *worried, sad, angry, anxious*, etc. Then, encourage them to express their opinions by using expressions such as *In my opinion...*, *I think, I feel...*, *If I were Liza, I could feel...* This activity does not have one correct option, but it allows students to justify their answers so emphasize the question *Why?*

Possible answers:

- a. worried
b. relaxed
c. nervous

Their facial expressions and body language help us determine how they feel.

Activity 3

Write the following words on the board: *People in the event, Liza's mom and Liza*. Write a blank in front of them. Have students focus on the emotions each character is experimenting, then, play the track. Write the question on the board and ask for some volunteers to write the answers to these questions. Ask students to justify their answers.

Answers will vary.

Achievements

- Identify the main parts of a description of an unexpected event. Distinguish attitudes and emotions.

Get connected!

Have students look back on the final product and write down a short description of the unexpected event portrayed in the images. Even though the final product is spoken, the written account can help them compare what they currently know and how much they have achieved by the end of the unit.

Opening



Activity 1

Pair students up. Ask them what it is happening in the pictures. Write their ideas on the board. Pre-teach vocabulary such as *fire, firefighter, hail, storm, earthquake*, etc. Give them some time to rank the pictures from 1 to 4 according to what they think is more serious. Then, ask them to write complete sentences, based on what they observed on the pictures. *They are firefighters. There is a fire.*

Teacher's Tip



Identifying one's emotions should not be segregated from learning a language. To convey the right message, you need to identify how you are feeling, what makes you feel that way, who you have to say it to, and how you will transmit the right message. Students need guidance from an adult, so they can learn to do it when they need it in their own adult life.

Development



Activity 4

Highlight that to describe some unexpected events it is necessary to organize the narrated information. As for the organization and its information, these are as follows: The narration in the previous activities is organized in three main parts: a beginning, a development, and a conclusion. The beginning tells us the context of the story, its main characters and conflict. Additionally, it has a development which gives more information about how the story evolves. It also has an end which shows if the conflict was resolved or not and how this event impacted the characters.

Focus students' attention on the questions of this activity. Have them identify key words and play the track again. Ask students to answer the exercise individually and, as soon as they finish, ask them to compare their answers with a partner. Then, write the number of the questions on the board. Finally, ask some volunteers to write their answers to check them as a group. Stress the importance of not writing whole sentences at this point, but key ideas.

Answers: a. Liza, Liza's mom, her dad, firefighters and people. b. Last Thursday at around two. c. At Annie's father's work, the building Annie's father works. d. The ceiling of the building collapsed. e. There was a flood in the building. f. The firefighters rescued the people trapped.

Activity 5

Ask students why it is important to identify the parts of a description of an event such as Liza's (it is because it helps people follow the speaker better and ask pertinent questions to know about an incident).

Ask students to write Liza's description of the event in the appropriate column. If necessary, play the track again, so students have more possibilities to identify the information. Monitor as students are on task. Check answers as a group.

Answers:

Beginning-Liza and her mom were going to pick her dad up to have lunch.

Development-There was a hailstorm which made the roof on her dad's office building collapse.

Conclusion-The firefighters rescued the people inside the building.

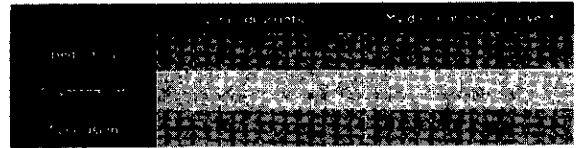
Activity 6

One option is to create a collective description of an event. Copy the chart on the board and ask a strong student to help you fill the chart out step by step. At the end, you describe the event based on what the whole group created. After that, ask students to think of a similar situation to that of Liza's and have them work on their events individually. Set a time limit so they focus on the task. Have students tell their descriptions to different classmates.

Answers will vary.

Family and Community

4. Listen to the interview again and answer the questions. Remember you do not have to listen to every word to understand the message. Focus on what you can understand and infer the main idea. Check your answers with a classmate.
 - a. Who were involved? _____
 - b. When did it happen? At what time? _____
 - c. Where did it happen? _____
 - d. What happened? _____
 - e. How did this event affect the people involved? _____
 - f. How did it end? _____
5. Classify the answers in Activity 4 in the column "Liza's description" depending on where they belong in the story: beginning, development, or conclusion.



6. Think of a similar situation you experienced. Use the questions in Activity 4 and the column "My description of an event" in Activity 5 to describe it. Take turns to ask questions to know more. Follow the example below:

Student's Tip

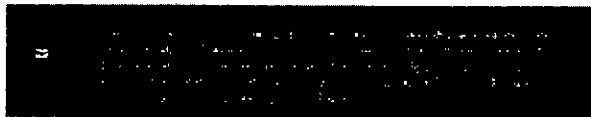
Remind students that listening to people when they are talking help them know the story, and the person better. If we want to improve our communication with others, it is correct to ask questions to clarify, to know more about the event or show we are interested in what the other person is saying. You can model with a fluent student what it looks like listening attentively. Ask open questions, without necessarily interrupting. (So, did you find the bill on street?), wh-questions (What did you do with it?), or use expressions to show interest (Really, Wow!, Did you?).

On page 136 of the Student's Book, you can see a brief explanation of narrative tenses. These can be the simple past (I worked), past continuous (I was working) and past perfect (I had worked). The past simple describes an action that began and finished in the past. The past continuous refers to activities in progress in the past. The past perfect refers to actions happening before others in the past. You can use a timeline to exemplify these three tenses. For example: When I got to the classroom, the students had already arrived. They were talking and playing.

7. Listen to some phrases from people interviewed at Liza's father's workplace after the flood. Discuss in pairs where in the description (beginning, development or conclusion) these phrases are, and why they are used.

- Some of the first phrases were very positive.
- Don't be so pessimistic.
- Don't let your anger get out of hand at this moment!
- Why are you so angry? You can't do anything about the building being here!
- It's a shame that you were not there!

8. Practice with a partner saying the phrases above but showing a different emotion. Have your classmate guess how you are feeling. Take turns saying the phrases.



Last Saturday something incredible happened!

Hey, you sound very excited. What was it?

I got an email saying that...



Closing



Activity 7

Ask students to brainstorm suggestions to prevent what happened at Liza's father's workplace. Write these on the board.

Ask students to read the instructions. Play the audio twice and encourage students to identify in which part of the description (beginning, development or conclusion) and with which purpose these phrases can be used.

Possible answers:

- Conclusion or Beginning / To express surprise and relief.
- Development / To express concern.
- Development / To talk about some details about the event.
- Conclusion / To know the reasons of the unexpected event.
- Development / To express concern while something was happening.

Activity 8

Have students focus now on saying the sentences in Activity 7 with different emotions. Emphasize that meaning is also transmitted by how you express your ideas.

Answers will vary.

Activity 9

Encourage students to create a short with five phrases and five emotions that correspond to them. Explain to students that they can use the ideas they wrote on Activity 5. This is a good moment to explain some intonation patterns.

Did you find \$200 on the street?

...sure did!

What did you do with them?

I spent it all.

Mention to students that mainly yes/no questions have a rising intonation in sentences.

- Go with the rising intonation.
- Go with the falling intonation.
- Go with the rising intonation.
- Go with the falling intonation.
- Go with the rising intonation.

Connecting you

Ask students to read the question and have them write their answers by using complete sentences. Encourage them to justify their answer. *I am good because... I think I have improved because...* The objective is for students to reflect on their own performance and how it can be better. Elicit answers from a few students and, if possible, give pieces of advice.

Ask students to think of the role of emotions in their community. In some cultures, expressing emotions is not well regarded, while in some others, people are more aware of how they are feeling and can name exactly how they feel.

If possible, bring a movie clip to the class. Show students how shadowing, repeating what another people say using the same prosodic features, helps them to be more fluent in the language. The task may be difficult, so make sure the clip has subtitles in English, so it is easier for students to connect the written word to the sounds. Make sure they don't read as it is written, though. Spelling and pronunciation in English almost never go hand in hand. If this is not possible, prepare a short conversation and ask for some volunteers to perform it.

Product 9 Description of an Unexpected Event

Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Hands on!

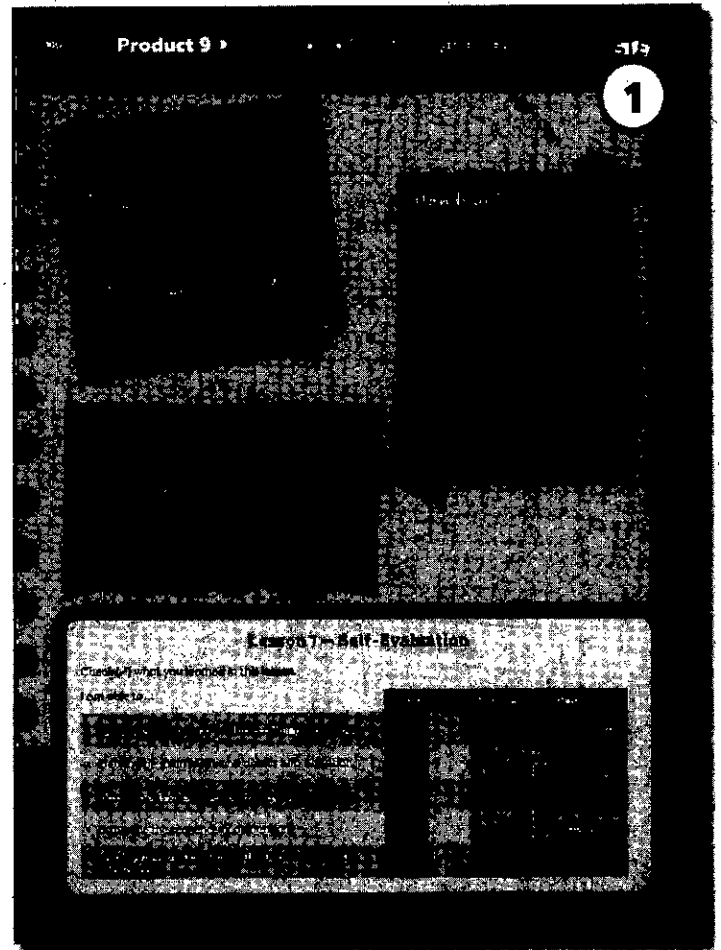
Ask students to look back on the unexpected events in the lesson. Explain briefly that these descriptions are organized in three parts: beginning, development and conclusion. Tell them to use the chart in Activity 5 to create a draft of their description of an unexpected event. Ask students to think of a possible title for their description. Monitor students when they are on task.

Looking ahead

Create a sense of expectation. Tell students that they are going to create a visual support to tell the narration. Remind students that they will present this visual support and the description of the unexpected event as a final product of the unit.

Lesson 1 Self-Evaluation

Direct your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items aloud. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.



Unexpected Events!

Lesson 2

1. Read and listen to two students talking about events that happened in their community. Each description will stop almost at the end of the account. Discuss with a classmate what the outcome of each event might be. Write your answer on the space provided. Then, continue listening and write what actually happened.

<p>1. Read and listen to two students talking about events that happened in their community. Each description will stop almost at the end of the account. Discuss with a classmate what the outcome of each event might be. Write your answer on the space provided. Then, continue listening and write what actually happened.</p>	<p>2. Write a title on top of each event on the space provided. Discuss with your classmates why you chose those titles.</p>
<p>3. Discuss with a partner how you think you would react in similar situations. Follow the examples:</p>	<p>4. Write a title on top of each event on the space provided. Discuss with your classmates why you chose those titles.</p>

2. Write a title on top of each event on the space provided. Discuss with your classmates why you chose those titles.
3. Discuss with a partner how you think you would react in similar situations. Follow the examples:

<p>Example 1: A fire in the school.</p>	<p>Example 2: An earthquake.</p>
<p>Example 3: A small fire.</p>	<p>Example 4: Everything's shaking.</p>

Achievements

Remember to activate students' previous knowledge before listening or reading a text. This helps them understand the content better. You can do so by bringing images related to the reading, writing key words on the board for students to guess how they relate to the story or by using the visual cues in the text if available.

Opening



Activity 1

Start by asking students if they have lived and unexpected event at school. Give them some minutes to express their memories. Now, help students with the vocabulary (first reading: *laboratory*, *burner*, and *earthquake*). Ask students to think what event can happen related to these items so they can anticipate the content of the audio. Have students work in pairs and read the instructions. Then, play Track 15 and let students write what they think happened after the description they listened. Do the same with Track 16. Elicit some ideas from students. After that, play Tracks 17 and 18 so students can listen to the actual ending of each one of the stories.

