

Quest

Teacher's Guide

2

Simon Cupit
Lysette Taplin



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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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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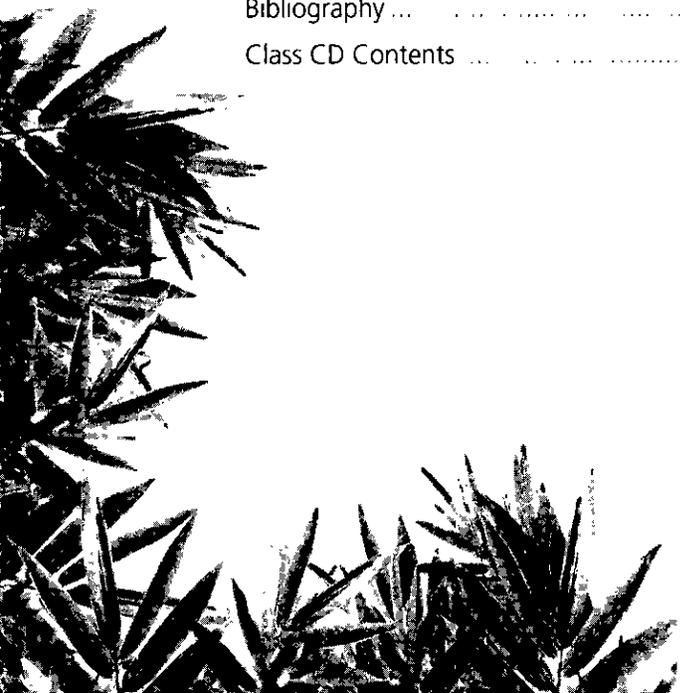
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Introduction

Quest is a three-level series for secondary students learning English in Mexico. The contents were selected and organized based on the international standards in the *Common European Framework of Reference for Languages (CEFR)*, and are aimed at students at lower intermediate to intermediate levels.

Specific Purposes

The program of study outlines a number of specific purposes. At secondary level, it is expected that students

- use English to express ideas and thoughts confidently and efficiently to people of other cultures.
- organize thoughts and discourse, analyze critically, and solve problems, as well as participate in different exchanges and cultural expressions.
- interact creatively and ethically, with empathy towards the perspectives and feelings of others.
- recognize the role of language and culture in the construction of knowledge, shaping of identity, and regulation of behavior, experience, and values.
- reflect on language and culture to interpret and produce meaning in exchanges.

Methodology

Quest adopts an action-oriented approach to language learning. It is based on the premise that learning is constructed around actions required to achieve a particular outcome, not just a pretext for language learning. To this end, each unit of study in *Quest* revolves around the collaborative construction of a product (the outcome) that requires the use of target social practices (competencies).

The Role of the Learner

The role of the learner in *Quest* allows the student to become a social agent, or active participant, in the learning process. The idea of a social agent recognizes that each learner has different experiences that define his or her identity, and that genuine interaction requires a learner to be aware of his or her own knowledge and competences, and use them in and for social action. For this to be successful, the learner must be aware of this goal and the nature of the tasks, his or her needs, strengths, and weaknesses with respect to this task, and what he or she still needs to learn in order to accomplish the task.

The Role of the Teacher

The role of the teacher in an action-oriented approach is to propose and define, together with the class, the products or final goal of each unit, and the activities required to achieve it, based on students' knowledge, experiences, and interests. The teacher must generate and promote opportunities for real communication, both oral and written, in the classroom, while encouraging reflection and analysis. In addition, the teacher is responsible for creating an atmosphere of respect and collaboration in the classroom.

The Units

The unit structure revolves around the creation of the unit product using the social practices of the unit. Students start by exploring and analyzing the social practice in context. This context can be presented in a written text or in an oral text. Students then use the social practice communicatively in activities that lead up to or are part of the unit product. They then reflect on and review their production, and finally, they socialize and share their product work with the class.

Building Learner Autonomy

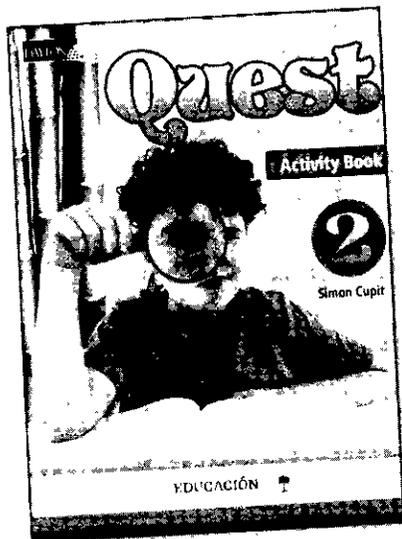
In addition to its alignment with the social practices and specific purposes of the program of study, *Quest* also encourages students to take control of their own learning process. They are given multiple opportunities to reflect on and evaluate their own and others' work at the beginning, during, and the end of each unit. This enables them to identify strengths and weaknesses and make suggestions for improvements. In this way, students get a chance to identify the ways of learning that best suit them. With this in mind, in most classes, *Quest* provides ideas for students to produce something tangible and that can be assessed either individually or in groups. Very often, these activities are steps towards a final group product, which students peer evaluate at the end of each unit. However, there are also recommendations for evaluating progress in a variety of other production activities in different classes throughout, as well as checklists to verify students' spoken and written output.

Evaluation

Along with the continual self-assessment outlined above, there are a number of other ways for the teacher to assess students' progress. The *Teacher's Guide* provides texts for ongoing assessment at various stages. It is important to remember that this assessment focuses on fluency and communicative competence in both written and oral texts. There is also an evaluation instrument as suggested by the program at the end of each unit. In addition, each unit comes with a two-page assessment, which can be found at the back of the *Teacher's Guide*.

Components





The Activity Book

The *Activity Book* is divided into ten topic-based units, organized into three different learning environments: *Family and Community*, *Recreational and Literary*, and *Academic and Educational*.

The Units

On the opening page of each unit, *Before You Start...* questions allow students to share what they already know about the topic and social practices of the unit.

The social practices for the unit and what students will do to achieve them are listed here. This way students can take charge of their own learning by knowing what learning outcomes are expected of them.

The classes of each unit build up to a *Unit Product*. The overview of the *Unit Product* allows you and the class to plan for each step and keep track of the materials they produce and will need to finalize the product.

The Content

The content in each unit allows students to explore the target social practices in context, to use language purposefully, and to analyze specific language to consolidate learning. Finally, a review stage follows where students can assess their competencies and come up with ideas related to their own learning.

Class activities build the competencies students need to complete the unit product and prepare for subsequent product steps. Each of these steps produces a subproduct that will then be used to build up to the final presentation stage.

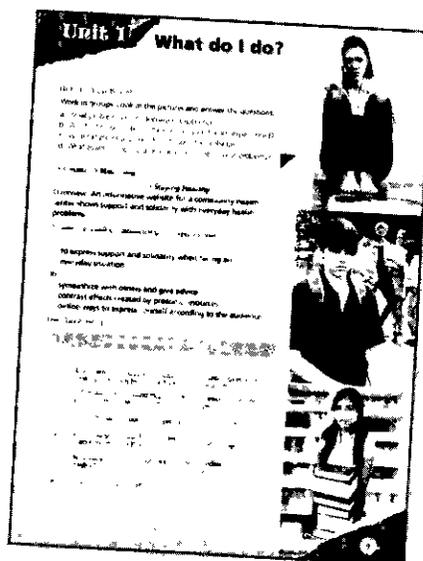
Listening comprehension activities will help students to improve their comprehension of spoken English, pronunciation, and fluency.

Model-based guided writing activities will help students improve their academic writing skills. These activities include *Writing Checklists* and reference to a *Writing Rubric* that will help with self- and peer-correction.

The last classes of each unit are dedicated to the presentation of the unit product. Self- and peer-evaluation instruments can be used to reflect on both performance and collaboration.

The final page of each unit guides students through a self-evaluation process that will allow them to reflect on their communicative competence, attitudes, and collaboration.

At the end of the book, there is a *Grammar Reference* with grammar and usage explanations and an *Irregular Verbs* table. In addition, there is a *Glossary* section with key words from the *Activity Book*. The words found in the *Glossary* have been highlighted in green when they first appear in the *Activity Book*.



The Unit Product **Product Steps**

The steps for the *Unit Product* build up throughout each unit to a final presentation. When these activities start and end is clearly indicated. An icon (see *Other Features* below) indicates the material students will need for other steps. At the end of each unit, when students present their products to the class, a *Self/Peer Evaluation Form* will allow them to assess their performance and compare their feelings with the other members of their group.

Evidence Folders

The *Evidence Folder* is a place where students can keep work that they have produced in each unit. This work can be related to the product or other work that reflects their progress. By collecting evidence, they are learning by doing. At the end of each unit, they can review the work they saved and assess their progress. They can also keep the results of their *Self/Peer Evaluation Forms* from each presentation.

At the end of the year, they will have a full record of their year's work. At this point, they can assess their progress.

Ideas for Your Folder

- Decorate it.
- Add a contents page.
- Divide it into separate quests.
- Organize the content by quest, type of text, topic, or any other way you prefer.

Other Features

There are a number of other features in the book that help students complete their quests.

-  Glossary references send students to this section at the back of their *Activity Books* to practice their dictionary skills and find the meanings of words.
-  Resource icons indicate where students can find additional material to support their learning in their *Reader* or on external websites.
-  Grammar references send students to the section at the back of the book to read full explanations of the grammar points covered in the unit.
-  Audio icons indicate when there is a listening activity. You will use the *Class CD* for these activities.
-  A product icon appears at the end of each product step. It indicates what materials students need to keep for other steps in the product.



Self-Evaluation

Before You Start...

Each unit begins with an activity that will help students evaluate what they know about the topic of the unit and the social practices they will be using in the unit.

Self-Check Boxes

This easy-to-use evaluation tool will help students assess their learning at different points in the unit, so that they reflect on their learning and focus their study.

Self-Check **Yes = ✓**

Exchange information

I took turns speaking.

I participated confidently.

I included relevant details.

Speaking and Writing Rubrics

As students work towards the social practice and final products, they will find more activities where they can practice their speaking and writing skills. There are suggestions for self-assessment at these points, as well. You should invite students to use the rubrics in their *Activity Books* to evaluate their production and reflect on their progress.

Final Evaluation Tools

Different evaluation tools are present at the end of each unit to help students evaluate their final products and their groups' collaboration. It will also help them to reflect on their learning throughout the unit with the materials they keep in their *Evidence Folders*. Finally, you can guide them to evaluate their overall achievement of the unit learning outcomes and reflect on how to improve.

All of these tools will allow students to become more independent learners and take more active roles in their learning process.

Speaking Rubric

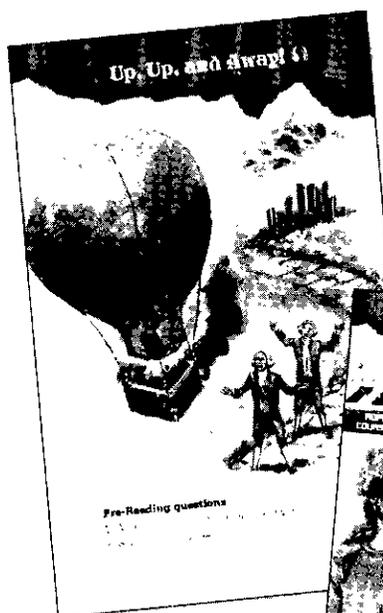
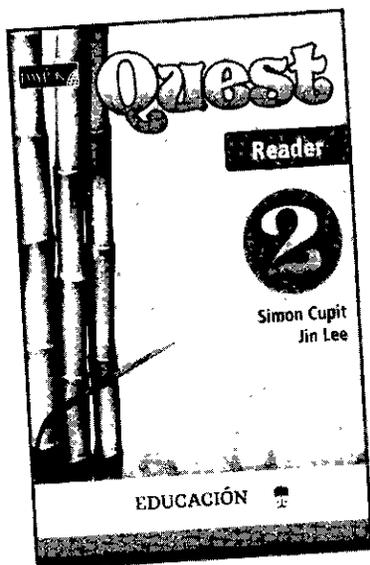
Total possible: 15

Aspect	Excellent 4-5 points	Average 3 point	Poor 1-2 points
Grammar and vocabulary	Correct use of language. Almost no mistakes. Ideas easy to understand.	Good use of language. Some mistakes. Ideas easy to understand most of the time.	Limited use of language. Frequent mistakes. Ideas are difficult to understand.
Pronunciation	Speech is easy to understand.	Speech is sometimes difficult to understand.	Speech is difficult to understand most of the time.
Interaction	Understands everything and responds appropriately.	Understands almost everything. Some pauses before answering.	Difficulty understanding. A lot of pauses when answering.

Writing Rubric

Total possible 20

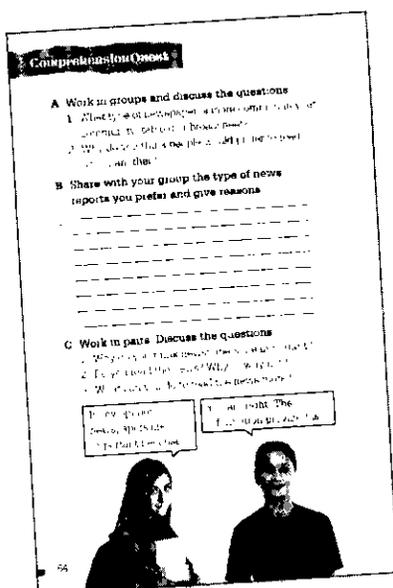
Aspect	Excellent 8-10 points	Average 4-7 points	Poor 1-3 points
Appropriate content	Language appropriate for task. Interesting information.	Some language appropriate for task. Predictable information.	Most language inappropriate for task. Not enough information.
Clear organization	Text follows model for text type.	Partially follows model for text type.	Does not follow model for text type.
Correct tone	Directed at desired audience.	Standard English but not specific to situation.	Inappropriate for intended audience.
Accurate vocabulary	Rich use of vocabulary.	Some descriptive words and phrases.	Very basic simple vocabulary.



Reader

The *Reader* offers a selection of texts on age-appropriate topics that will help bring the real world into the classroom. It also includes a selection of original and traditional stories which give students the opportunity to explore different literary genres while introducing them to the traditions and customs of English-speaking cultures. The *Reader* texts were designed to be used as additional extensive reading, which students can read independently or collaboratively, at home or in class.

At the end of each unit, *Comprehension Check* activities help students learn to read for specific information and for general comprehension. Vocabulary activities aid students in developing reading strategies related to deducing the meaning of words from the context. In addition to this, each text also includes discussion questions that allow students to develop critical thinking skills, like inference, interpretation, and evaluation.



The *Reader* presents language in context and provides simple, everyday patterns that students can easily identify. These points are then revisited and practiced in class.

Key vocabulary and words that students might have difficulty with have been highlighted in bold the first time they appear. These words can be found in the *Glossary* at the end of the *Reader*.

Teacher's Guide

The *Teacher's Guide* was designed to offer teachers suggestions and support in three main areas: content and cultural information related to the topic of the unit; language support for target structures; and suggestions for adapting materials to different student needs and teaching contexts. A reproduction of the *Activity Book* is included with answers in bold small caps for easy identification.

The *Teacher's Guide* also presents ideas for alternative products or how to adapt the suggested product. The product should be decided at the beginning of the unit so everyone is aware of the goal of the unit.

Unit 1

What do I do?

What do I do?

Work in groups. Look at the pictures and answer the questions.

1. How do you feel about the problems?
2. What do you think the people in the pictures are doing?
3. What do you think the people in the pictures should do to solve the problems?

Speaking Practice

Overview: An informative website for a community health center allows support and advice to its everyday health problems.

Key Language: *It offers support and advice to daily, when to see an everyday situation.*

Language: *It offers support and advice to daily, when to see an everyday situation.*

Language: *It offers support and advice to daily, when to see an everyday situation.*

The activities show teenagers with different problems, such as oily and overgrown hair, and concern about body image. To explore student anxiety, later in the unit, you can use the other frame images in The Core CD. Students should discuss different problems and think of advice they might give. You should do expect students to make personal products.

To engage students in the topic of health, the teacher can support them in writing an opinion of one of the most common health issues that teens face.

To help students understand the final product, you can explain that a PSA aims to be awareness about a social issue. Students can refer back to the advice they gave in the Before You Start section on a topic which family teenagers face the same problem. This will help them to see how to support their product to give more advice.

About the Topic

This unit focuses on problems teenagers face today, such as parents' expectations, unhealthy eating, oily and overgrown hair, and body image. The activities focus on the teenagers' feelings and reactions. The teacher should be prepared to answer questions about what teenagers should do to solve the problems. The teacher should be prepared to answer questions about what teenagers should do to solve the problems.

Pre-evaluation

The Before You Start section is a diagnostic tool to assess students' prior knowledge of the problems they discuss in Step 1 of the Product Questions. It includes a Pre-evaluation. The teacher should be prepared to answer questions about what teenagers should do to solve the problems. The teacher should be prepared to answer questions about what teenagers should do to solve the problems.

Curricular Flexibility

The final product for the unit is a PSA. The teacher should be prepared to answer questions about what teenagers should do to solve the problems. The teacher should be prepared to answer questions about what teenagers should do to solve the problems.

Unit 1 23

About the Topic boxes give cultural, academic, or general information about the topic of the unit or specific elements in the unit to aid teachers in class preparation. These can include additional sources where teachers can go for more information.

A *Pre-evaluation* box suggests how the teacher can use the *Before You Start...* sections as a diagnostic assessment. It includes prior knowledge students are expected to have at this level and suggestions for how to address weak areas and scaffolding.

Curricular Flexibility boxes support the teacher with ways to adapt content or specific activities to their teaching context (group size, language proficiency, cultural background, social context). The aim is for students to achieve the social practice irrespective of language level.

Unit 1: What do I do? 9

Familiar and Community Environment

Social Practice: Express support and solidarity when facing an everyday situation

Final Product: Public Service Announcement (PSA)

Page	Learning Outcomes	Activities	Products	Assessments	Final Product
10	Sympathize with others	Listen to people's problems and identify situation, cause, and effect.	Brainstorm common teen problems and make a mind map.		Mind map of a teen problem
11	Sympathize with others	Analyze and compare different problems and their context. Relate other people's problems to own experience.		Analyze different problems	Discussion about problems and their contexts
12	Sympathize with others	Analyze problems and their possible solutions. Give suggestions.			Discussion about teenage problems and their solutions.
13	Sympathize with others	Provide appropriate advice or suggestions for different problems.	Select a problem from your mind map and write advice.		Advice for a chosen problem
14–15	Define ways to express yourself according to the audience	Analyze the features of PSAs and identify the audience.	Answer questions about your PSA.	Identify the features and audience of PSAs	A PSA script
16	Sympathize with others Contrast effects created by prosodic resources and non-verbal language	Analyze prosodic resources and non-verbal language to show sympathy.			Role play to discuss a problem
17	Sympathize with others Contrast effect created by prosodic resources and non-verbal language	Discuss the importance of the elements of a PSA and write a script for a PSA.	Write a script for your PSA including the main elements of a PSA.		A PSA script
18	Contrast effect created by prosodic resources and non-verbal language	Listen to a PSA and analyze prosodic features and sound effects.	Rehearse your script and give each other feedback.	Analyze and use sound effects and prosodic features	Feedback on your rehearsal
19	Sympathize with others Contrast effects created by prosodic resources.	Present your group's PSA. Assess own and another group's work.	Present a PSA.	Self/Peer Evaluation Form	Peer evaluation review

Self-assessment

20	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 2: Cultural Differences 21

Recreational and Literary Environment

Social practice: Read short literary essays and contrast cultural aspects

Final product: A Comparative Chart

Days	Learning Outcomes	Activities	Product	Self-assessment	Evidence
22-23	Analyze short literary essays Read and understand the general meaning, main ideas, and details of literary essays Describe and compare cultural aspects	Read, revise and understand essays to compare cultural aspects.	Compare another culture with your own in a comparative chart.	Compare cultural differences	Comparative chart
24	Describe and compare cultural aspect	Analyze cultural aspects and compare them to your own.			Discussion about cultural aspects
25	Describe and compare cultural aspects	Analyze and talk about cultural differences.	Make notes about an embarrassing cultural mistake and tell the story to the group.	Interaction while talking about cultural differences	Notes about a cultural mistake
26-27	Describe and compare cultural aspects	Read an article describing cultural aspects and compare it with your own customs.	Compare another culture with your own in a comparative chart.		Comparative chart
28	Analyze short literary essays Describe and compare cultural aspects	Read a short essay and compare the cultural aspects described with your own.		Discuss cultural differences	Notes for a discussion comparing another culture and your own
29	Describe and compare cultural aspects	Analyze and discuss cultural aspects and write an essay comparing them.	Write an essay explaining cultural differences and similarities.	Exchange information	Essay
30	Analyze short literary essays Describe and compare cultural aspects	Identify cultural aspects mentioned in essays and compare them.	Create a comparative chart for the countries in the essays.		Comparative Chart
31	Describe and compare cultural aspects	Display comparative chart. Ask and answer questions. Give and receive feedback.	Present your comparative chart.	Self/Peer Evaluation Form	Peer evaluation review

Self-assessment

32	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 3: Get active! 33

Familiar and Community Environment

Social practice: Discuss your own personal experiences and those of others

Final product: An Autobiographical Anecdote

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
34	Listen to and analyze conversations about personal experiences	Listen to a conversation about personal experiences and decide why they are relevant.	Brainstorm memorable experiences and make a mind map.		Mind map of personal experiences
35	Understand the general sense, main ideas, and details of conversations Share personal experiences in a conversation	Analyze a conversation about personal experiences. Use it as a model to share your own.		Listen to personal experiences	
36–37	Understand the general sense, main ideas, and details of conversations Share personal experiences in a conversation	Read an anecdote and identify the main ideas and details. Identify the main detail of an anecdote of your own.	Make a chart of key information about an experience.		Chart with key information
38	Understand the general sense, main ideas, and details of conversations	Analyze a personal experience and identify the main events.	Use the chart to write about the main ideas of your experience.	Narrating past events	Sentences with main ideas
39	Understand the general sense, main ideas, and details of conversations	Identify the characteristics of a good anecdote.			List of tips of what makes a good anecdote
40	Understand the general sense, main ideas, and details of conversations	Use a storyboard to identify the main events of an anecdote.	Make a storyboard of the main ideas of your experience.		Storyboard for an anecdote
41	Listen to and analyze conversations about personal experiences Understand the general sense, main ideas, and details of conversations	Read and listen to personal experiences and make notes about their important aspects.			Notes on about how to express feelings in an anecdote
42	Share personal experiences in a conversation	Write and edit a personal anecdote. Use connectors to link ideas.	Write an anecdote about your personal experience.		A personal anecdote
43	Share personal experiences in a conversation	Tell your anecdote and listen to others' anecdotes. Ask and answer questions about their experiences.	Present your anecdote using the storyboard.	Self/Peer Evaluation Form	Review of performance

Self-assessment

44	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 4: Natural Disasters 45

Academic and Educational Environment

Social practice: Create instructions to help people be prepared for a natural disaster

Final product: An Instructional Leaflet

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
46–47	Select and analyze instruction sheets	Read about natural disasters and analyze the instructions to follow during a natural disaster.	Make a list of natural disasters that may affect your community.		List of natural disasters
48	Select and analyze instruction sheets	Listen to and understand instructions about what to do in an emergency.		Listen and express ideas to exchange information	
49	Select and analyze instruction sheets	Identify and analyze instructions about what to do before and during an emergency.	Make notes on what to do before and during a natural disaster.		Before and during notes
50–51	Read and understand instruction sheets	Read an instruction sheet to identify what to do after a natural disaster.	Make notes on what to do after a natural disaster.	Interact in a conversation about steps in a natural disaster	After notes
52–53	Write instructions Edit instruction leaflets	Read an instructional leaflet. Analyze its features and use it as a model to write your own.	Write instructions for the before, during, and after sections of your instructional leaflet.	Select appropriate content and organization of an instructional leaflet	Instructions for leaflet
54	Read and understand instruction sheets	Relate instructions to visual information. Make a drawing for a leaflet.	Create a final leaflet with pictures and illustrations.		Instructional leaflet
55	Read and understand instruction sheets	Present your leaflet to the group. Listen to another group's presentation and write a review of their performance.	Display and present your leaflet to your group.	Peer Evaluation Questionnaire	Review of performance

Self-assessment

56	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 5: Today's News 57

Familiar and Community Environment

Social practice: Compare the same news item in different publications

Final product: A Comparative Chart

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
58-59	Analyze newspaper articles Read newspaper articles	Analyze topic, characteristics, and order of events in news articles.	Make a list of recent news stories.		A list of news stories
60-61	Analyze newspaper articles	Listen to a news report. Identify the key information including the protagonist and what they say.	Choose a story. Identify the protagonist and what they said.		Notes on protagonist and speech
62x	Analyze newspaper articles Read newspaper articles	Analyze elements of a newspaper article and identify the purpose of each element.		Interaction while discussing the importance of element of a news article	Discussion conclusion about the importance of elements of a news article
63	Analyze newspaper articles Contrast articles in different publications	Establish the differences between types of newspapers and write headlines for each type.	Create tabloid and broadsheet headlines.	Analyze a newspaper article	Different styles of headlines
64	Analyze newspaper articles Read newspaper articles	Read and analyze newspaper articles. Create a graphic organizer for their main information.	Complete a graphic organizer for a news story.		A graphic organizer
65	Analyze newspaper articles	Write a newspaper article and use a rubric to edit it. Read other people's articles and give feedback.	Write and edit a news article.	Check style, theme, organization and language of a newspaper article	A news article
66	Contrast articles in different publications	Contrast the same news story in the different articles your group wrote. Create a chart comparing important elements in each article.	Create a comparative chart.	Contrast news articles	A comparative chart
67	Contrast articles in different publications	Present the comparative table and listen to other groups' presentations.	Present a comparative chart.	Self/Peer Evaluation Form	Peer evaluation review
Self-assessment					
68	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement		

Unit 6: A Dramatic Reading

Recreational and Literary Environment

Social practice: Read play scripts

Final product: A Dramatic Reading

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
70–71	Select and revise short play scripts for young people	Listen to excerpts from plays and analyze them to recognize different play genres and their features.	Select a play genre and choose a playscript.	Identify genre and features	Genre chart
72–73	Read short play scripts to understand the general meaning, main ideas, and details	Read a scene from a short play and identify the details and features of a play script.	Identify and compare the main characters.	Identify details of a play script	Notes on characters
74–75	Read short play scripts to understand the general meaning, main ideas, and details	Read an article about the structure of a play. Analyze scenes from a play and create a chart with the main ideas.	Analyze the story of your playscript.		A chart to analyze a script
76–77	Read short play scripts to understand the general meaning, main ideas, and details	Read a script and listen to its dramatized reading. Recognize expression and use of emotions in the reading.	Analyze a scene from your playscript.		Notes on most important actions
78	Participate in dramatic readings	Listen to a teacher giving tips on how to improve a dramatic reading. Make annotations in the script to help your reading.	Practice a dramatized reading and give feedback.	Use the proper intonation and emotion	Annotated play scene
79	Participate in dramatic readings	Perform your dramatic reading to the class, focusing on pronunciation and emotion. Evaluate your group performance.	Present a dramatized reading.	Self/Peer Evaluation Form	Peer evaluation review

Self-assessment

80	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 7: Environmental Problems 81

Academic and Educational Environment

Social practice: Discuss viewpoints in a roundtable discussion

Final product: A Roundtable Discussion

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
82–83	Analyze texts related to civics and ethics and select information	Read a text about pollution and analyze its causes, effects, and possible solutions.	Make a list of pollution problems in your community.		List of pollution problems
84	Analyze texts related to civics and ethics and select information	Listen to and analyze information about pollution. Select and define criteria to search for information.	Create a research guide for a pollution problem from your list.	Analyze information and select key ideas	Research guide
85	Analyze texts related to civics and ethics and select information	Discuss and talk about future predictions based on factual information.		Discuss the consequences of problems	Predictions
86	Understand the general sense and main ideas of texts related to civics and ethics	Listen to and read about an ethical problem. Understand main ideas and compare them with your own.		Interact in a discussion about an ethical problem	Discussion about an ethical problem
87	Discuss viewpoints in a roundtable discussion	Discuss viewpoints about an ethical problem. Give solutions to the problem and use language to persuade others.	Make notes about the problems you chose, their consequences, and solutions.		Notes
88	Analyze texts related to civics and ethics and select information	Analyze a text related to civics and ethics and apply the information to your own context.			Discussion to reach solutions for an ethical problem
89	Analyze texts related to civics and ethics and select information	Write a persuasive essay based on information about an ethical problem. Edit essay and evaluate your work	Use your notes to write a persuasive essay.	Write an essay with appropriated content based on factual information	Persuasive essay
90	Discuss viewpoints in a roundtable discussion	Listen to and analyze the features of a roundtable discussion and prepare to have your own.	Create a question card based on the ideas from your essay.		Question card
91	Discuss viewpoints in a roundtable discussion	Participate in a round table discussion. Share your conclusions with the rest of the class.	Have a roundtable discussion. Reach a conclusion.	Self/Peer Evaluation Form	Feedback notes

Self-assessment

92	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 8: Solving the Problem 93

Familiar and Community Environment

Social practice: Complain about a product

Final product: Complaints

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
94	Listen to and analyze complaints about products	Listen to a person making a complaint and analyze its information.		Listen to personal experiences	Discussion about the characteristics of a complaint
95	Listen to and analyze complaints about products	Analyze a complaint. Understand the request and offer solutions.	Make a mind map of products and problems you can complain about.		Mind map of product problems
96–97	Interpret the general meaning, main ideas, and details of complaints	Read an article about complaints and identify tips to make an effective complaint. Interpret the general meaning and details of a complaint.	Make notes on the best way for sales staff to respond to a complaint about your product.	Dealing with complaints	Notes on responses from sales staff
98	Interpret the general meaning, main ideas, and details of complaints	Listen to a product complaint and interpret the main ideas and details.		Exchange information	Notes for a discussion about complaints
99	Listen to and analyze complaints about products	Analyze a complaint to identify threats and responses for a problem.	Make a list of language for when someone complains about a product.	Role-playing complaints and solutions	List of threats and responses
100–101	Interpret the general meaning, main ideas, and details of complaints	Read a complaint email and a response email and identify the main parts of each one. Use them as a model to write your own.	Write a complaint email and a response email.	Write a complaint email with appropriate content	Email complaint and response
102	Make oral complaints	Analyze the expressions in a complaint. Choose a suitable language to express complaints.	Create a chart using the emails to compare written and oral language for complaints.		Chart comparing written and oral language
103	Make oral complaints	Use the information you gathered to role-play an oral complaint. Evaluate your own and others' work.	Role-play a complaint for your product.	Self/Peer Evaluation Form	Peer evaluation review

Self-assessment

104	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 9: Creating a Monologue

105

Recreational and Literary Environment

Social practice: Improvise a short monologue on a topic of interest

Final product: An Improvised Monologue

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
106–107	Analyze monologues	Listen to and revise different situations and audiences of monologues. Identify features of monologues. Discuss similarities and differences of monologues.	Select a situation and theme for a monologue.	Select a situation and vocabulary	Notes on a monologue
108–109	Analyze monologues	Identify different genres of monologue. Identify audience, purpose, and topic.	Choose a type of monologue to deliver.	Recognize types of monologue	Notes on a genre and topic
110–111	Plan a monologue	Organize ideas from the background information of a monologue. Use an appropriate graphic organizer.	Create a chart and write a monologue following a model.	Write a monologue with appropriate content	A monologue
112–113	Plan a monologue Present a monologue Provide and respond to feedback	Plan and practice your monologue. Use fillers, pauses, and emphasis. Give each other feedback.	Practice the monologue with fillers and emphasis.	Practice a monologue with correct pronunciation and intonation	Notes for presentation
114	Analyze monologues	Analyze the characteristics and content of a monologue and how it is affected by the audience.	Create audience cards.		Audience cards
115	Present a monologue Provide and respond to feedback	Use audience cards to improvise a monologue in a limited amount of time. Assess classmates' performances and give each other feedback.	Play a monologue game using monologue and audience cards.	Self/Peer Evaluation Form	Peer evaluation review

Self-assessment

116	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Unit 10: How It Works 117

Academic and Educational Environment

Social practice: Paraphrase information to explain how a machine works

Final product: An infographic

Page	Learning Outcomes	Activities	Product	Self-assessment	Evidence
118–119	Select and analyze materials Read and understand information	Read an infographic that shows the operation of a machine and analyze its contents.	Brainstorm machines or devices and create a mind map.	Review materials that explain how a machine works	Mind map of machines or devices
120	Read and understand information	Read and understand information about the operation of machines and paraphrase information to describe the process.		An oral description of a machine process	Oral description of how a machine works
121	Read and understand information	Read information about the operation and purpose of a machine.	Choose a machine or device and create a fact file.		Fact file of a machine or device
122	Read and understand information Write information	Listen to a description of how a machine works. Draw pictures to describe the process to prove your understanding.	Think about how your machine or device works and illustrate the process.		Images that show how a machine or device works
123	Write information	Describe the operation of a machine using connectors to mark the sequence of a process.		Understand a process	Description of the steps of a machine's process
124	Read and understand information	Read an infographic that shows the operation of a machine and analyze the function of its parts.			Analysis of an infographic
125	Write information Edit texts	Make a graphic organizer with a description of a machine's process and use it to write information. Edit your text.	Describe the process of the machine or device.	Describe how a machine works	Index cards with description of a process
126	Write information Edit texts	Assemble an infographic with images and text to explain how a machine works. Make a final draft.	Create an infographic using the pictures and the index cards.		Infographic describing how a machine or device works
127	Explain how a machine works	Use the infographic to explain how a machine works. Listen to other explanations and give each other feedback.	Explain how the machine works using the infographic as reference.	Self/Peer Evaluation Form	Peer review

Self-assessment

128	Evaluate Your Collaboration	Evaluate Your Progress	Evaluate Your Achievement
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Before You Start...