Possible answers:

Unexpected event 1

Your outcome of the event: The school burned down.

The actual outcome of the event: The lab was mostly intact.

Unexpected event 2

Your outcome of the event: The police arrived at the scene to make sure everyone was safe.

The actual outcome of the event: Parents were waiting outside to pick up their children.

Activity 2

Write on the board: *What is the purpose of a title?* Explain that titles help readers have a minimal idea of what the text is going to be about. They have to create interest in the readers. Have students work in the activity. Make sure the title helps the listener or reader know the general idea of the description. Write a few titles on the board and ask students which of them best summarize the content of the texts.

Possible answers:

A Small Fire Everything's Shaking

Activity 3

Write both ideas on the board. Exemplify each one, for example: *During an earthquake, I usually follow the instructions, I do not run...* *If there is a fire in my home, I have to call 911, so the firefighters can go quickly...* Then, allow students to write their ideas. Finally, elicit some examples from students and provide feedback.

Possible answers:

During an earthquake I would cry.

If there was a fire in my home, I'd have to call the firefighters.

Connecting you

Have students brainstorm different emergencies at school. You can choose to brainstorm as a group, so students can choose from the list you all created. When they have one emergency to talk about, ask students to think what steps are necessary for people to be safe and sound when this emergency takes place. In case the group wants to talk about the same emergency, they can discuss what to do before, during, and after the emergency.

Answers will vary.

Teacher's Tip



In case students need vocabulary to do a given task, prevent this by bringing vocabulary activities so students focus their attention on the vocabulary of the day. Depending on your premises, you can write scrambled key words on the board; you might want to create word maps in categories, collocations with key expressions, reviewing previously seen vocabulary through images, etc.

Glossary

You can have students work in pairs. Ask them to open their book on the glossary in turns to ask the vocabulary from the unit. Then, have students review pronunciation of each word. Remember to first model the vocabulary so students have a reference. Have students take turns pronouncing the words in pairs. Finally, ask students to choose the most difficult words so they can look them up in dictionaries and get to understand them better through constant and different input.

Development



Activity 4

Remind students that when listening to a spoken text, they should listen for the words in the questions so when they identify them in the audio, they know where the answer can possibly be. Students may need to listen to the audios more than twice. This exercise is meant to help students develop a skill, not to test them.

Possible answers:

1. Bryan forgot to turn off one of the burners.
2. It was from a fire extinguisher.
3. The building started to shake.
4. They were voices from parents and relatives.

Activity 5

Explain that there are a few verbs that follow the structure subject + verb + person + verb in infinitive form. These verbs are *tell*, *ask*, *warn*, *remind*, *want*, *need* among others. Students may not be familiarized with the structure, so provide examples. You could use a contrastive analysis so they can see how differently this structure works in both languages. In Spanish, for example, this structure is done by linking two ideas with the word *that*. You could propose, though very rarely, students to find an equivalence in their language to the sentences in 5.

Now, encourage students to read the exercise and underline key words. Play the tracks and pause them if the answer is mentioned. Give students some time to compare their answers with their classmates. Finally, encourage some volunteers to write the answers on the board.

Answers:

2. "Please keep calm and go down the stairs."
3. He told us to go back to the playground.
4. He also reminded us, "Walk fast and in order."
5. The janitor told us, "Be careful because the floor is wet!"
6. One of my classmates asked me to help her with her bag.

Activity 6

Each language has different options to express ideas. One of them is paraphrasing what people say. Explain to students how we can express the ideas or phrases that other people said maybe yesterday, two days ago, or maybe last year. Let them know in which situations they can use this structure, for example, an explanation you did not understand, and somebody has to explain what others said, a dialogue that was not totally clear, some advice somebody gave you, etc. Emphasize that depending on the ideas they want to share they can use different verbs. Exemplify one of the sentences: *My mother told me to do my homework. Our teacher wanted us to go to the museum.* Give students some time to play with the language.

Answers will vary.

4. Answer the following questions. Listen to the audio paying attention and trying to identify words in the questions to find the correct answers. Check your answers in pairs.

1. What caused the incident in event 1? _____
2. What was causing the hissing noise in event 1? _____
3. How did they notice there was an earthquake in event 2? _____
4. Whose voices were the ones they heard outside the school in event 2? _____

5. Listen to the descriptions again. Find a sentence similar in meaning to the sentences in the chart. Check your answers in teams. More than one answer is possible. Follow the example.

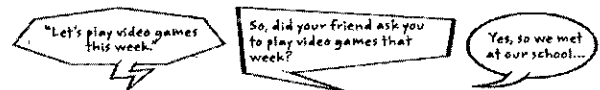
Correct speech	Indirect speech
My best friend asked me to play video games with him last week.	My best friend asked me to play video games with him last week.
Let's play video games this week.	So, did your friend ask you to play video games that week?
Yes, so we met at our school...	

6. Match the sentences to reflect things that happened to you recently. Check your answers with a partner. More than one answer is possible. Follow the example.

My best friend asked me to play video games with him last week.

Let's play video games this week.	So, did your friend ask you to play video games that week?	Yes, so we met at our school...
-----------------------------------	--	---------------------------------

7. Add the examples you made in Activity 6 to a narration. Take turns transforming the sentences from direct to indirect speech.



Activity 7

Allow students to look back on page 138 in their *Student's Book*. To provide more examples, let them check the questions and Activities 4 and 5 respectively. This will help them create or remember the description better. Ask a few volunteers to say their narrations aloud.

Answers will vary.

Invite students to ask questions regarding direct and indirect speech. Ask students to study the section Language Connection in pairs and check if it answers their questions.



Teacher's Tip



The section Language Connection can be tackled in many different ways. Study your group so you can train them to discover the grammar rules through very controlled exercises. You need to constantly train your students to think deductively so they can transfer these abilities to other areas of study or their lives.

8. Work in pairs. You will listen to Paul describing an accident Kevin had. Look at the pictures and discuss: What kind of accident it was. Then, listen to the description and order the events.



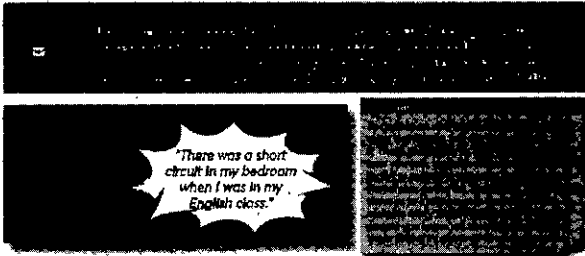
a. _____ b. _____ c. _____ d. _____

9. When you narrate an unexpected event, you should pay attention to the sequence of the details. Work in pairs. Read the phrases from Kevin's accident. Then, discuss and take turns to answer the questions below the phrases.

First, Kevin was in his room in a quiet place. He was reading a book.
Then, he heard a noise from the stairs. He stopped.
Next, he saw a person. He was scared and he tried to take Kevin.
After a few minutes, he went to the hospital.
Finally, the doctor said that Kevin was safe.

1. What do the words in bold help you describe? purpose / sequence / reason.
2. Do you know similar words to help you describe events?

10. Think of an event a friend or a relative told you, similar to Paul's. Write three to four key words on your notebook. Ask a classmate to guess what the event is about. Then, tell the actual event to your partner. Take turns describing your event. Ask questions to know more about it.



Closing



- Activity 8**
 Pair students up. Write the following question on the board: *Have you ever had an accident?* Before listening to the track, encourage students to describe unexpected events they have lived. Then, encourage them to describe the pictures. Ask them a key word to anticipate the content of the track, for example:
 a. plaster, right arm
 b. bulletin board
 c. call an ambulance, call 911
 d. ladder, stairs
 Ask students to read the instructions. Play the audio twice. Check answers as a group.

- Activity 9**
 Explain that narrative events have a sequence and that connectors are helpful to indicate what kind of information goes at the beginning, in the middle and at the end. Ask students to work in pairs. Have them discuss what the words are about and how these can be used.

Answers: 1. Sequence 2. Answers will vary.

Activity 10

Write some context clues on the board (*umbrella, rain, fell, ran*) and write the beginning of the following sentence: *My best friend was walking down the street when...* Then, encourage students to use those words to continue the story. Then, give them some time to write their own story. If they do not have enough time, assign the activity as homework.

Possible answers:

loud noise
 darkness
 candles
 flashlights

The day the power went out.

Activity 11

Unexpected events are something common to life. Encourage students to read "Unexpected Events: Testimonials" in their Reader's Book, page 105. Encourage them to work in pairs and choose one of the testimonials. Ask them to report the actions so they can use the language they have previously studied. Explain that sometimes drawings provide a clearer idea of the events, so encourage them to draw and write text to represent what they have just read. Invite some volunteers to present their work in front of the group.

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Student's Tip

Remind students that to make a narrator interesting they need to practice and make use of different language devices such as adverbs of sequence (*first, before that, then, after that, finally, etc.*). Another way is to include adjectives (*surprising, scary*) or adverbs (*surprisingly, very, early*). This skill can be acquired the more students read, so be patient and encourage reading by recommending material you know with short narrations students can read from. The Reader's Book from this series can be a great start.



U9 BPA2 Project the image and ask students to describe the picture and answer the following questions:

What do you think happened? Do you think it is necessary to call 911? Monitor as students are on task. Ask four teams to share their opinions. Praise good contributions and log important communication mistakes to correct them at the end.

Product 9 Description of an Unexpected Event Step 2

Read the options aloud. Ask students to tick those activities they have done so far. Remind the students they can use this list to see what they need to do by the end of the unit.

Planning

Encourage students to work in groups and answer the questions provided. Ask them to reach an agreement to present the unexpected event.

Hands on!

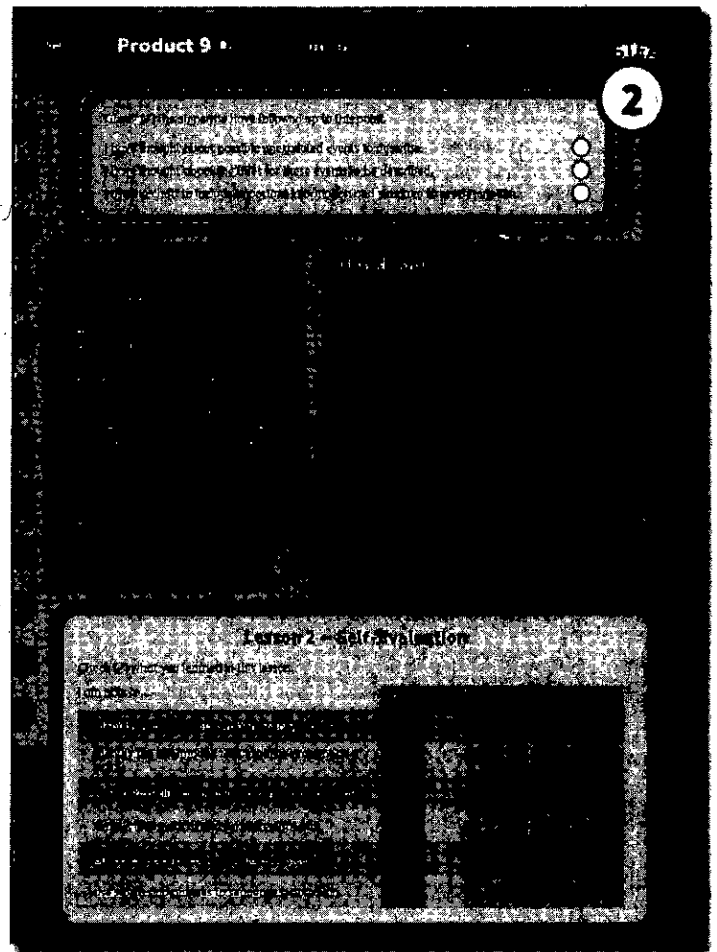
Explain that the use of images can offer a guidance to clarify the narrative event that they are going to describe. You can propose displaying the visual supports as in an art gallery. This way people will try to predict what the event was about, and then, the students will confirm or tell the actual description of the unexpected event. If they do not have access to any device, ask them to draw or create a collage to give some clues. Allow students to tell you the story they have thought about presenting. Give feedback on what they can focus on. Encourage them to write a draft and ask them to pay special attention to grammar tenses and the sequence of the events mentioned. Then, allow them to practice the narrative event so they can practice pronunciation and intonation. Advise them not to memorize their description.