Work in groups. Look at the pictures and answer the questions.

- What problems are the teenagers experiencing?
- Which of these problems have you or your friends experienced?
- What did you or your friends do to solve the problems?
- What advice would you give a friend with one of these problems?

Extend and Explore

Staying Healthy

Overview: An informative website for a community health center that shows support and solidarity for people with everyday health problems

Benefits and Community Feedback

- to express support and solidarity when facing an everyday situation.
- sympathize with others and give advice.
 - contrast effects created by prosodic resources.
- define ways to express yourself according to the audience.

Product Steps

- | | | |
|---|-------------------------------------------------------------------------|-----------------------------|
| 1 | Brainstorm common teen problems and make a mind map for one problem | Mind map of a teen problem |
| 2 | Write advice in your mind map for the problem you chose in the mind map | Advice for a chosen problem |
| 3 | Plan a PSA about your chosen problem | Plan for PSA |
| 4 | Write a script for your PSA including the main elements of a PSA. | A PSA script |
| 5 | Rehearse your script and give each other feedback | Feedback on your rehearsal |
| 6 | Present your PSA. | Peer evaluation review |



The pictures show teenagers with different problems, such as bullying, overwork, and concern about body image. To explore students' previous learning, you can use the alternative images on the *Class CD*. Students should discuss different problems and think of advice they might give. You should not expect students to share personal problems.

To engage students in the topic of health, the *Reader* can support them in looking at some of the more prevalent health issues that teens face.

To help students understand the final product, you can explain that a PSA aims to raise awareness about a social issue. Students can refer back to the advice they gave in the *Before You Start* section and consider if many teenagers face the same problems. This will help them to see to how to support their product using mind maps and advice.

About the Topic

This unit explores the problems teenagers face today such as puberty, self-esteem and body image, anxiety, peer pressure, bullying, and cyber-bullying, among others. Teens can often feel misunderstood, so it's important to make them feel respected and listened to. You can read more about teenage problems and what to do on this website: https://teens.lovetoknow.com/Teenage_Problems_in_School

Pre-evaluation

The *Before You Start* section gets students to discuss teenage problems and compare them to their own experience. Students can list the problems they discuss in step 1 of the Product. Questions b and d allow you to evaluate the students' use of the present perfect to talk about experiences and *should* to give advice. Common errors for the present perfect include confusing the simple past and present perfect.

Curricular Flexibility

The final product for this unit is a PSA. The main supporting subproduct is a questionnaire that helps students prepare a written PSA script. The written PSA is an individual activity, so you may consider helping weaker students by reducing the word count and helping them correct their drafts before they write the final copy. For stronger students, you can encourage them to check their own drafts by giving them a code: SP=spelling, G=grammar, etc.

Picture 1 shows a boy looking at his phone. He could be chatting with friends online or playing a game. He looks obsessed. Picture 2 and 3 show teenagers using computers, but 2 is at home and 3 at school or work. Picture 4 shows a student getting stressed in an exam.

Work in pairs. Look at the pictures and discuss the common problems they represent.

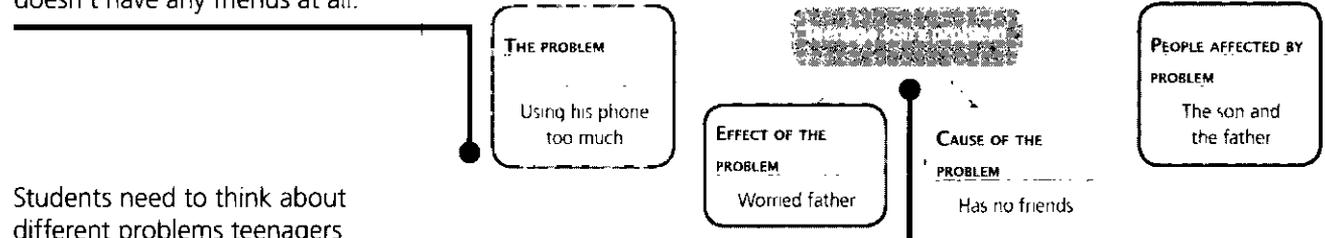


Listen to a father talking about problems with his son. Mark (✓) the pictures that correspond to the problem described.

With your partner, use these headings to complete the mind map about the son's problem.

1. The problem
2. People affected by the problem
3. Effect of the problem
4. Cause of the problem

Possible answer: The problem from the father's perspective is that his son doesn't go out and play with his friends, but instead he spends all of his time on his cell phone. The father is worried that his son doesn't have any friends at all.



Students need to think about different problems teenagers have and agree on one problem for their mind map. Students should think about where the problem happens, the people affected by the problems, and the cause and effects.

Work with your partner and answer the questions.

1. What do you think of the father's worries?
2. What advice would you give to the son?
3. What advice would you give to the father?

Curricular flexibility

Mind maps help students connect information and ideas. Depending on your students' learning preferences and abilities, you can encourage them to complete their mind maps using key words, images, different colors for different ideas, etc. This will make it more enjoyable to create and will help students remember the information more easily. It will also help build confidence among weaker students.

Ongoing Evaluation

When evaluating students' mind maps, it is important to make sure that students have included the following four points: the situation, the people affected by the problem, and the cause and effect of the problem. You may also consider assessing students' participation in their group by monitoring students and making sure that everyone is contributing to the discussion, and adding to the mind map.

- Read the dialogue between a father and son and decide which picture on page 10 corresponds to the dialogue.

SON: Hey Dad, can I talk to you?

FATHER: Sure, son, what's up?

SON: I don't know, Dad. I feel like none of my friends want to hang out with me anymore.

FATHER: Well, I have been worried about you too. All you do is play games on your phone. You never go out with your friends anymore. Even Kevin doesn't visit.

SON: Kevin? I haven't spoken to him for a long time, because we don't go to the same school anymore.

FATHER: I know changing schools was difficult, Josh, but you have to make an effort to see friends. Who do you hang out with now? I only see you on your phone. Why don't you use for phone to invite your friends over to hang out. I bet they all feel the same way as you do.

SON: Good idea, Dad. We can play video games.

FATHER: Oh, no!

- With your partner, discuss the questions about the student.

1. What problem does the student have?
2. How does his father react?
3. Do you think this was the right way to react? Why?

Work with your partner to brainstorm ways in which his father could have reacted better.

- Think about the problem presented in previous activities and discuss the questions.
 1. Have you or someone you know ever been in a similar situation?
 2. What happened? What did you or that person do?
 3. What do you do to help your friends when they have problems?

- Use the *Self-Check* to check your participation.



Self-Check

Yes

Sympathize with others

- I compared different problems and their contexts.
- I understood the effect of each problem.
- I showed empathy when saying what could be done.

- Work in groups. Brainstorm some common problems for teenagers.

Create a mind map, like the one in activity C, for one of the problems.

Keep your mind map for step 2.

Answers to activity G can be used to encourage the students to use the different simple tenses. It is also an opportunity to help students personalize the topic of the unit, and to begin to develop ideas that they can use in Product Step 1.

Answers will vary, but this is a valuable exercise to have students practice sympathizing and offering advice, which is a big part of this unit's social practice and learning outcomes.

Language Knowledge

Students often confuse the present perfect and the simple past. The present perfect is used to describe actions that began in the past and continue up to now (*I have been here for a week*) and life experiences that are still relevant. The past simple is used to describe single or repeated actions in the past (*I was there for a week*). There are examples of both in the listening and text for activity E.

Curricular Flexibility

To help weaker students prepare for the group discussion in activity G, you may consider having students read the questions and make notes before the speaking activity begins. This will give them time to gather their ideas before they discuss in groups. For stronger students, you may want to encourage them to justify their opinions and encourage them to use more complicated vocabulary.

Self-assessment

You may consider focusing students on the *Self-check* box at the beginning of the lesson so they can understand what is expected of them, for example, being able to analyze different problems, which they do in activity G, and their ability to show empathy. Students can look back through their notes for this lesson and identify when they have used the simple tenses correctly and what mistakes they have made.

Before students discuss different suggestions, you can ask them to identify the language from the text that Aggie uses to give advice: *You should (not), Why don't you, Please don't, Try talking.* You can evaluate students as they use the language. This will help you identify common errors, such as using an infinitive with to after *should*.

Read about Agatha and decide why she is the perfect woman for her job.

Aggie is back!

The nation's favorite agony aunt is finally back. Agatha Henderson has returned from an extended vacation, and she is ready to help you with your problems. Remember that Aggie loves this job. Her advice is direct and really useful. Nothing makes her happier than knowing she has helped someone.



Here are this week's problems:

Little Miss Muscles writes: I am a thirteen-year-old girl who really enjoys weight lifting and I've won lots of competitions. The problem is that my friends always make jokes about me because my muscles are so much bigger than theirs.

Help! I don't want to stop doing something I like, but I hate my friends' jokes about me.

Aggie writes: You should not stop doing something you love. Why don't you set some boundaries with your friends? You should tell them which jokes you don't like and explain that if they make one of those jokes, you will end the conversation. If they want to be your friend, they will stop making jokes.

Sad and Skinny writes: I am a fourteen-year-old boy and last year I grew almost 20 inches in six months. Now, I am over six feet tall and I am so skinny. I go to the gym and I eat as much as possible, but I just can't develop muscles. My friends tell me that steroids could make me bigger, but I'm not sure.

Aggie writes: Please don't take steroids, especially so young. You know that your body will change over time. I understand that you want help now. So why not try talking to a professional trainer. A trainer should be able to give you a special fitness plan and recommend food that will help you get bigger.

As students discuss the questions, they may think about how body image is portrayed in the media and how this can make teenagers feel. They may also talk about how bullying and teasing someone about the way they look can affect how they feel about their body. For question 2, students might identify low self-esteem and depression as ways this problem can affect someone. They may also discuss eating problems. Students can use their answers to question 3 to build knowledge about how PSAs can help change public opinion.

Work in groups. Discuss the questions.

1. Why do people write to Aggie?
2. How does Aggie help people?
3. Who do you normally ask if you need help?
4. How are the two problems similar?
5. What is the best piece of Aggie's advice?

In your groups, discuss different suggestions for each problem.

ANSWERS MAY VARY.

Work in groups and discuss these questions.

1. Why do young teenagers often have problems with their body image?
2. How does having a problem with body image affect someone?
3. How should society help with body image?

Do you want to know more about fitness plans and diets? Go to your *Reader*, pages 5–18.

About the Topic

The text is about giving advice on fitness plans and diets. It is important for teens to maintain a healthy and balanced diet, so you might ask students what they know about balanced diets. Students may also find it interesting to learn that different colored fruits and vegetables provide different nutrients. You can find out more at: <https://www.livestrong.com/article/262977-nutrition-fruit-and-vegetable-colors/>

Curricular Flexibility

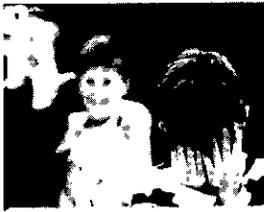
Activity C encourages students to use language for giving advice. If students find this activity difficult, you can suggest looking back at the text and underlining the advice given by Aggie. This will help students identify the language they need to use. When you evaluate the students' use of these expressions, you can also consider how to individually support students and the feedback that you will provide them with.

Resources

The *Reader* can be used by students to research more about fitness plans and diets. The *Reader Answer Key* can be found on page 185. The *Reader* describes which foods to eat and which to avoid and gives students tips on how to eat more nutritionally. As students read, you may want them to note how they already maintain a healthy lifestyle and what tips they found most helpful.

A Label the pictures of different problems with the words in the box.

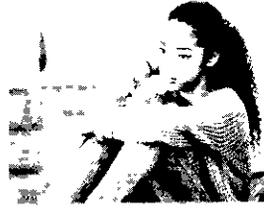
academic pressure body image anxiety bullying obesity parental pressure



BULLYING



PARENTAL PRESSURE



ANXIETY



OBESEITY



BODY IMAGE



ACADEMIC PRESSURE

In your groups, look at Aggie's replies and discuss which ones you might apply to the problems in the pictures.

You should not stop doing something you love

Why don't you set some boundaries with your friends?

You should tell them what jokes you don't like.

Try talking to a personal trainer.

Think about the advice or suggestions you and your group gave in activity A. In your notebook, write a piece of advice or suggestion for every picture.

Work in pairs. Share your ideas.

With your groups, discuss the good and bad advice you have received from adults and friends.

Make a list of the best and worst advice your group has received.

Work in groups. Take out your mind map and extend it to include good advice for the problem you chose. Use your discussions from the previous activities to help you.

Keep your mind map for step 3.

To make advice less direct, we can use a question. This allows the person we are advising to consider the advice we are giving them. You can ask students to identify the question, number 2, and underline the phrase that is used: *Why don't you...?* You may want to elicit other questions we can use to make suggestions, such as *how about + ing...?* Then you can ask them to identify what verbs the other sentences use: *should* and *try*. It is a good idea to explain that we can use imperative verbs + *ing* to give advice, such as *try*, *consider*, etc.

Answers could vary quite significantly in this discussion, but students can be directed to focus on the topics they've previously focused upon, and be reminded that they may have heard advice from teachers, other family members, peers, and siblings.

Curricular Flexibility

Weaker students can use the model text on page 12 to help them. You may consider giving them time to generate ideas to write advice, without focusing on being accurate. Students might like to share their advice with the class, or might spend more time on the preceding activities in order to generate more ideas.

Ongoing Evaluation

Students write advice for one of their problems from their group mind maps. When evaluating their writing, you can assess whether they have included a description of the background to the problem and expressions of advice. You can monitor students' progress by recording their use of simple tenses and expressions for giving advice. When assessing language, you may consider two aspects: accuracy and use of the language.

If students find it difficult to identify PSAs, you can give them some examples of popular campaigns or show them the campaign on the following website: <http://content.time.com/time/specials/packages/>. You may consider putting students into pairs or groups to discuss the questions so they can share their ideas about PSAs they have seen or heard. As students discuss question 4, encourage them to think about why the PSAs were effective; how they made them feel (for example, shocked, scared, sad, etc.); and what was it that made them feel that way. Reasons could include the visuals, the sound effects, or that they were able to relate to what happened.

- 4. Work in groups. Discuss where you can get advice if you have a problem.



Listen to a Public Service Announcement (PSA) and discuss the questions in your group.

1. Do you think the advice in the PSA is good? Why?
2. What advice would you add to the PSA to make it more useful or complete?
3. How did the statistics add to the PSA?
4. Do you agree with the idea that bullying is a big problem? Why?

Share with your group your experiences of bullying, and how you deal or dealt with those experiences.

Make notes to answer the questions about PSAs.

1. What are PSAs?
2. How do PSAs help people?
3. What do you think makes a PSA effective?
4. What features do you think should be included in a PSA?
5. What PSA have you heard or seen before?

14

- 5. Work in pairs. Discuss your answers and opinions about PSAs.

I heard a great PSA telling people how to keep water clean. It had a really memorable song that told you what to do.



I remember that one I think a song is a good feature. What else would be good to copy?

- 6. Evaluate your performance using the *Speaking Rubric* on page 8 and write your scores below.

My partner's score: My score:

Use the *Self-Check* to evaluate your knowledge of PSAs.

Self-Check Yes ✓

Identify the features and audience of PSAs

I understand what PSAs are for

I recognize the different features of PSAs.

I understand why PSAs use these different features

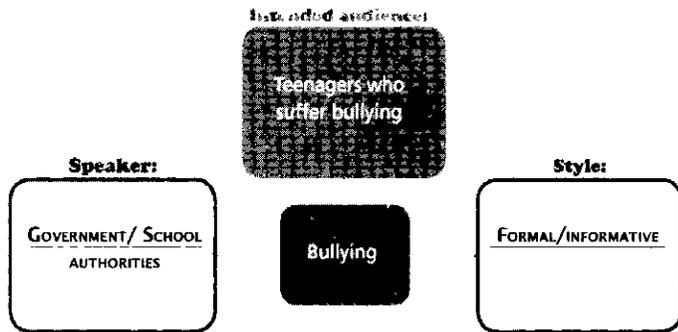
About the Topic

Public Service Announcements (PSAs) are designed to raise awareness and change public opinion about a social issue. They are often designed to cause a reaction for change. PSAs, like advertisements, can be made for television or radio. You can find out more about PSAs and read some examples of popular PSAs on the following website: <https://www.thebalancecareers.com/what-exactly-is-public-service-advertising-38455>.

Self-assessment

To help students reflect on what they've learned, students can work in pairs or small groups, and tell each other what they think a PSA is, what the different audiences and features are, and why PSAs use these different features. This will help them identify which areas they are confident in, and which areas still need improvement. If students are struggling, you could have them complete a mind map to help organize their ideas.

- Work in pairs. Complete the mind map about the PSA in activity B.



- With your partner, use the mind map to evaluate how effective the PSA was. Agree on three elements you would change to improve it.

"Well, what if they were teens talking instead of an adult? That way..."



- Work with your partner. Use the questions to analyze the PSA.
 - Who is presenting the PSA?
 - What is the intended audience?
 - What is the central message?
 - What effect does the style have on the communication of the message?
 - What information does the PSA provide?
 - What should people do after listening to the PSA?

- Work in groups. Take out your mind map from step 2. Use the questions in activity G to plan a PSA about the problem.

- Research more information about your problem in books, on the internet, or by asking people you know.

Keep your answers for step 4.

If students are having trouble answering the question, you can play track 3 again and elicit which PSA gives practical advice about how to help someone and how to tell someone you are being bullied (the second one). You can explain that a call-to-action is what the campaign wants the audience to do. For example, in the PSA, the campaign wants the students to tell someone if they are being bullied and ask their friends if they are being bullied.

Students can reflect on the PSAs they discussed on page 14 and think about where the PSA was advertised, e.g., on TV, on the Internet, etc. If students identify where the PSA was advertised, they will recognize the intended audience. For example, they can think about whether teenagers use the radio or the Internet more often, and decide if the campaign was aimed at teenagers.

Resources

If you want to get more ideas for possible designs for mind maps, Pinterest has lots of examples of mind maps that people have produced (<https://www.pinterest.com.mx/mindmaps>). There are also sites for creating mind maps, such as coggle (<https://elearningindustry.com/the-5-best-free-mind-mapping-tools-for-teachers>). Providing students with different ways of creating mind maps can encourage motivation.

Ongoing Evaluation

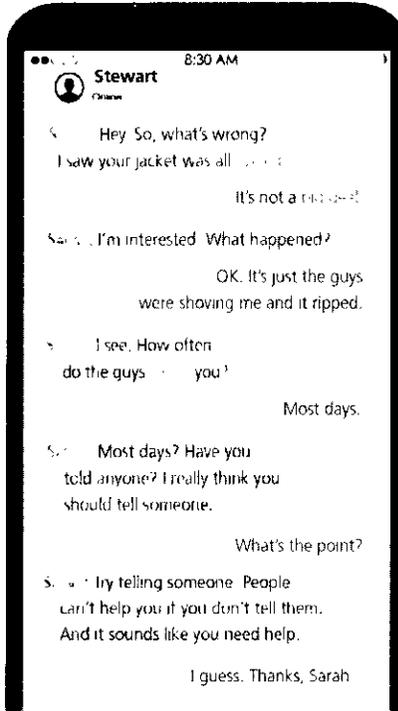
As students discuss the questions in activity G, you could evaluate if they have used the expressions for giving advice correctly. You can record examples of errors to show students what they need to work on. It is important to also evaluate students' participation in their group. Students may decide to answer all the questions together as a group, or have each member answer one of the questions and then share what they have written.

You can give students the definitions from the *Glossary* and match them to the words and phrases in green. Alternatively, you can encourage students to read the text and work out the meaning of the words and phrases from the context before you give them the definitions.

If you do not show someone you are listening in a conversation, the speaker may believe what they are saying is uninteresting. People often feel uncomfortable and unable to talk easily and openly. To answer question 3, students can mention the expressions from activity A and also the body language people use to show they are listening.

To demonstrate active listening, you can role-play the activity with your stronger students. As the first student describes a problem, you can look around the classroom. Then a second student can speak as you smile, nod, and use some of the expressions from activity D. Then ask the students how they felt and why.

Read the text conversation between Sarah and Stewart. How does Sarah show that she is paying attention to the conversation?



Work in groups and discuss the questions.

1. Why is it important to show someone that you are listening to them in a conversation?
2. How do you feel when you think that someone is not listening to you?
3. How can you physically demonstrate that you are listening to someone?
4. When has someone really listened to you?
5. How did that help you in that situation?

With your group, read the list of movements and mark (✓) the ones that show someone is actively listening.

Looking away ✓

Nodding your head ✓

Smiling

Crossing your arms ✓

Maintaining eye contact ✓

Putting your head slightly to one side

With your group, discuss how the conversation in activity A would have been different in person.

Work in pairs. Student A chooses a role play card and talks about the problem. Student B actively listens. Change roles after some time.



Role play card 1

You are bullied at school. Older students take your food and your money most days. You are scared to tell someone.



Role play card 2

People send horrible messages to your phone and write comments on your social media pages. You are worried your parents will get angry if you tell them.

Reflect on how your partner showed they were listening to you and how this made you feel.

Learning to Learn

Activity A provides students with expressions they can use to show they are listening. You could elicit other ways they can show they are listening (body language, eye contact, or gestures) and explain that the tone of someone's voice changes when someone is very interested or surprised. To help students identify tone of voice, you can model different emotions, such as excited or angry, and then make your voice higher and louder.

Self-assessment

Students should reflect on how they felt during the speaking activities. You may consider having students act out the role plays twice. The first time students can just listen to their partner without reacting, and the second time they can use the expressions to react to what the person is saying. Then, they can compare how they felt in both situations and describe what made them feel this way.

Work in pairs. Mark (✓) the important elements to include in a PSA.

- Call-to-action Personal examples Memorable expressions
 Statistics Location Prices

Work in pairs. Discuss why these are important elements to include.

Work in pairs. Label the categories of the rubric with the names of the important elements.

Elements	Excellent 8–10 points	Good 5–7 points	Poor 1–4 points
	Accurate, informative, and appropriate for the audience	Accurate and informative	Inaccurate or confusing
	Demonstrate the emotion of the situation	Appropriate for audience	Inappropriate for the audience
	The perfect thing to do in the situation	The right thing to do	Not a good thing to do
	An expression that is impossible to forget	An easy expression to remember	A very long or difficult expression to remember

Work in pairs. Read the script for the PSA you heard about bullying. Underline examples of the elements in activity B.

When you're being bullied, it is very easy to feel that you are alone and that no one knows how you feel. But that is far from the truth. 30% of children in grades 6 to 12 have experienced bullying, and an incredible 70% of children have witnessed bullying in school. If you are being bullied, then one out of three of your friends has also been bullied and almost everyone you know understands the situation. That is why here at the National Bullying Organization, we always say if you are being

bullied at school, you should tell an adult. That adult could be a teacher, the principal, one of your parents, or an older friend—whoever you get along well with and who you think is responsible. But you should tell someone. When you tell someone, keep a record of what you said and when. If you expect that person to do something to help you and nothing happens, then go back to them with the record of what you said and ask why. Bullying. You aren't alone. So talk to someone.

Work in groups. Evaluate the script using the rubric.

Work in product groups. Write a script for your PSA. Include the relevant elements.

Work in pairs. Evaluate each other's scripts using the rubric.

Keep your scripts for step 5

The aim of a PSA is to change public opinion or behaviors towards a social issue. For this reason, it is important to include a memorable expression and a call-to-action to get the audience to remember the PSA and to do something, such as stop smoking. Statistics and personal examples give the audience background information to the problem. Depending on the type of PSA, the location may be important or not. For example, if the PSA is about an event, then people need the location. However, if it is about a general issue such as "quit smoking" then the location is not important. Price probably is not important since public services are usually free.

Students use the table in activity B to evaluate the PSA. You can encourage them to justify why they give the scores they do. For example, the PSA is aimed at bullying in school and the statistics refer to figures in secondary school, which is appropriate for the intended audience.

Learning to Learn

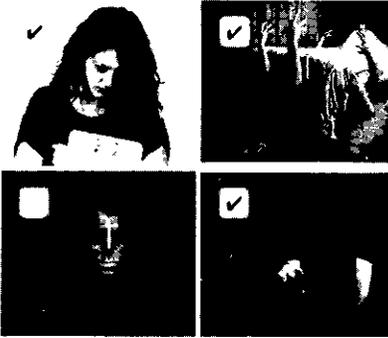
Activity C provides students with a model of a PSA script, and activity B shows them how to evaluate it. This will not only focus students' attention on the important features of a PSA, but also help them identify how they can improve their own scripts. You can encourage students to underline the different parts of the PSA using different colors (e.g., call-to-action in red, personal examples in blue, etc.) to help them complete activity D.

Ongoing Evaluation

When evaluating students' PSAs, use the same rubric students used to evaluate the PSA script on bullying. Make sure students have identified a call-to-action, included relevant statistics, given personal examples, specified a location and prices, and written a memorable expression. When you give students back their work, you can show them how you marked it, so they can improve the sections that did not score as well.

It is a good idea to explain intonation and emphasis. In *yes/no* questions, the voice rises at the end of the question. When English speakers use emphasis, they make words longer, louder, and higher in pitch. To practice this, the students can read sentence 1 and practice the emphasis on *you* and *family*. Students can then work in pairs to read the sentences in activity D aloud, emphasizing different words and pausing in different places to identify how this changes the meaning.

1 Listen to a PSA and mark (✓) the pictures represented.



2 Listen again. Work in pairs and discuss the questions.

1. Why does the PSA sound like a horror movie at the beginning?
2. How does the PSA represent anxiety?
3. What is the intended audience of the PSA?
4. Why would a horror movie style be effective for that intended audience?
5. What are the two calls to action in the PSA?
6. What is the memorable expression at the end of the PSA?

3 With your partner, evaluate the use of these elements in the PSA.

- | | |
|------------------|-------------------------|
| 1. Horror music | 4. Change in intonation |
| 2. Happy music | 5. Emphasized words |
| 3. Sound effects | 6. Dramatic pauses |

4 Discuss how they affect the way the PSA expresses its message to its intended audience.

5 Listen again and make notes of special emphasis or dramatic pauses in the sentences below.

1. Are you one of those people? Or someone in your family?
2. We want teenagers to lead happy, healthy, productive lives.
3. Do you want to talk to someone?
4. That's 1 800 FEAR FREE
5. More than 14 million American teenagers suffer from anxiety.
6. And no one needs to do it alone

With your partner, compare your answers and discuss the effect that the pauses and special emphases have on the PSA.

Work in groups. Rehearse your script for your PSA using prosodic features and sound effects.

Work in groups. Give each other feedback on your rehearsals using the *Self-Check*.

Self-Check Yes ✓
Analyze and use sound effects and prosodic features

- I understand the emotional effect of music and sound effects
- I can emphasize words and pause dramatically
- I can change intonation for questions

Make notes of your feedback for step 6.

In mixed ability classes, students who are more confident may want to be the narrators in their groups. Less confident speakers may feel more comfortable doing the sound effects or working with another student. Students can evaluate their teamwork when rehearsing their scripts and use this evaluation at the end of the unit.

Language Knowledge

Prosodic features are the features of speaking, such as changes in intonation, emphasized words, and dramatic pauses. Activity D helps students recognize prosodic features by getting them to mark dramatic pauses, main stress, and changes in intonation. If students have trouble recognizing intonation, you can help them by having them hum the sentences using the same intonation but without using words.

Ongoing Evaluation

While students rehearse their scripts, evaluate the examples of prosodic features that they use. For example, are students creating atmosphere by including dramatic pauses? Are they emphasizing the correct words? Are they using the correct intonation for questions? It is also important to assess how well the group works together when rehearsing their scripts. Does every member of the group have a role?

Self-assessment

Students assess themselves on their use of sound effects and prosodic features. You can have them reflect on how the music and sound effects made them feel in activity B. If students have difficulty identifying how they used prosodic features, you may consider having them rehearse their scripts again, but this time without including dramatic pauses and emphasized words, and explain how they changed their performance.

Public Service Announcement

With your product group, present your group's Public Service Announcement to the rest of the class. Include all of the features of a PSA and the appropriate sound effects and prosodic features.

Make sure that each member of your group participates and has a role in the PSA. Answer any questions the class may have.

Mark (✓) this checklist to assess your project and that of another group.



Mark (✓) each aspect of the checklist that was covered in the presentation.

Did the PSA include all the appropriate features?

Did the students show interest and solidarity with the problem?

Did the students include prosodic features for contrasting effects?

Did students express themselves well according to the audience?

Did everyone in the group have a role in the PSA presentation?

Compare your assessment of the two products with your product group.

Work with your group. Write a short review of the other group's performance and give it to them.

Compare the assessment of your PSA presentation with the other group's review.

1. What differences are there? _____
2. What did you do well? _____
3. What do you need to improve? _____

33

Depending on the size of the class, students may be able to perform their PSAs for the entire class. If the class is too big for individual presentations, then two groups can perform simultaneously. However, it is necessary to evaluate each student using the *Descriptive Evaluation Scale*, so make sure that there aren't too many students performing at one time.

While students watch the performances, they should complete the *Peer Evaluation Form*. You may want to go through the form beforehand, so students know what they need to assess. Then once all students have finished performing, they will use the evaluation form to assess their own performance.

When students review their performance, they should think about what they did well throughout the product, not just in the final performance. Students may have contributed well to the written script or directed the performance. Students can think about what to work on to improve their presentations in following units.

19

Self-assessment

Students need to evaluate the features of their PSAs as well as their performance, thinking about the use of prosodic features and sound effects. It is important that students reflect on the language in the PSAs, including language to give advice and use of tenses. You can have students evaluate the memorable expressions from other groups' presentations to help them recognize how easy they were to remember.

Final Evaluation Instrument: Descriptive Evaluation Scale

You can use the *Descriptive Evaluation Scale* in the *Evaluation Tools* section (pages 186–195) to evaluate the students' PSA scripts. You need to evaluate the following:

- Did the PSA include all features?
- Did students show interest and solidarity?
- Did the students include prosodic features for contrasting effects?
- Did students express themselves well according to the audience?
- Did everyone in the group have a role?

Assessment

You can photocopy *Assessment 1* on pages 163–164. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 183.

Self-evaluation

You can help students reflect on and evaluate their collaboration by reminding them of when they have worked as a group. For example, brainstorming problems and creating a mind map, planning a PSA script, and rehearsing the script. Students can reflect on which activities they enjoyed the most and explain their reasons. For the activities students didn't enjoy as much or struggled with, you can ask them to write what they could do to improve their collaboration in the following unit.

You can encourage students to look through their *Evidence Folder* and compare their grades in the self-assessments at the beginning and end of the unit to see how they have progressed. They can also look at your evaluation for their mind maps, written advice, PSA script, and their final performances, and write down what they need to work on.

Read the learning outcomes, reflect on your progress, and evaluate.

- With your product group, mark (✓) each aspect to reflect the way you worked together.

Product Collaboration Checklist

Team members:

Product: _____ Date: _____

- | | | |
|------------------------------------------------|-----|----|
| 1 We contributed with useful ideas. | Yes | No |
| 2 We respected everybody's opinions and turns. | Yes | No |
| 3 We finished our product on time | Yes | No |
| 4 We helped each other when needed. | | |
| 5 We worked well with other group members | | |

- Reflect about your group performance and complete the table.

Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you collect all the suggested evidence? _____
- What activity was harder for you to achieve? _____
- Which activity was easier? _____

Read the learning outcomes and evaluate yourself.

- 3 = Very well 2 = Well 1 = With difficulty

I can sympathize with others and give advice

I can contrast effects created by prosodic resources

I can define ways to express myself according to the audience

- Reflect on each learning outcome and write a comment or suggestion.

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Self-assessment

To help students evaluate their progress, students can look through the work in their *Evidence Folder*. This should include the following: a mind map, written advice, answers to questions about their PSA, and their PSA script. Students should reflect on their collaboration in group work. In addition to the chart, they may think about times they worked well together and why, and the roles they were good at.

Final Evaluation

Students reflect on their ability to give advice, identify how to express themselves, and use prosodic resources. You can remind them how prosodic features created certain effects on page 18. If students find it difficult to reflect on these features, you can ask them guiding questions, such as *What effect did your dramatic pauses create? What words did you stress in your presentation? Why did you choose these words?*

Work in groups. Look at the pictures and answer the questions.

- Are the activities in the pictures normal to do in your culture?
- Which countries do you know where it is not normal to do these things?
- Have you ever been in a country or culture where people do things very differently?
- What were the differences you experienced?
- What were the people doing there?



The pictures show people greeting each other, eating a meal, and giving flowers.

To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. Customs that are not appropriate in some countries include greeting with hugs. If students have been in another country or culture, they can share their experience with the class.



Students will describe their past experiences or the ones they know from other countries. They should describe actions happening in the past to describe what they saw people doing. You can monitor and record student examples for the Pre-evaluation.



To help students understand the final product, you can explain that they will practice making comparative charts to compare cultural aspects in literary texts. They will also make notes about a cultural mistake to write an essay. They can use the information from their comparative charts and the information from their essays to complete their final product.

Quest 2 Knowledge

Quest 2 Knowledge pages 19-20 Culture Corner

Overview: Website with personal experiences and songs from different cultures

Quest 2 Knowledge pages 21-22 Culture Corner

The section practices for this unit is:

- to read short literary essays and contrast cultural aspects.

To do this, you will:

- analyze short literary essays.
- read and understand the general meaning, main ideas, and details of literary essays.
- describe and compare cultural aspects.

Quest 2 Knowledge

Steps	Activities	Subproducts
1	Compare Indian and Mexican culture in a comparative chart.	Comparative chart
2	Make notes about an embarrassing cultural mistake and tell the story to your group.	Notes about a cultural mistake
3	Compare New Zealand culture and the culture of your community.	Comparative chart
4	Write about cultural differences and similarities for a country or community of your choice.	Sentences
5	Create a comparative chart for the countries your group wrote about.	Comparative chart
6	Present your comparative charts.	Peer evaluation review

About the Topic

This unit explores cultures from countries across the world. Culture refers to the habits, traditions, and beliefs of a country, society, or group of people. This unit looks at cultural aspects from India, China, New Zealand, and Egypt. Examples of cultural differences include women wearing saris in India, and New Year in China being celebrated at the start of spring. For information about cultural differences, see <http://www.topics-mag.com/internet/center.htm>.

Pre-evaluation

The *Before You Start* section elicits students' experiences with other cultures. It would be normal to use the past simple to describe particular events and to use past continuous to describe the activities of people. You can record positive and negative examples of students' use of those tenses, and then analyze those examples with students or use them to diagnose their needs.

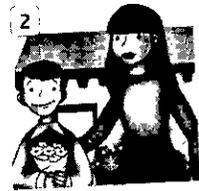
Curricular Flexibility

Each step of the product involves students working with a partner or a group. You might consider dividing the class into groups by level, enabling you to give a different level or number of tasks to each group. You could then spend more time supporting weaker students, and have groups of stronger students use the internet, books, or magazines to research more about the countries they are learning about.

The text is quite long and students may find reading a long text challenging. To divide the text, you could have everyone read the introduction and conclusion, but then ask volunteers to read the different descriptions of cultural differences: the flowers, the snacks, and the serving of food.

A Work in pairs. Look at the pictures and answer the questions.

1. What is happening in the pictures?
2. Where are the people in the pictures from? How do you know?



New Worlds on the Same Street

I remember when an Indian kid called Rajesh, moved with his family into a house on my street. It was my first opportunity to experience an area of the town.

At school, it was soon clear that Rajesh was very similar to me. We liked the same movies and the same TV programs. It seemed to me that Rajesh and I had much more in common than the other kids in my class. That was until I met his family.

Rajesh told me his mom was making a big dinner and that I was invited. I wanted to go for two reasons. First, to spend time with Rajesh, but also to know more about Rajesh's life and family. I told my mom and she became very get ready for the big day. We thought I should wait until to get Rajesh's mother and on the way to Rajesh's house, we bought a bunch of white roses.

Waiting at the door, I knew that apart from stepping into a new house, I was also stepping into a new world. The only who opened the door to me was a gray haired old woman wearing a sari, with a red spot on her forehead. I offered her the flowers and smiled. However, the woman went quickly upstairs, crying and speaking in Hindi. When Rajesh appeared at the door, he explained to me that in India, people only give white roses at funerals.

As we were sitting around the table, Rajesh's mother offered me some Indian snacks before dinner. I took a handful, but immediately noticed everyone was looking at me. Rajesh smiled and told me that the custom in India is to accept food only after it is offered three times. I felt a little embarrassed.

The food was very tasty. It was not too spicy. It was totally different from the food that I would normally eat. I quickly finished everything on my plate. Immediately Rajesh's mother served me more food. I was happy to eat a little more, but after finishing for the second time, she served me again. I didn't want to be rude, so when I was nearly full now, I finished everything on my plate.

Rajesh's mother was just looking at me for the third time when Rajesh explained that actually I needed to leave a little food on my plate so that the family would know I was full. This was completely different from my house, where I always had to finish everything on my plate.



You may want to ask the students to work in pairs and discuss their answers. **Possible answers:** 1. Events that happen between people from different cultures. 2. The people are from a Western country and from India. You can tell by the clothes they are wearing.

About the Topic

Cultural differences include having different beliefs, languages, and customs. The text looks at the difficulties of meeting people from different cultures, such as not knowing that white flowers are given at funerals, or that it's rude to take food the first time it is offered. For more information about cultural awareness and diversity, see <http://www.pbs.org/parents/expert-tips-advice/2015/08/teach-children-cultural-awareness-diversity>.

Learning to Learn

Predicting is an important reading strategy. Students can discuss what they see in the pictures and what they already know about Indian culture to anticipate what will happen in the text. Predicting encourages students to think ahead. You can ask them what cultural mistake they think the boy will make. After they read, you can get them to confirm their predictions and keep this information for step 2 of the product.



These differences may seem small, but they were enough to make me see the world in a new understanding of what is going on, what is different, the way of things.

My interest in other cultures only grew after that, and I was so determined to learn about the world that I began as a travel writer. That afternoon only had six or seven hours, but it changed the following twenty years of my life.

The correct order is the boy riding his bike, him offering flowers, an old woman crying when seeing the white flowers, him accepting food, and him being served more food.

B Read the essay and number the pictures in the order the events occurred.

C Work in groups. Discuss the questions.

1. Have you ever been in a similar situation to the one in the essay? What did you do?
2. What can we learn from other cultures?
3. How is your culture similar or different to Rajesh's?

You may want to ask the students to work together and discuss their answers. **Possible answers:** 1. Yes/no; I apologized and decided to learn more about that culture. 2. New languages, how to look at the world from a different perspective, traditions, and how to appreciate our own culture. 3. Our culture is also very family-oriented, and there are certain behaviors people follow at the dinner table. However, it is different because not all people associate flowers with a specific meaning.

Product Step 1

D Form a product group. Think about the previous text and your own knowledge about Indian and Mexican cultures. Complete the chart.

Cultural aspect	India	Mexico
Manners	*never accept food the first time	
Foods	*hot, spicy *rice	
Cultural traditions		*small gift for host
Clothes		

A Use the *Self-Check* to evaluate your comparative chart.

Self-Check

Compare cultural differences

- I included relevant details
- I identified differences in both cultures

B Keep your comparative chart for step 2 of the product.

Students should look at the information from the text and complete the table. They can use short phrases or use full sentences. They can also compare their charts, as they may have different answers for describing cultural habits in Mexico.

Ongoing Evaluation

Students need to reflect on what they have read and make connections to their own culture for the product. When you are evaluating their work, it is more important to focus on the content and relevance of the information than the accuracy of their language. Did they include information from the text? Does the information in the Mexico column directly compare to the information about India?

Self-assessment

Students assess themselves on whether they included relevant details and identified differences in both cultures. You can help them to self-evaluate by referring them back to their comparative chart to check they have included relevant information for each heading. It is a good idea to point out what students have learned about a new culture that they didn't know before reading the text to show them how they have improved.

Resources

The BBC Learning English website provides a video that explains some cultural differences and lists six different items of vocabulary. You could provide students with a list of these phrases and ask them to match them with their definitions. You may consider asking students to translate the phrases into Spanish. This will help them recognize that not all cultures have words for the same things.

If time allows, suggest students work in pairs and share their answers with the class. **Possible answers:** **1.** It protects you from the rain or sun. **2.** In China, the word for *umbrella* sounds like the word *separation*, so it is considered unlucky. Students may have other ideas regarding this topic.

Giving people gifts in sets of four is considered unlucky because the word for *four* sounds like the word for *death*. The clock represents "running out of time" and sounds like *funeral ritual*. Mirrors are believed to attract evil ghosts and break easily.

Suggest students discuss their answers. **Possible answers:** **1.** Breaking a mirror, walking under a ladder, passing salt directly to someone, and black cats are things that bring bad luck. **2.** Good gifts in Mexico could be food or drink or something the person likes. Bad gifts would be those that are badly made or are not related to the person receiving the gift. **3.** It is important that people know this information so as to avoid offending people.

- A** Work in pairs. Look at the pictures and answer the questions.
1. Why would an umbrella be a useful present?
 2. How do you imagine an umbrella might offend someone?

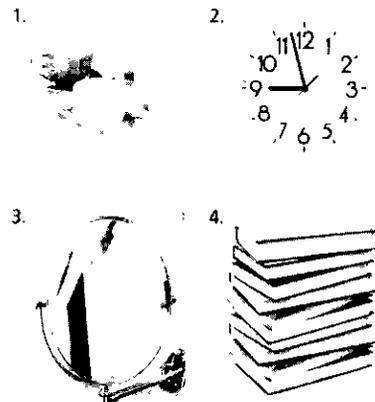
- B** Listen to the audio and mark (✓) the pictures related to the story.



- C** Work with your partner. Retell the main events of the story together. Make sure to add details where your partner forgets them.

- D** Discuss the questions with your partner.
1. Have you ever had a cultural misunderstanding like the one in the story?
 2. What cultural misunderstandings could Jack have if he visited Mexico?

- E** Work in groups. Select the presents that you think are also considered unlucky in China and decide why.



- A** Work in pairs. Match the pictures to the following Chinese superstitions.

1. Gifts in sets of four are not good because the word for *four* sounds like the word for *death*.
2. It represents "running out of time." Besides, this word sounds like the words *funeral ritual*.
3. It is believed to attract evil ghosts. Besides, it breaks easily and therefore is a bad omen.

Do you want to know more about cultural differences around the world? Go to your *Reader*, pages 19–28.

- F** Work in groups and answer the questions.

1. Are there superstitions in your country? What are they?
2. What is considered a good or bad gift in your country?
3. Why do you think it is important that people from other countries know these details?

Learning to Learn

It is a good idea to explain to students that the first time they listen to the audio, they don't need to understand every word. Activity B encourages students to listen for the gist to understand the general context of the listening. You might want to encourage them to make notes of key words as they listen, such as *study in China*, *date Mei*, *buy umbrella*, *gift*, *separation*, etc., and then summarize what the text is about in pairs.

Resources

The *Reader* can be used to research more about cultural differences. The *Reader Answer Key* can be found on page 185. The three cultures described in the *Reader* are German, Brazilian, and Thai. If possible, when students are reading, you could have them compare different cultures to their own culture, and if any of the students have traveled abroad, have them share their experiences.

A Listen to Jack's story again. Number the events in the correct order.

- 3 Jack bought an umbrella for Mei.
- 1 Jack went to China to study
- 5 Mei was sitting in the yard
- 2 Jack met Mei
- 7 Jack told Mei he had bought her an umbrella.
- 4 It stopped raining.
- 8 Mei was crying.
- 6 Mei looked shocked.

B Work with a partner. Analyze the sentences from the story and answer the questions below.

*While I was studying in China, I met a girl named Mei.
I was walking to her house one day when I saw a store that sold umbrellas.
It wasn't raining anymore and she was sitting in her front yard.*

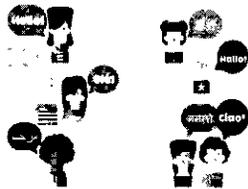
*When she saw me, she looked shocked.
While I was speaking to her, tears were forming in her eyes.*

1. Does one action happen before another action?
2. Is this true for all the sentences?
3. Which actions are long actions?
4. Which actions are short actions?

▲ With your partner, answer the questions.

1. Which sentences express two actions happening at the same time in the past?
THE THIRD, THE FOURTH, AND THE FIFTH.
2. Which sentences express a short action in the past during another longer past action?
THE FIRST AND THE SECOND.

C Work in your pairs. Read the story below and discuss why Mark was embarrassed.



It was Mark's first day of school in China. He was waiting for the school bus. Two girls said something to him. Mark didn't speak Chinese. He continued listening to his music. On the bus, he saw the same two girls. They were talking about him. In English! Mark heard them speak English. He was so embarrassed! They arrived at school. He waited to be the last one to get off the bus.

▲ Retell the story to your partner connecting the different events.

He was waiting for the school bus when two girls said something to him.

Product Step 2

D Work with a product partner. Think about the different cultural aspects in your comparative chart from step 1 and an embarrassing cultural mistake you have made or could make in relation to those aspects. Make notes about it and tell your partner about the mistake.

▲ Evaluate your performance using the *Speaking Rubric* on page 8 and write your scores below.

My partner's score: _____ My score: _____

P Keep your notes and other subproducts for step 3 of the product.

You may want to ask students to work in pairs. **Possible answers:** **1.** Sentences one through four have actions that happen before another action. **2.** The last one is different. **3.** The long actions are all expressed in the past continuous (*While I was studying, I was walking to her house, It wasn't raining anymore, she was sitting in her front yard*). **4.** The short actions are all in the past simple (*I met a girl, I saw a store, When she saw me, she looked shocked*).

If students have experience of different cultures, then this will be an easier exercise. However, if students have no experience of other cultures, they can discuss cultures which they are familiar with from movies or TV. Simple examples might include the fact that the clothes are different or how the food is different. You can ask students to imagine how they would react in those situations.

Language Knowledge

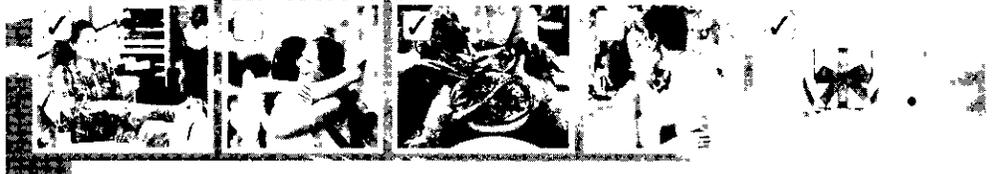
The past continuous is used to describe longer background actions or situations, and the simple past is used to express finished actions in the past. The actions described in the past simple often interrupt the situation described in the past continuous. A common problem is the use of the past continuous instead of the past simple to describe past habits and completed events at a specific time in the past.

Ongoing Evaluation

Students produce notes for the *Product* to help them organize their ideas before writing an essay in step 4. It is a good idea to record examples of their use of simple past and past continuous so that it is possible to see how they progress and build on their knowledge of the language. You might consider two aspects: accuracy of the language and if the correct tense was used to describe the action.

This activity will help students compare their culture to New Zealand's. **Possible answers:** People in Mexico can sometimes be informal as well; we are also very warm. I don't think we are very reserved, etc.

A Mark (✓) the pictures related to the customs mentioned in the travel guide.



New Zealand

Getting to Know New Zealanders

New Zealand, a small country in the southwestern Pacific Ocean, is mostly rural and scenic. There are parts of the country where you can walk for hours and never see anyone! However, it is a country that is rich in culture and that has a friendly personality. Soft-spoken New Zealanders, who may seem a bit reserved at first, are usually very easy to get to know and are willing to help others. It is not a very formal culture, so they often start using first names as soon as they first meet someone. In New Zealand, people are casual when they are introduced. They always shake hands and say hello.

Eating with New Zealanders

Table manners are generally informal. For dinner parties at someone's house, guests usually bring a small gift to the person whose house it is. People who are invited to a meal sometimes cook food for everyone to share. People usually eat in family style dinners, which means that the hosts rarely serve food to their guests. Instead, guests normally take the food they want from a large bowl or plate.

New Zealand
Population: 4.3 million
Capital City: Wellington
Languages Spoken: English, Maori

To help students answer the questions in activity B before they read the text again, you can ask them to look at the questions and identify what information they need. For example, you can ask them, *Where does the text describe the personality of New Zealanders?* so that they look for the appropriate place.

B Read the article. Answer the questions about New Zealand and its customs.

1. What is the personality of New Zealanders?
SOFT-SPOKEN AND A BIT RESERVED AT FIRST.
2. What do people always do when they are introduced?
SHAKE HANDS AND SAY HELLO.
3. What do guests usually bring to a party?
A SMALL GIFT.
4. How do guests normally get their food at a dinner party?
THEY TAKE THE FOOD THEY WANT FROM A BOWL.

C Work with a partner. Evaluate the customs discussed in the travel guide and consider how they are similar or different in your country.

In Mexico, when people are introduced, we always shake hands, hug, and kiss on the cheek.

But the kiss is generally just for women.

That's true

About the Topic

New Zealand has two main islands: the North Island and the South Island. The majority of New Zealanders live on the North Island. People from New Zealand are known as "kiwis," the name of a bird native to New Zealand. The indigenous Maori culture is an important part of kiwi life. To find out more about Maori culture, see <https://www.newzealandnow.govt.nz/living-in-nz/settling-in/maori-culture>.

Learning to Learn

For activity A, students can use the pictures, the title, and their background knowledge of New Zealand to predict what the text will be about before seeing which customs are mentioned. You can have students identify what they see in each picture (shaking hands, hugging, sharing food, kissing on the cheek, and giving) before they read the title of the text and find the relevant sections.

D In your pairs, analyze the extracts from the sentences and number them according to how common or uncommon they are in New Zealand with 5 being the most common.

- 1. You can walk for an hour and never see anyone.
- 2. They often start using first names as soon as they first meet someone.
- 3. They always shake hands and say hello
- 4. New Zealanders are usually very easy to get to know
- 5. Hosts rarely serve food to their guests.

▲ Discuss with your partner whether the order would be the same or different for your country. Give reasons for your answers.

I think the order would be different. I think Mexican hosts always offer food to their guests.



True. Do you think Mexicans are easy to get to know?



This activity will help students analyze and discuss what they just read. You can suggest they check answers with a different set of pairs because they may have a different ranking for each excerpt. You can monitor the activity to make sure students are using the language. It could be useful to ask students to compare answers as a class.

Once students have ranked the excerpts, encourage them to engage in a discussion about the things they found in the travel guide that could also happen in their country. Suggest they ask their classmates if they agree or not.

Product activity

■ In your product group, make notes in the chart about New Zealand using information from the travel guide.

	New Zealand	Mexico
General facts (population, capital, location, languages)		
Personality of citizens		
Greeting customs		
Table manners		
Gift-giving customs		

▲ Add information about your own community.

■ Keep your comparative chart for step 4 of the product.

Language Knowledge

The most common error made by students is using *many times* where *often* or *usually* should be used. You can remind students that *often* and *usually* talk about an activity that you do regularly. Another mistake students make is confusing the word order. Adverbs of frequency come before the main verb but after the verb *to be*. You could ask students to identify the verbs and say if the adverbs should go before or after them.

Ongoing Evaluation

As in step 1 of the product, students' comparative charts need to include relevant and correct information from the text on page 26 for comparison with the information from their own community. When evaluating their work, you might consider giving extra marks for attempting to use adverbs of frequency and for the correct use of the language. Make notes of mistakes to show students what they need to work on.

You may consider having students guess the answers to this activity before they read the text. This will make it easier for students to understand the text because they will have thought about the topic and seen some of the vocabulary in the statements, such as *speaking Arabic, shake hands, take your shoes off, the bottoms of your feet*, etc. It also engages students as they will want to read the text to check their ideas.

A Work in pairs. Look at the text about Egypt and discuss what you know about Egyptian culture.



My Trip to Egypt

Cairo is one of the most interesting cities I've ever been to. I went there last year to spend time with my family friends. They use the same language, but they had to make a lot of changes because of work. It was definitely a fun and interesting experience.

When I arrived, I met up with my Egyptian friends. Some of them were at a family gathering, but I was a guest and had to give my gift. We stayed at a hotel and then we went to my family's house for dinner. We talked a lot and my friend gave me a lot of interesting information about the culture and the people in Arabic, which is the official language.

When we got to his house, I gave him a small box of gifts. When I was there, I learned a lot about the culture. I tried to be careful about my manners during the visit. I had to take my shoes off when I entered a house, but pointing the bottoms of your feet at people is a bad idea. Also, when you're eating, you should use your right hand.

One of my favorite memories was when I went shopping in Kharij-Kharij market. I loved seeing the local people. Some of the women were wearing long skirts and scarves on their heads. Back in the States, some women wear long skirts too, but it was the first time I saw one woman covering their heads, and even their faces.

It's not to Egypt make me realize how different two cultures can be. Although I don't know some of their customs, because of my friends, it was still easy to see people behave so differently. For example, I used to hear that, regardless of the differences, everyone is really polite and friendly. I was really surprised to see that.

B Read the essay and complete the sentences.

- Cairo's official language is... **ARABIC.**
- A traditional present to give if you are a guest in Egypt is a... **A BOX OF PASTRIES.**
- When men and women shake hands, the woman must put out... **...HER HAND FIRST.**
- You must take your shoes off when you... **...ENTER A HOUSE.**
- Some women in Egypt were... **...WEARING SKIRTS AND SCARVES ON THEIR HEADS.**

C Work in groups. Discuss the questions.

- How is your culture different from Egyptian culture?
- How is your culture similar to Egyptian culture?
- Have you ever felt confused by the actions of someone from a different culture? If so, why?
- In general, are differences between cultures positive or negative? Why?

Write a conclusion of your discussion about the similarities and differences between Egypt and your own culture.

D Use the Self-Check to evaluate your participation in the discussion.



Discuss cultural differences

- I compared cultural aspects.
- I gave my opinion.
- I justified my opinions.

You may want to ask students to discuss the questions and share their information.

Possible answers:

- Language, and covering your head and face.
- Shaking hands, giving presents.
- Yes/no; it's not something that I'm used to.
- Students might say differences are positive because they give different perspectives and ways of thinking, allow us to try different foods, and celebrate different festivals. One negative aspect could be discrimination due to cultural differences.

About the Topic

Egyptians are friendly and polite, and will often greet you with a smile. It is normal for someone to ask you about your family and your health, even if they do not know you very well. One difference between Mexico and Egypt is dress code, which is much more conservative in Egypt. To find out more, you can visit the webpage: <http://blog.globalizationpartners.com/traditions-and-cultures-of-egypt.aspx>

Ongoing Evaluation

As students discuss the questions, it is a good idea to listen and record examples of their use of the simple past, past continuous, and adverbs of frequency. Students should make notes as they talk to add to their *Evidence Portfolio*. You might consider comparing their use of frequency adverbs in these notes to their use in their comparative charts in step 3 and mark them on their effort and improvement.

Self-assessment

Students assess themselves on comparing cultural aspects and giving opinions. It is important for students to justify their opinion by giving examples. You can help them analyze their oral production by asking them to make notes of the phrases they used to give their opinion (*I believe/I think that... because...*). They should also evaluate their participation by identifying how often they spoke and what they contributed.

A Work in pairs. Think about the cultural aspects presented in the unit. Discuss which are more important and complete the diagram.

language

Cultural aspects

A Change pairs. Share your answers and give reasons to support your choice.

Language differentiates us from other countries because...



B Use the *Self-Check* to evaluate your participation.