Looking ahead

Create a sense of expectation by telling students they have now to create a final version of the visual support. Tell students they will have time to practice their description with a visual support so they can say it to a different audience from their classmates.

Lesson 2 Self-Evaluation

Direct your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.



My Strategy

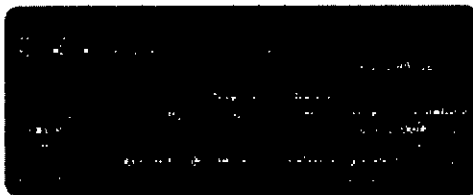
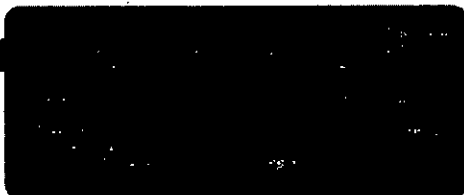
Lesson 3

145

1. Discuss these questions with a classmate:

1. Can you name some natural events related to water?
2. How do they affect the places where they happen?

2. Read and listen to two descriptions of a natural event that took a town by surprise. What is the event described in the track?

Mr. Taylor
(aged 36)Jeremy
(aged 14)

3. Match the numbers in Mr. Taylor's description to a number in Jeremy's description. There's an example for you. Then, discuss with a classmate why you think Jeremy doesn't use the same words.

4. Work in teams of three. Individually think of a natural event you experienced. Write four words you are going to describe. Have your classmates guess what words they are. Take turns saying the phrases "kind of," "sort of," and "type of." Follow the example below.

A: "So there was this kind of earth movement you know..."

B: "You mean an earthquake?"

A: "Exactly! So, we immediately..."



Achievements

- Negotiate meaning by using speaking strategies.
- Repair communication.
- Analyze changes of style.

Opening



Activity 1

Read the questions. Ask students to work in pairs and brainstorm the answers to the questions. Ask volunteers to write some of their ideas on the board.

Possible answers:

1. Floods, landslides, tsunamis, storms, heat waves, cold spells, hailstorm, etc.
2. Sometimes, they provoke floods.

Activity 2

Write *hailstorm* and *frozen rain* on the board. Explain what a hailstorm is: *Pellets of frozen rain which fall in showers from clouds.* Ask students to discuss the consequences of both natural events and write their ideas on the board, for example, floods, car crashes, people slipping, etc. Ask students to read the instructions. Write on the board the question: *What is the event described in the track?* Play the audio once. Ask students to answer the question and say one thing they remember from the descriptions. If it is necessary, play the track again.

Answer: A hailstorm.

Activity 3

Ask students to read the descriptions in Activity 2 again and ask them to pay attention to the phrases in bold type in Jeremy's account. Emphasize these phrases can be used when they have forgotten an exact word. Ask students to do the exercise individually. Then, let them compare their answers with a classmate. Finally, check answers as a group.

Jeremy probably doesn't use the same words because since he is younger, his vocabulary is different and, at times, more limited.

Activity 4

Read the instructions aloud. Model the task with a volunteer. Write four words related to a natural event secretly on pieces of paper. Take the first and describe it to the student:

- It happens when there are some kinds of high waves.
- You mean a tsunami?
- That is totally correct.

Encourage them to use expressions such as *kind of*, *sort of*, or *type of*.

Student's Tip

Students will review in depth ways in which people can be found or not during a nomination. However, it is worth making students notice that they have to be careful with choosing the right way to express so they can show respect to the other speaker, especially if they are adults or they have some hierarchy, like the school principal or an elderly person.



U9 BPA3 Project the image and ask students to look at the natural phenomena.

Ask students to describe the picture and answer the following question: *Where did this natural disaster take place?* Tell students to mention what damages these phenomena can cause. Monitor as students are on task. Ask four teams to share their opinions. Praise good contributions and log important communication mistakes to correct them at the end.

Development



Activity 5

Lead the activity to emphasize that there are different ways of talking depending on the context. Explain that we can express respect for other human beings if we select the words we use to communicate with them appropriately. It is not the same to talk to people their age. Then, ask students to discuss the questions as a group.

Possible answers:

1. Yes, we do.
2. Adults tend to be more formal in their speech. They would use phrases such as How can I help you? or Would you mind...?
3. No. My speech is more formal when talking to the school's principal.



Activity 6

Explain that students will listen to how the same event is narrated by an adult and by a teenager. Give them some time to read the descriptions and ask them to write J if it is Mr. Jones who is speaking or A if it is Alice. Focus students' attention on the differences made by each one of the characters. Play the track and encourage them to write their answers.

Answers: 1. J 2. A 3. J 4. A 5. J 6. A 7. J 8. A 9. J 10. A



Activity 7

Remind students that adults have more vocabulary and tend to use more complex grammar and vocabulary. However, they can be formal when speaking by following the suggestions in the activity book: using words similar to Spanish, not using contractions or not using excessively phrases such as *it's kind of, like*. Allow time for students to answer the questions in pairs. Monitor as students are on task. Check the answers as a group.

Possible answers: 1. The answers use specific words. 2. Alice uses more colloquial language. 3. Mr. Jones sounds more formal. 4. Formality shows respect to a person and seriousness about the topic to be discussed. Also, it can avoid misunderstandings.

In this section, students have to analyze the differences between how two people of different ages describe the same event and use a different kind of language. Students have to notice the differences in level of formality. Ideally, students should be able to record the interviews, 2 minutes long approximately, and note down some similarities and differences. The report has to be in English, and they can include direct speech from the interviewees. At no point should this exercise be seen as a translation exercise as this is a different set of skills to be developed. If it is not possible to record the description, take notes and practice intonation and pronunciation to make the description interesting.

Family and Community

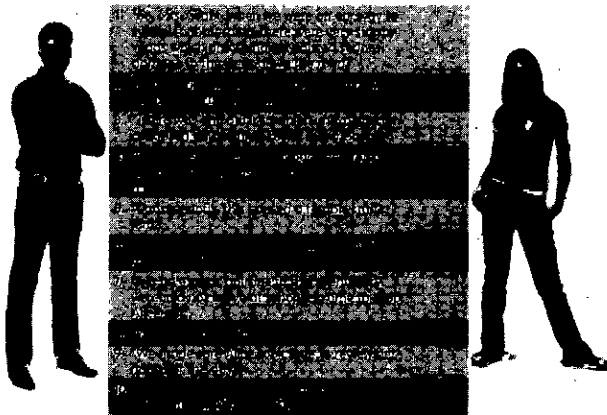


5. Discuss these questions with your classmates:

1. Do you and your friends speak differently from the adults you know?
2. What words and expressions do adults use when they talk to other adults?
3. Do you speak the same way with the principal of your school as you do with your friends?



6. Analyze in pairs the following dialogue. Alice and Mr. Jones are describing the same event. Mr. Jones is talking to his daughter's teacher and Alice, Mr. Jones' daughter, is talking to her classmates. Read the descriptions and write A for Alice and J for Mr. Jones. Then, listen and check your answers.



7. Work in pairs. Discuss the following questions. Compare your answers with the group.

1. How did you know which phrases are said by Mr. Jones?
2. How did you identify the phrases said by Alice?
3. Who sounds more formal?
4. Why do people have to sound formal?

Activity 1

Ask students to go to page 176 to practice the language freely. Put students up and focus their attention on the pictures. Then, ask them to describe each picture, for example: *The sun is shining, and the dog is playing and happy.*

176

Activity 2

Encourage students to use their imagination and create a story based on the characters and the situations of the picture. Ask them to review connectors and other aspects of the language studied during the unit. Have them make notes.

176

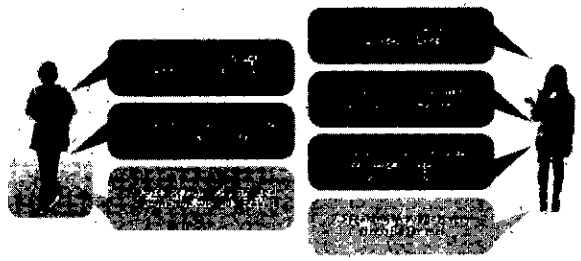
Activity 3

Have students turn the book so they can read the actual story. Ask them to compare the story in the book with the one they created, encourage them to talk about the differences and similarities.

176

8. Listen to the following sentences about speaking in English. Discuss with a classmate if you agree or disagree with them. Follow the example below:

"I agree with sentence number one. When I forget a word, I try to describe it."



9. Listen to the phrases again. Identify the words you hear louder and clearer. Check your answers with a partner. Then, practice saying the phrases. Follow the example.

10. Look at the dialogue below. Mark with an arrow if the intonation goes up (/) or down (\). Follow the example.

Amy: (1) So, Edward, do you practice difficult words by repeating them to yourself? /
 Edward: (2) Yes, I do. (3) I say them to myself in sentences. /
 Amy: (4) Do you practice only in that way? /
 Edward: (5) No, I don't. (6) I also watch TV shows and repeat some of the phrases the actors say. (7) I imitate their pronunciation all the time. /

Closing

Activity 8
 Ask students to read the instructions and the information included in the speech bubbles. Play the audio two times. Have students listen and write if they agree or disagree with the sentences. Then in pairs, have students explain their answer.

Answers will vary.

Activity 9
 Play the track again and focus students' attention on the intonation and pronunciation of the speakers. Monitor as students are on task. Invite some volunteers to share their answers.

Possible answers: Content words can be heard more clearly.

Activity 10
 Review the activity before doing it in class as the rhythm of English is different from other languages. Monitor as students are on task. Write the sentences on the board or just the number of the sentence and draw the arrow on top of the appropriate words.

Answers

Amy: (1) So, Edward, do you practice difficult words by repeating them to yourself?
 Edward: (2) Yes, I do. (3) I say them to myself in sentences.
 Amy: (4) Do you practice only in that way?
 Edward: (5) No, I don't. (6) I also watch TV shows and repeat what the actors say. (7) I imitate them all the time.

Ask students to go to page 136 to learn more about rhythm and intonation. Be mindful of the different languages your students can speak so you can help them appreciate the differences in the rhythm in the different languages they are in contact with. Spanish, for example, is syllabic, that is why a stress-based rhythm is difficult for us to conceptualize.

Ask students to improve the story they wrote in lesson 1. Encourage them to improve their work and practice retelling the story paying special attention to rhythm and intonation, using the patterns they were taught in the previous exercise.

Product 9 Description of an Unexpected Event

Step 3

Have students take a look at what they have done so far. Ask the students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning

Allow students to work on the final touches of their description of unexpected events, especially the content. Remind them to check the chart they created on page 138, make them review the descriptions on page 143 and the phrases they selected on page 147.

Hands on!

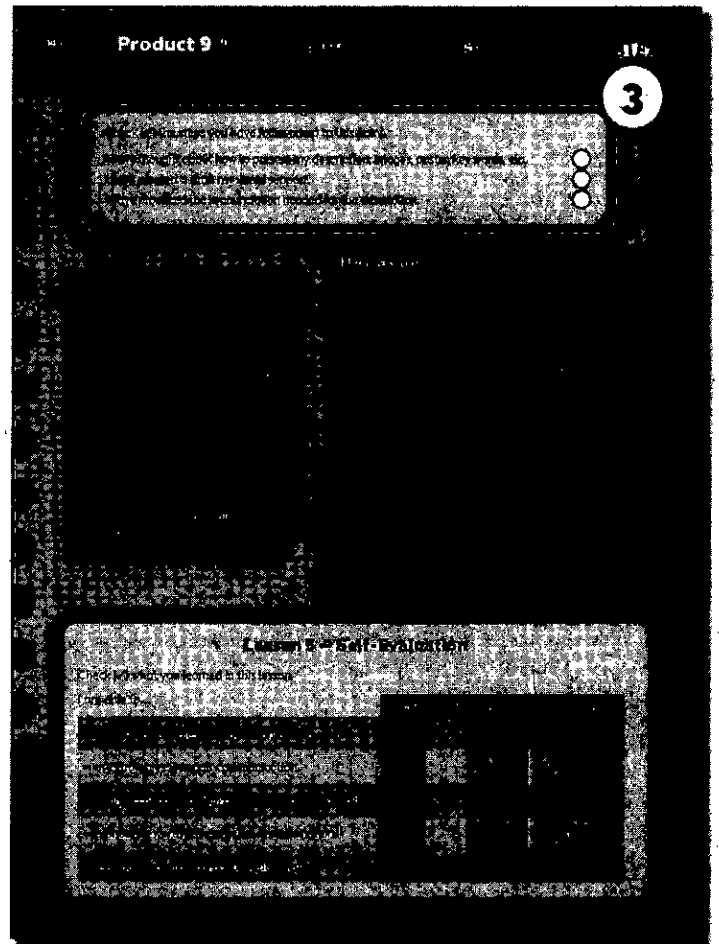
Have students use a visual support to tell their story to a classmate. Remind students not to memorize it, but to narrate it as in a conversation. In case they forget a word, they can always use a different one with a similar meaning, for example. Be careful with their pronunciation. They might ask you about how to sound out a word, use a dictionary if you do not know how to say it. This will also help you learn new words and their pronunciation.