- Exchange information
- I took turns to speak
 - I participated confidently
 - I included relevant details

Produce Step 2

C Work with your product group. Choose a country from the unit or a different community in your country that you know about. Make sure everyone in your group has a different country or community.

A Take out your comparative charts from previous steps. Decide which aspects from activity A to focus on, then compare those aspects to the countries/communities you chose.

D Write a text comparing the country you chose to where you live. Use the text on page 28 as a model. Use the *Writing Checklist* as a guide.

Writing Checklist

Making comparisons

- ✓ Talk about a different cultural aspect in each sentence
- ✓ Provide details about the cultural differences or similarities
- ✓ If possible, mention an anecdote related to the aspect
- ✓ Explain why the differences are important

With your product group, use the *Writing Rubric* on page 8 to check each other's work.

My score: _____

P Keep your text and other subproducts for step 5 of the product.

This activity ties together what students have learned about cultural differences throughout the unit. Before they complete the diagram, it is a good idea to have students look back through their subproducts and make a list of all cultural aspects they have learned about, including language, food, gift giving, superstitions, behaviors, and dining etiquette. Then you can have students think about the most important aspects of a culture to complete the diagram.

Before students begin writing their texts, it is a good idea to give them some time to plan. You can elicit what information they should include in each paragraph. You can help students improve their narrative writing by encouraging them to think of adjectives to describe sights, smells, and sounds. Students can make a list of adjectives they know and think about how they can use them to describe different cultural experiences. The more descriptive the information, the easier it is for readers to connect to a story.

Self-assessment

Students assess their ability to exchange information. You might help them discuss how they knew it was their turn to speak, such as there was a pause or the other student asked a question. Students might have difficulty recognizing changes in intonation, such as pitch or volume. One way to help them would be to record their conversations and replay the moment speakers take turns.

Ongoing Evaluation

Students should produce at least two drafts for their written narrative essay. The first they edit with their *Product* group and the second is the version they add to their *Evidence Portfolio*. In order to evaluate the students' development, you could keep the first draft as well as a copy of the final draft, or compare the first draft with their oral presentation of the comparative chart.

Curricular Flexibility

To cater to mixed abilities, you may consider pairing stronger students with weaker students. When they exchange drafts, weaker students have a model text to use to improve their second draft, and stronger students have the opportunity to find and correct mistakes, which in turn will help them become more aware of their own learning. You can support students by helping them correct language not covered in the unit.

Describe and compare cultural aspects

Depending on the size of your class, you may want to divide it into teams. You can draw the chart on the board and give students the sentences on different strips of paper. When you call out a category, for example *Language*; *India*, students with the strip *Hindu* must run to the board and place the strip of paper in the correct column. For larger classes, you can divide the class into groups and have one student in each group call out the categories.

A Work in pairs. Write each cultural aspect in the correct column of the comparative chart.

Use only your right hand when eating.

Bring a dish for everyone to share.

Never accept food the first time.

Hindu

Arabic

Don't give white flowers as a present.

English, Maori

Use either hand when eating.

Take a traditional box of pastries.

India

New Zealand

Egypt

Language

HINDU

ENGLISH, MAORI

ARABIC

Table manners

NEVER ACCEPT FOOD THE FIRST TIME.

USE EITHER HAND WHEN EATING

USE ONLY YOUR RIGHT HAND WHEN EATING

Gift-giving customs

DON'T GIVE WHITE FLOWERS AS A PRESENT

BRING A DISH FOR EVERYONE TO SHARE

TAKE A TRADITIONAL BOX OF PASTRIES

• Work in groups. Compare your answers.

Product Step 6

B Work in your product group. Take out your subproducts and read each other's sentences from Step 4. Compare the cultures you wrote about and the ones in the rest of your subproducts.

C On poster paper, draw a comparative chart like the one from activity A to record your ideas. In the first column, write the cultural aspects you chose in step 4. Write the name of each culture your group is comparing and complete the chart with the cultural aspects.

D Decide and agree on how you are going to present the information in your charts to the rest of the group.

P Keep your chart and other subproducts for step 6 of the product.

It is important that each student in the group has a role in group work. You can encourage participation by getting each student in the group to complete one column in the comparative chart using the information they wrote about in their essays. Having students write their essays individually ensures that every member of the group is contributing something to the final product.

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Curricular Flexibility

It is important to help students identify their strengths and interests when deciding how they are going to present the information in their comparative charts. Students with strong speaking abilities may decide to be the groups' spokesperson, whereas a shyer student may prefer to prepare written notes for the spokesperson to use. Try to give students options based on their abilities.

Ongoing Evaluation

You may consider evaluating group participation as well as individual performance. It is important to assess how students work together, as well as the final *Product* they create. For example, did students listen respectfully to one another? Did all members contribute to the final *Product*? It is also good to assess students' individual effort to make sure that group members are not adversely affected by students who do not make an effort.

Comparative Chart

Product Step 6

- A With your product group, display your comparative chart in the classroom and present the information.
- B Make sure that each member of your group takes turns presenting and explaining parts of the chart. Answer any questions the class may have.
- B Use this evaluation form to assess your performance and that of your group.



Self- and Peer-Evaluation Form

- Write the names of your group members in the table. Evaluate your presentation with *Yes*, *Sometimes*, or *No*.

		Name of students
	Me	
Message	Made clear comparisons between cultures Explained differences and similarities using the chart	
Language	Used appropriate language for the situation (formal/informal) Made few errors	
Strategies	Presented the chart confidently Used notes only as an aid	

- C Work with your group. Write a brief review of the performance of each group member. Compare your assessments with each other.
 1. What differences are there?
 2. What did you do well?
 3. What do you need to improve?
- D Discuss your answers to the questionnaire with your group. Give each other feedback on how to improve your performance.

Depending on the size of the class, it may be possible for students to present to the entire class. If the class is too big for individual presentations, then students can present simultaneously to their groups. However, it is necessary to evaluate each student using the *Descriptive Evaluation Scale*, so make sure that there aren't too many students presenting at one time. While students listen to the presentations, they should complete the *Peer Evaluation Form*. You may want to go through the form beforehand so students know what they need to assess.

You can help students give each other constructive feedback by providing them with examples of how to give feedback. This includes giving positive feedback as well as saying how they could improve, and by giving specific examples of language used in their presentations. For example, *You used adverbs of frequency really well to describe what people do in India, but you said "people were speaking Arabic in Egypt" instead of using the simple past.*

Self-assessment

The first element asks students to evaluate the cultural differences they noted in their charts. Then they need to evaluate if they are able to accurately and fluently use simple past, past continuous, and adverbs of frequency. Finally, students need to evaluate their presentation skills. It is a good idea for students to reflect on whether or not they used transition words, fillers, and hesitation devices.

Assessment

You can use the *Questionnaire* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations.

You need to evaluate the following:

- Comparison of cultures
- Use of the charts
- Appropriateness of language

Assessment

Photocopy *Assessment 2* on pages 165–166. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 183.

Self-evaluation

If you remind students of their collaborative work, you can help them provide honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include working in a group to compare cultural aspects, deciding on what country to write about for their narrative essay, creating a poster of their comparative chart, and presenting the chart in their group.

Product Collaboration Checklist

With your product group, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

Team members: _____ Date: _____

Product: _____

1. We presented our product on time and we produced good work.	Yes	No
2. We paid attention to each other and waited for our turn.	Yes	No
3. We gave each other constructive feedback and helped each other.	Yes	No
4. The best part of our work was _____		
5. Next time, we can improve at _____		

Evidence Folder

Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

1. Did you turn everything in? _____
2. Where did you see an improvement? _____
3. What do you need to work on? _____

Learning Outcomes

Read the learning outcomes and evaluate yourself.
 3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can review short literary essays.		
I can read and understand the general meaning, main ideas, and details of literary essays.		
I can describe and compare cultural aspects.		

Reflect on each learning outcome and write a comment or suggestion.

To be able to achieve this unit's *Learning Outcomes*, students need to assess their ability to revise short literary essays, or the texts they read in this unit. They also need to understand the general meaning, main ideas, and details of literary essays, such as the cultural differences they wrote about in their comparative charts. Finally, students evaluate how well they can describe and compare cultural aspects through the presentation of their comparative charts. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

Self-assessment

To help students with the Self-assessment, you can encourage them to consider what they learned about different cultures from the reading texts and the work they contributed to the *Evidence Folder*, which should include two comparative charts, notes about a cultural mistake, and the final draft of their narrative essay. You can also help them reflect on whether their group worked well together.

Final Evaluation

Students reflect on their ability to revise literary essays, read and understand the general meaning, main ideas, and details of literary essays, and describe and compare cultural aspects. You can ask them questions such as *What do you know about India, New Zealand, and Egypt that you didn't know before? How did the steps help you plan your group comparative chart? How did the chart help you give your presentation?*



Unit 3 Get active!

Before You Start

Work in groups. Look at and describe the pictures. Answer the questions.

- What is happening in the pictures?
- Have you done anything similar in your life?
- What happened? Describe the event.

Before You Start

Get Active

Overview: Informative text about teenagers unusual sports' experiences

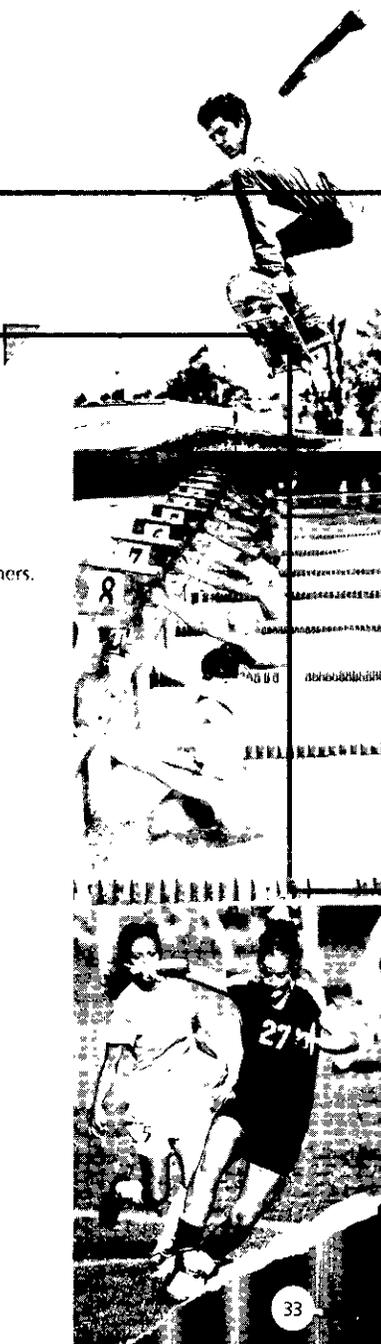
Before You Start

to discuss your own personal experiences and those of others.

- listen to and analyze conversations about personal experiences.
- understand the general sense, main ideas, and details of conversations.
- share personal experiences in a conversation.

Product

- | | | |
|---|---------------------------------------------------------------------------------|------------------------------|
| 1 | Brainstorm memorable experiences | List of personal experiences |
| 2 | Make notes about an experience | Notes with key information |
| 3 | Use your notes to write about the main ideas of your experiences. | Sentences with main ideas |
| 4 | Draw or use pictures to make a storyboard of the main ideas of your experience. | Storyboard |
| 5 | Write an anecdote about your personal experience. | Anecdote |
| 6 | Present your anecdote using the storyboard | Peer review |



The pictures show teenagers playing sports and performing in different events. To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. The answers to questions b, c, and d will vary, but students can think of any extra-curricular activities they do as well as personal achievements.

Students should use the past perfect to refer back to the preparation they made before the event. They can use the simple past to describe the event they prepared for. You can monitor and record student examples for your pre-evaluation.

To help students understand the final *Product*, you can refer back to their examples of specific events from the *Before you Start* section. The students' recollections of personal experiences can show them how to tell an anecdote. This will help them see what needs to be produced and how each step supports the anecdote.

About the Topic

This unit is about being active and playing sports. Physical exercise keeps people fit and helps the body produce endorphins which help to improve mood. Physical activity reduces the risk of depression, increases self-esteem, and promotes restful sleep. Find out more about the benefits of being active on this website: <https://www.bupa.com.au/health-and-wellness/health-information/az-health-information/physical-activity-and-teens>.

Pre-evaluation

The *Before You Start* section gets students to identify different sports and events and talk about their own experiences. Students can write the ideas they discuss to use in Step 1 of the *Product*. Questions c and d allow you to evaluate students' use of the past perfect and simple past to describe the order of events in the past and the present perfect to talk about experiences. This will allow you to evaluate the students' previous knowledge.

Curricular Flexibility

The final *Product* for this unit is an autobiographical anecdote. The main supporting subproducts are a written anecdote and a storyboard to assist with the telling of anecdotes. Students can use written notes as support but should avoid reading a complete written anecdote as this is not genuine oral production. If telling a complete anecdote is too challenging, students can produce individual sentences about an event.

As students discuss what they know about the sports in the pictures, you can encourage them to think about how people feel when they play these sports and why. For example, they might feel nervous before a game or maybe scared in case they get hurt. If students have played these sports, it is a good idea to have them describe how to play and what they felt before, during, and after playing. These ideas can be used to brainstorm experiences of when they felt strong emotions for the first step of the *Product*.

Possible answers: 1. I see basketball, hockey, fencing, and track. 2. People play the sports for fun and to feel good about their physical health. 3. I've played basketball because it allows me to have fun with my friends.

Possible answers: 1. Other purposes include having fun or competing. 2. Individual sports depend on the performance of one person and team sports on all people involved. 3. I've played basketball/volleyball/soccer. 4. I'd prefer team sports because they create a fun atmosphere. 5. Teams sports make me feel happy and motivated.

- Work in groups. Look at the pictures and discuss the questions.
 - What sports can you see in the pictures?
 - Why do you think people participated in such sports?
 - Have you or anyone you know done these before? Why?



- Listen to two students sharing sports anecdotes. Mark (✓) the sports Arthur enjoyed doing.

- With your group, analyze and discuss the questions.
 - What is the purpose of sports other than being healthy?
 - How are individual sports and team sports different?
 - What sports have you done?
 - Would you prefer individual or team sports? Why?
 - How do sports make you feel?

I think sports make you feel happy and full of energy.

I agree, but when you do something you don't like, you don't feel motivated.

I think team sports are good because when I practiced...



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Resources

The *Reader* can be used by students to research more about unusual sports. The *Reader Answer Key* can be found on page 185. The sports described in the *Reader* are fencing, kite-fighting, rope courses and ice-fishing. If possible, you can encourage the students to talk about what sports they do, and what unusual sports they have heard of. Perhaps there are new types of sporting events in their community which they can discuss.

Ongoing Evaluation

As students work in their groups, you can evaluate how well they work together by monitoring the students' discussions to make sure that everyone is contributing and adding to the mind map. When evaluating students' mind maps, it is important to make sure that students have included an experience for each of the emotions: scary, happy, funny, and exciting. They can discuss why they chose these moments.

Read Arthur's e-mail to his friend Lizzy about his practice experience.

justtizzy@yourmail.com
sportsboy@myrmail.com
Good news!

Hi Lizzy,

Guess what? I no longer run track! I joined the hockey team a month ago. Thank you for listening to me that day. Everything has happened very fast and I've already played the first game of the season. We won!

On the day of the game, I was feeling so nervous. I had only slept for a couple of hours. When we got to the ice rink, I kept thinking about all the strategies the coach had shown us the week before. We'd had a fun night before the game with the team and our coach, and we felt cheerful and optimistic about the game. The coach had been pushing us really hard, because he wanted us to be ready for the big game.

However, maybe he pushed us too hard because right before the game, two of my friends started to feel dizzy. The team doctor explained that they had felt sick because of all of the adrenaline. He gave them some water and they felt better.

Now, I feel really relieved. I'm doing something that makes me happy and I feel so motivated and optimistic about the following season.

You helped me so much! You're the best!

Arthur

You can use a timeline to help students understand the order of events in the e-mail. You can mark lines for the different events in the story on the timeline. *We arrived at the ice rink. The game had started.* You can help students order the actions by asking questions, such as *Where was Lizzy when the game started?*

With your group, look at the actions in Arthur's e-mail and discuss which actions happened first.

I think the first action is...

Yes, you are right. It happened before...

Use the *Self-Check* to evaluate your participation.

Listen to personal experiences

- I listened carefully to my classmates.
- I understood anecdotes.
- I used appropriate language to talk about experiences in the past.

Think about Arthur's anecdote and a similar experience you or someone you know had in the past. Describe it to your group and tell them how you or that person felt.

To learn more about unusual sports to get active, go to your *Reader*, pages 29–38.

Form a product group. Brainstorm a list of experiences and how they made you feel.

Keep your list of experiences for step 2.

You may want to brainstorm with the class a list of words to express emotions. Some volunteers can help write the words on the board to support students with activity D. You could have students write the words in their notebooks in preparation for the step 1 of the *Product*.

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Language Knowledge

We can use the past perfect to refer to an event that happened before another past event. The simple past is used to describe single or repeated actions in the past. A common problem is the use of the simple past instead of the past perfect, e.g., *I think if you were there, you would have enjoyed it too* instead of *I think if you had been there, you would have enjoyed it too*.

Self-assessment

You may consider focusing students on the *Self-check* box at the beginning of the lesson so they can understand what is expected of them, for example, listening carefully to their classmates and understanding anecdotes. To help students reflect on the language they used to talk about past actions, they can look back through the activities and identify when they have used the past perfect correctly or not.

The text is about Sara and her brother, Charlie. It is an anecdote on a blog, which is probably read by family and friends. The main idea is that Sara feels jealous about Charlie's success but then finds her own success.

Possible answers: 1. They are a way of sharing our experiences with others who may identify something in common. 2. Most people may be interested. 3. The who, what, when, where, and how

As students read the text, it is a good idea to have them work out the meaning of the words in green from the context. If students find this difficult, you can encourage them to ask their classmates, and finally to use a dictionary. This will help promote autonomous learning.

Students will have different ideas for the title but it could mention ideas of success, jealousy, or understanding the importance of practice and training.



ANSWERS MAY VARY

by Sara Collins

The first thing you need to know about me is that I hate sports. However, my older brother, Charlie, loves them. He is always on his bike or playing some sport. He is on the soccer, the basketball, and the lacrosse teams. He has a lot of trophies and medals. I was really jealous of Charlie and his medals. That was until I won my first medal two years ago.

That week, Charlie had just won a competition for cycle racing, and he was carrying the medal everywhere. I was getting really angry at him for showing off about his medal and my mom noticed. She told Charlie to take me training with him.

We took our bikes and we went to the woods where he trained. When we got there, my brother started practicing with his teammates and I trained by myself a little farther away. After just ten minutes, I was tired and I gave up. After my brother had finished training, we went home.

When we arrived, Charlie picked up his basketball and went outside to play. I ran outside and told Charlie I wanted to play. But Charlie was too good for me. I threw the ball at him and sat on the floor. Then I yelled at him that I didn't want to play anymore, that I hated sports. Charlie looked at me confused and asked me why I had wanted to go cycling and play basketball with him.

Work in pairs. Discuss the questions about anecdotes.

1. Why do you think anecdotes are important?
2. Who may be interested in reading anecdotes?
3. What elements are important to include when telling an anecdote?

Read the text about how Sara won her first medal and write a suitable title for Sara's experience.

- Share your title with your partner and explain why you chose that title for Sara's experience.

Learning to Learn

Skimming is when people look through a text quickly to find out the general idea. You can ask students in which situations skimming is useful. For example, to look through options on a web page to see which sites are useful. To help students skim the text, they can look at the visuals on the page, read the first sentence of each paragraph, and read the first and last paragraph.

Curricular Flexibility

You may consider getting fast finishers to draw pictures to illustrate what happened in the text. You can get students to cut out their illustrations and give them to another student in the wrong order. Students then need to order the pictures and add captions to create a storyboard. Alternatively, students could draw pictures and write captions individually before sharing their storyboards with others.



He said, "You like drawing, don't you?" I nodded. "I heard there is a drawing contest at school. I think you have until Friday to submit your artwork. You still have time."

Charlie helped me decide what to draw and to fill out the form for the contest. While he was training, I was working on my art piece. By Friday, I had already submitted my finished drawing.

The day the results were announced, Charlie was with me. We listened carefully as they announced the winners. But they didn't say my name. I felt discouraged and I started crying. Charlie hugged me and told me not to be sad, and he put something in my hand. It was his medal! "You deserve a medal for the effort," he said. Finally, I understood the importance of practice and training. A year later, I had won three or four medals for art contests, but my brother's medal was the most special.

Analyze the questions and discuss them with your partner. Make notes as necessary.

1. Why do you think this experience was relevant to Sara's life?
2. What important aspects (such as place, time, context, etc.) did she include in her anecdote?
3. Do you think the anecdote is complete? Why?
4. How do you think Sara could improve her anecdote?

I think the experience was relevant, because ...



Yes, she included when it happened and ...



Work in product groups. Take out your list from step 1 and choose an experience.

Work with a product pair and discuss the following questions.

1. Why did you choose that experience?
2. Why do you think it is important?
3. What did you learn from it?

Make similar notes to the ones you did for activity B with key information about your experience.

Keep your notes and other subproducts for step 3.

You may consider getting students to compare Sara's experience to their own experience with learning English. Helping students to understand that everyone has different skills and talents will encourage them to identify their different strengths and, in turn, will help motivate students. **Possible answers:**

1. Because she got to understand what is important in life.
2. She included context, people involved, how the situation began, how the situation ended.
3. Yes, because it has a beginning, a middle, and an end.
4. She could focus more on the positive and less on the negative aspects of her experience.

It is a good idea to encourage students to justify their reasons for choosing a certain experience by having them think about how the event or situation changed or affected their lives. You can help them do this by asking guiding questions, such as *How did you feel before the event? How did you feel after? Would you do it again? Why/why not?*

Curricular Flexibility

The exercises on this page help students choose information for their anecdotes. This will let students know which elements to include in their anecdotes. However, it does not tell students which elements are important in their stories. For example, some anecdotes may focus more on the people whereas others focus more on the place. The students can explore these differences by sharing their experiences.

Ongoing Evaluation

It is important to make sure students include information for the Where, Who, What, Why and What questions. These questions will help the students to understand how to identify the key elements of their anecdotes. You can evaluate students' understanding of each question and also how well they answer the questions.

Students can recognize that the picture is a creative illustration of a brain. They can discuss what they know about the human brain, and say how they think people use their brain when they read stories. You can help students answer question 2 by asking guiding questions, such as *Does it give personal information? Does it include facts and information?*

- Work in groups. Read the title and look at the picture. Then discuss the questions.
 - What do you think the article is about?
 - Where can you find this type of text?

How do we tell stories?

As humans, we like stories, since the first cave painting telling stories has been found as a method of communication. Stories help us connect with other people, to be understood and to understand situations, even those we find novel or improved for ourselves. They let us put ourselves in the shoes of others. So it is natural that we like stories, but also that in some way, we need stories.

Stories are everywhere: literature and movies tell stories, so do songs, poems, paintings.

And you probably tell stories a lot and a anecdote and we have all told one. It's part of human nature. But why do we like them?

It's all in the brain. When we hear facts or information, a part of our brain that processes language is activated. Then our brain turns the words into meaning. It's how we

hear and understand a part of our brain that is used. It's not all the parts we use when we actually experience something. For example, the

motor cortex is the brain's

movement. Consequently, we can't

participate in an activity.

A good anecdote can make the whole

brain work to support the treatment and

creation of the speaker into the listener's

brain. We learn from the real world

experiences and we make them our own.

This is why we can't forget a past

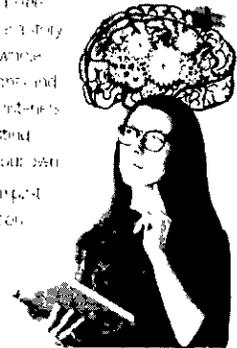
experience. It's a stronger emotion

that is linked to the brain. It's an

experience created by the

story and for it to be text

to it.



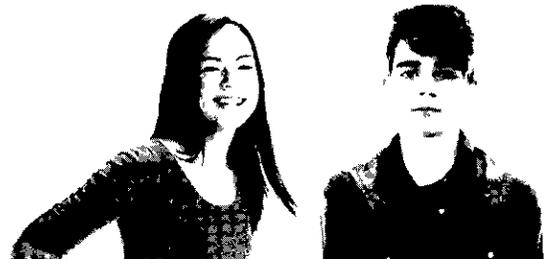
- Read the article. Then work in pairs and identify the main idea of the text.
- Discuss how you recognized the main idea of the text.
- Write a list of tips of what makes a good anecdote in your notebook.
- Work in groups and share your tips.

You can encourage students to explain their answers by using information from the text or their own ideas. For example, if they like playing videogames, you can encourage them to think of how videogames tell stories. You may consider asking students to focus on the aspect of the text they found most interesting and create a short presentation about it.

- Analyze and discuss with your partner how the information in the article may help you tell an anecdote.

It is very important to include when the experienced happened.

I think body language is important when...



About the Topic

Storytelling has been around for hundreds of years. Through storytelling students learn to develop an understanding, respect, and appreciation for other cultures. When we listen to stories, parts of the brain we would use when experiencing the events are activated, such as the sensory cortex and the motor cortex. Check: https://greatergood.berkeley.edu/article/item/how_stories_change_brain.

Ongoing Evaluation

For students to know what to include in their anecdotes, it is important for them to identify what makes a good anecdote. As students discuss ideas, you can encourage them to justify their opinions and give examples from the text. It is important for students to understand that to tell an anecdote effectively, they need to be able to convey emotions and help the audience relate to the event.



Work in pairs. Discuss which of the tips help you tell an anecdote and compare them with your list from activity D.



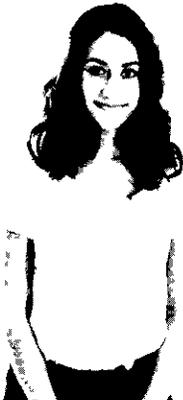
Tips to Tell a Good Anecdote

- 1. Use your favorite tips from activity D to help you include all the relevant aspects of your anecdote. Share your experiences.
- 2. Use your favorite tips from activity D to help you include all the relevant aspects of your anecdote. Share your experiences.
- 3. Use your favorite tips from activity D to help you include all the relevant aspects of your anecdote. Share your experiences.
- 4. Use your favorite tips from activity D to help you include all the relevant aspects of your anecdote. Share your experiences.

Work in groups. Think about similar experiences you or someone you know had in the past.

Use your favorite tips from activity E to help you include all the relevant aspects of your anecdote. Share your experiences.

When I was 10 years old, I was walking through the woods with my friends. We had been there for a couple of minutes when...



Use the *Self-Check* box to evaluate your anecdote. Think about how you can improve.

Narrating past events

- I took turns to speak
- I described past actions
- I used proper language to tell my experience

Work with a product pair. Take out your notes from Step 2 and identify the key events of your story.

Write sentences about the key events of your story using the information in your notes and your list from activity D.

Share your ideas with your product partner and give each other feedback. Make the necessary corrections to your sentences.

Keep your sentences and other subproducts for step 4

Narrative tenses, such as the past perfect, past simple, and past continuous are used to tell anecdotes. To help students practice using these tenses for their anecdote, you can put them into small groups and give each student in the group a strip of paper with a sentence from a story using narrative tenses. You may consider using a text from the unit or the *Reader*. Students can work together to order the story and then retell the story in their own words.

Some students will naturally be better story tellers than others and find this task easier than others. You may consider pairing weaker students with stronger students and encourage students to give each other feedback.

Self-assessment

The *Self-check* looks at how students used narrative tenses, such as the past perfect, past simple, and past continuous, to narrate past events. Students should reflect on the personal experiences they shared with their group and the tenses they used. Students could write about their experiences in activity B to see written examples of language. Students should think about how they took turns when speaking.

Ongoing Evaluation

Students write the main event of their story using the information from their charts. For students to make their storyboards in Step 4, they need to know the order of events in their anecdote. You can assess students' use of narrative tenses to describe the order of events and make sure the sentences are written in a logical order. It is a good idea to record examples of language to see how students progress through the unit.

You can write the following words on the board: *stage*, *ad*, *shaking*, and ask students to match each word with a scene from the storyboard. Then you can write *twisted my arm* on the board and encourage students to guess the meaning from context. The phrase means someone changes your mind or opinion about something.

Work in pairs. Look at the storyboard of an audition and describe what happens.



Compare the audition anecdote to the one you described in pairs.

Every time I get on the stage with my band, I remember how it all started. I had just turned 15 when my mom signed me up for singing classes. I spent hours and hours singing in my room. I loved it. One day, I was walking to my school when I saw an ad for a band that was looking for a new singer. I didn't want to apply, but my friends convinced me to. When I went to the audition, I was nervous with fear. I had just finished my song when I noticed that the band members were smiling. I had a place in the band! Five years later, we are still together and a lot of people come to our concerts.



The anecdote is about the singer's experience of auditioning for the band. The storyboard includes the main events from the anecdote. These are the ad for the band, the boy's emotions before going on stage, the boy's performance, and the boy singing in the band five years later. The storyboard doesn't show that the boy spent hours singing in his room or that he did not want to apply at first, because these events describe the background to the main events and are not as important. Students can use the storyboards to help them organize their ideas and choose the most important events to illustrate.

Take out your sentences and other subproducts as a reference. Make sure the sentences that you wrote in step 3 are in sequential order.

Create a storyboard using a sheet of paper for each picture. Draw a picture for each of the main events of your anecdote. Alternatively, you can cut out pictures from magazines.

Do you want more ideas to create your storyboard? Read the following blog for more ideas to enhance your work: <https://www.premiumbeat.com/blog/10-tips-for-creating-storyboards-from-dreamworks/>. You can make it online by using web pages like www.canva.com.

Make sure your storyboard is ready for presentation, and think of an original way to display it.

Keep your storyboard and other subproducts for step 5.

Work in pairs. Look at the storyboard and the anecdote, and discuss the questions.