Looking ahead

Create a sense of achievement by telling students they will present their final version of their description to other students or their parents. Ask students to include phrases to repair communication.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.



Product 9

4

Alternative products

If you consider that the suggested steps for the unit's product don't suit your students, think about carrying out one of the alternative products. In addition, you can also have your students choose one of them. Provide help if needed.

End of unit Self-Evaluation

Use the technique Think-Pair-Share to discuss the questions in this section. Read the questions aloud. Ask students to think and write individually the answers. After that, have students work in pairs so they can discuss the answers to the questions. Monitor to identify interesting ideas from students. Finally call for participation from volunteers to share their answers. You can appoint some students whose answers you found worth sharing. This technique helps students have more ideas to express when they participate with the whole group listening.

Teacher's Tip



Criteria for success refers to what the final outcome should look like, and what elements it should have so students can focus on performing them or present them efficiently. You can make these criteria of success known through a yes-no questionnaire or through a series of steps to be followed.

Product 9 Description of an Unexpected Event

Step 4

Final steps

Ask students to turn to page 149. Help students organize the way in which they will present their unexpected events. This organization can imply a more formal event with parents and students from other groups or it can be a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

For the gallery-like option, organize the group into two teams: one which will present, and the other which will visit the different visual supports. Then, switch the roles so everybody has the chance to participate.

Before starting the activity, remind students that the product shouldn't be told by heart. It is part of a conversation. Model the activity if necessary so students know the criteria for success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom so students can be creative. The objective is to describe an unexpected event, and to do so, there are not hard and fast rules.

Go back to the questions on the cover page on page 135. What other ideas can you add to your question?

Go back to the questions on page 135. What other ideas can you add to your answer? Can you say that now you know more about describing unexpected events? What can you use this knowledge for?



Reader's Connection



Activity 1

Encourage students to anticipate the content of the text. Ask students to think about what would happen if a classmate got lost in a field trip, or what they would do to find them. Have students read the text on pages 110-111. Have students tell you what happened in the story. You can prompt them with very specific questions, for example: *What is the name of the teacher? What does he teach? How many students were there?* Refer students to Activity 1 and allow them to work on the answer. Check it with the whole group.

Answer: a)



Activity 2

Encourage students to work in pairs and paraphrase the story they have just read orally. Give them some time to answer the questions provided and let them compare their answers.

Answers:

- a. They were doing a biology project.
- b. 19 people
- c. To the cave.
- d. The professor
- e. Yes, they did.

Try It Out!

Possible answers:

Question 1

A situation that was not planned and that is related to accidents, natural disasters, etc.

Question 2

Answers will vary.

Question 3

In different sources such as social media, magazines, TV programs, etc.

Question 4

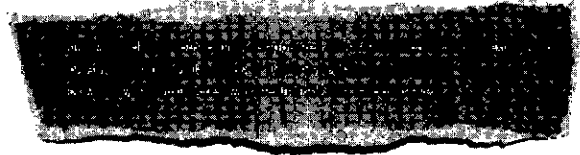
Answers will vary.

Question 5

Answers will vary.

Reader's Connection

1. After reading the text on pages 110-111 from "Unexpected Situations: Testimonials", choose the sentence that best summarizes the story.



2. Work in pairs. Take turns to answer the questions.

a. What were the unexpected locations being in the forest?

b. How many people were in the expedition?

c. Where did the missing kids probably go to?

d. Who described the missing kids?

e. Capture and the kids?

Testimonials

Answer the questions and compose your ideas with other classmates.

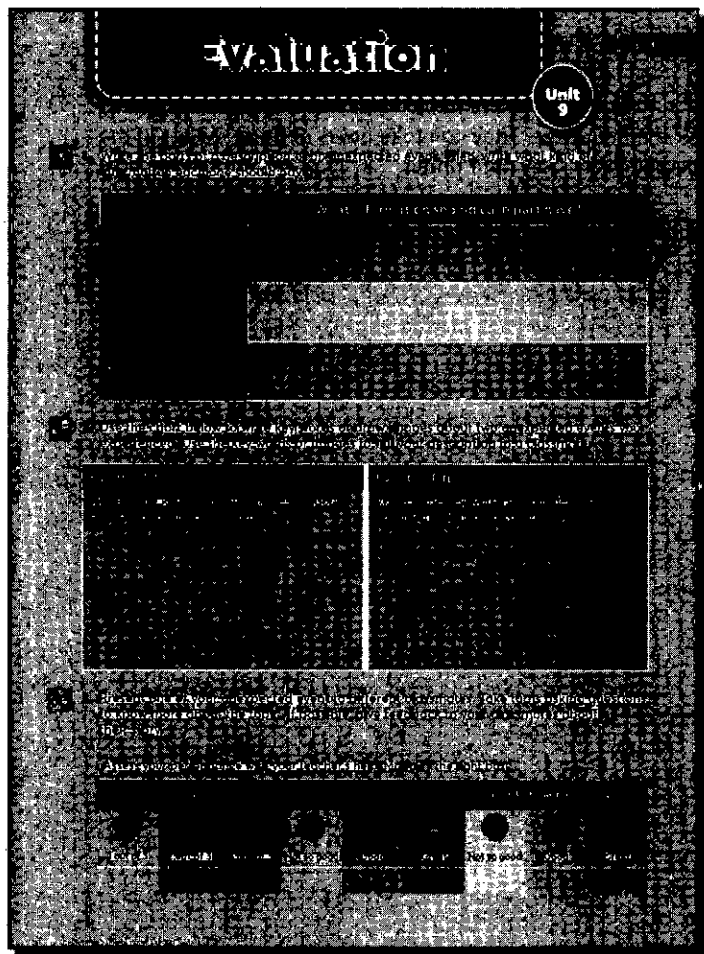
1. What is an unexpected situation?

2. Which testimonial surprised you the most? Why?

3. Where can you listen to testimonials?

4. Have you ever experienced a situation like the ones in these texts?

5. What would you do if you experienced a situation like the ones in these texts?



Activity 3

Use the rubric on page T179 to assess your students' performance. Remember to share this rubric with your students so they know exactly what they are being assessed on. Demonstrate with one example of your own and have students assess your story. Remember to keep the story short and it has to include all the elements in the rubric.

Answers will vary.

Activity 1

Ask students to look at the chart and say what it reminds them of from the unit. Tell them to work individually in the chart. Monitor as students are on task. Make sure you assign some time for students to finish each of the sections on time.

Answers:

1. **Beginning** - Who were involved? When did it happen? Where did it happen and what happened?
2. **Development** - How did this event affect the people involved?
3. **Conclusion** - How did it end? Remember to write Beginning, Development, and Conclusion in the green spaces of the chart. The questions go next to each section.

Activity 2

Have students read the instructions and identify the different parts of the chart. Ask them to confirm what they have to do. Allow them to have some time to do the task. Have students say their description to a classmate.

Answers will vary.

Collection of evidence template

Describing Unexpected Events

Ask students to recall the unexpected events they read and shared in this unit. Invite them to collect more unexpected events by interviewing their classmates from other groups, other friends, or their relatives. They can take notes of these events in the chart below. Invite students to share with the class the most unexpected event they hear about.

Name:

What happened?

Who was with you?

Where and when did this happen?

What happens at the end?

How did you feel?

Control Questionnaire

Descriptions of unexpected events

Mark with a tick if the description contains the parts indicated. Use the comments column to provide answers or examples of the information mentioned in the questions.

	YES	NO	Comments
1. Does the description say when and where the event happened?			
2. Does the description mention the people involved?			
3. Does the description give details about what took place?			
4. Does the description mention why the event was unexpected?			
5. Does the description mention what resulted from the event?			
6. Does the presenter respond to questions adequately?			
7. Does the speaker ever repair communication if necessary?			
8. Does the description include sequencing words to present the events in order?			

Unit 10

182

Let's Have a Debate!

Do you know what a debate is?
Have you ever expressed your opinion in a debate?



Write a paragraph expressing your opinion about the building in the picture.

Look at the photograph of the building.
Read the questions and write your answers.
Write your answers in your notebook.
The teacher will check your answers.



Achievements

Review and select texts on controversial art topics. Recognize textual organization and graphic components. Determine purpose and recipient of the debate. Recognize expressions to express concordant arguments or conflicting points of view on a subject. Use a neutral language; for example, *Some people are forgetting to...; I feel frustrated when...; It might help...*

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Tell students to look at the picture in the front cover and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the students? What are they doing?*

Explain that the specific project for this unit will be formulating ideas and preparing arguments for a debate.

Development



Focus students' attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a discussion group about the main topic of the unit. At this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Teacher's Tip



This world is full of different perspectives but each person has the right to express his / her opinion and point of view no matter

how different they are. Emphasize that people have the right to defend their ideas in a friendly and respectful way and be open to discuss others' ideas. Explain the meaning of empathy to generate respect among students. Also, justify why a debate is a way to discuss and to express different points of view on a particular topic.



U10 BPA1 Pair students up. Ask them to look at the picture and take turns describing the picture. Write the

following questions on the board:

1. *What kind of building is it?*
2. *Do you think is beautiful? Why? Why not?*
3. *What is it representing?*

These questions, or others you can think of, are meant for students to start confronting their likes and dislikes about art.

Share your own answers with the students. Listen to some volunteers expressing their points of view.

Reader's Book



In the *Reader's Book*, the student will read the text "Where Did It Begin? The Origins of Piracy" in order to reflect on controversial topics to prepare a debate.

Art

Lesson 1

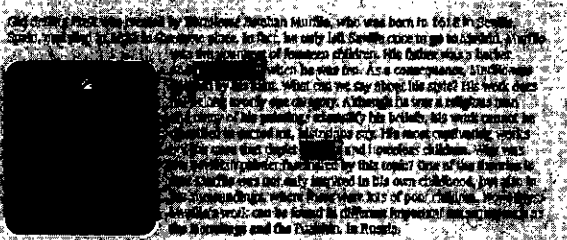
1. What's the purpose of a debate? Who do you choose to have debates with? Who is interested in debates? Look at the chart and discuss your answers with a partner.

Play one of a debate	Audience of a debate
<p>Topic: Homelessness</p> <p>Topic: Poverty</p> <p>Topic: Graffiti as art</p>	<p>Topic: Homelessness</p> <p>Topic: Poverty</p> <p>Topic: Graffiti as art</p>

2. Work in pairs. Look at these art-related topics. Which one would you choose to debate? Who would you debate with?



3. Look at the picture. How does the painting make you feel? Some people think the girl seems sad and that she is homeless. Are you for or against this idea? Justify your answers. Read the text and pay attention to vocabulary you may not know. Look at the words in yellow.



4. Read the text again and underline the most interesting facts. Can you tell some key words and details from it? In pairs, answer these questions. Discuss if Murillo's pieces of art are controversial and interpret your previous ideas.

1. Why was Murillo adapted? _____
2. Is his work classified as sacred art? _____
3. What does his work portray? _____
4. Where can some of his paintings be found? _____

Achievements

- Review and select texts on controversial art topics.

Get connected!

Begin the lesson by writing the definition of the word **DEBATE** on the board. Below that, write six blanks (_ _ _ _ _) so you can play hangman with the class. Go over the rules briefly and get to it!

Opening



Activity 1

Bring students' attention to the following question: *What is a debate?* Brainstorm some ideas and write them on the board. A debate is a formal discussion. It is common to have an audience that will observe and listen to the debate. The arguments need to persuade that audience. That is the main reason to do research and have solid arguments to debate. Highlight that students need to be critical with their arguments and their opponents.

Possible answers:

The point of a debate is to exchange ideas and say whether you are for or against a topic, giving arguments to support your opinions. You can have debates at school with other classmates. Everyone can be interested in debates, depending on their topic.