1. What is the main idea of the anecdote?
2. Which events from the anecdote are included in the storyboard?
3. Which are not? Why?
4. How do you think a storyboard can help when writing or telling an anecdote?

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Curricular Flexibility

To engage and motivate students, you can encourage them to choose how they would like to present their storyboards. Students that are more artistic may draw their own illustrations. However, other students may use pictures or technology. You can direct them to use www.canva.com or other storyboard websites, such as <https://www.storyboardthat.com/>. When students are empowered to make their own choices, engagement increases.

Ongoing Evaluation

The storyboards in the final *Product* provide visual support for the telling of their anecdote. However, storyboards can be used as projects in their own right. Storyboards with examples of writing can be used to evaluate student progress throughout the unit in both written and spoken English. You can evaluate the accuracy of students' language in their storyboards and make sure they have included the main elements of an anecdote.

Listen to personal experiences

Work in pairs. Read the subject of the e-mail and look at the picture. Predict and discuss what you think the e-mail is about.

adam2003@mail.com
samontune@mail.com
Cold holidays!



Hi, Sam!
How are you? I'm having a great time at my grandparents' house. I'm normally really bored every winter when I come here. However, last week my parents found out about a swimming club where you can swim in a lake. They encouraged me to go, but I wasn't sure if I would like it. Finally, I agreed and the next day I went to the lake. When I arrived, I was scared of the freezing water. But, I saw that some people just ran into the water and quickly got out. I thought I would do the same. So I ran into the water, but it was so cold that I just stood there trembling while others were having fun. I realized I wasn't having fun because I kept thinking about the cold. I got back in the water and started to play with them. Soon I forgot about the cold. I actually felt like I was on vacation when I got out. I'm attaching a picture of the people having fun at the lake so you can imagine our experience. Anyway, tell me how your winter is going so far.
Adam

Before students read the text, you can ask them to identify the style of email and ask them what they think the relationship is between Sam and Adam (they are friends).
Possible answers: 1. To get in touch with her. 2. He shared a good experience. And I can tell because he describes how he played with the rest of the group. 3. Yes, because he covers the who, what, where, when, and how of the situation.

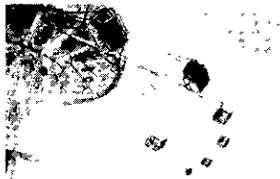
Read Adam's email. Then discuss the following questions with your partner.

1. Why do you think Adam decided to share this specific anecdote with Sam?
2. Did he share a good or a bad experience with Sam? How can you tell?
3. Do you think the anecdote is clear enough for Sam to imagine the situation? Why?

Work in groups. Think about Adam's and Sam's anecdotes. Discuss the questions.

1. How are the anecdotes different?
2. What was the most memorable part of each anecdote?
3. Which details were important and which could be eliminated?
4. How did Sam express the drama in her story?

Listen to Sam telling Adam about her trip and number the events in order.



- 1 Sam went to an amusement park
- 4 Sam dropped her phone
- 2 Sam's sister felt scared.
- 3 Sam's sister almost slipped out of the chair

Sam's experience was...



Yes, I think the way she described the situation...



Make notes about how to express feelings in an anecdote and why they are important.

You may consider playing the audio the first time for students to identify how the speaker feels. You can help students discuss how they recognized the emotions of the speakers by focusing on the intonation and use of language. The speaker used phrases such as *I had so much fun, a really scary thing happened, trembling with fear*. You may consider replaying the listening and stopping the recording at the moment that the speakers demonstrate their emotion. It is important for students to understand how to convey emotion to help them present their own anecdotes.

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Curricular Flexibility

To help students compare the anecdotes and think of how they can improve their own writing, it is a good idea to encourage them to think of adjectives to describe sights, smells, sounds, and feelings. If students struggle to think of adjectives, you can help them identify the adjectives used in the text and in the listening. Alternately, you can have students use dictionaries to look up the words.

Ongoing Evaluation

You can encourage students to look at the mind maps they created in step 1 of the *Product* and have them add ways they can express each of the feelings. You can evaluate students' use of adjectives to describe each of the feelings as well as their ability to recognize how to use prosodic features such as intonation, emphasized words, and dramatic pauses.

It is important to use connectors to link sentences together to show how ideas are organized and guide the reader through the text. For stronger students, you may want to encourage them to think of more advanced connectors such as *in spite of*, *in order to*, *in addition*, *moreover*, *nonetheless*, etc. rather than easy connectors such as *and*, *but*, *or*, etc. so they push themselves to use more complicated vocabulary.

Work in pairs to analyze the sentences taken from Adam's anecdote. Discuss how the underlined words might help connect ideas when telling an anecdote.

1. However, last week my parents found out about a swimming club that swims in a lake
2. Finally, I agreed and the next day I went to the lake.
3. But, I saw that some people just ran into the water and quickly got out
4. I thought I would do the same. So I ran into the water.
5. I realized I wasn't because I kept thinking about the cold

Classify the underlined words. Add more connectors and sequencers to the chart.

Contrast *although*
HOWEVER,
BUT

Reason *as*
BECAUSE

Result *therefore,*
SO

Order *first,*
FINALLY

Work in groups to share and discuss your answers. Add any other word you did not include in your chart.

Take out your subproducts from previous steps. Write your anecdote. Use the connectors and sequencers in the chart from activity A to link your sentences and ideas.

Use the *Writing Tips* to check your anecdote.



- ✓ Use short, simple sentences
- ✓ Clarify any details
- ✓ Write the events in order
- ✓ Address the reader. Use words like "you" and "your" to make it more personal

Make the final changes to your anecdote using your partner's suggestions. Then use the checklist to give yourself a score.

Writing Checklist

Details A memorable part of the story with features that bring the story to life

Order Events told in order with a clear beginning, middle, and end

Sequence Ideas that are connected

Fluency Ideas that flow

Accuracy Very few grammar or vocabulary errors

My score /10 points

Keep your anecdote and other subproducts for step 6

Students should refer to their storyboard and sentences to help them write their anecdote. Writing the anecdote helps the students to focus on the details of the story. Ways to support students include checking their use of narrative tenses tips, and make sure all the important elements on their checklist are included.

Learning to Learn

Students should read the tips to know what elements they should include in their anecdotes. Using short, simple sentences increases the pace of a piece of writing, which helps create tension. Addressing the reader makes them feel like you are talking to them directly, which helps create engagement. You can elicit that it is important for students to tell events in order so that the reader can follow along.

Ongoing Evaluation

Students should produce at least two drafts for their written anecdote. They can edit the first draft with their product partners. The second and final draft is the version they add to their *Evidence Folder*. In order to evaluate the students' development, you may want to keep the first draft, as well as a copy of the final draft, or to compare the first draft with their oral presentation of the anecdote.

Self-assessment

You can help students to evaluate their written anecdotes by asking them to consider if they have accurately used narrative tenses to convey the order of events. You can help them identify whether or not they have used sequencers to connect their ideas by asking them to go back through their drafts and circle the words they have used. Students also need to evaluate whether or not their anecdote contained a memorable event.

Personal Anecdote

Work with your product group. Take out your storyboard and tell your anecdote to the rest of your group using the storyboard to help you remember the details.

Use this evaluation form to assess the performance of you and your group. Write the name of the members above each column and make sure that everyone is evaluated.



Evaluate your anecdote presentation using *Yes*, *Sometimes*, or *No*.

- The anecdote was in a chronological order
- The anecdote was clear and understandable
- The language was appropriate for the situation
- There were only a few language errors
- The anecdote was confidently presented.
- The intonation conveyed the drama of the anecdote
- The ideas were connected fluently.
- The storyboard was used to support the anecdote.

Write a short review of the performance of the other members of your group.

1. Compare reviews with those of your classmates. What differences are there?
2. What did you do well?
3. What do you need to improve?



Depending on the size of the class, it may be possible for students to present to the entire class. However, if the class is too big for individual presentations, then students can present simultaneously to their groups. As they present, encourage them to use their storyboards to illustrate the main ideas.

While students watch the presentations, they can write questions to ask their classmates. This ensures they are listening attentively. Students will also need to complete the *Peer Evaluation Form*. Once all students have finished presenting, they will use the *Evaluation Form* to assess their own performance

When students review the performance of their group members, encourage them to think about what they did well throughout the *Product* work. Students can then think about one or two aspects to work on to improve their presentations in following units.

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Self-assessment

Students can evaluate the key elements of their anecdote by deciding if they told events in chronological order, and used narrative tenses accurately and fluently. Students can also evaluate if their storyboard supported the telling of the anecdote, although not the quality of the storyboard itself. Finally, students should assess prosodic features they used such as intonation, dramatic pauses, and emphasized words.

Final Evaluation Instrument: Observation Guide

You can use the Observation Guide in the *Evaluation Tools* section (pages 186-195) or a similar one to evaluate the students' presentations.

You need to evaluate the following:

- Order of events described
- Description of memorable event
- Use of narrative tenses
- Variety of words and expressions
- Clarity of voice

Assessment

You can photocopy *Assessment 3* on pages 167—168. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 183.

Self-evaluation

You can help students reflect on and evaluate their collaboration by reminding them of when they have worked as a group, for example, when brainstorming and sharing experiences, creating a mind map, and discussing what makes a good anecdote. This will help them provide honest and accurate assessment of their attitude in the unit. Encourage students to reflect on how well they listened and valued their classmates' ideas.

Evidence-Based Collaboration

- With your product presentation group, complete the checklist by choosing the answer that reflects the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

Names: _____ and _____
 Product: _____ Date: _____

1. We finished our product on time and we did good work.	Yes	No
2. We encouraged each other and cooperated.	Yes	No
3. We each shared our ideas, and listened to and valued each other's ideas.	Yes	No
4. We did best at _____		
5. Next time we can improve at _____		

Final Evaluation

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in? _____
- Where did you see an improvement? _____
- What do you need to work on? _____

Learning Outcomes

Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

I can listen to and analyze conversations about personal experiences.

I can understand the general sense, main ideas, and details of conversations.

I can share personal experiences in a conversation.

- Reflect on each learning outcome and write your ideas.

To be able to achieve this unit's *Learning Outcomes*, the students need to understand how to analyze personal anecdotes and the general sense, main ideas, and details of a conversation. They can analyze the stories told in the listening on pages 34 and 41, and the written anecdotes on page 36, 37, 40, and 41. Finally, students need to evaluate how well they can share personal experiences, or the presentation of their anecdote. The final grades in this section can be for student use only or can contribute to your grades as a teacher.

Self-assessment

To help students evaluate their progress, you can encourage them to look through the work in their *Evidence Folder*. This should include the following: a mind map, a chart, a storyboard, and a written anecdote. You can encourage them to compare the quality of their work at the beginning and end of the unit to see how they have improved. Students could write a goal for how to improve on their weaknesses.

Final Evaluation

Students should reflect on their ability to discuss and share personal experiences. You can remind them of the examples from the unit (pages 34, 36, 40, and 41). They can also reflect on their telling of the anecdotes. If they find this difficult, you can ask students guiding questions such as *How did the different steps help you to tell your anecdote?* The grades they produce can be compared with your grade for the product.

Unit 4 Natural Disasters

Work in groups. Look at the pictures and answer the questions.

- What do these pictures have in common?
- What is important to do in a situation like this?
- What must you not do in a situation like this?



The pictures all refer to natural disasters (floods, hurricanes, emergency kits). To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. You can evaluate their knowledge of relevant vocabulary before starting the unit and discuss different types of natural disasters.

Quest 2 Reading (pages 115-116) Surviving Natural Disasters

Overview: Informative text with instructions for natural disasters

Classroom activities: 1. Discussion 2. Role-play 3. Writing

The central project of the unit is:

- to create instructions to help people be prepared for a natural disaster.

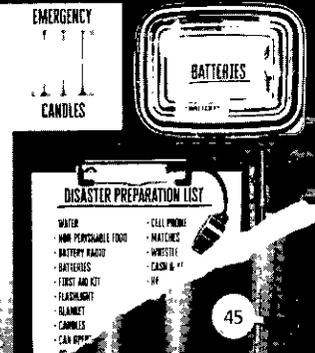
To do this, you will:

- select and analyze instruction sheets.
- read and understand instruction sheets.
- write instructions.
- edit instruction leaflets.



It is important to take this opportunity to review the school's emergency procedures. The recommendations in this unit are standard emergency procedures but you should make sure they comply with what the students are familiar with doing.

Steps	Activities	Evidence holders
1	Make a list of natural disasters that may affect your community.	List of natural disasters
2	Make notes on what to do before and during the natural disaster you chose.	Before and during notes
3	Make notes on what to do after the natural disaster.	After notes
4	Write instructions for the before, during, and after sections of your instructional leaflet.	Instructions for leaflet
5	Create a final leaflet with pictures and illustrations.	Instructional leaflet
6	Display and present your leaflet to your group.	Peer evaluation of performance



You can use this opportunity to evaluate the students' use of imperatives for instructions and expressing obligations with *must* and *have to*.

About the Topic

The topic of this unit is natural disasters. Many students may have had experience with various disasters so it is important to discuss the topic sensitively. You could refer to the National Geographic for more dramatic images and information <https://www.nationalgeographic.com/environment/natural-disasters-weather/>.

Pre-evaluation

The language of this unit refers to how to give advice, including modal verbs and imperatives for instructions. The opening questions can not only be used to generate relevant vocabulary but might also be used to guide students into talking about what they have to do in a disaster. In this way, you can assess the degree to which students will need support using the language.

Curricular Flexibility

The final *Product* for this unit is an instructional leaflet that students will present to the class. The supporting activities are taking notes about what to do before, during, and after a disaster happens. If some students find the final presentation too challenging, stronger speakers can support the students who are less confident during the presentation. Students could also use the models provided.

Since avalanches and blizzards are disasters that students might not have any experience with, it might be useful to focus on them. In addition to the activities in the unit, students could role-play or discuss survival scenarios, or even make up plays or stories in these contexts.

A Label the pictures with the corresponding natural disaster.

avalanche • blizzard • drought • earthquake • flood • hurricane

POWERFUL NATURE

Have you ever thought about how powerful nature can be? Volcanic eruptions, tsunamis, earthquakes, and hurricanes are just some of the deadly natural disasters that humankind is exposed to. The natural disasters of 2017 caused economic losses of 306 billion dollars, killed thousands of people, and affected millions more across the globe. And it seems that there are more natural disasters each year.

So, what is a natural disaster? Natural disasters are sudden and catastrophic events caused by nature. They have three main effects. The worst is loss of life, the magnitude of which is affected by the population density at the time and location of the event. There is also significant loss of property, with areas taking a long time to become livable again. There are also economic losses, as we have seen previously.

Unfortunately, predicting natural disasters is not easy. However, geologists and other scientists work hard to provide people with warnings, so that they have time to evacuate and follow their emergency plans. Knowing how to escape and having an emergency plan for your family or coworkers can be the difference between life and death.



EARTHQUAKES



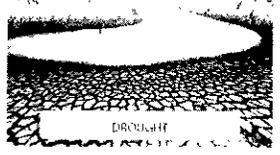
AVALANCHES



FLOODS



HURRICANES



DROUGHT



BLIZZARDS

The language in this section is all written in the language of instructions and uses imperatives. It is a good idea to ask students about the audience of the leaflet: *Who is this leaflet written for?* (The public) and elicit if the leaflet is suggesting ideas or telling people what to do (telling).

What you need to know to be prepared:

- Don't panic! Listen for instructions from officials.
- Keep your family's most important documents in a safe place.
- Make sure you have a disaster kit that will keep you safe, warm, and fed.
- Familiarize yourself with the warning signs.
- Secure your home and learn local evacuation routes.

Learning to Learn

Students having difficulty with the reading can try to guess the vocabulary from the context by using the images and the ideas of the leaflet. Another strategy that students can use is to check which words are similar in Spanish, such as *eruption*. However, students have to be aware that some words may look similar but have different meanings. Students can refer to the *Glossary* to check the meanings of new words.

Resources

The *Reader* discusses ideas of what to do before, during, and after a natural disaster. The natural disasters discussed in the *Reader* are earthquakes, hurricanes, blizzards, and wildfires. Students may find it interesting to research information about blizzards because this is a natural disaster that they are probably less familiar with. The *Reader Answer Key* can be found on page 185.

B Read the article. Then work in pairs and discuss the questions.

1. What natural disasters from the reading have occurred in your country before?
2. How do people prepare for these emergency situations in your community?
3. How do they affect your community?
4. How can people be prepared for such situations?

People can't go back to their homes because...



The first thing to do is to remain calm and alert.

C Work in pairs. Look at the article and analyze the questions. Then discuss them with your partner.

1. Where can you find this type of reading?
2. Who do you think would be interested in reading it? Why?
3. What information from the article is the most valuable for the reader? Why?
4. What other information do you think would be relevant to include? Why?
5. What do you think is the purpose of the illustrations in the reading?

D With your partner, choose a natural disaster from the poster in activity A. Discuss what happens during the natural disaster you chose and how it could affect people.

E Look at the poster with instructions to help people to be prepared for a hurricane. With your partner, discuss how the instructions could help you.

Hurricane Safety Tips

- ▲ Keep your family's most important documents in a safe place.
- ▲ Don't panic.
- ▲ Familiarize yourself with the warning signs.
- ▲ Secure your home and learn local evacuation routes.
- ▲ Follow emergency instructions.

Product Step 1

▲ Think about the natural disaster you chose in activity D. Talk about how having instructions to be prepared for it would affect people, your community, or country.

Product Step 1

▲ Form a product group. Think about natural disasters that could affect your community or country.

▲ Make a group list of the natural disasters you previously discussed.

▲ Keep your list of natural disasters for step 2 of the product.

Students might talk about the images providing extra information.

Possible answers: **1.** The article might be distributed door-to-door or in emergency centers. **2.** People from an affected community. **3.** The last section. It has instructions to be safe. **4.** The address of a safe place. **5.** To make the topic clearer.

Students could give a wide range of ideas besides the ones provided in the poster. They might have ideas about what to take with them when they evacuate the house, and might talk about ways to extinguish a campfire. All of these ideas will be useful to feed into the project.

Ongoing Evaluation

In step 1, students will begin thinking about natural disasters for which they can create an instructional leaflet. Students can refer to the discussion they had in the *Before You Start* section or the natural disasters pictured in the leaflet on the previous page. This is also a good opportunity to evaluate how students express instructions and use the vocabulary of natural disasters.

Language Knowledge

Unlike in Spanish, verbs in English almost always have subjects. However, imperatives do not use subjects. This means that students could over-correct and include an unnecessary subject. Students might also forget to include the auxiliary verb *do* when expressing a negative imperative. Some more advanced students might use modal verbs such as *must*. These sentences are correct, but they are not imperatives as seen here.

Students might give a range of answers here, but the key ideas are listening to the radio, protecting windows, an evacuation route, a lightning storm, a disaster kit, and a circuit breaker. The pictures represent a hurricane that can be seen in the picture of the evacuation route. This is a similar symbol to the one seen in the unit opener.

A Work in pairs. Look at the pictures and answer the questions.

1. What can you see in the pictures?
2. What natural disaster do you think the pictures represent? Why?



▲ Listen to a radio interview. Number the pictures 1-6 in the order they are mentioned.

B Think about the information given in the interview. Analyze and discuss with your partner the following questions.

1. Do you think the prevention instructions given in the interview are helpful? Why?
2. The weather forecaster gave instructions to help people before and during the natural disaster. Which instructions do you think are more helpful? Why?
3. What other instructions would you add? Why?

C Work in pairs and answer the questions.

1. Where can you hear this type of program?
2. Who do you think listens to this program?
3. Why is this information relevant for the people hearing it?

D Work in groups. Discuss the questions.

1. How common are these types of natural disasters in your community?
2. What safety measures can people take in this type of natural disaster?
3. Which tip from the ones mentioned in the interview is the most important? Why?
4. What could your family do to be prepared for an emergency?

▲ Use the Self-Check to evaluate your participation.



Listen and express ideas to exchange information

- I analyzed information
- I applied learned information to my personal situation
- I listened to others' opinions and reacted appropriately

Curricular Flexibility

For students who find it more difficult to hear the correct information, you can support them by guiding them in prediction exercises (such as using the pictures) and highlighting the key words they need to listen for to answer the true or false questions. Equally, guiding questions before activity C such as *What kind of program is it?* or *Where would you hear this program?* could help them find the answer.

Self-assessment

Students can discuss how they analyzed information in the listening and also how they applied it to their previous knowledge. They can look for examples of new information they learned and when they confirmed something they already knew. Finally, they should consider how they listened to each others' opinions. They can reflect on examples of agreement, disagreement, and active listening skills.

A Work in pairs. Look at the picture in the poster and its title. Talk about what people can do to be prepared for this kind of natural disaster.

How to Be Prepared for a Tornado

Tornadoes are destructive columns of air that contain debris and can travel at speeds of up to 110 mph. There is little you can do to prepare for a tornado. But you mustn't be scared.

Instead, you have to stay informed. Listen to the radio and remember that you must follow any official instructions.

Once the tornado has started, you don't have to go to an official shelter, but you mustn't open your windows. If you are at school and there is a tornado, you have to listen to your teacher.



Tornadoes might not be common in the students' communities. You can help students by brainstorming what they know about this type of natural disaster before the discussion. Students can focus on the importance of being prepared, regardless of the natural disaster.

B Identify the instructions in the poster and rank them from the most to the least useful. Give reasons.

- Make suggestions for other possible instructions to help people be prepared for such natural disaster.
- Share your suggestions with another pair. Give reasons to support your choices.

C Work in pairs. Consider what you need to do in these situations.

1. Before an earthquake
2. During an earthquake
3. Before a flood
4. During a flood

A Work in pairs. Share your answers.

Project Step 2

D Work in your product group. Take out your list of natural disasters from step 1. Choose a natural disaster to create an instructional leaflet that you and your group will present to the rest of the class.

Think about the ideas mentioned in the radio interview and the poster from activity B. Discuss and agree on what to do before and during the natural disaster you chose. Make notes of your ideas.

P Keep your group's *before* and *during* notes to include in the instructional leaflet for step 3.

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By this point, students will probably be relatively familiar with precautions to take before and during an earthquake. For a flood, they might mention moving the family and valuable things to higher ground to stay safe, filling the space under doors with towels or sandbags, and protecting easily broken objects and windows.

Ongoing Evaluation

You can take this opportunity to evaluate if students are using the modal verbs for obligation, prohibition, and lack of obligation appropriately. You can also evaluate their use of imperative forms. You should also be able to see the students displaying an understanding of the dangers of their disasters and what precautions to take before and during each one.

Curricular Flexibility

Before students choose a natural disaster to discuss, it might be a good idea to check there is variety in the types of disasters being described. This will ensure that the students produce a wider range of instructional leaflets and presentations. With a greater range, students will be more engaged during the presentations, and will have the opportunity to learn different vocabulary.

Language Knowledge

A common error when learning modal verbs of obligation is that students often confuse the meaning of *don't have to* with the meaning of *mustn't*. *Don't have to* is used when there is a lack of obligation rather than something being prohibited. For example: *Students don't have to bring food from home when they go to school, but they can if they want to. On the other hand, they mustn't use their phones in class.*

This section of the unit focuses on what people should do after a natural disaster, and therefore all of the pictures are of scenes of destruction and repair. Students may be unaware of what to do after a natural disaster because this is not often taught in schools, but the most important actions are checking the environment is safe and informing medical services if there are injuries.

A Work in groups. Look at the pictures and answer the questions.

1. Do you think these pictures were taken before, during, or after a natural disaster?
2. How can you tell?
3. What do you think people should do after a natural disaster?



Stay Safe

What happens after the earth stops shaking or a hurricane leaves the city? Should you help other people? When can you go outside? Where can you get help?



1 We all know we need to be as informed and prepared as possible before a natural disaster in order to protect our own and others' health and safety. However, knowing what comes after a natural disaster and what to do is just as important.



2 Your first concern must always be your own and your family's health and safety. Check for injuries - you or your family might have sustained during the disaster. If there are any injuries, do not attempt to move the victims unless they are in a dangerous situation or have severe injuries. Keep the victim's neck and back stable, then get help. Rescue teams will get to the affected areas as soon as possible.



3 Keep yourself informed. Turn on the radio or TV to know more about any issues created by the disaster. Watch out for damaged buildings and houses, broken glass, debris, and damaged electrical systems. Remain alert to information from the local authorities about health and safety issues.

Students might have difficulty with the word *debris*. It is a word with origins in French, and so the final letter *s* is silent. The ending of the word sounds like *brie*. It means "the remains of something broken or destroyed."

Learning to Learn

Students having difficulty with the reading can highlight key words and try to get the main idea of each paragraph. This text is clearly divided into five sections with a very different theme for each section (introduction, health and safety, staying informed, returning home, and psychological reactions). Students can focus on the theme of the section and use this to contextualize any unknown words.

About the Topic

About Kids Health is a website dedicated to health education for children, teenagers, family, and caregivers. The information on the site is approved by The Hospital for Sick Children. This article (<https://www.aboutkidshealth.ca/Article?contentid=302&language=English>) explains psychological responses to natural disasters.



Return home when the area has been declared safe by local authorities. Once home, make sure the property is safe to enter. Check carefully for structural damage, gas leaks, and fallen objects. Remember: your safety comes first, so leave the house if there is anything that could cause you any damage.



Often, we only focus on the physical problems created by natural disasters. But there are significant mental problems too. The stress caused by a natural disaster is difficult to cope with for people who experienced it directly. Talk to your family and friends about how you feel. Try to get back to your normal routine as soon as possible, and do the extra activities that you enjoy or find relaxing.

Students might have some difficulty with this activity, as some of the answers do not come directly from the text. For example, *Listen...* should be completed with ... *to the radio*. It is clear from the context that you should listen to the radio but this is not stated in the text. You should allow for flexibility in the students' answers.

B Read the text. Work in pairs to analyze and discuss the questions.

1. Do you think having instructions of what to do after a natural disaster is useful? Why?
2. Where can people find such information in your community or country?
3. What do people normally do in your community or country after a natural disaster?
4. What relevant instruction would you add to the text?

D Work in pairs. Answer the questions.

1. Why do you think it is important to know what to do after a natural disaster?
2. How can you help someone who has psychological problems after a disaster?
3. Which tips are the most useful?

A Evaluate your performance using the *Speaking Rubric* on page 8 and write your scores below.

My partner's score: _____ My score: _____

C Complete the instructions for after an earthquake with your own ideas.

- ✓ Check FOR INJURIES.
- ✓ Listen TO THE RADIO.
- ✓ Before going back to your house MAKE SURE THAT IT IS SAFE TO ENTER.
- ✓ If necessary, talk to YOUR FAMILY AND FRIENDS.

- Share your ideas with a partner. Give reasons.

Product Step 3

B Work in product groups. Take out your notes from step 2.

Think about the ideas mentioned on the website. Discuss if they apply for the natural disaster you chose. Make notes on what should be done after the natural disaster.

If necessary, research any information you are missing. You can go to the library or ask other teachers.

P Keep your notes from step 2 and step 3 to be used in step 4.

Students should see the importance of being prepared. Their answers to question 2 will be different but you should emphasize the importance of listening and taking problems seriously.

Possible answers: **1.** Because it is something that can happen in our community. **2.** We can comfort that person. **3.** All of them. Each tip helps with a different problem we can have.

Self-assessment

Students should pay attention to the number of mistakes they and their partners make according to the speaking *Rubric* on page 8. As a result, it might be a good idea for students to be aware of the need to use imperatives to answer questions. The other two categories are about understanding and being understood. Students can note any communication problems they have had.

Language Knowledge

The word "schedule" can sometimes cause some issues, as it has two common pronunciations. Some people pronounce it with a hard c sound like *sced*. Others pronounce it with an h sound like *shed*. Both pronunciations are acceptable and widely heard, so in terms of correctness, consistency is the only important factor. If a student uses one pronunciation, they should continue to use that same pronunciation.

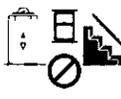
Ongoing Evaluation

In this *Product* step, students should be applying the learned vocabulary and the ideas they have seen to the disaster they chose to create their instructional leaflet for. Students should analyze whether or not the elements from the reading are relevant to their disaster and decide how they can include the ideas. You can take this opportunity to review the use of those elements.

The natural disaster being discussed is an earthquake. The images represent the instruction in each section of the leaflet and are included to help people understand what to do. Images are often clearer for people than written instructions. The benefit of leaflets is that they are portable, easier to read, and easy to distribute.

A Work in groups. Look at the title and the pictures in the leaflet and discuss what instructions might be included in the leaflet.

How to Be Prepared for an Earthquake

BEFORE			DURING			AFTER		
	Create an emergency kit		Stay calm		Use the stairs to evacuate the building			
	Make an emergency plan with your family		Stay away from dangerous objects		Go to the nearest assembly point when outside			
	Identify safe places		Extinguish cigarettes or anything that can cause a fire		Use the main breaker to turn off electricity			
	Secure furniture and loose objects		Stay away from windows, elevators, and stairs		Only use your phone for emergencies			
	Create safety procedures at home and the office		Stay away from wires		Check the building for structural damage			
	Hold practice		Pull over and stay in the car until the tremors stop		Keep away from the disaster zone			

Students can check their understanding of all the vocabulary in the leaflet. You might also have students prioritize the instructions in each column and then compare answers. This will give them an insight into editing which will be helpful in their final project.

Curricular Flexibility

Weaker students might have problems with certain elements of the vocabulary in the leaflet. You could guide them in guessing the meaning from the words they do know and the accompanying image. They might also choose to rewrite the leaflet to use simpler language in order to work on their awareness of synonyms and to help them in memorizing the new vocabulary.

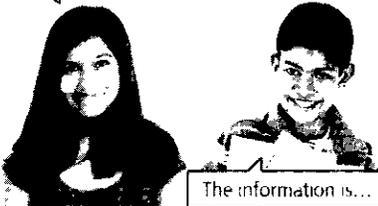
Learning to Learn

This could be an opportunity for students to research unfamiliar vocabulary with the use of their *Glossary*. Alternatively, students could analyze the leaflet and use design ideas that would be useful in the final project. This form of independent analysis will help students to understand the importance of key design ideas and will help them engage more with the product.