Activity 2

Explain that to have a debate, the main aspect to select is the topic. Focus students' attention on the topics they have in Activity 2. Ask them to write some pros and cons related to those topics.

Possible answers:

I would like to debate "Graffiti as art" with my art teacher.

Activity 3

On the board, write the word **ART** and ask students what springs to their minds when they hear / see that word. Then, focus their attention on the painting. Encourage them to express their ideas about it; for example, their perception of the colors, the message the artist wanted to express, etc. After that, it might be a good idea to ask for volunteers to read the text out loud, so students can have a pronunciation model. Explain the context of the painting; for example, "There were lots of poor children who sold fruit in that time". It is important to encourage students to express their personal opinions in order to set the basis to have a debate.

Possible answers:

I agree with the people who say that the girl in the picture looks sad. She looks too young to be selling fruit. Her sort of smile looks fake.

Activity 4

Pair students up and ask them to discuss the question. They can say that Murillo's art was controversial because he painted poor and homeless children. Some other students may say that those topics are not totally controversial. Encourage them to read the text again. In order to answer this exercise, it is important to identify some clues. Ask them to read the questions and underline a clue, so they have a clearer idea of what they need to find. Have them read the text and discern the appropriate answer.

Answers:

1. Because his father passed away.
2. No, it is not.
3. Poverty, homeless and poor children.
4. In important museums such as the Hermitage.

Glossary

Remind students to go to their Glossary to find the meaning of the highlighted words in the stories they will read. You can encourage them to guess meanings by using the context around the unknown words; however they can corroborate these by checking their Glossary. Encourage them to use a monolingual dictionary whenever they read stories in another language to understand them better.

Lesson 1

Achievements

- Use a neutral language (e.g. Some people are forgetting to...; I feel frustrated when...; It might help...)

Development



Activity 5

Encourage students to read the text again, but this time they have to focus on the words in blue. *Who did the action? What is the main idea?* Invite them to transform the sentences in blue into the active voice. It might be a good idea for them to continue working in pairs so they can experiment collaborative work.

Examples:

1. Bartolome Esteban Murillo created "Girl Selling Fruit."
2. His aunt adopted Murillo.
3. Critics / people cannot classify their work in sacred art.
4. People can find his work in different museums.

Note: "... who was born..." is not commonly used in active voice.

Encourage students to find more information related to the passive voice on page 178 on their Student's Book. Have them read the explanation and answer the exercises provided. Emphasize that passive voice is used to focus attention on the action made and it is not important to know who or what performed that action. The following elements are necessary to form passive voice: subject + form of to be + past participle.

Exercice 1 :
 1. Le tableau a été peint par Murillo.
 2. Le tableau a été peint par Murillo.

Student's Tip

Encourage students to read the note and identify the main elements of a debate.

Activity 6

Divide the class in pairs and draw their attention to the phrases in their book. Write some of them on the board and read them out loud. Tell students to pay attention to the rhythm and intonation you use for each one and try to copy it when they use one. Give them 5 mins to decide if they are neutral or not. After that, check the answers with the whole class.

Answers: Neutral tone: It might help..., Ladies and gentlemen, Some people forget to..., You also have to consider..., Biased tone: You're completely wrong! Your argument is really valid because..., That's is nonsense..., I am afraid, I can't agree..., Yes, we should all agree!

Academic and Educational

5. Look back at the text in Activity 2 and focus on the phrases in blue. Do you recognize the construction of passive sentences? Are they used to make generalizations about people's ideas or to give further information?

It was believed that stolen art was good to increase a country's artistic collection. The information was paraphrased to understand what he had said before.

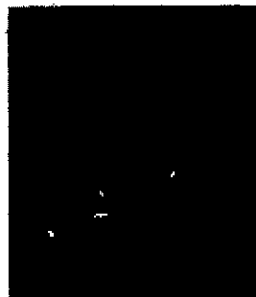
6. Work in groups. Is it easy for you to express your opinion about artistic topics? Look at the following expressions and classify them according to the tone they express.

Some people think that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...

Some people think that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...

Some people think that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...
 It is a pity that...
 It is a shame that...
 It is a disgrace that...

7. Work in pairs. Answer these questions about the painting *Boy with a Dog*. Use passives and other expressions to sound neutral.
 - a. Is the painting as sad as *Girl Selling Fruit*, painted by Murillo?
 - b. What feeling is portrayed by the painting?
 - c. What is your opinion about this painting?
 - d. What kind of art do you like and support?



Activity 7

Encourage students to observe the picture and express their opinions about it. *Is the boy happy? Why? Why do you think he is happy?*

Answers will vary.

Examples:

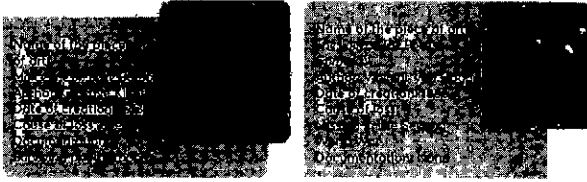
- a. No it is not. The boy is happy.
- b. Happiness.
- c. I think it is sad.
- d. I like graffiti.

Student's Tip

Interpreting refers to the personal explanation somebody gives about a painting or piece of art. Encourage students to give their opinions about the painting.

Academic and Educational 153

8. Work in groups. What do you think about lost pieces of art? What would happen if a piece of art disappeared? Do you know any pieces of art that have been lost? Look at these examples of lost art and read the information about them.

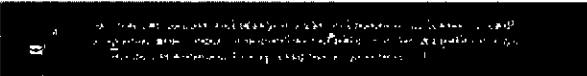
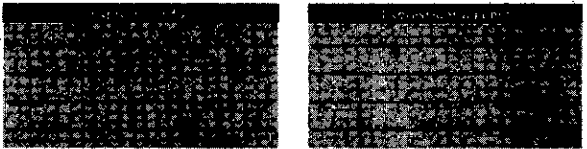


9. Use the information from the pointings to discuss these questions with a partner:
 a. What can be done to preserve works of art?
 b. What do you think causes the loss of some works of art?



10. Work in groups. What expressions would you use in a debate? The following expressions are used when you participate in a debate. Some are for, while others are against. Classify the expressions into the correct columns and write some ideas for or against about the topic: "Street art is not art."

It could be argued that...	A convincing argument in favor is...
A further criticism of...	Opponents claim that...
People are convinced that...	They believe that...
All are opposed to...	
It is widely maintained that...	



Achievements

- Recognize expressions to state arguments, concordant or conflicting points of view on a subject.

Closing



Activity 8

On the board, write the following questions: *What is the name of the piece? Who painted it? When was it created? Why did it become lost? What's left of it?* Give students some minutes to read the two cards and answer the questions. After that, check the answers with the whole class. Then, have students discuss the questions.

Possible answers:

I think it is sad that some pieces of art are lost due to natural causes, like a fire, but it is worse when people purposefully steal them. At least now, if some pieces of art disappear, there is a digital archive where everyone can see what these paintings looked like.



Activity 9

Pair students up and encourage them to discuss the questions. Ask them to express their opinions, if possible, write some examples on the board.

I think people have to be honest.

I think that one of the causes is natural disasters.

Assign this for homework so students can look up information on the Internet. The next time you meet your class, display the cards around the classroom and have students read 2 cards written by a different student. Then, have them vote secretly to decide which one was the most amazing.

By:

Activity 10

Divide the class in pairs and draw their attention to the phrases in their book. Write some of them on the board and read them out loud. Tell students to pay attention to the rhythm and intonation you use for each one and try to copy it when they use one. Give them 5 mins to decide if they are expressions to support or to go against an argument. After that, check the answers with the whole class.

Answers: Expressions For: A convincing argument in favor is..., People are convinced that..., They believe that..., It is widely maintained that...

Expressions Against: It could be argued that..., A further criticism of..., Opponents claim that..., All are opposed to...

Activity 11

Encourage students to look for more expressions to use in a debate. Then, ask them to go back to the masterpieces they investigated about. Encourage them to write some arguments to support in a debate. Ask them to keep this in their Portfolio.

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 100% (10/10)
 5/5 (10/10)



U10 BPA2 Project the second big picture and allow students to work in pairs. Invite them to tell you five words that can describe the sculptures, for example, old, modern, sad, brilliant, expensive, etc. Then, ask them to answer the following questions: *Do you think the pieces are expensive? Why? How do the pieces make you feel?*

Lesson 1

Product 10 Debate Step 1

Planning

Tell students they are going to debate arguments. Divide the class into teams and ask them to discuss the questions in this section. Ask them to make decisions and write notes to make agreements. If necessary, assign a leader for each group in order to have some control related to some points about the debate. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on!

In teams, ask students to brainstorm some topics they would like to discuss. Tell them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling. Have students use the chart they have in this step and let them measure their arguments and why those arguments can be helpful to use in a debate. Elicit the topics each team find appealing and write them on the board, then, in a plenary session ask them to vote for the topic they find more interesting.

Looking ahead

Encourage students to continue working in teams, then, ask them to think about the organization of their arguments for a debate. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to take a look at the activities they've been working on as an example to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make sure the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 10

1

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

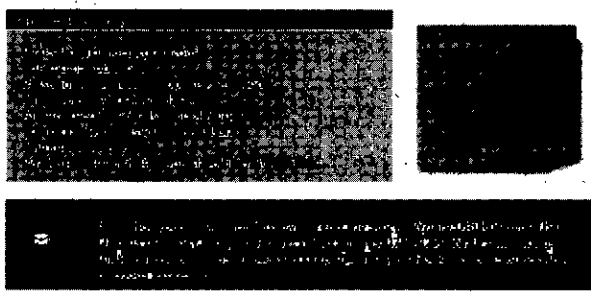
Forgery and Piracy

Lesson 2

1. Art forgery is when people illegally create and sell works of art that are copies of another artist. Read this text and write some ideas you can use in an argument about forgery. Use the expressions to help you.

Art Forgery

Art forgery is a crime in which a person creates a copy of a work of art by another artist. This is done to sell the copy for a high price, often as high as the original. The person who creates the copy is called a forger. Forgers often use the same materials and techniques as the original artist to make their copies look as realistic as possible. Some forgers even use the original artist's studio and tools to make their copies. This makes it difficult for experts to tell the difference between the original and the copy. In some cases, the original artist's studio and tools are used to make the copy, but the forger still uses their own techniques to make the copy look like the original. This is called a "studio forgery".



Achievements

- Distinguish writing differences between British and American English (e.g. learned, learnt; dreamed, dreamt, etc.).
- Ask for clarification or repetitions (I didn't understand the question, Could you repeat it? etc.), or offer help to improve communication (Ah, do you mean...? etc.).

Get connected!

Begin the lesson by writing the word *Piracy* on the board. Along with the following questions: *What is it? What do you think about it? Is it a serious crime? Is it a big problem in your community?* Give them a couple of minutes to discuss with a partner, and then discuss the answers as a class.

Opening



Activity 1

Explain to students the meaning of the word "Forgery," tell them that it refers to an illegal copy, in the context of art, it could be related to paintings, sculpture, documents, etc. Explain that works of art are usually bought and sold at auctions for thousands of dollars and for that reason, the most famous art collectors are wealthy people. Dishonest

artists dedicate part of their time to produce pieces that seem originally created by famous artists, but they are only imitations. Focus students' attention on the chart, read the expression aloud. Give students some minutes to read the text, and clear up questions about vocabulary when they arise. Then, give them three to five mins to write down some of the ideas they find interesting to debate. After that, invite students to share their ideas with the whole class.

Possible answers:

The main problem is plagiarism. I'm absolutely convinced that the people who forge art are not creative themselves, so they have to steal the ideas and work of others.

Student's Tip

Encourage students to read the information in order to discern the main points of a debate.

Activity 2

Encouragement



Invite students to read "Where Did It Begin? Origins of Piracy" and prepare a summary of the main facts described there. Encourage students to look up difficult words such as "counterfeited" in their dictionaries. They might find the word "piracy" and you can start discussing the similarities and differences between "piracy" and "forgery." Have them prepare some arguments based on what they read, encourage the use of the phrases they checked in the previous activity.



U10 BPA3 Project the third big picture and allow students to work in pairs. Invite them to express their opinion about the skull. *What do you think about the colors?*

What did the artist try to represent? Encourage students to use the expressions they have learned so far.

Achievements

- Select information to write agreements or disagreements.

Development



Activity 3

On the board, write the words *flat*, *biscuits*, *crisps*, *cookies*, *chips*, and *apartment*. Ask students: *How are these words similar and different at the same time?* Explain that they refer to the same thing, but the first three are used in British English mostly whereas the other three are used in American English. Encourage students to read the text and to pay particular attention to the words in blue. Draw a chart on the board and ask for volunteers to complete the exercise with the British variant.

Answers: British English: recognised, got, organised, colonised, learnt, burnt, emphasise, analysing.

Student's Tip

Have students read the information. Explain to them that English is the most widely spoken language in the world. Yet, there are different accents or varieties of English depending on the place where it is spoken. For example, the most common ones are American and British English, with some variations in spelling. There are also Canadian, Australian and Indian English. They are not very different from each other and represent linguistic and cultural richness.

Activity 4

Prepare a slideshow with pictures of "counterfeited products." If that is not possible, then, prepare some pictures from newspapers or magazines to exemplify the word. Ask students what is wrong with each one. Teach the word counterfeit and write its definition: "Made in exact imitation of something valuable with the intention to deceive or defraud." Explain the meaning, give some examples, and drill pronunciation. Now, bring students' attention to the text in their books. Give them some minutes to read it and answer the questions. Then, check the questions as a class.

Possible answers:

Common counterfeit products found on the streets: Clothing items, CDs, DVDs, cellphones.

Most common copied items that you know: T-shirts

Copied brands people like the most: Answers will vary.

Glossary

Remind students to go to Glossary to find the meaning of the highlighted words in the text "Counterfeit around the World." You might encourage them to guess meanings by using the context around the unknown words. Ask them to look for synonyms of the highlighted words.

3. Where can we find art forgery? Read the text and pay attention to the words in blue. Use the chart to write how the words are spelled in British English.

The text for question 3 is very faint and mostly illegible. It appears to be a passage about art forgery. To the right of the text is a chart with a grid structure, intended for students to write the British spellings of words highlighted in blue in the text.

4. Do you know what counterfeit products are? Are you for or against them? Read the text to interpret and analyse the author's intentions. Consider the arguments presented in the text and once you read it again, complete the task below.

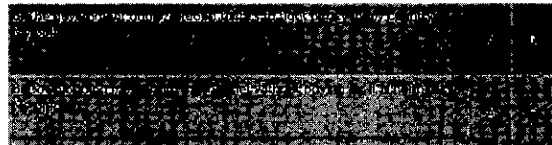
The text for question 4 is also very faint and illegible. It appears to be a passage about counterfeit products. Below the text is a task box with a grid structure, intended for students to complete a task related to the text.

Academic and Educational 159

5. Work in groups. People in debates must know vocabulary and words to present their arguments. Read the text in Activity 4 again and look for the words that match the following definitions. Go around the class and share your answers.

- a. To make something that is similar to something else _____
- b. Something that is not allowed by law _____
- c. To make and sell something illegally _____
- d. The act of breaking a rule or law _____
- e. To make something look exactly like something else to trick people _____

6. Work in pairs. Read the sentences and circle if you Agree (A) or Disagree (D). Write your opinion on the line provided.



7. Work in pairs. Take turns to answer these questions. You should and give your statements and opinions based on your arguments. Be respectful with the opinions of your classmates, even if they don't share your viewpoint.

a. What do you think about piracy?

b. Have you ever bought bootleg products?

c. What are the most common counterfeit products in your country?

d. What can authorities do to stop piracy?

8. When you are in the middle of a debate, you might miss out on some information from the arguments. The expressions in the box can be used to ask for clarification and repetition. Are there any others you could add to the list? Write them and share your answers in small groups.

I didn't understand the question. Could you repeat that?
Ah! That's what you mean...

Closing

Activity 5
Have students read the text for a second time and work on the exercise, give them 3-5 min and go over the answers as a class.

Answers: a. Copying b. Illegal. c. Bootlegging
d. Infringement e. Counterfeiting

Activity 6
Pair students up and explain the meaning of agree and disagree, for example, you can use some sentences to make your point clear, (*Acapulco has the most beautiful beaches in Mexico. / NYC is the most beautiful city in the world. / China is a very powerful country.*). Then, ask them whether they agree / disagree with the statements. After that tell them to look at the sentences in page 158 and give them some minutes to work on the exercise.
Encourage them to express their opinion and justify them by using the expressions they have learned at this stage. Invite them to exchange partners and repeat the process again.

Answers will vary.

Activity 7
Use this exercise as a reminder of the introduction of the lesson. By the time you get to this exercise students will feel more comfortable talking about the topic. In order to take advantage of this, have students ask one of the questions to a partner and report the answer back to you. (He / she thinks... In his / her opinion...) do this for some minutes. Write mistakes they make on the board and at the end go over them as a class.

Possible answers:
a. I think piracy is wrong.
b. I have, but I'm not proud of it.
c. Clothing items might be the most common counterfeit products.
d. They should give more job opportunities for the people who make a living of counterfeiting products.

Activity 8
Dictate ten phrases that can be used to perform different functions in the language e.g. agreeing / disagreeing, asking for directions, conversation starters, etc. Ask students to write them down and then have them tell you which ones can be used to express clarification / repetition. Give them 3-5 mins to work on this.

Possible answers:
Could you say that again, please?
I'm not sure I understand your point.
If I understood correctly...

Activity 9 GOMAR TUTORING

Encourage students to select a topic studied in this lesson. Piracy, Art Forgery, or let them choose a different topic that they find appealing but related to art.

Divide the class in groups of 4-5 students and ask them to prepare a mind map. Tell them to look at their notes from previous lessons in order to recall the information that has been reviewed. Monitor the activity and help them with any questions they have. Give them 15 mins to complete this task and then have the groups share their ideas with the whole class. This activity will be part of the Portfolio.

Lesson 2

Product 10 Debate Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact that it is important to cover those tasks before continuing with Step 2.

Planning

Tell students they are going to write arguments for a debate. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes meanwhile mingle around the classroom to check their understanding. Encourage them to make decisions on what topic for their debate to choose. Ask students to select a role in a debate, for example, the moderator, against or for a point of view, etc.

Hands on!

Encourage students to form groups and choose make a draft of their arguments for a debate. Don't forget to remind them of trying to include arguments which can be used to support or to be against a point of view about a specific topic related to art (they can have activity 4, page 158 as a reference). Ask them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling.

Looking ahead

Encourage students to continue working in teams and ask them to think about the organization of arguments. Ask them to think how they can arrange the information they gathered into simple speech. Tell them to take a look at the activities they have been working on as an example to organize their ideas.

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 10
2

Check if the steps you have followed can be used:

I know what a debate is.

I know where to look for some expressions to start a debate.

I have thought about some topics where people can express their opinions about.

Lesson 2 - Self-Evaluation

Check if/what you learned in this lesson:

For this you...

Change the way they differ in their behavior.

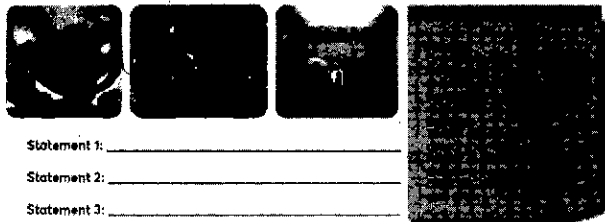
Change the way they differ in their behavior.

Change the way they differ in their behavior.

Contemporary Art

Lesson 3

1. Do you know the elements of a photograph? Read them in the box. Then, look at these examples of contemporary art and imagine you are going to participate in a debate about it. Write three statements based on your opinion on the topic.



Statement 1: _____
 Statement 2: _____
 Statement 3: _____

2. Work in pairs. Read the text about contemporary art and pay attention to the details given in the text. Try to identify what specific pieces of information are interesting and punctual for you. Read the text again, interpret it and answer the questions below.

Contemporary Art

Imagine that you get your chance to hang a important museum and the main exhibition is a banana stuck on the wall. There's not an exact sketch and that's why the price of that piece is \$120,000. They would you feel about that?

What is contemporary art? Contemporary art is the art produced today. It started in the second half of the 20th century. Its main characteristics are freedom, but its production is probably because it wants to break all kinds of boundaries. It especially rejects academicism.

You still can't find a clear definition on what can be considered art and what can't but it should be created that art is seen by artists with technology and advertising. A piece of art might be considered as such because of the publicity surrounding it.

One conception of art was focused on creating emotions and ideas from the viewer's perspective, what happened in America: one of the ideas of modern art is to change the definition because sometimes it was not clear. One is to say that the idea that modern art is superficial and it doesn't have a clear message.

However, we can find different expressions related to contemporary art, such as installation, street art, conceptual art, performance, just to name a few.

- What costs \$120,000?
- What are some key words in the text?
- What's the general idea about contemporary art?
- Look at the sentences in blue. What do "its" and "it" refer to?

Opening



Achievements

- Detect points to discuss.
- Build an approach of your own.
- Detect information concordant or conflicting with a personal opinion.
- Write statements to express arguments in favor or against.
- Use words or emphatic expressions (Exactly! That is just what I... / Of course...) or qualify (That might be... / Quite the opposite...) agreements or disagreements.

Get connected!

Begin the lesson by telling students to complete the phrase: In a debate sometimes you have to: 19-11 3-17-6-18 6-18-21 20-14-11-3 (go with the flow). Ask them to decode the rest of the message. Tell them that to discover the message they will need to number the letters of the alphabet from zero to 25 starting with the letter Z =0, Y=1 X=2, and so on.

Activity 1

Emphasize that art has different conceptions. In fact, some artists have stated that art must be against a set of rules. For some people street art does not correspond to any of the conceptions of art, mainly because it is something frugal. Encourage students to express their opinions about the pictures; for example: *In my opinion the first picture is not art, it is only a piece of metal. I must say that the second picture does not belong to any conception of art because it is going to disappear. The third one is only an eye. What does it mean?* Then, ask them to imagine they will have a debate. Encourage them to write some arguments to express on a debate.

Student's Tip

Focus students' attention on the information. Give them some time to analyze the concepts. Then, ask them to interpret the photographs they have on the book based on the information they have just read.

Activity 2

Encourage students to read the text and write the question: *What is Contemporary Art?* Brainstorm some ideas and write them on the board, for example, graffiti, garbage, concepts, etc. Have students read the text in silence and then give them some minutes to discuss the answers to the questions. Focus their attention on the sentences in blue. Explain that in order to avoid repetition they can use pronouns and they are an important element while speaking and expressing ideas.

Possible answers:

- A banana stuck on the wall.
- boundary, frugal, academicism, minimalism, performance, etc.
- Contemporary art is superficial.
- "its" is a possessive adjective, we use it to express the characteristics inside something. / "it" is a personal pronoun.

Lesson 3

Achievements

- Value the use of the passive voice, pronouns (e.g. personal, reflective, etc.).

Development



Activity 3

Give students a few minutes to look through some trendy topics and decide on four topics they would like to debate about. After that, call on some students to share their ideas and reasons for choosing their topics. Give students some minutes to work on classifying their topics into the different categories. Check their answers as a class.

Explain to them different kinds of approaches, for example:

Persuasive: It intends to grab the audience's attention and convince it about some facts.

Defensive: It offers a reason to reject your opponent's arguments.

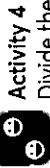
Divisive: It tends to cause disagreement or hostility between people.

Controversial: It mainly provokes division and discussions among people.

Answers will vary.

Student's Tip

Encourage students to read the information in order to understand better the elements of a debate.



Activity 4

Divide the class in pairs and tell them to look up information on the Internet or take a look from previous lessons in order to come up with some useful expressions to use in a debate. Give them 5-10 mins. Monitor and help with any questions they have.

Answers will vary.



Activity 5

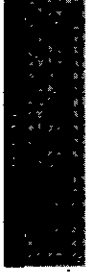
Divide the class in groups of three or four students. Give them some time to think of a controversial topic, for example, Is graffiti art? Give them some minutes to gather the opinions of each one of the members of the group.

Answers will vary.

Academic and Educational

3. Think about topics that are trendy now. Write them on the line provided.

There are four different approaches in debates. Look at the chart and classify your topics in one of more approaches.



4. How many expressions for debates do you know so far? Investigate more expressions to use in a debate. Choose one approach from Activity 3 and write some expressions you can use with the chosen approach.