B Read the leaflet. Analyze and answer the questions with your group.

1. Is a leaflet a useful way to inform the community? Why?
2. Do you think the leaflet gives enough information to help people be prepared for a natural disaster? Why?
3. What is the purpose of including images in a leaflet?
4. What do you think is the purpose of having images in one or two colors on warning signs?

A leaflet is helpful, because...



C Write one more instruction of what to do before, during, and after an earthquake.

Before:

During:

After:

▲ Work in pairs. Share your answers.

D Work in pairs. Read the leaflet again and discuss the questions.

1. How is the information in the leaflet organized?
2. Are the instructions in the leaflet clear enough? Why?
3. Why do you think instructions in the leaflet are short?
4. What other information might you expect to see in a leaflet of this type?

E Read the *Writing Checklist* and decide if the leaflet follows the appropriate style.



Writing Checklist

An instructional leaflet

- ✓ Use direct language
- ✓ Use imperatives.
- ✓ Only include important information

Product Step 4

F Work in product groups. Take out your notes from step 2 and step 3.

▲ Agree on the most important ideas or instructions from your notes. Decide what you will include in the *Before* section, the *During* section, and the *After* section of your instructional leaflet.

G Individually, develop your ideas and write instructions for your *Before*, *During*, and *After* sections.

▲ Work in pairs. Compare your instructions and use the *Writing Checklist* and the *Writing Rubric* on page 8 to evaluate each other's work.

My partner's score: ...

My group's score:

▲ Write a final draft of the instructions for your instructional leaflet.



Keep your instructions for step 5 of the product.

At this stage in the unit, students should have a range of ideas for writing these instructions. These could range from finding a safety zone, waiting to evacuate, or trying to help people. You could write these ideas on the board for students to choose for their projects.

Students could discuss different alternatives to a leaflet. They might suggest a range of electronic options, such as TV advertisements or social media.

Possible answers: **1.** The information is organized as before, during, and after an earthquake. **2.** Yes, because they include images. **3.** Because leaflets are portable. **4.** Contact details or web links might be useful in a leaflet.

Self-assessment

Students might need to revise the elements in the checklist. Direct language uses imperatives and modals of obligation. Students should look back at the examples throughout the unit. Students need to be aware that leaflets should use a limited number of adjectives and dramatic language. The language in a leaflet should only contain the key points. Students can refer to the leaflet on page 52 for ideas.

Ongoing Evaluation

Students should now be drafting final versions of their leaflet, so you can evaluate their use of the different elements of a leaflet in the texts they are creating. You can also use this opportunity to ensure that students understand the issues involved in their disaster and how each disaster has its own challenges and requirements for preparedness.

You can ask students to work individually, and then get in groups to discuss the questions.

Possible answers: 1. Warning signs are useful because they provide information without words. 2. The use of two colors is to simplify the message. 3. The volcano. It is similar to a real one. 4. The flood. Because the water is not clear.

A Label the natural disaster warning signs with the corresponding words from the box.

avalanche • earthquake • flood
tornado • tsunami • volcano



A Work in pairs. Agree and mark (✓) the natural disaster warning signs that might be necessary in your community.
ANSWERS MAY VARY.

A Discuss with your partner what other signs would be useful in your community to help people be prepared for a natural disaster. Give reasons and make sketches in your notebook.

B Work in groups and discuss the questions.

1. Why are warning signs helpful?
2. Why do you think the signs are in the same color?
3. Which of the above signs is the easiest to understand? Why?
4. Which is the hardest to understand? Why?

Product Step 5

C Take out your instructions from step 4 and decide on which signs, pictures, or illustrations are the most suitable for your leaflet.

D In your notebook, make sketches of the signs or drawings and the instructions you will include in your leaflet. Use the signs in activity A and the images on page 52 as a reference for your sketches.

E Take out a separate sheet of paper. Fold it in three as a model for your instructional leaflet as in the example.

A Agree and sketch a final layout and design for your instructional leaflet.

P Create your instructional leaflet. Use the models in this unit for ideas.

G Agree on how you are going to present your leaflet to the rest of the class. Ensure everyone participates.

A Practice your instructional leaflet presentation.

P Keep your leaflet for step 6 of the product.

Some students might need help organizing their groups. Perhaps different students could have different roles representing what they will talk about in the presentation. You might also facilitate in providing tips on how to speak clearly to the class and how best to present their ideas.

Curricular Flexibility

The benefit of a leaflet as a final product is that it allows for lots of different skills to be used in its creation. Artistic students can create imagery while students stronger at writing can work on the text. Others can take more of an active role in the presentation. It might be good for students to discuss how group members can contribute to the creation of the leaflet and the presentation.

Ongoing Evaluation

You can take this final opportunity to ensure that students' products are close to completion before the presentation. You can also check the students' pronunciation of key words. Finally, you can evaluate their use of language. Students can practice their presentations, which will allow you to see how best to support the students before they deliver the final presentation.



An instructional leaflet

Product Step 6

A In your product group, take out your instructional leaflet and present it to the class.

B Use this questionnaire to write notes assessing your instructional leaflet presentation and that of another group.



1. Did all the group members present the leaflet?
My group: _____
Another group: _____
2. Was the order of the instructions appropriate?
My group: _____
Another group: _____
3. Was the language of the instructions appropriate?
My group: _____
Another group: _____
4. Were the instructions clear and helpful?
My group: _____
Another group: _____
5. Did the use of pictures and illustrations support the instructions in the leaflet?
My group: _____
Another group: _____

If you have a big class, students can present their instructional leaflets to each other. Alternatively, groups can present to the class. You should leave yourself enough time to evaluate groups using the rubric in the suggested evaluation instrument. Students should make notes to help them with completing the *Self/Peer Evaluation Form*.

It might be useful to review the purpose of the leaflet (to make sure that people are prepared before a disaster and know what to do if it happens) so that they can respond to questions about the helpfulness and appropriateness of their own and others' work.

C Work with your product group. Write a short review of the other group's performance.

D Compare your assessment of your instructional leaflet with the other group's review of your presentation.

1. What differences are there? _____
2. What did you do well? _____
3. What do you need to improve? _____

You could facilitate the writing of the reviews by providing the students with a template. For example, students could open with a positive, then something that could be improved, then close with another positive. This way the classroom dynamic isn't affected, but students still receive useful feedback on which to reflect.

Self-assessment

You might want to have students provide a range of positive and negative feedback from their reviews, which could be written on the board. This way, students have a wide range of factors to consider while reflecting on their own performance in comparison to other groups in the class, and better understand what was expected of them.

Final Evaluation Instrument: Rubric

You can use the rubric in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations.

You need to evaluate the following: relevance of advice, leaflet design, use of imperatives for instructions and modals of obligation, variety of words and expressions, and clear speaking voice.

Assessment

It can be a good idea to photocopy *Assessment 4* on pages 169–170. You should have students complete the assessment individually. You can correct and go through the correct answers with the class. The *Answer Key* can be found on page 183.

Self-evaluation

If you remind students of their collaborative work, you can help them provide honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include creating a list of natural disasters; discussing the actions before, during, and after a natural disaster; and creating and presenting an instructional leaflet.

Evaluate Your Collaborative Work

- With your product group, write information to reflect the way you worked together.

Cooperative Work Evaluation Form

- Describe how each member contributed to the product.

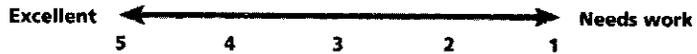
- Describe how to improve group cooperation.

- Write which aspects of the product worked really well

- Mention what can be improved next time.

Evaluate Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Use the scale to evaluate your progress through the unit.



Quality of the evidence
My progress this unit

My effort this unit
My performance in general

Evaluate Your Achievements

- Read the learning outcomes and evaluate yourself.
3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can select and analyze instruction sheets		
I can read and understand instruction sheets.		
I can write instructions		
I can edit instruction leaflets.		

- Reflect on each learning outcome and write a comment or suggestion.

56 Unit 4

To achieve this unit's *Learning Outcomes*, the students need to create instructions to help people be prepared for a natural disaster. They also need to select, read, analyze, and understand instruction sheets, and write and edit instructions. Finally, they should present their leaflets. The final grades can be for student use only or contribute to your grades.

Self-assessment

To help students you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Folder*. The work in the *Evidence Folder* should include the following: a list of natural disasters, before and during notes, after notes, instructions for a leaflet, an instructional leaflet, and peer evaluation of performance.

Final Evaluation

Students should reflect on their ability to create instructions to help people be prepared for a natural disaster. You can remind them of the examples from the unit (pages 46, 50, 52, and the *Reader*) as well as their own versions. They can use these examples to reflect on the elements of instructional leaflets. They can also reflect on the feedback from the final *Product*. Their grades can be compared with your grade for the *Product*.

BREAKING NEWS



The pictures are of newspapers and of a TV studio. To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. Students can discuss how the way we receive news has changed (social media, online papers, etc.). Students can produce a list of current stories.

Work in groups. Look at the pictures and answer the questions.

- What can you see in the pictures?
- Where do you see, read, or hear about the news?
- What piece of news have you recently seen or heard about?
- What was it about?

Read All About It!

Overview: Informative text about news publications

- to compare the same news item in different publications.

- analyze newspaper articles.
- read newspaper articles.
- contrast an article in different publications.



When students report the news stories they have seen or heard, you could evaluate how students are able to describe what people said, as they may be unfamiliar with how to report speech. You can record the vocabulary students use to describe the stories, add words from the unit, and then have students make a word web.

You could go through the product steps and ask students if they have any questions about what they are going to do. It is important that students understand that each subproduct (list of stories, graphic organizer, news article etc.) leads up to the creation of the comparative chart.

- | | | |
|---|---------------------------------------------------------------------|---------------------------------|
| 1 | Make a list of recent news stories. | A list of news stories |
| 2 | Choose a news story. Identify the protagonist's and what they said. | Notes on protagonist and speech |
| 3 | Create tabloid and broadsheet headlines. | Different styles of headlines |
| 4 | Complete a graphic organizer for your news story. | A graphic organizer |
| 5 | Write and edit your news article. | A news article |
| 6 | Create a comparative chart with your group's articles. | A comparative chart |
| 7 | Present your group's comparative chart. | Peer evaluation review |

About the Topic

This unit explores the theme of news and newspapers. Specifically, it looks at different styles of newspaper for students to compare. There are two styles of newspaper: tabloid and broadsheet. Traditionally, tabloids are smaller, contain more pictures, have shorter articles, and have more celebrity gossip. Today, however, many broadsheets have converted to tabloid size while maintaining more serious content.

Pre-evaluation

It is a good idea to monitor and record what students know about different news sources when they are discussing the *Before You Start* questions. It is a good idea to record the language used to answer the questions and look for examples of how students report speech. You can also evaluate the range of students' vocabulary. This also provides a written record of students' pre-existing knowledge when they create a word web.

Curricular Flexibility

The final product for this unit is a comparative chart. Subproducts include writing a list of stories, making notes about the stories, writing a headline, and writing a news article. These subproducts will support students in the creation and presentation of their charts. The length of the students' articles can change according to their language level. The important point is that they can identify how the stories are presented.

By looking at the headlines, students immediately see the difference between two styles of newspaper and should see differences in presentation styles. If they are struggling, you can ask questions: *Which has bigger letters? Which uses an exclamation mark? Which is shorter?*

You should make sure you give students sufficient time to read both articles. You can remind them that it is not necessary to understand every word in order to match them to the headlines. However, they can use their *Glossary* if necessary.

Look at the two newspaper headlines and answer the questions.

1. What do you think the two articles are about?
2. What are the similarities and differences between the headlines?
3. Which article would you like to read? Why?

1 FIRE ESCAPE!

2 Inquiry into Apartment Fire

Read the newspaper articles and match them to the headlines.

Fifteen-year-old Julie Parks was walking her dog yesterday evening when she saw smoke. "A fire had just started on the first floor!" she told us. "I told everyone to get out."

By the time firefighters arrived, everyone had left the building safely.

Or so they thought. Julie looked up and got her second shock. "I couldn't believe it!" she said. "A man was falling from the fourth-floor balcony."

Twenty-year-old Dale Winton had been asleep all morning. "I only woke up when I heard the fire engine sirens," he said. "I was terrified!"

Fortunately, officers managed to rescue Dale and stop the fire. However, the building is badly damaged. Residents are staying with relatives.

Local officials have confirmed that there will be an inquiry into a fire at an apartment building in downtown Houston yesterday. Residents are furious that no one had responded to their many warnings about broken smoke detectors.

The fire, which started at around 8 p.m., quickly spread over the first and second floors. Neighbors were sure everyone had evacuated the building, but there was drama when a twenty-year-old man was spotted on a fourth floor balcony. After a thirty minute rescue effort, officers were able to pull the man to safety.

This was the third fire to happen in the same apartment complex this year. We tried contacting the building's owners, but they were not available for comment.

Today, the building is closed to the public, and residents are staying with relatives.

To learn more about newspapers, go to your Reader pages 51-54

Analyze the two texts and mark (✓) the table.

	Article	
	1	2
It is less formal	✓	
It is more detailed		✓
It has longer sentences		✓
It focuses on human interest	✓	

Work in pairs. Say which article you prefer and why.

Match the articles to the newspapers.

- 1 **Tabloid:** Popular in style and sensational articles
- 2 **Broadsheet:** Larger newspapers with a more serious tone

Form a product group. Make a list of interesting recent news stories.

Keep your list in your Evidence Folder for step 2 of the product

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Resources

Students can use the *Reader* to learn more about newspapers. Find out how journalists find stories, how information is put together, the differences in style of headlines and texts, and the importance of print and online news. Students can refer to different parts of the *Reader* as they move through the unit. The *Reader Answer Key* can be found on page 185.

Ongoing Evaluation

The first step of the *Product* is an important one because it lays the foundation for later stages. It also gives students the opportunity to relate the unit to what is currently going on around them. Therefore, you should evaluate the students' choices of newspaper stories. Students should focus on important news stories, and ideally they should research more about the topics of the stories they choose using reputable news outlets.

Work in pairs. Look at the pictures and number the photos in order according to the articles on page 58.



Read the sentences from the tabloid article on page 58. Number the events in the order they happened.

- 5 Julie **looked** up and got her second shock. 3 A fire **had just started** on the first floor!
- 1 Twenty-year-old Dale Winton **had been** asleep all morning. 2 Fifteen-year-old Julie Parks **was walking** her dog yesterday evening when she **saw** smoke
- 4 **shouted** to everyone to get out 6 A man **was hanging** from the fourth-floor balcony.

Circle the actions (verbs) in the sentences.

Work in pairs. Look at the sentences and verbs you circled from activity F and discuss the questions

- Do the events happen in the past, present, or future?
- How does the form of the verb help you understand the order of events?
- Which sentences describe actions from the earliest part of the story?
- Which actions happen at the same time as other actions?



I think Dale was asleep first



Yes. He was asleep all morning

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Students will know by now that both articles refer to the same events. You could ask the class what is happening in the pictures and which characters or events they refer to. At this point you are looking at the order the events are mentioned in the stories, not how grammatical differences order the events in a narrative.

You might want to divide the class into pairs to discuss the order of events. It might help them if you list the events in the present tense on the board (*Julie looks up, Dale is asleep, etc.*) and ask questions: *Was Dale asleep before the fire started? When did Julie see Dale?* etc. After they have put the events in order, students can focus on the tenses used.

The events are all in the past. The *Past Perfect* examples describe actions from the earliest part and the *Past Simple* and *Past Continuous* examples describe actions at the same time.

Language Knowledge

For activity G, students should be familiar with the use of the past simple for finished actions in the past and the past continuous for ongoing actions. You can refer students to the texts to ask for examples of ongoing actions interrupted by other actions. You can elicit the use of the past perfect (an action that happened before another action in the past) and students can check the grammar reference.

Ongoing Evaluation

In order to understand the order of events in a story, students need to understand the use of different tenses. This will also help them compare articles later in the unit. You can evaluate the students' use of tenses in activity G and record any common problems. Students can address those problems in extra communicative activities, for example, comparing the order of their different past actions on the weekend.

This is a good opportunity to discuss the importance of making predictions when deciding which news articles to read. You can ask students if they would want to read the articles based on the headlines. Most people make instant decisions on whether to read a story from the headline and pictures.

Work in pairs. Look at the headlines and the pictures and predict what the news reports are about.

1. Where and when do the events happen?
2. Who is in the article and what do they do?

HURRICANE CONTINUES!

SWIMMER SAVES SEVENTEEN!

ALLIGATORS IN FLOOD WATERS!



Listen and mark (✓) the correct headline for the news report.

With your partner, answer the questions.

1. What was the purpose of the news report?
2. Was the news report clear enough? Why?
3. What elements are important to include in a news report? Why?
4. Do you think it is important to keep telling people the current status of a news story? Why?

A good news report must include details of...



60

Complete the graphic organizer with the information from the article.

- Brandon learned to swim
- He feels thankful
- He helped seventeen people.
- His friend called for help
- They went to stay at a neighbor's.

Background information

He lived in an apartment with his mom.

BRANDON LEARNED TO SWIM.

What happened (details)

There was a hurricane.
THEY WENT TO STAY AT A NEIGHBOR'S. HIS FRIEND CALLED FOR HELP. HE HELPED SEVENTEEN PEOPLE.

Situation now

The hurricane has gone.

HE FEELS THANKFUL.

Work in pairs. Discuss the questions.

1. What is the order of the events in the details section?
2. How can we use different tenses to indicate the order of events?

Students might be able to answer these questions before listening again. When you play the track again, you could pause at the relevant points so students can call out answers.

Students can look at the different past tenses in a context they are familiar with by rewriting the sentences from activity D. *Brandon was staying at his neighbors when his friend called for help, etc.*

About the Topic

This is another example of a human interest story. Human interest stories are popular with readers and listeners and are used by all news organizations. News focused on facts and figures can get boring. A human interest story looks at the news in a more personal way and is sometimes called the "story behind the story." The idea is to engage the audience emotionally by presenting a human face to the news.

Resources

Students can return to their lists of stories in step 1 of the *Product* and look for stories that present a human interest angle in English-language news, such as Mexico News Daily (<http://mexiconewsdaily.com/>). Local English language newspapers include www.theguadalajarareporter.com, www.gringogazette.com (from Baja California), and www.theyucatanimes.com.

Learning to Learn

To develop the prediction activity, you can focus on listening for specific information. For example, you could ask students to circle the key words in the headlines and listen for them in the news article. After listening, you can ask questions: *What did it say about alligators? (There weren't any.) Is the hurricane continuing? (No.) How many people did Brandon save? (Seventeen.)*

Match the excerpts from activity B to what the people in the story said.

1. He told us that he and his mother lived on the first floor.
2. He said they had moved upstairs to a neighbor's apartment.
3. His friend told Brandon that the water was rising.
4. Brandon said he had learned to swim when he was six.
 - 3 "The water is rising all around my apartment."
 - 1 "My mom and I live on the first floor."
 - 2 "We moved upstairs to a neighbor's apartment."
 - 4 "I learned to swim when I was six."

• Work in pairs. Check your answers and discuss the differences between each pair.

• Read the excerpts from the news report and number the actions in the order they happened.

1. When we talked to Brandon, he said that he had just gone to sleep when he got a call from a friend.
 - 2 Brandon's friend calls him.
 - 3 The reporter speaks to Brandon
 - 1 Brandon falls asleep.
2. When we asked Brandon how he felt about his life-saving act, he said he was just thankful that there hadn't been any alligators in the water!
 - 3 The reporter asks Brandon a question.
 - 2 Brandon is thankful.
 - 1 There aren't any alligators in the water

Work in pairs. Pretend you are a journalist and report what the people in the excerpts said. Use the extracts in activity F as a model.

"I thought I was going to drown, but Brandon saved me," his neighbor said.

"We are very proud of Brandon. He was very brave," Brandon's mom mentioned.

"What Brandon did was really heroic. He saved his neighbors' lives," a policeman declared.



Work in your product group. Take out your list of news stories. Choose one to write about.

In your groups, decide who the protagonists of your news story are.

Discuss and decide on what each of the protagonists says. Make notes.

Keep your notes in your Evidence Folder for step 3 of the product.

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In the second part of the activity, students should notice a number of differences between each pair. You could write a pair on the board and ask students to help you circle the differences. Students should point out the reporting verb (*say/tell*), lack of speech marks, change in verb tense, and change in pronouns in the reported sentence.

Advanced students can use this as an opportunity to practice reported speech. Students can then write the reported sentences: *A neighbor said he had thought he was going to drown, but Brandon had saved him.*

Alternatively, students could use this as a way to remember what the people said.

This is another opportunity for students to review what they have learned about the order of events in the past. You can ask questions to make sure they understand the tenses being used. *When does Brandon receive the call from a friend?, etc.*

Language Knowledge

In activity 1, students can reflect on the use of reported speech in news stories. They should have already observed the differences, but you can draw attention to the concept of *backshifting*, or moving the verb tense back when reporting speech, as well as changing pronouns. For extra practice, students could report speech from the tabloid article on page 58, and you could also have them check the *Grammar Reference*.

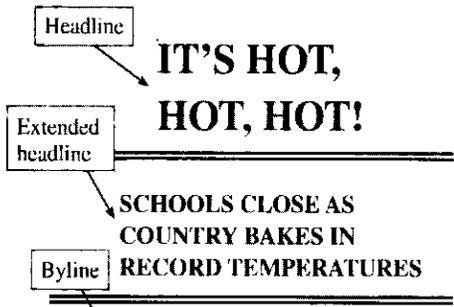
Ongoing Evaluation

For step 2 of the *Product*, you can encourage the students to choose a story where the protagonist has something to say. As this will form the basis of the rest of their story, you might consider checking their notes at this stage. You can also evaluate students' participation and collaboration within each group. You should ensure that everyone is actively participating.

You might want to give the students the opportunity to say what the purpose of each element is before matching them to the definitions. You can ask them which parts of the newspaper attract their attention and why.

You can expand on this activity by asking students to give examples of each definition from the article. For example: *What important information is in the lead? What additional information is in the body? Who wrote the article? etc.*

After pairs discuss the questions, the class could discuss similarities and differences between their ideas. Then groups can discuss the most important elements. You should stress to groups that they must give reasons for their opinions: *I think the body is the most important because it gives all the essential information.*



People are visiting the beach in record numbers!

Photo Caption

By Clark Kent, Features Reporter
Metropolis

Placeline Lead

Schoolchildren across the country were celebrating today as authorities decided to close all buildings for two weeks.

An official said there had been no rain in some areas for two months and the temperatures were dangerously hot. However, many young people were delighted.

"I'm going to the beach with my grandparents," said Mandy, 14. "It will be great fun. Maybe they will cancel exams!" The Education Department said there was no chance of canceling exams and students should still study while they are off. Oh well, you can't have everything, Mandy. Enjoy the break while you can, folks!

Body

Read the newspaper article and match the elements in boxes to the definitions.

- HEADLINE** attracts your attention with big letters; summarizes the article
- PLACELINE** where the article was written
- BODY** supplies additional information
- BYLINE** tells you who wrote the article
- PHOTO CAPTION** describes a photograph
- EXTENDED HEADLINE** gives more information than the headline in a short phrase
- LEAD** gives you important information (who, what, when, where, why)

Work in pairs. Discuss the questions.

- What do you see first when you look at a newspaper article?
- What makes people want to read an article?
- How important are the pictures?

Work in groups. Decide what is the most important element of a newspaper. Listen to each other's ideas. Write a conclusion in your notebook.

Use the *Speaking Rubric* on page 8 to evaluate your participation. My score.

Self-assessment

The students assess themselves on how well they participated in this discussion activity. To decide on the most important element, students need to express a point of view, give reasons for their ideas, persuade others, and come to an agreement. They can evaluate and grade their work using the *Rubric* on page 8. Students should pay attention to the three categories in the rubric. Check that students take each one into account.

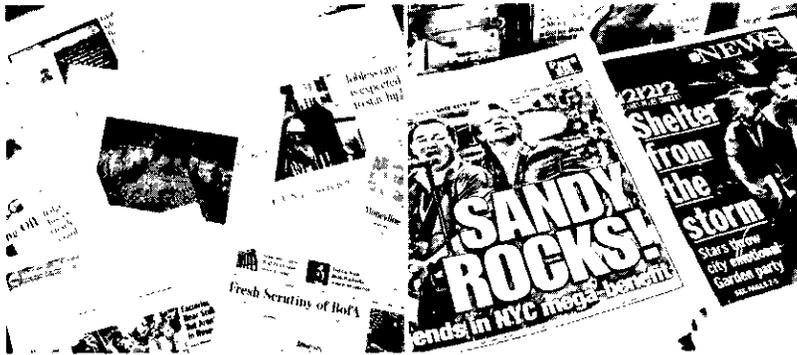
Resources

There is more information about how a newspaper article is structured in the *Reader*. You can refer students to the information about the lead and the inverted pyramid, as well as the part about headlines. If possible, you could also bring examples of newspapers into class for students to identify the different parts. It doesn't matter if these are in Spanish because many of the elements are the same.

Curricular Flexibility

Some students will be stronger speakers than others. By monitoring the discussion activity and providing positive feedback you can help the less confident students. Communication is key. If they get their point across and the rest of the group understands and responds to the message, you should make sure students grade themselves appropriately.

Work in pairs. Look at the pictures and say what types of newspapers and articles you can see.



Answer the questions.

1. How do the different types of newspapers and articles...

a. use images?

b. use headlines?

c. use extended headlines?

d. use text?

2. How do you think the language in each type of article is similar or different?

Work in pairs. Discuss and compare your answers.

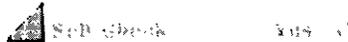
Use the *Self-Check* box to evaluate your participation.

Look at the images in activity A. With your partner, discuss and agree which picture represents tabloid newspapers and which represents broadsheet.

Work in your product group. Take out the protagonist notes for your news story. Work together to write different styles of headlines for your news story.

With a partner from your product group, choose a headline and the type of article you want to write about your news story. Make sure all of the product pairs choose different types of articles.

Keep your headline in your *Evidence Folder* for step 4 of the product.



Analyze a newspaper article

- I can recognize the parts of a newspaper article
- I can compare newspaper elements in different news sources

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Students have already analyzed different types of newspapers and their different elements. Students can identify differences in real examples (use of pictures, size of headlines, etc.). This might also be a good time to ask what the differences are between print and online news. You can refer them to the relevant information in their *Reader*.

Students should now be familiar with different newspaper styles. When they have matched the sentences, students can name the newspaper type: *tabloid* or *broadsheet*.

It is important that students write their headlines in different styles before choosing one. You can help them identify different tones and styles.

Self-assessment

The students assess themselves on how well they analyzed parts of a newspaper and newspaper elements in different sources. Students should reflect on their analysis of articles and headlines. Students could add the words for parts of a newspaper to their word webs or make a note of them in a vocabulary list or phrasebook with definitions and sample sentences.

Ongoing Evaluation

As students will be writing different styles of headlines, you may want to evaluate their work to ensure they are using appropriate language and punctuation for different styles of newspaper. You can check their collaboration and ensure that they all choose a different headline. They don't have to choose the one they wrote. Students should compare their headlines and suggest improvements.

As seen on page 62, the lead is the first sentence of each article and answers the main questions of the reader. The important details in the first story are the traffic and the weather. In the second story, the important details are the traffic, the protest, and the reasons for the protest. The rest is background information.

Read the two news articles and complete the graphic organizers.

Traffic Chaos!

There was chaos on the roads last night as bad weather caused multiple accidents around the country. Angry drivers were stuck in traffic and took hours to get home.

No one was injured but many roads were closed.

"It's like this every time it rains!" shouted one man. "I'll never get back!"

It rained heavily for several hours and forecasters are predicting more. There is only one thing to do—stay at home!

Global Warming Protestors Block Highway

More than 10,000 global warming protestors caused traffic chaos yesterday when they marched down the main highway. Drivers could not enter the city for six hours.

The protests were about greenhouse gas emissions that are getting higher each year. The march ended at the town hall where protestors delivered a petition to officials.

One official said the protests had been peaceful and that the council was looking into new policies.

Headline

Lead (who, what, when, where, why)

WHO? ANGRY DRIVERS. WHAT? GOT STUCK IN TRAFFIC. WHEN? LAST NIGHT WHERE? AROUND THE COUNTRY WHY? ACCIDENTS CAUSED BY BAD WEATHER

Important details

NO ONE WAS INJURED BUT MANY ROADS WERE CLOSED.

Background information

IT RAINED HEAVILY FOR SEVERAL HOURS.

Headline

Lead (who, what, when, where, why)

WHO? PROTESTORS AND DRIVERS. WHAT? MARCHED DOWN THE HIGHWAY. WHEN? YESTERDAY. WHERE? THE CITY WHY? TO PROTEST ABOUT GLOBAL WARMING

Important details

THEY DELIVERED A PETITION TO OFFICIALS. THE PROTESTS WERE PEACEFUL.

Background information

GREENHOUSE GAS EMISSIONS ARE GETTING HIGHER EACH YEAR.

You can remind students that most people only read headlines before deciding whether to read a complete article. You can ask students why it is not always necessary to read background information, even if you are interested in an article. (There might not be time. You may already know the background information, etc.). It is important students have all of the information in their *Evidence Folder* available for this activity so they can refer to their headlines and what the protagonists say.

Work in pairs. Answer the questions.

1. Where can you find the most important information in a printed news article?
2. Why is this important information in that location? What effect does it have?
3. Is it necessary to always read the background information in an article? Why or why not?

Work with your product partner. Take out the headline you chose for your news story. Copy and complete a graphic organizer for your news article.

Organize the notes you have already made and add notes to the other sections.

Keep your graphic organizer in your *Evidence Folder* for step 5 of the product.

Curricular Flexibility

Graphic organizers are a common and useful way to organize information. Students do not have to use the graphic organizer in the book. The important thing is that they organize their information in a logical and easy-to-understand way so they can write an article later. It is important to allow students to choose how they want to represent the information because this will help them understand the structure.

Ongoing Evaluation

You could monitor and evaluate students' work by ensuring that their notes are organized in a logical way that they can understand. You can ask students for a copy of their graphic organizers to be able to compare them to their articles in the next *Product* step. You can also grade students on their learning autonomy in the creation of a graphic organizer. You might want to give group or individual grades.

Work with your product partner. Take out your graphic organizer and notes from the other product steps.

Together write a newspaper article using your organizer and notes. Use the *Writing Checklist* as a guide.

With your product partner, check your newspaper article and discuss if it includes all of the elements in the box.

Headline Byline Quotations Facts Protagonist Topic

Work with another pair from your product group. Exchange articles and use the rubric to evaluate them.



Writing Checklist

A newspaper article

- ✓ Includes images
- ✓ Text is written in the appropriate style according to the type of article
- ✓ The information is presented in the correct order

Students should use the checklist as they are writing the article. The headline and the examples of direct and reported speech were covered in previous steps. You can monitor the activity to help with specific language and vocabulary queries, but allow students to work alone and with their groups as much as possible.

Newspaper Article Rubric	Excellent (3)	Good (2)	Needs Work (1)
Language	Excellent use of language appropriate to article type (longer or shorter sentences, more or less formal, etc.)	Mostly appropriate language (longer or shorter sentences, more or less formal, etc.)	Inappropriate language for type of article (tabloid or broadsheet)
Theme and organization	Clear storyline and organization with lead, details, and background	Clear storyline but not all of the important details in the correct order	No clear storyline, incorrect organization of theme (lead, details, and background)
Elements of an article	Includes all elements of an article	Missing one or two elements	Missing the majority of elements (byline, placeline, etc.)
Headline	Appropriate style, relevant to the article, and makes you want to read more	Appropriate style and relevant to the article	Does not attract attention, inappropriate style and not relevant to the article

Use the *Writing Rubric* on page 8 to evaluate the other pairs work and write your scores below.

Other pair's score Our score

Return each other's work and write a final draft.

Keep your news articles in your *Evidence Folder* for step 6 of the product

Students need to understand that this rubric is specific to the writing of a newspaper article. Therefore, it is useful for students to review each point. In the second part of the activity, they can grade their own and their partner's work using the *Rubric* on page 8. Students can create final drafts based on their partner's feedback.

Language Knowledge

The article is an opportunity for students to combine all of the language aspects they have seen in the unit. These include the different past tenses for narrating a story, and direct and reported speech. It is also important they use appropriate vocabulary and punctuation depending on the type of article they are writing. You can remind students of this and allow them time to check they have included everything.

Self-assessment

The students can use both rubrics to assess themselves and each other on their writing skills. You can tell them to focus on the specific elements of a newspaper article but also take into account clear organization, appropriate content, and the effective communication of the message. Students can also compare the different drafts of their article or of their graphic organizer to measure their progress.

Ongoing Evaluation

It's a good idea to monitor students as they are writing their newspaper articles. As well as grading their the final article, you can evaluate their ability to give and respond to feedback during the drafting process. You can provide feedback regarding the organization of their content and their use of language and vocabulary. You can also evaluate how students' written skills are developing.

Students should analyze the final drafts of their articles. You can explain that now they are not correcting the work but instead comparing the different elements.

Students should use the elements from the box in activity A. Students can go through the examples of each element and have the class decide which element they refer to.

The final chart will be quite big so you might need several sheets of paper for each group. Students can add as many rows as they feel necessary and the charts can be different and original.

Once the comparative charts are complete, students should now be able to easily see the similarities and differences between each other's articles in terms of content, elements, and style.

Name	Pair 1	Pair 2	Pair 3
Type of article			
Headline			
Byline			
Placeline			
Topic			
Protagonist			
Important details			
Quotations			
Facts			

Create an empty comparative chart like the one above for the different newspaper articles in your group. Add a column for each pair in your group.

Add more rows to your chart and include details about language, style, and organization. Complete with the information from your newspaper articles.

Look at your chart and discuss the similarities and differences between each newspaper article.

Use the *Self-Check* box to evaluate your chart and discussion.

Keep your comparative charts in your *Evidence Folder* for the final product.

Contrast news articles

- I compared statements that describe the same facts
- I classified and compared key elements in a newspaper
- I exchanged points of view about the same news stories

Self-assessment

The *Self-Check* box looks at how students compared their news articles. Students reflect on how different statements were used to describe the same facts, how they classified and compared elements of a newspaper, and how they exchanged points of view. You can encourage students to note down the main points of their discussion or summarize what the main similarities and differences were between articles.

Ongoing Evaluation

The comparative charts are the key component for the final stage of the product when students peer evaluate each other's work. You could evaluate their charts to ensure that all of the elements are present, that the examples for each group member for each element are pertinent, and that the charts are well-organized and presented. You can also evaluate the participation of the group members.

A Comparative Chart

With your product group, take out your comparative charts from your *Evidence Folder* and present them to the class.

Make sure everyone in your group takes a turn presenting a part or parts of your comparative chart.

Use this evaluation form to assess your performance and that of your group.



- Write the names of your group members in the table. Evaluate your presentation with *Yes*, *Sometimes*, or *No*.

- Contributed orally and in writing
- Used appropriate language for the audience
- Included all the elements of a newspaper article
- Made appropriate comparisons between similar elements
- Completed every step
- Had all the work needed at hand

Work with your group. Write a brief review of the performance of each group member. Compare your assessments with each other.

- What differences are there?
- What did you do well?
- What do you need to improve?

Discuss your answers to the questionnaire with your group. Give each other feedback on how to improve your performance.



Each group should present their comparative charts. You could hold a question-and-answer session after each presentation with questions from the *Final Evaluation Instrument: Questionnaire*. Students should note the strong points or things that need work for each presentation and then use their notes for the *Self/Peer Evaluation Form*.

It is a good idea to remind students of all the subproduct steps before completing the *Self/Peer Evaluation Form*. They can think about the content of their comparative charts, the organization, and the effectiveness of their presentation.

For activities C and D, students should think about their performance throughout the whole unit and how that affected the final performance. They should be constructive and positive in their feedback towards each other.

Self-assessment

Students can use *Self/Peer Evaluation Form* to reflect on their performances with their group. They could give themselves a grade on overall participation and final presentation. Students should take the time to compare each other's grades and come to an agreement. You can monitor to make sure that groups agree on the grades they give each other.

Final Evaluation Instrument: Questionnaire

You can use the questionnaire in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations.

You need to evaluate the following: important elements of a newspaper article, a logical and understandable organization, reported and direct speech using appropriate tenses, and understanding of newspaper style.

Assessment

You can photocopy *Assessment 5* on pages 171–172. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 183.

Self-evaluation

Students should provide honest and accurate assessment of their attitude during the unit by reflecting on their collaborative work. Examples in this unit include: creating a list of news stories, creating different headlines, making a graphic organizer, writing a news article, and creating a comparative chart.

With your product group, write information to reflect the way you worked together.

- With your product group, write information to reflect the way you worked together.

Cooperative Work Evaluation Form

1. Describe how each member contributed to the product
2. Write what worked really well.
3. Mention ideas or proposals that did not work well
4. Mention what can improve next time

Look at the work you have collected in your Evidence Folder. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

1. Did you turn everything in? _____
2. Where did you see an improvement? _____
3. What do you need to work on? _____

Read the learning outcomes and evaluate yourself.

Read the learning outcomes and evaluate yourself.
3 = Very well 2 = Well 1 = With difficulty

- I can analyze newspaper articles
- I can read newspaper articles
- I can contrast an article in different publications

- Reflect on each learning outcome and write a comment or suggestion in the *Reflection* column.

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To be able to achieve this unit's *Learning Outcomes*, students need to analyze different newspaper articles and identify different styles. They also need to contrast articles in different publications. Students can use the *Self-Check* boxes in the unit to reflect on their performance at each stage. The final grades can be for student use only or contribute to your grades.

Self-assessment

To help students you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Folder*. The work in the *Evidence Folder* should include the following: lists of news stories, notes on protagonists and speech, headlines, a graphic organizer, and a news article.

Final Evaluation

Students should reflect on their ability to read, analyze, and contrast news articles. Students can use examples from the unit (pages 58, 60, 62, 64, and the *Reader*) as well as their own versions. They can reflect on the different styles of articles and their purposes. They can also reflect on the feedback they gave and received in the final product. The grades they give themselves can be compared with your grade for the *Product*.

Unit 6 A Dramatic Reading

15 minutes (10 minutes)

Work in groups. Look at the pictures and answer the questions.

- Where are the people in the pictures?
- What are the people doing in each picture?
- Have you ever watched a play? Where and when?
- Have you ever been in a play? Where and when?

Estimated Reading Time

Quest 2 Reader, pages 65–76  *The Speckled Band*

Overview: Scene from a play written by Sir Arthur Conan Doyle

Reading Practice of *Quest 2 Reader* (The Speckled Band)

The social practice of this unit is

- to read playscripts.

To do this, you will

- select and revise short playscripts for young people.
- read short playscripts to understand the general meaning, main ideas, and details.
- participate in dramatic readings.

Practical Steps

A Dramatic Reading		
Steps	Activities	Subproducts
1	Select a play genre and choose a playscript	Genre notes
2	Identify and compare the main characters	Notes on characters
3	Diagram the story of your playscript	A diagram
4	Analyze a scene from your playscript	Notes on most important actions
5	Practice a dramatic reading and give feedback	Annotated play scene
6	Present a dramatic reading	Peer evaluation review



The pictures show people performing in front of an audience, reading a script, and acting on stage. To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. If students haven't been to or in a play, they can talk about plays they have heard of.

You might explain to students that in a dramatic reading, you read a script with the expression that the character would use. To do this you need to understand the plot of the play, the role of the character, and the scene you are reading from. Expressing the right emotion is as important as pronunciation.

About the Topic

This unit explores the theme of plays and playscripts. There are different types of theater productions that cover different themes and styles. These include musicals, comedies, tragedies, history plays, and farce, among others. London's West End and New York's Broadway are two famous global locations for theater productions. As students will learn, theater involves a lot of preparation and is more than just acting on stage.

Pre-evaluation

It is a good idea to monitor and record what students know about plays, the theater, and acting when they are discussing the *Share What You Know* questions. The KWL chart will give you a written record of students' previous knowledge. Students can return to their charts each time they learn something new. You could hold feedback sessions from time to time where students can share their ideas.

Curricular Flexibility

The final product for this unit is a dramatic reading. Students can use longer or shorter readings depending on their language level, but they should use the techniques learned in the unit. Plays are available free of charge online for middle school students. If students do not have access to plays they can also write their own script from a short story or read a short story with direct speech.

You can generate more interest in the topic by asking students for examples of comedies, horrors, romances, and tragedies. Ideally these should be plays, but they can come from any other medium: TV, movies, or books.

Students can listen for a number of clues to help them identify the genres. These include sound effects (horror), crying and emotion (tragedy), repetition of sentences (comedy), and tone between characters (romance). It is possible to identify the genres without understanding every word.

This activity requires understanding of specific information. You can pause the audio to check answers. **Possible answers:** 1. The tone of voice can help set the mood: a low tone of voice may indicate horror or tragedy. 2. Somewhere indoors, because of the background noises. 3. With their voices and expressions. 4. A vampire wants to suck someone's blood, a series of unfortunate events, a conversation between two people.

A Look at the pictures and identify the correct genres.

comedy • horror • romance • tragedy



B Listen to the play excerpts and number the pictures in the order you hear them.

C Listen again. Then work in pairs and discuss the questions.

1. How does the tone of voice help you identify the genre of the excerpt?
2. Where do you think the scenes are happening? How can you tell?
3. How did the actors transmit their emotions?
4. What do you think the story is behind each excerpt?

His voice was...

Yes, that gives you the idea of mystery and horror

D Work in groups. Read the one-sentence synopses of some famous plays and discuss what genres they belong to.

1 **HAMLET**
by William Shakespeare

Hamlet wants revenge for the murder of his father, but in the end, he loses his mother, his girlfriend, and his life.

2 **Lady Windermere's Fan**
by Oscar Wilde

Lady Windermere finds that appearances can be deceiving in this hilarious satire of relationships.

3 **The Woman in Black**
adapted by Stephen Wallatrat

Marsh House is haunted by the terrifying ghost of a woman dressed in black.

4 **Cyrano de Bergerac**
by Edmond Rostand

Bergerac loves the beautiful Roxanne but thinks he is too ugly to tell her how he feels.

A Work in groups. Discuss which genres you prefer and explain why.



About the Topic

The audio provides specific examples from real plays. These are: *Dracula* by Richard M. Sharp (1980), *Death of a Salesman* by Arthur Miller (1949), *Waiting for Godot* by Samuel Beckett (1955), and *West Side Story* by Arthur Laurents (1957). These plays are regarded as classics and are still watched by people all over the world to this day.

Learning to Learn

Activities B and C give students the opportunity to practice inferring information from audio. Inference is the technique of finding answers from clues and prior knowledge rather than directly. By listening to things such as tone and emotion, students can infer the relationship between speakers, feelings, background plot, and setting. It is important to encourage students to make inferences whenever possible.

Resources

The *Reader* can be used by students to see a longer excerpt from a different play, the Sherlock Holmes story *The Speckled Band*, by Sir Arthur Conan Doyle. This mystery play was adapted from the short story by Doyle himself in 1909. Students can read this at any time throughout the unit to get a feel for how the elements of a playscript work together. If there is time, you may want groups to read this play together.

E Read the excerpts from the scenes on page 70. With a partner, analyze and mark them **C** (comedy), **H** (horror), **R** (romance), or **T** (tragedy).

1. **DIABLO:** Come in. The night air is ... and you must need to eat and rest. *(Wolf howls.)* **H**
2. **EMMA:** I made the last payment on the house today. Today, dear. And there'll be nobody home. *(Starts crying.)* **T**
3. **VLADEK:** Say, I am happy. **ESTRAGON:** I am happy. **VLADEK:** So am I. **ESTRAGON:** So am I. **C**
4. **TONY:** You're not thinking I'm someone else? **MARIA:** I know you are not. **TONY:** Or that we have met before? **MARIA:** I know we have not. **R**

A With your partner, match the genres to the features. Support your answers.

- H** Has situations that make you feel afraid
- T** The characters' situations go from good to worse
- R** Features a beautiful woman or a handsome man
- C** Presents stories or scenes that are intentionally funny
- H** Often the setting is a haunted house or other building
- T** The main characters cause their own problems
- C** Uses satire and irony to give a story humor
- R** The plot usually has a happy ending

F With your partner, think of the genres in the previous activity and choose your favorite. Then talk about the plays or movies you know of the genre you chose. Choose your favorite and make notes including the features in the box.

Name • Genre • Setting • Plot • Features

- A** Share your choice and notes with another pair.
- A** Use the *Self-Check* to evaluate your performance.



Identify genre and features

- I identified different play genres
- I analyzed features of plays and matched them to genres.

Product Step 1

G Form a product group. Look at the genres presented in previous activities and choose one. Then make a list of plays or movies from that genre.

A Choose a play or movie to analyze and make notes of its general features. Use activity F as model.

A Look for the playscript for step 2 of the product.



Find a playscript of the genre your group chose online at <https://www.playscripts.com/> in the dropdown

P Keep your notes for step 2 of the product.

Students will have inferred some of these features on the previous page, but they can now see how they appear in script format. Some of the features refer to language, others to different dramatic techniques.

Ideally, students will use a play here, but as many may not have seen one, it is a good idea to open this up to include movies, TV shows, or books. Many of these have been converted into plays and vice-versa, and so will enable students to make the same types of notes.

Now that students are working on the product, they must look for plays as examples. This might mean providing them with examples or allowing them time to research plays of their choice, either in class or in between classes (see *Resources* below).

Resources

The website referenced on page 71 is a useful resource for finding playscripts to use in class. Students can tailor their search by selecting the appropriate categories at the top of the screen. Groups will have already decided on a genre but they will find a number of options when they start their search. You can remind them they don't need the whole script and they will need to register to be able to read the plays for free.

Self-assessment

The students reflect on their identification of genres and features of different plays. They might like to keep a list of different play genres and their features and add titles to their lists as they research playscripts. They could compare and contrast common features to all types of plays as well as genre-specific features.

Ongoing Evaluation

The first step of the product is an important one because it lays the foundation for later stages. It also gives students the opportunity to discuss as wide a range of genres and examples as possible. Therefore, it might be useful to check students' participation at this point. You could check that all group members are putting forward their point of view and participating fully when choosing the genre for the group's play.

Before students read the playscript, you might have them scan it for the main features. You can ask questions to elicit information: *What is the title? How many characters are there? Which scene is it? Who is in the first scene?*

TROUBLE AT SCHOOL

A Play in Two Acts by John Smiley

Characters

PAUL DOYLE: A friendly, confident, fourteen-year-old boy. He is louder than his friend Sam. He is always smiling.

SAM BILLINGS: Also fourteen years old, Sam is less confident than Paul. He has a very serious expression.

MS. DANIELS: Their teacher. Hard-working and kind, she finds her job less satisfying than she used to. She is in her late twenties.

JULIE DOYLE: Paul's long-haired older sister. She is also friendly, but a little nervous.

ACT I

Scene 1

SETTING

We are in the empty eighth grade classroom of MS. DANIELS. There are science projects on the wall and the room looks bright and happy. MS. DANIELS is standing next to her desk after class. There is a knock at the door.

MS. DANIELS

Come in!
(There is whispering from behind the door.)

MS. DANIELS

(Louder, more impatient.)

I said "Come in!"

(The door opens slowly. PAUL

DOYLE and SAM BILLINGS enter.)

SAM BILLINGS

(Nervous.)

Ms. Daniels, we have something to tell you.

It is important that students understand that a playscript does not only contain the words the actors need to say. To explain, you might draw a chart on the board with the people in one column and ideas for how the script is important to them in the other. **Possible answers:** The character list gives the audience some background information. Set designers need to know which props are going to be needed. Stage directions help the director and actors, and emotions help the actors.

A Read the playscript and write the words next to the definitions.

act • characters • dialogue • scene
setting • stage directions

1. **CHARACTERS** _____ *n* a description of the people in the play
2. **SETTING** _____ *n* where the action in the play happens
3. **DIALOGUE** _____ *n* the spoken text in the play
4. **STAGE DIRECTIONS** _____ *n* description of the actions on stage
5. **ACT** _____ *n* the larger sections of plays
6. **SCENE** _____ *n* the smallest section of a play

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B Work in pairs. Discuss how the different features of the playscript are important for these different people.

actors • audience • director
set designers

The stage directions are important for everyone because...



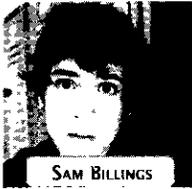
Curricular Flexibility

In addition to identifying what is missing, students can add their own details to the playscript. You can suggest they use the script on the page as a model and encourage them to use their own ideas for emotions and stage directions. You can ask stronger students to write character descriptions and share them with the class.

Resources

For a more detailed look at how to write a playscript, www.playwriting101.com has an extensive overview of the steps writers go through. Students can check this website at home at various stages throughout the unit and focus on the chapter that covers the topic of the class. For example, here they might look at the "Title Page Element" and the "Cast Page Element."

- C With a partner, read the playscript again and circle the adjectives in the descriptions.
- A Identify the characters from the descriptions. Say what helped you identify them.

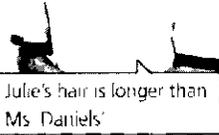


- D With your partner, compare the characters. Use the examples to help you.

Sam is not as confident as Paul.



Julie's hair is longer than Ms. Daniels'



Product Step 2

- E Work in your product groups. Take out the script you chose in step 1. Identify the main characters that appear in your playscript.

Assign a different character from your playscript to each group member. Analyze your character's appearance and personality and complete the chart.

Character's name

Appearance

Personality

Work in pairs. Discuss and make notes on the similarities and differences in your characters' appearances and personalities. Use activity D as a model.

Use the *Self-Check* to evaluate your analysis.



Identify details of a playscript

- I identified details of a playscript
- I considered the sections of a play
- I compared characters.

- P Keep your notes for step 3 of the product.

You might want to write the examples on the board as students find them. Encourage them to help each other. You might want to help students if they have a hard time trying to finding all the adjectives.

Students should read part of the playscript to get an idea of what the characters are like. If there are no details about appearance or personality, then they can be creative. You can help them create character descriptions that fit with the story.

You can point to the adjectives on the board and check understanding by transforming sentences. For example: *Sam is not as confident as Paul. Is Sam more confident than Paul? (No.)*

Language Knowledge

Students should be familiar with the comparative structures *-er than* and *more ... than* for longer adjectives. However, it may be the first time they have seen *not as ... as*. You can write some example sentences on the board and explain that *not as ... as* compares things that are not equal and *as ... as* compares things that are equal (see activity D). Similarly, you should explain that *less than* means to a smaller extent or degree.

Ongoing Evaluation

For step 2 of the *Product*, you might consider checking the character descriptions of each group member. This is an opportunity to check that students are using comparative adjectives correctly for both appearance and personality. You can also evaluate students' participation and collaboration within each group. You should ensure that everyone is actively participating.

Self-assessment

In this *Self-Check* box, students reflect on how well they identified details of a playscript. This includes sections of a play and descriptions and comparisons of characters. Students should keep their annotated play extract from activity C in their *Evidence Folders*. They could also find other examples online and copy out small sections for further analysis.

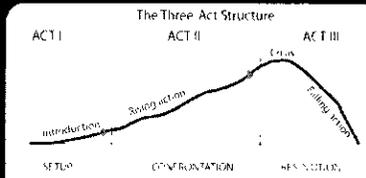
Students can also use the diagram in the text to help with their predictions. You could also ask questions to elicit information: *What is an act?* (A section of a play.) *Where are acts used?* (In plays.)

A Work in pairs. Look at the title of the article and make predictions.

1. What is a three-act structure?
2. When and where is it used?

The Three-Act Structure

What is the three-act structure? It is a story that contains the following elements: a **setup**, a **confrontation**, and a **resolution**. They are commonly known as the beginning, middle, and end.



The setup is where the characters and setting are introduced; they can be anyone and anywhere. The setup also contains a strong **hook**. This is an exciting scene or moment that catches the audience's attention. The setup usually ends with an action that changes the course of the story. This is called a **plot point**.

The second act—the confrontation or middle—is the longest. The challenge here is to keep the story moving **forward**, which would sometimes require a **subplot**. This is when a character has scenes that are not directly related to the main story. During the second act, the story must be developed and the main character must decide what to do by the **end of the act**. This decision is often accompanied by some sort of **choice**.

Finally, we come to the resolution. This often means a final confrontation or **climax** between good and evil in the story. It usually comes after a second plot point. A good resolution answers all the questions the audience may have about characters and plot, including subplots. After this, the action "falls" or slows down.

Scriptwriters and screenwriters often follow the three-act structure to create successful stories. Think about your favorite story, movie, or play. Does it follow this format?

Students can read the text quickly to check their predictions. The text contains some new vocabulary, but you can tell students not to worry about every word on this first reading. Then for activity B, you can ask students to read the text again more carefully. It is a good idea to have them work out the meaning of the words from context, using both the text and image. If they are still struggling, you can remind them to use the *Glossary* at the end of the book. You could also ask comprehension questions to check understanding: *What are the three acts? What is the purpose of the hook? How is the subplot different from the main plot? When are all the audience's questions answered?*

B Work in groups. Read the article again and agree on the meaning of the words in green.

C With your group, analyze a play or movie you have seen using the features of the three-act structure.

D Copy the Three-Act Structure diagram in your notebook. Write the events of the play or movie you analyzed onto the diagram.

Find out more about the three-act structure online here: <https://www.youtube.com/watch?v=7Z6t9y0wv20>

74 Unit 6

Learning to Learn

Guessing meaning from context is an important skill and refers to the ability to infer the meaning of words using contextual clues. Students should be able to infer the meaning of unknown words from the context they are in, the way the word is formed (or its part of speech), and background knowledge of the subject. You might want to encourage students to practice this skill when the opportunity arises.

Resources

The webpage offers more detailed information about writing a three-act structure. Students can use ideas from here or from the text on the page to analyze their own scripts. The webpage is quite long, so groups could read about one act each and then exchange information. You might want to encourage them to make notes to add to their *Evidence Folders*.

Ongoing Evaluation

You can use each group's analysis of the three-act structure and the descriptions they give to the class to evaluate how well they understand the concept. You can also assess their presentation of ideas, such as whether they gave a clear argument and provided examples.

E In pairs, read three scenes from a play. Underline the hook and the climax.

Scene 1

(An old policeman enters the stage looking for something. Suddenly, a man -- MR. ARKHAM -- steps out of the shadows. The detective turns.)

Policeman: You? I knew it was you. I've known for so long. (He sees the gun in the man's hand.) No! Wait! I have a young...

(The man fires the gun. Fade to black. The man laughs in the darkness.)

Scene 6

(Mr. Arkham walks on to the stage towards a school bus, then stops and looks back.)

Mr. Arkham: Come on, kids! Follow me!

(A group of schoolchildren follow Mr. Arkham on to the stage. They sound excited.)

Mr. Arkham: I have something very interesting to show you. Get onto the bus.

Scene 28

(Mr. Arkham and Melissa are sat at a table with drinks and food.)

Mr. Arkham: Melissa, I'm so glad you agreed to come today. (Coughs.) You know? I think you are the one... (Coughs.) I need someone to know (cough), to know about the real me.

Melissa: I know just how you feel. (She puts her business card on the table and looks at him.)

Mr. Arkham: Your card? (Coughs.) OK, Ms. Hawkins. (Coughs.) Hawkins? What? Are you...?

Melissa: You shot my father! And you will pay! (She takes out a bottle of poison.)

Mr. Arkham: (Coughs.) My drink. How clever you are! (Mr. Arkham laughs and dies.)

With your partner, use the article on page 74 analyze the scenes and discuss the questions and support your answers.

1. How did you identify the hook and the climax?

THE HOOK CAUGHT MY ATTENTION. THE CLIMAX WAS THE FINAL CONFRONTATION.

2. Which scene is the set up? SCENE 1, BECAUSE IT'S AT THE BEGINNING AND CONTAINS THE HOOK.

3. Which scene introduces the subplot? SCENE 6, BECAUSE IT IS NOT RELATED TO THE MAIN STORY.

Product Step 3

F With your product group, analyze your script and diagram your play. Use activity D as model.

G Choose a scene with the most interesting plot points and the correct number of characters for your group for step 4 of the product.

P Keep your diagram for step 4 of the product.

After reading the play and marking the text individually, you could divide the class into groups of three to act out the play. Groups can decide which person will play each character and practice the lines. You might want to monitor the activity and encourage them to use appropriate emotions and gestures. If there is time, groups could then act out the play excerpts, following the stage directions in the script. Alternatively, you can give different groups the option of acting out different scenes.

Students can now use all of the information from this class to analyze features in scripts. You may want to ask them to work in pairs and check their answers with the rest of the class.

Unit 6 75

Learning to Learn

You can remind students that they do not have to follow the exact style of graphic organizer as it appears in the book. The important thing is that they organize their information in a logical and easy-to-understand way so that their analysis is clear. They can even make a chart in the form of a mind map if this visual representation helps them understand the concepts better.

Ongoing Evaluation

As students complete their charts, you may want to check their work to ensure they have understood the terminology properly and that they are writing appropriate notes under each heading. Students should discuss their scripts and agree on each point before completing each section of the chart. You can check their participation and how well they work together.

You may want to ask students to work in pairs and then check their answers with their classmates. **Possible answers:**
1. A living room. **2.** A family and the relationship between its members.
3. Anger, because we can infer that from the situation and the tone they are using.

You can look at the pictures with students before listening to the audio and ask them to predict how somebody would sound if they felt that way. You could practice sounding sad, friendly, angry, etc. by saying one word, such as "yes," out loud in different ways.

You may want to ask students to work in groups. **Possible answers:** **1.** Emotion can sometimes completely change the meaning of an expression. **2.** The description in parentheses of what they are doing, their pauses, etc. **3.** I could relate to the emotions. **4.** They make them feel their emotions depending on the intention they give to the dialogue each time they say it.

A Work in pairs. Read the following script out loud and answer the questions.

1. Where are the characters?
2. What do you think the play is about?
3. What emotions and tone do you think the characters use? Why?

ACT ONE
Scene 1

Setting. LENNY is sitting on the sofa with a newspaper, a pencil in his hand. He is wearing a dark suit. He is making occasional marks on the back page.

MAX comes in, from the direction of the kitchen. He goes to the _____ and opens the top drawer. He looks in the drawer and closes it. He walks _____, stands, looks about the room.

MAX

What have you done with the scissors?
 (Pause)

I said... I'm looking for the scissors. What have you done with them?

(Pause)

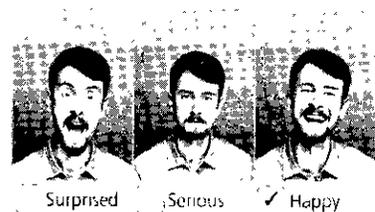
Did you hear me? I want to cut something out of the paper.

LENNY

I'm reading the paper!

B Listen to a director and some actors attempting this scene in different ways.

Mark (✓) the feelings that the director finally decides are best for each character.



C Listen again and underline the correct options.

1. What is Lenny's reaction in the first attempt?
 a. Bored b. Interested
2. How is Max's tone in the second attempt?
 a. Angry b. Polite
3. What does the director ask Max to use in the third attempt?
 a. Charm b. Laughter

D Work in groups. Discuss the questions.

1. How important is emotion and tone when reading a dramatic script?
2. What written elements in a script tell you the emotion of the characters?
3. How did you feel listening to the three different examples?
4. How do the examples change the audience's attitude towards the characters?