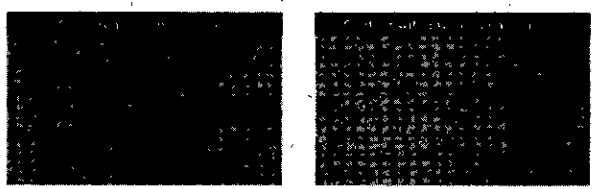


5. Look back at the topics you wrote in Activity 3. Work in groups and choose one. Write your opinion for or against it in the lines provided.



Academic and Behavioral 11.3

6. Work in groups. Now that you have some arguments for a debate, go around the classroom and interview some classmates about their topic and listen to their opinion. Use the chart to summarize concordant and conflicting opinions.



7. Work in pairs. How many expressions for a debate have you learned so far? In pairs, prepare a debate using the expressions and chart below.

Exactly! That is just what I... Of course...
That might be... Quite the opposite...

Topic	Opinion

Activity 7
Tell the students to work with their classmates from the previous exercises. Tell them to work on a summary of the opinions in favor and opinions against. Give them 5-8 mins to complete this task and then go over the answers with the whole class. Divide the class in groups and have the students prepare a debate in which they can incorporate the phrases in the box. Tell them to use the chart in their book to organize their ideas. Give them 10-15 mins to complete this task.

Put students up and have them present and explain the main points in their mind map. Then, exchange pairs, and allow some others present their arguments. Then, start to debate in a friendly environment.

Achievements

- Write statements both simple and complex. Understand how textual organization and graphic components help to the understanding of their content.

Closing

Activity 6
Now, break the groups up so that every member gets to talk to a member from a different group. Have the students exchange their points of view about the topic they chose. Monitor and help with any questions they have and serve as moderator in case the debates get a little heated. Give students 5-7 mins to complete this task.

Answers will vary.

Explain briefly what a rubric is and how it can be done. A rubric is a way to set up a grading criteria for assignments. Emphasize the importance of describing levels of quality for each criteria through labels (poor, good, excellent) or numerical scores. Then, let students to come up with some criteria to assess the effectiveness of their work. In this case, they should take into account the strength of their arguments while debating.

Lesson 3

Product 10 Debate Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning

Tell students they are going to write arguments for a debate divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!

Encourage students to continue working in teams and check the draft they made in the previous step so that they can write a final version of their set of arguments. Before you have the final version in your teams, work with the format you selected and include some illustrations, and make sure it is easy to recognize which arguments express a supportive point of view, and which ones are against the topic you previously selected. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation.

Looking ahead

Remind students that next step implies the presentation of their project. Encourage them to set a day and specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family members.

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make sure the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then have them compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 10 Date: _____

3

Check (✓) the steps you have followed up to this point.

I have written a draft of my debate arguments.

I have included arguments for and against the debate.

I have thought about the format for the presentation of the debate arguments.

Hands on!

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

I can able to...

I can write a draft of my arguments.	
I can include arguments for and against the debate.	
I can think about the format for the presentation of the debate arguments.	

Product 10

4

Alternative products

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do differently next time? Why?
- What part of the process did I find most enjoyable? Why?
- How can I improve my work?

Go back to the questions on page 152. What other ideas can you add to your answers? Would you say that now you know more about debates? What can you use this knowledge for?

Product 10 Debate Step 4

Final steps

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to observe the debate. Encourage students to invite their families and to have the debate taking into account its components, the use of vocabulary, good pronunciation patterns, and the correct use of resources.

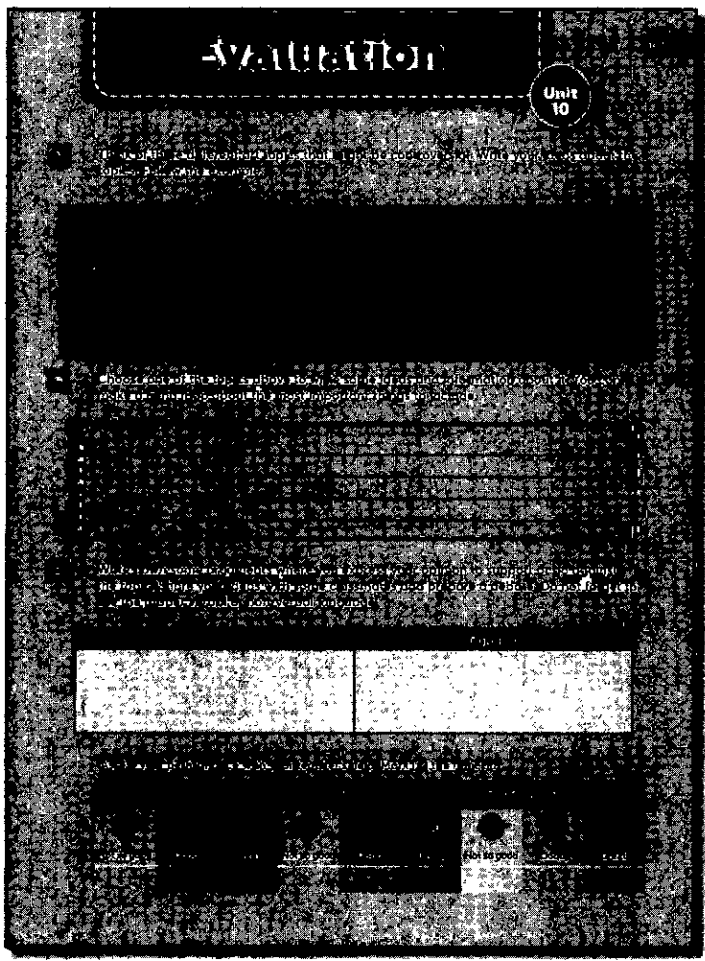
Alternative products

Let students know there are some other products in case they don't want to write arguments for a debate (video debate and poster making). Read the options and encourage students and people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements.

Make sure the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.



Activity 4
Encourage students to write a summary of the debate they have just had. Let them write a conclusion about the main topics discussed.

Activity 1
Have students open their books on page 177 and have them reread the work they did during this unit to complete the charts. Let them compare their work with other classmates.

Activity 2
Ask students to observe the graffiti they find over streets and elicit some opinions related to it. *Is graffiti art? Who? Why not?* Allow them to read the statement and prepare their arguments to have a debate.

Activity 1
Arrange students to work in pairs and give them 5 mins to think of 4 topics they would like to debate about. Make sure they come up with one that is related to art.

Activity 2
Divide the class in groups and have students prepare some arguments for each one of the topics they chose and create a mind map that includes the most important points of their debates. Give them 10-15 mins to complete this task.

Activity 3
Now, tell the students that they are going to think of arguments in favor and against for each one of the topics they chose. Monitor and help with any questions they have. Give them 15 mins to complete this task.

Evaluation
Encourage students to evaluate their performance.

Collection of evidence template

Cards with researched information

Ask students to sit in pairs and ask them if they know where the Louvre Museum is. Explain that it is in Paris, France, and it displays several works of art. Relate this to the exercise on Lost Art that is in their Activity Book. This time, tell them they are going to talk about two famous works of art that can be seen at the Louvre. Once they have the cards, encourage them to ask the questions so they report to their classmates the information contained in the cards.

Student A



Name of the piece of art: Winged Victory of Samothrace

Sculptor: Unknown

Date of creation: 200 BC

Interesting Facts:

- It's also known as the Nike of Samothrace.
- It is made of marble.
- It represents the Greek Goddess Nike (Victory)
- It is one of the finest examples of Hellenistic sculpture.
- The overall work is almost 6 meters tall.

What's the name of the art piece?

Who's the author of this masterpiece?

When was it done?

Tell me some interesting facts of your piece of art.



Student B



Name of the piece of art: The Mona Lisa

Painter: Leonardo Da Vinci

Date of creation: 1503

Interesting Facts:

- It is the most famous, most studied, and most widely recognized painting in the world.
- It is smaller than you think: only 53 x 77 centimeters.
- Her smile is a very enigmatic aspect of this painting.
- It has been on permanent display since 1797.
- Over 6 million people visit the Mona Lisa each year.

What's the name of the art piece?

Who's the author of this masterpiece?

When was it done?

Tell me some interesting facts of your piece of art.

Evaluation Instrument

Value Scale

Take a look at this Value Scale. Give it to students and encourage them to check the learning outcomes they have achieved after the unit and encourage them to give their classmates feedback.

	Yes or No	Feedback
1. I can talk about controversial art topics.		
2. I can plan debates using graphic organizers.		
3. I can use expressions to communicate my opinion.		
4. I can recognize neutral language.		
5. I can distinguish the difference between British and American words.		
6. I can select information to write agreements or disagreements.		
7. I can use the passive voice.		
8. I can build an approach for my debates.		
9. I can write statements in favor or against something.		
10. I can use emphatic expressions.		

Unit 1 Let's Talk about Cultural Habits!

Track 2

Michael: Hi, Josefina. This is my friend Akali, she's an exchange student from Japan.

Josefina: Nice to meet you Magali... oh, I mean, Akali, I'm so sorry. Are you from Japan? How's it like?

Akali: No problem. Yes, I am. It's a very exciting country.

Michael: Akali, why don't you tell Josefina about Valentine's Day and the Red... oh, I mean White Day in Japan. She is quite interested in knowing about traditions and cultures around the globe.

Akali: Oh, really? Okay, then. Did you know that in Japan we celebrate Valentine's Day twice a year?

Josefina: That's crazy! First, Americans turn their river green and now you tell me there's a double Valentine's Day?

Akali: Yes, I'm serious. Also, in my country, women are the ones that give gifts to men. We usually give them candy. If we are really into the guy, then we are used to make them something, such as chocolate...

Josefina: Sorry to interrupt you but, are you telling me you actually make chocolate for the guy? I think that's way too much effort.

Michael: I would love to be given a gift like that! That really shows appreciation in my opinion. Oh, continue Akali, I'm sorry...

Akali: Never mind. As I was saying, there is also a thing called the White Day in which men who received gifts on Valentine's Day will give a gift back if they like the girl too. Girls must wait a full month to know it, though... oh, look at the time! I must rush, I'm late for the bus! Bye, I'll be in touch!

Unit 3 Let's Write Instructions to Carry Out an Experiment!

Track 3

Narrator: Cara needed to carry out her assignments as everything she learned at school was really interesting for her. Once Cara arrived home, she insisted on eating lunch and going immediately after to her room, so that she could start doing her homework. She headed upstairs and started preparing all the stuff she needed to do the experiments her teacher had told her at school.

She was extremely interested in doing one of the experiments, as it caught her attention from the very beginning. Cara read the handout she was given: "How to invert a balloon in a bottle." She checked she had the necessary supplies:

Cara: I have the glass bottle, the balloon and some water. What do I have to do now?

Track 4

Narrator: Cara began to read the instructions from the handout carefully.

Cara: First, you need to put some water into the bottle, using a funnel.

Narrator: Cara poured the water carefully, as she didn't want to spill any water and make a mess in her room.

Cara: Secondly, get the bottle inside the microwave for one minute so that the water heats.

Narrator: She did exactly as the instructions suggested.

Cara: Now, stretch the mouth of the balloon and over the bottle opening.

Narrator: Cara was excited to see the balloon moving all on its own, and then the balloon was pulled into the glass bottle! It inverted completely into the bottle and continued to expand inside. Cara learned that the water turned into water vapor when it boils, and this water vapor pushes the air out of the bottle. Then, it cools, and with the balloon stretched over the opening, the vapor turns back into water. This creates a difference in pressure in and outside the bottle. As the pressure is higher outside, the air takes the balloon inside the bottle.

Unit 4 Let's Express Our Emotions about a TV Show!

Track 5

Dave: So, what're you watching today?

Kyle: This is a classic. It's called *Gladiators*. It's the best TV programme in the whole world.

Dave: Oh, really? Tell me more about it, it sounds cool!

Kyle: Well, you see, this group of contestants compete against these so-called gladiators...

Dave: Hmm...

Kyle: ...and they fight in an arena just like in the old days in Rome. Mate, I'm so pumped! This has got to be my favourite programme.

Dave: I will never get used to your accent. Anyway... about this program... it seems familiar for some reason. Can you tell me more about it?

Kyle: As I was saying, there are two women and two men who competed in a series of physical events such as Hit & Run, where they had to run and avoid a huge ball that the gladiators throw at them! Shall we see it now?

Dave: Ah... oh my God! I'm so thrilled, Kyle. But... do you have to be so formal all the time? Hit play now!

Track 6

Presenter: Welcome to "The Dating Show" with Mark Buffalo!

Mark: Thank you, Glenn! Hello, everybody. Are you ready to begin this new romantic adventure? Tonight, Julie Andrews is here with us in the search of true love. Are you ready to make a decision, Julie?

Julie: Hmm... I don't know... let me see... can I ask you one more question, Bachelor #2?

Bachelor #2: Wow!

Julie: Oh! Okay...if you were to be an animal... which animal would you be and... mmm... why would you choose that?

Bachelor #2: You know... I would definitely be a penguin because they're the most faithful animals in the world.

Julie: Aww... that's so cute! Let's go out!

Unit 5 Let's Suggest Possible Explanations about Past Events!

Track 7

Narrator: Sonia and Matt are playing in a café. Then, Lucia joins the game.

Matt: Mr. Jones, the victim of a murder has been found in one of the nine rooms of his large estate...

Sonia: Why do you always have to talk like that every time we play, Matt? Don't be silly!

Matt: Come on, Sonia! You know how much I love this board game.

Sonia: I know... I love it too. Let's arrange the board game, then.

Matt: I'll put the cards in the evidence envelope.

Lucia: Hi guys! I didn't know you came here to play games. Can I join?

Matt: Sure, Lucia. Do you have a clue how to play this game?

Lucia: Well... the only thing I know about this is that you're supposed to look for...

Matt: THE VICIOUS MURDERER OF MR. JONES!

Sonia: Matt! You're impossible!

Lucia: I guess you really like this game... and yes... that's the only thing I know about the game. Can you explain the rules to me, please?

Sonia: Of course, Lucia!

Matt: You can be the red token. All you have to do is throw the dice to get into a room and try to guess the answers for the questions to solve the mystery. Who did it? What did they use to do it? And in what room was he killed? You must use the information from the square you are, got it?

Lucia: I think I do...

Sonia: Okay then, here are your cards and detective notes. Throw the dice and let's get started!

Track 8

Butler: Can you hear me? Oh my God... I thought you were like the others. They never listen. Can I tell you about that day? Oh, I remember that day and what happened. I was working at the Warwick Mansion at the time. It was the Count's daughter's birthday party. There were approximately a hundred people at the masquerade that night. I felt so excited about it because earlier that day I had met the Count in the study. He told me I was going to be promoted to his personal secretary the following day. I stepped out of the room and noticed that the roses in the closest vase had just been watered. How strange, I always did it.

During the masquerade, I went back to the kitchen and the cook wasn't there. I remember being so mad at him because I needed more pastries for the guests. He was so lazy and careless. He was constantly blaming others for his incompetence. I used to have lots of discussions with my co-workers, like the gardener. He was weird and he always drove me mad with the dirt on his shoes! I know he didn't like me, either.

Anyway, as I was saying, the cook was nowhere to be found so I made my way to the cellar to get more food. There was a blurry light in the cellar, I heard a strange metallic sound... is that a knife being sharpened? I got scared. I asked, "Who's there?", but nobody answered. Then everything went black and I fell in pain. Who could've done this?

Unit 6 Let's Discuss about Young People's Rights!

Track 9

Nicole: I found out that in Mexico parents are responsible for their children's care and guidance until they reach the age of 18; however, I've seen that Mexican parents help their children until they are older. For instance, my brother is 25 years old and he lives with us. My parents support him because he is still studying.

Andrew: From my point of view, it is a matter of culture because I have some family in the United States and my cousin there who 25 is also studying, however, he lives on his own and he has a part time job to earn some money.

Carol: As far as I am concerned, it is a matter of what parents consider more appropriate for their children because at the age of 18 people are legally adults and they are able to work, and they are responsible for their actions. I mean legally, parents don't have the obligation to support them but it's up to them to help their children.

Joseph: I also read that before 18 we are considered to be minors and have to obey our parents and comply with certain responsibilities but I consider that we shouldn't have responsibilities because they are just for adults. Actually, we should have more rights than obligations.

Teacher: I know that you as teenagers are in search of more freedom, but you have to take into consideration that the more rights you have, the more responsibilities they bring.

Sarah: That's true! My mother always tells me so. She always tells me that it's a right to have somewhere to live but we have the obligation of keeping clean the place where we live and helping with certain chores. After some discussion about that point, most of us agreed on the importance that it had and that doing housework was the responsibility of all the members of the family or the people who lived in it.

Track 10

Teacher: Can you imagine a world without obligations?

George: Of course! If there weren't any obligations, everybody would be happy, especially teenagers! We wouldn't have to study or work. We could play all day or do the things that we like doing.

Sophie: I don't agree with you George, because if teenagers didn't go to school, we couldn't be professionals when we grew up, we wouldn't be able to work in a nice place and be responsible adults!

George: When we grew up, everything would be different! We could work then, doing the things we'd like.

Jerry: That is true, it's important to work enjoying the things we do, but I agree with Sophie, we also need preparation for that as it's the basis of our future life. I learned that as a society it is vital to have prepared people who are aware of other people's problems and able to find solutions for them. If nobody complied with obligations everything would be a mess, because everybody would do just what they wanted and that wouldn't work as a society.

George: Really? I hadn't thought of that!

Unit 7 Let's Read Poems!

Track 11

Henry Wadsworth Longfellow (1807-1882)

The Rainy Day

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Track 12

Walt Whitman (1819-1892)

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells!
 But I with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

Unit 9 Describe Unexpected Events

Track 13

Reporter: This is James Turner reporting for radio KWL 92.3. After the heavy hailstorm that hit the city last Thursday afternoon, many buildings and schools were evacuated. All security protocols are now activated, and hundreds of volunteers are now working on removing debris. Let's listen to this testimony from one of the witnesses: Liza Hamilton.

Liza Hamilton: I was very excited because I was going to eat with my family. So, my mom and I went to pick my father up at his job to have lunch together. It suddenly started to rain and then a heavy hailstorm started at around 2 p.m. The building where my father works is a little bit old, so with the hailstorm, the ceiling of the top floor collapsed. Some offices are still totally flooded. The water blocked most of the exits and entrances. It made it very difficult for people to leave the building. Many of my father's coworkers didn't know how to swim, and some others suffered a nervous breakdown, so the firefighters had to come to rescue them. I was worried because my father doesn't know how to swim and although I was trying to be calm, my mother was very worried. Finally, the firefighters rescued my father and many other people trapped in the elevator. The building was evacuated successfully two hours later, and all the families were reunited.

Track 14

Sam: The firefighters came very quickly.

Diane: Suddenly the ceiling collapsed!

Reporter: How did you feel at that moment?

Adam: Why the authorities didn't check the building before?

Liza: I knew my father would be all right.

Track 15

As every Tuesday, my classmates and I took our science class in the school lab. We did a few experiments heating substances. It was around 8 a.m. Once we had finished, we left the lab for our next class. Unfortunately, Bryan, one of my classmates, forgot to turn off one of the Bunsen burners we were using. An hour later, we heard a loud noise and then we smelled the smoke. Our English teacher's reaction was quick. He told us, "Leave the room in order." The other groups were taken to the playground. The school staff gave us clear directions and Mr. Wilson, the school principal, told us, "Please keep calm and go down the stairs." Suddenly, we heard a hissing noise coming from the lab...

Track 16

The hissing noise came from the fire extinguishers that other teachers were using to put out the fire. We were really concerned about the damage that the lab could have suffered but fortunately, the only thing that we lost was a pair of flasks. The rest of the room was almost intact. A week later, the laboratory technicians gave us a safety measures talk to prevent similar situations in the future.

Track 17

Last Monday, at around 11 a.m., we were going up to our classroom when suddenly the building started to shake. Our teacher immediately followed the earthquake safety protocols and started to give us directions, "Go back to the playground," he told us. He also reminded us, "Walk fast and in order." One of the school staff members said, "Look for the meeting points marked in green." Mr. Smith, one of the janitors who was mopping the floor at that moment, told us, "Be careful because the floor is wet!" One of my classmates told me, "Please help me with my bag." She seemed very upset because of the earthquake. A few minutes later, we heard some voices outside the school...

Track 18

We thought something much worse had happened outside, but we were wrong. Actually, it was our parents and some relatives who had come to pick us up. Later that day, the school was checked and the principal said to our parents and relatives, "Please, take your children home." She also told us, "We will inform you if we have classes tomorrow."

Track 19

When we were decorating the bulletin board for the school news, there was a shocking incident. It was a regular morning at our school. We were attending our English class. First, our teacher asked us to organize the information we had prepared for the bulletin board. Then, we asked for a ladder to put up some of the decorations. Mrs. Grant was going to go up the ladder, but Kevin volunteered to do it for the teacher. They both were working on the decorations while the rest of the group was working in teams pasting the information we had printed. Then, when Kevin wanted to get down the stairs, he tripped with one of his shoe laces. He fell off the stairs! Immediately after, other classmates and I tried to help Kevin. Then, Mrs. Grant asked the principal to call an ambulance so Kevin could get medical attention. Although Kevin was able to walk, his left arm wasn't right. After a few minutes, the ambulance arrived, and the paramedics finally took Kevin to the hospital.

Track 20

Mr. Taylor: I found myself in the middle of my grocery shopping when a hailstorm, all of a sudden, started. All the people took their kids or their pets to shelter them in businesses nearby. One or two windows of some shops were torn into pieces. I could hear some of them cracking! Some of the awnings of a few businesses were covered with ice. After a few minutes, around 10 a.m., the hailstorm stopped and turned into a drizzle. A few minutes later, many people started to leave their shelters and took shovels to remove the ice from the sidewalk. Unfortunately, there was a pile-up when three cars slipped on the ice. No one was hurt, but the whole experience caught us off guard.

Jeremy: Well, I was with my aunt taking out our dog Casper for a walk when this kind of frozen rain started falling so hard! We ran to the market looking for a place to hide. You could see how some windows, light bulbs, and cars were getting damaged. Some

minutes after, these ice balls became less and less, and there came this sort of light rain, you know. Mmm, the rain was so hard that some covers used in businesses to protect from the sun had ice on them. Oh, I remember there was a sort of a car crash caused by the tons of ice that were on the street. Some people took, hmm, this kind of tool that farmers use to remove earth, you know, and then they started to sweep the ice from the streets.

Track 21

Mr. Grant: So, Mrs. Grant. When we were on our way to school that morning, there were very stormy winds which unfortunately caused serious damage to the trees down the road. There was one old tree which unexpectedly collapsed on a vehicle full of merchandise. Consequently, this caused a terrible traffic jam. It is no excuse, but due to this eventuality we could not arrive at school on time to drop Alice off. We made sure she took time to review her notes for the day.

Alice: And, you know, I was coming to school with my dad and the wind was very, very strong. All the trees were moving back and forth. When, suddenly, this huge tree fell on a truck! So, all the cars stopped, and we couldn't move for a long time. We didn't make it to school! So, my father got me back home and I started to watch some TV.

Track 22

I use phrases like "kind of" when I want to describe a word.

I like to talk even if I make mistakes.

I express the right emotion depending on the topic.

I use a visual support to help me speak better.

I use the right rhythm and intonation when I speak.

I rehearse rather than memorize my speaking presentations.

Speaking in public is very stressful for me.

Track 23

Amy: So, Edward, do you practice difficult words by repeating them to yourself?

Edward: Yes, I do. I say them to myself in sentences.

Amy: Do you practice only in that way?

Edward: No, I don't. I also watch TV shows and repeat some of the phrases the actors say. I imitate their pronunciation all the time.

Reader's Book

Text 7 American Poetry

Track 24

Emily Dickinson (1830-1886)

Hope Is the Thing with Feathers

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.
And sweetest in the gale is heard,
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Track 25

Sylvia Plath (1932-1963)

Crossing the Water

Black lake, black boat, two black, cut-paper people.
Where do the black trees go that drink here?
Their shadows must cover Canada.
A little light is filtering from the water flowers.
Their leaves do not wish us to hurry:
They are round and flat and full of dark advice.
Cold worlds shake from the oar.
The spirit of blackness is in us, it is in the fishes.
A snag is lifting a valedictory, pale hand;
Stars open among the lilies.
Are you not blinded by such expressionless sirens?
This is the silence of astounded souls.

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www.manythings.org

Louvre

www.louvre.fr/en

Kids Discovery

kidsdiscovery.net/

New York Public Library

www.nypl.org

PBS Learning Media

www.pbslearningmedia.org/

Saint Patrick's Day

www.stpatricksdaysactivities.org/historyofstpatricksdays.php

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