About the Topic

This extract is taken from *The Homecoming*, written in 1964 by Harold Pinter. The original Broadway production won the 1967 Tony Award for Best Play. Set in North London, it concerns the morals of family life and power in relationships. Harold Pinter and his plays are often part of the English curriculum in English-speaking countries.

Curricular Flexibility

As well as identifying tones and emotions, this is an opportunity to practice expressing them. You could even turn this into a game. You can first have pairs practice saying the script out loud in different ways. Then you could join pairs together and have them write adverbs on separate slips of paper: angrily, happily, etc. Pairs can take turns selecting adverbs at random and then perform the script accordingly.

E Work in pairs. Read these excerpts from the script and analyze the underlined words.

Discuss with your partner which actions are long and which are short.

1. Lenny is sitting on the sofa with a newspaper.
2. He is wearing a dark suit.
3. Max comes in, from the direction of the kitchen
4. He goes to the sideboard and opens the top drawer

F Work in pairs. Look at three scenes from plays and describe the actions. Ask your partner to guess which scene you are describing. Look at activity E as a model.



A Now that you have analyzed the scenes, propose and agree with your partner on the emotions the actors should express. Include proper punctuation when necessary.



1. Lenny is sitting on the sofa with a newspaper.
2. He is wearing a dark suit.
3. Max comes in, from the direction of the kitchen
4. He goes to the sideboard and opens the top drawer

Product Step 4

G Work with your product group. Take out the scene you chose from your playscript and describe what happens in your scene to your partner. Make notes on the most important actions in the scene.

A Think about the emotions the characters must express and add punctuation marks where necessary in the script.

P Keep your notes for step 5 of the product.

Students are now familiar with the present simple and present continuous. These activities show how the tenses are used in directions for plays. After they have identified the different actions, you can point out the similarities in use of the past simple and past continuous when narrating past events. Here, the present continuous, like the past continuous, is used to provide ongoing, background information.

Students can annotate or rewrite their scenes in a similar way to activity G. You can make sure they are describing background information and shorter actions.

Language Knowledge

While students are familiar with the present simple for routines and facts, and the present continuous for ongoing activities, in stage directions the tenses are used to describe activities in the "background" and "foreground." For example, *He is reading the paper* is background information that sets a scene. *His daughter enters stage left and taps him on the shoulder* are foreground actions related to the plot.

Ongoing Evaluation

It's a good idea to monitor students as they are analyzing and making notes on their scenes. You can evaluate their ability to use tenses correctly when describing a scene. You can provide on-the-spot feedback regarding their language use and content. You can also evaluate how students' written skills are developing through the school year.

You may want to ask students to work together and share their answers with the class.

Possible answers: 1. a. 2. Rehearse by myself and then in front of other people so they can give me feedback once I'm confident with my lines.

A Work in groups. Answer the questions.

1. What problems do you think you could have giving a dramatized reading?
 - a) Remembering your words.
 - b) Speaking clearly.
 - c) Making and correcting errors.
2. What can you do about these problems?

B Listen (?) to a drama teacher giving the class advice. Mark (✓) the strategies that are mentioned.

1. Look at the script. _____
2. Don't panic.
3. Count to ten. _____
4. Take a deep breath.
5. Think about what you just said.
6. Close your eyes. _____

A Work in groups and discuss which advice you think is useful and give reasons.

C Read the leaflet and underline the key advice.

Giving a Dramatic Reading

Dramatic readings are difficult things to do—even in your first language—and it is normal to get nervous and make mistakes. However, these tips may help you control some aspects of your speaking skills.

Focus on your mouth position for different sounds. You can practice by exaggerating the position of your mouth when you speak.

Make sure you stress the correct syllables and words that convey emotion. You can use the punctuation in the script as a guide

Using gestures will also help you communicate your message

Don't worry too much if you make errors.

Pause, think about what you need to say, and use "fillers" like *hmm* or *erm* as you think.

Finally, remember that practice makes perfect. Always be prepared!

D Work in groups and write a list of tips for giving a dramatic reading.

Tips for Giving a Dramatic Reading

1. Check the position of your mouth when making sounds.
2. MAKE SURE THE TONE OF YOUR VOICE IS CLEAR.
3. GIVE YOUR DIALOGUE THE PROPER EMOTION.
4. MAKE PAUSES AT THE RIGHT INTERVALS.

Product Step 5

E Work with your product group. Practice reading your scene with the proper intonation and pronunciation.

A Practice your scene with intonation and emotion. Use the tips in activity D to help you.

A Evaluate your performance using the *Speaking Rubric* on page 8 and write your scores below.

My score: _____

P Keep your annotated scripts for step 6 of the product.

After discussing the useful advice, students can add information to their mind maps from activity A. You can encourage students to give personal responses to the advice. *Don't panic is good advice. I always make more mistakes when I panic.*

Students can check their lists of tips with another pair. In the second part of the activity, you can first elicit what each of the punctuation symbols means. (! for expressing surprise or strong emotions, ? for questions, and ... for pauses) You can stress that these symbols are essential clues as to how a writer wants an actor to speak.

Learning to Learn

There are a number of ways students can analyze and record their tips in this class. Two suggestions are the mind map and the list. What is important is that students synthesize the information and keep one set of tips in a format that they understand. Some tips will be repeated in activities B and D and students can create their own final versions.

Ongoing Evaluation

Evaluate how students punctuate their scripts and then monitor them practicing it. This is a good time to give feedback on any pronunciation issues, such as tone, emotion, pauses, and pronunciation. You can also ensure that everyone is participating in the activity and that everyone has a speaking role.

Self-assessment

The students can assess themselves on how well they pronounced the lines in their scenes. To do this, they can check how they followed punctuation cues and stage directions about tone and emotion. They can evaluate and grade their work using the rubric on page 8. You might draw their attention to the three categories in the pronunciation part of the *Rubric* and check that students take each one into account.

A Dramatic Reading

Product Step 6

A Perform your dramatic reading for the class in your product groups.

B Use this evaluation form to assess your performance and that of your group.



Self/Peer Evaluation Form

Write the names of your group members in the table. Evaluate your presentation with *Yes*, *Sometimes* or *No*.

		Names	Me
Pronunciation	Used appropriate intonation and emotion		
	Checked speed and rhythm		
Language and content	Used appropriate language		
	Organized scenes into a logical order		
	Gave an entertaining performance		
Organization	Completed every step		
	Had all the work needed at hand		

C Work with your group. Write a brief review of the performance of each group member. Compare your assessments with each other.

1. What differences are there? _____
2. What did you do well? _____
3. What do you need to improve? _____

D Discuss your answers to the questionnaire with your group. Give each other feedback on how to improve your performance.



If you have a big class, students can perform their dramatic readings for each other simultaneously in groups. Alternatively, groups can perform their readings for the class. You should leave yourself enough time to evaluate groups using the graphic organizer in the suggested evaluation instrument. While students listen to the readings of their group members, they can make notes about the strong points or things that need work and later use their notes for the *Self/Peer Evaluation Form*.

It's a good idea to remind students of all the subproduct steps before completing the form. They can think about the preparation of their scripts and the effectiveness of their readings.

For activities C and D, you should once again remind students to think about their performance throughout the whole unit and how that affected the final performance. They should be constructive and positive in their feedback towards each other.

Self-assessment

Students can use the form on page 79 to reflect on their performances with their group. They can give themselves a grade on overall participation and final performance. It's a good idea to plan enough time for students to compare each other's evaluations and come to an agreement. You can monitor to make sure that groups agree on their evaluations of each other.

Final Evaluation Instrument

You can use the *Product Graphic Organizer* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations.

You need to evaluate the following:

- Topic
- Character
- Emotion
- Pronunciation
- Entertainment

Assessment

You can photocopy *Assessment 6* on pages 173–174. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 184.

Self-evaluation

If you remind students of their collaborative work, you can help them provide honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include: completing a genre chart, making notes on characters, adding stage directions, making notes on important actions, and annotating a play scene.

To be able to achieve this unit's *Learning Outcomes*, the students need to select and revise short playscripts for young people. They also need to read short playscripts to understand the general meaning, main ideas, and details. Finally, they should participate in a dramatic reading. You can suggest returning to the *Self-Check* boxes throughout the unit to reflect on their performance at each stage. The final grades in this section can be for student use only or can contribute to your grades as a teacher. You can encourage students to share their reflections with the class.

Product Collaboration Checklist

- With your product group, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

Team members:

Product: _____ Date: _____

- | | | |
|--------------------------------------------------------------------|-----|----|
| 1. We prepared each step and we produced good work. | Yes | No |
| 2. We paid attention to each other and waited for our turn. | Yes | No |
| 3. We gave each other constructive feedback and helped each other. | Yes | No |
| 4. The best part of our work was _____ | | |
| 5. Next time, we can improve at _____ | | |

Check Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in? _____
- Where did you see an improvement? _____
- What do you need to work on? _____

Reflection Time

- Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can select and revise short playscripts for young people		
I can read short playscripts to understand the general meaning, main ideas, and details		
I can participate in dramatic readings		

- Reflect on each learning outcome and write a comment or suggestion in the *Reflection* column.

80

Self-assessment

To help students with the *Self-assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Folder*. The work in the *Evidence Folder* should include the following: a genre chart, notes on characters, stage directions, notes on most important actions, and an annotated play scene.

Final Evaluation

Students should reflect on their ability to select, read, understand, and perform dramatic readings. You can remind them of the examples from the unit (pages 70, 72, 75, 76, and the *Reader*) as well as their own versions. Students can reflect on the elements of playscripts and their purposes, as well as the feedback they gave and received in the final product. The grades they give themselves can be compared with your grade for the product.



The pictures show water pollution, land pollution, and air pollution. To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*. The effects of pollution include global warming, acid rain, etc. Some solutions include reducing, reusing, and recycling. Students can create a list of solutions for step 1.

Students should use *will*, *may*, and *might* to predict the future environmental problems. When students identify key problems, you can monitor their expressions of persuasion for the *Pre-Evaluation* and to see which language points the students need support with.

To help students understand the final *Product*, you can explain that in a roundtable discussion, students discuss a specific topic that they have researched. You can refer back to their examples of problems and solutions from the *Before you Start* section to show them examples of topics for a roundtable discussion.

Work in groups. Look at and describe the pictures. Answer the questions.

- What is the effect of the pollution in each picture?
- What problems might we have in the future because of these types of pollution?
- How can we solve these problems?

Quest 2 Research

Quest 2 Research pages 11-36 *Being Eco-Friendly*

Overview: A website discussing the civics and ethics of environmental responsibility

Use Quest 2 Research pages 11-36 to do the following:

The student will be able to:

- ▲ to discuss viewpoints in a roundtable discussion.
- to do this, you will:
 - ▲ analyze texts related to civics and ethics and select information.
 - ▲ understand the general sense and main ideas of texts related to civics and ethics.
 - ▲ discuss viewpoints in a roundtable discussion.

Product

Steps	Activities	Subproducts
1	Make a list of pollution problems.	List of pollution problems
2	Create list of solutions to research for a pollution problem from your 1st.	Research questions
3	Choose a solution and discuss consequences based on research.	Notes of solutions and consequences
4	Use your notes to write a consequence chart	Consequence chart
5	Create a list of questions based on the ideas from your consequence chart	List of questions for moderator
6	Have a roundtable discussion and reach a conclusion	Peer review

About the Topic

You can find out more about the top environmental issues on this website: <https://www.conserve-energy-future.com/top-25-environmental-concerns.php>. The unit looks at the causes and effects of these problems, and encourages students to think of possible solutions. One solution in Mexico is using vertical gardens to filter greenhouse gases. https://www.ics.uci.edu/~wmt/courses/ICS5_W13/Mexico.html.

Pre-evaluation

The *Before You Start* section gets students to identify and describe environmental problems. For questions b and c, students can write a list of problems and solutions to use for step 1. For question b, you can monitor and record examples of the students' use of *will*, *might* and *may* to talk about the future. This will help you to see common errors (e.g., use of the wrong verb form after *will*, overuse of *will* instead of *may* / *might*).

Curricular Flexibility

The *Product* for this unit is a roundtable discussion in which students discuss a topic they have researched. Students complete a research guide and take notes individually before sharing what they have learned with their group. The *Think-Pair-Share* technique is a great way to provide students with the necessary time to plan what to say and gain the confidence to talk in front of their group.

Before students discuss the questions in Activity A, you may consider giving them time to underline the different types of pollution in the article and discuss what they already know. You can encourage students to use mind maps to link their ideas around a central topic (pollution) and use their ideas from the *Before you Start* section to help them.

- ▲ **A** Work in pairs. Read the first line of each paragraph in the magazine article. Then discuss the questions.
 1. What are the different types of pollution?
 2. How many of these types did you already know about?
- ▲ Read and analyze the article about pollution and compare the information with your answers to the questions above.

by Monica Stone

Anyone who lives in a large city is aware of the pollution around them—smoke from car exhausts, trash in the streets, chemicals in the water—it’s a long list. But did you know that actually there are five distinct forms of pollution? Discover all five and learn how to reduce the pollution you create.

The most well-known form of pollution is land pollution. This refers to pollution of the land from household garbage or industrial waste. Land pollution can have serious effects on the health of people and animals, in particular respiratory difficulties. The greatest way to help combat our land pollution problem is to remember the “three Rs”: reduce waste, reuse waste, and recycle.

The next form of pollution that everyone is aware of is air pollution. The main causes of air pollution are vehicle exhaust and the burning of fossil fuels like gas, oil, and coal. Polluted air creates acid rain, which kills trees and severely affects human health. Governments worldwide are creating policies to reduce emissions from industries and vehicles.

1 https://www.epa.gov/sites/production/files/2015-10/documents/csorc1_4.pdf

Another significant form of pollution is water pollution. Many people do not know that 1.2 trillion gallons of household and industrial wastewater flow into US waters every year.¹ Water pollution affects everything that needs water. For instance, polluted water poisons fish, which then cause illness or death when eaten. Therefore, chemicals need to be disposed of responsibly by industries and households.

Did you know that noise and light are also two types of pollution and that they affect people and animals? If businesses produce too much noise, animals cannot hear the animals they hunt. If baby turtles see artificial lights, they get lost on their way to the sea. So reduce the volume of televisions and stereos and use less powerful light bulbs.

Governments need to enforce pollution laws, but we also need to play our part. If we all start reducing pollution, the world can be a cleaner and healthier place.



You can encourage students to describe the type of pollution shown in the photos (picture 1: air pollution; picture 2: noise pollution) and ask them if they know where the first photo was taken (Mexico City). As they read the text, students can add new information to their mind maps and use these in step 2 of the *Product*.

About the Topic

The text talks about five different forms of pollution: land pollution from household garbage and industrial waste, air pollution from cars, water pollution caused by sewage, noise pollution, and light pollution. It describes how each form can affect our planet and what solutions there are. There is a list of possible solutions on this website: <https://sustainability.georgetown.edu/getinvolved/thingstheyoudo>.

Resources

The *Reader* discusses pollution and the ways we can become more eco-friendly. The *Reader* describes the three Rs – reduce, reuse, recycle, explains how to save energy around the house, and gives examples of eco-friendly products. As students read, you may want them to note what measures they are already doing to help the environment and what new things they will try to do after reading. The *Reader Answer Key* can be found on page 185.

B Work with your partner. Look at the text and discuss the questions.

1. What type of text is this?
2. Where do you think you can find this type of text?
3. What are the advantages and disadvantages of this kind of writing?

C Work with your partner. Complete the summary table using information from the magazine article and your own ideas.

Pollution type	Causes	Effects	Possible solutions
Land	HOUSEHOLD GARBAGE AND INDUSTRIAL WASTE	Health problems for humans and animals	REDUCE WASTE, REUSE WASTE, AND RECYCLE
Air	Vehicles and industrial emissions	ACID RAIN AND HEALTH PROBLEMS	GOVERNMENT POLICIES TO REDUCE EMISSIONS
Water	HOUSEHOLD AND INDUSTRIAL SEWAGE	POISONED FISH AND HUMAN ILLNESS OR DEATH	Dispose of chemicals responsibly
Noise	Businesses and houses	ANIMALS CANNOT HUNT	REDUCE TV AND RADIO VOLUME
Light	Artificial lights	ANIMALS GET LOST	Use less powerful light bulbs

Articles are written pieces of work that can be published in print or online. Students can recognize that the text is an article from the introduction, main body, and conclusion. Articles are written to inform, whereas essays aim to persuade. Students can talk about the advantages and disadvantages of articles written to persuade or inform, and of government websites such as this. It would be good for students to discuss how effective they believe the photos are. They might say they are effective because they illustrate two of the five types of pollution mentioned in the text.

D With your partner, decide which type of pollution from the table affects the area where you live the most. Give examples to support your opinion.

I think the noise pollution is the worst. I can't sleep on Friday nights because of the noise from people playing loud music.



Product Step 1

F Form a product group including your partner. Think about the pollution problems in your community. Discuss how they can affect you.

A Make a group list of the pollution problems and possible solutions. Use the information in the table to help you.

P Keep your group's list of pollution problems for step 2 of the product.

For mixed ability classes, you may consider asking stronger students to think of other solutions to the problems as you assist students who may need more time. You can encourage them to use their Reader to investigate the different ways they can help solve problems and add them to the chart in activity C.

Curricular Flexibility

It is important for students to participate in group work to actively engage in the learning process. You may consider grouping the students yourselves or get students to choose which roles they would like to have and then create a group consisting of students with different roles. The roles for the final product are a moderator, a secretary, and participants, so it would be good for students to practice these roles.

Ongoing Evaluation

You may consider evaluating students on how well they choose who to work with when forming their product groups. Students should be respectful to one another and not discriminate against anyone. As they discuss problems in their community, you can evaluate their ability to identify the causes and effects. It would be good if students could think of specific examples of problems in their own community.

Students can suggest researching information on the internet, in books, or by asking teachers, parents, or relatives. You can encourage students to think about which information they think will be more reliable and why (on the internet because it is up to date, or in books because they are written by experts and include accurate facts and statistics).

- A** Work with a partner from your project group. Evaluate two students' research notes and discuss the questions.
1. Are these good research notes? Why?
 2. Where do you think the students can find this information?

Notes Ben and Laura

Causes: Cars release pollutants and... **CAUSES ACID RAIN AND 80% OF LUNG DISEASES.**

Effects: Global temperature is **INCREASING. SEASONS WILL CHANGE—ECOSYSTEM ALSO AFFECTED.**

SPECIAL LAWS TO REDUCE POLLUTION.

Possible solutions: Use bikes, public transportation, walk, or carpool

BENEFITS: CLEANER AIR, HEALTHIER PEOPLE, LESS SMOG.

- B** Listen to Laura and Ben researching information for a roundtable discussion. Complete Laura and Ben's notes with the key ideas of the information they found.



- C** Form a group with a pair from another product group. Discuss other solutions to air pollution apart from the ones that Laura and Ben mention.

- A** Use the *Self-Check* to evaluate your participation.

Self-Check	Yes
Analyze information and select key ideas	<input checked="" type="checkbox"/>
<input type="checkbox"/> I recognized the most important ideas	
<input type="checkbox"/> I contrasted personal points of view with others	
<input type="checkbox"/> I recognized the connections between different information	

Product Step 2

- D** Work in product groups. Take out your list of pollution problems from step 1. Agree on the problem you find most interesting or relevant to research for a roundtable discussion.
- A** Create a list of solutions for the problem your group chose. Use your discussion in activity C as a model. Assign different solutions to the members of your group to research in your science textbooks, at the library, or on the internet.

- E** Keep your research questions and answers for step 3 of the product.

You can use the jigsaw technique to help students discuss and agree on the information they will research. In this technique, students are assigned specific tasks to become an expert on a particular topic. Each student chooses one area to research and then teaches the rest of their group what they learned. This helps students collaborate and rely on one another as well as creating a sense of individual responsibility.

Resources

There are many internet sites with information about environmental problems. However, they are not all reliable. It is important to teach students how to critically evaluate information when doing their research. You can help them do this by asking them: *Who created the information on the site? When was the site last updated? Does the website have a reliable source? What is the purpose of the site?*

Self-assessment

Students need to analyze their participation in the group discussion. It is important for students to reflect on which ideas they contributed. They should also think about how they respectfully responded to different points of view in order to identify the most important ideas, even if the ideas weren't theirs.

Ongoing Evaluation

Students need to agree on what information they would like to find out about the problem. As you monitor students, it is a good idea to record examples of how students agree and disagree, and how they come to a compromise. When evaluating students' research guides, it is important that they have used their own words, and not just taken information from the Internet or books.

A Work in groups. Look at the pictures showing different possible futures. Discuss what kind of future is the most likely consequence of the world today.



I think we will have a lot of technology in the future, but we might have to wear masks because of the pollution.



▲ Reflect on your performance in the previous activity and discuss what language you used to express your ideas.

B Read the sentences taken from Laura and Ben's conversation. Decide which sentences express futures that are certain to happen and which express futures that are possible.

1. This number *might* increase in the near future. POSSIBLE
2. Winter *will* be shorter and spring *will* arrive earlier. CERTAIN
3. These laws *will* force vehicle owners to use cars only when necessary. CERTAIN
4. They *may* find alternative fuels that we can regularly use. POSSIBLE
5. People *might* be healthier. POSSIBLE
6. We *may* be able to see the sky again. POSSIBLE

C Reflect on what you know about pollution from cars. List the possible consequences if cars disappear.

People *might* be more fit.
ANSWERS MAY VARY

▲ Work in pairs and compare your predictions. Use the *Self-Check* box to evaluate your and your partner's work.

Self-Check Yes ✓

Discuss the consequences of problems

I talked about possible and certain consequences

I contrasted my points of view with those of others.

▲ Write down the five most possible predictions.

Students use the photos to help them consider what they think will happen to our planet in the future. One photo is of an apocalyptic future and the other of a positive future. You can encourage students to use the future tense to discuss their opinions. You can help students evaluate their speaking performance by asking them to reflect on their pronunciation, range of vocabulary, and accuracy. You can also ask the students questions about their communication, for example: *Did the discussion stop if you didn't know a word or could you find a way to express yourself?*

You can encourage students to use information from the text on pages 82 and 83 and reflect on what they learned in the *Reader* to help them think about what will happen if cars disappear. To support students, you can separate the ideas, for example: cars cause pollution, polluted air creates acid rain – there will be less acid rain.

Language Knowledge

The future tense is used to express certain or possible futures. *Will* is used to express futures that are certain to happen, whereas *may* and *might* are used to express futures which are possible. A common error made by students is changing the form of the verb after *will*, for example: *The movie will starts at 9:30 pm.* You can remind students that after modal verbs, we use the infinitive without *to*.

Self-assessment

Students assess themselves on their ability to use *will*, *may*, and *might* to talk about certain and possible consequences and to contrast their ideas with others. It is a good idea for students to identify positive examples of their use of language and note a few errors they made to help them set a goal to work towards. You can help them see their progress by reminding them of the reflections they made on language use in activity A.

Ongoing Evaluation

Students choose the five most important predictions to add to their *Evidence Folder*. After they've written their sentences, they can exchange them with a partner to check. Students might want to correct any errors before they add them to their *Evidence Folder* to be evaluated. It is a good idea to assess students' predictions for both the appropriateness of their ideas as well as the accuracy of their language.

It is a good idea to encourage students to skim the whole text before underlining the correct options. Sometimes the answer is given later in the text, for example, the text says *deforestation leads to climate change / pollution*. Students may think of examples of how deforestation leads to pollution (e.g., there is more carbon dioxide in the air). However, the text goes on to describe specific examples of climate change (e.g., the ice in the Arctic Circle melts), therefore the answer can only be climate change.

A Work in groups. Discuss the definition of the words.

- endangered species • habitat
- deforestation • illegal

B Read and analyze the leaflet. Use the context to underline the correct options.

Saving Endangered Species

About 17,300 animal species are endangered or 1) extinct / nearly endangered. This includes 20% of mammals and 30% of amphibians. The world needs us to help

Protect Forests and Help the Planet Rain forest animals lose their habitats when trees are cut down to create 2) farmland / airports or to get materials for wooden products.

Experts suggest that buying 3) imported / locally made products helps decrease the demand for products harmful to nature. It is essential that people check where their products are produced to ensure they use local and eco-friendly materials. Deforestation also adds to 4) climate change / pollution. The earth heats up, the ice in the Arctic Circle melts, and animals like polar bears lose their homes. Therefore, it is vital that people adopt environmentally friendly habits, such as recycling paper.

Be a Smart Tourist

In Vietnam, rhinoceroses are hunted illegally because people think the horns can 5) cure cancer / make you fly. In other places, tortoises are hunted for their shells. When traveling, governments recommend tourists do not buy souvenirs made from animal products. It's crucial that governments do more to protect hunted animals.

C Listen to a class discussion about endangered species and check your answers. Work in pairs. Read the text again and answer the questions.

1. What is the purpose of the leaflet?
2. What is the leaflet text persuading the reader to do?
3. What consequences does the leaflet warn about?

A Listen again to complete the statements.

1. There are about **17,000** endangered species.
2. About one-third of these species are **AMPHIBIANS**.
3. Materials for some wooden products come from **THE RAINFOREST**.
4. Climate change is causing ice to melt in the **ARCTIC**.
5. In Vietnam, rhinoceroses are hunted for their **HORNS**.

D In your groups, discuss the questions on ways to protect endangered species.

1. How should we protect endangered species?
2. Should we stop using wooden products?
3. Imagine that rhinoceroses' horns could really cure cancer. Do you think it would be acceptable to hunt them?
4. Have you ever bought a souvenir made from animal products?

A Use the *Speaking Rubric* on page 8 to evaluate your group's discussion and write your scores below.

My group's score: _____ My score: _____

 To learn more about environmental problems and how you can help, go to your Reader, pages 77-90.



The text informs readers of a problem and persuades them to buy locally and not buy souvenirs made from animal products. The main idea of the text is to protect endangered species.

Students need to give reasons for their answers so that they can reflect on how well their group justified their opinions.

About the Topic

A species is at risk of extinction when there are so few left that it could disappear from the planet completely. Endangered species are threatened by habitat loss, hunting, and climate change. The vaquita dolphin in Mexico is at risk of extinction because they often get caught in fishing nets. You can read more about endangered species here: <https://www.arkive.org/endangered-species/image-G114851>.

Self-assessment

To help students evaluate their speaking, you can ask them to reflect on the vocabulary they used to explain their ideas. Students should try to use the vocabulary they learned in this lesson, such as deforestation, endangered species, etc. You can also help students recognize how well they communicated their ideas by asking them if their group understood their point of view and gave an appropriate response.



A Work in groups of three and discuss the questions.

1. What do you think the consequences of solving environmental problems might be?
2. What might an environmental campaigner argue about reducing water pollution from factories?
3. Why might a politician disagree?

B Work in groups of three. Read the situation, choose a role, and discuss the best solution.

Situation

Student A and Student B are environmental campaigners. Student C is the president of your country. The campaigners and the president must decide how to spend money by discussing the consequences of their decisions. Choose a role and read your role play card.

Student A

The air campaigner recommends spending \$20,000 on planting gardens and \$30,000 on reducing air pollution from factories.

Student B

The water campaigner recommends spending \$20,000 on cleaning the local lakes and \$30,000 on reducing the water pollution from factories.

Student C

The president has \$50,000 to spend on the environment.

- Make notes on the arguments you found most convincing and why, including words and phrases that convinced you.

AAA

We need to spend all of the money to save the habitats of the local birds who live by the lake.



Don't you think the birds would prefer to have a cleaner sky?

Product Steps

- C** In your product group, share the information you researched.
- A** Based on your research, evaluate the most practical solutions and any potential consequences. Use your notes from the role play in activity B to help you.
- M** Makes notes of your discussion and of the consequences you predicted.
- P** Keep your notes with the other subproducts for step 4 of the product.

The role play focuses on the air and water pollution caused by factories. If possible, guide students towards these ideas in the opening discussion. It would also be useful to talk about the costs of cleanup and any local politics that affect the efficiency of that kind of environmental cleanup.

Students should be using any research they completed since *Product Step 2*. To reach an agreement on which solution to focus on, it would be good to have students use some of the discussion skills they practiced in the role-play.

Language Knowledge

Students may find it helpful to identify if the words they circled in activity B are verbs or adjectives. A verb describes an action and an adjective describes a noun. You can explain that we use *be + adjective + that* clause to emphasize the opinions and feelings. Common problems include using *very* before the adjective, e.g. *It is very vital that...* However, you should tell students that something is either crucial, essential or vital or isn't.

Ongoing Evaluation

It is important to evaluate how well students shared their ideas from their research guide and listened to their group members' opinions. As students make notes on the problem, consequences and solutions, you can evaluate their correct use of persuasive language. You can record examples of the students' persuasive language to show how students progress through the unit.

Before students read the text, they should analyze the questions and then look for the answers. It is a good idea to encourage students to write the answers using their own words instead of copying the answers directly from the text.

The answers will vary depending on where students are from. Some of the food comes from tropical zones (e.g. bananas). Some of the food comes from temperate zones (e.g. trout and salmon). Students can also consider how often the food is available during the year. Local food often follows the seasons.

It could be interesting to have a discussion about how families can reduce the number of imported items they buy. Firstly, students should identify what imported products they buy regularly and see if there is a local alternative. This could be a good practice for the roundtable discussion.

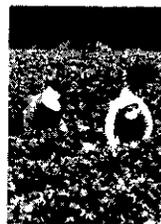
A Work in pairs. Think of an item you bought recently and discuss the questions.

1. What is it and where did you buy it?
2. Where was the item grown or made?

Buy Local. Save the Planet

Although we live in a global society, it is important that people buy locally made or locally grown products. Why? It is one of the best ways for people to reduce pollution and help the environment.

To start with, experts recommend buying locally because it dramatically reduces pollution. The environmental costs of transporting goods by ship is very high. This form of transportation uses 11 billion gallons of fuel annually, which creates up to one billion metric tons of CO₂ emissions every year. Those emissions make global warming worse.



In spite of the fact that locally-grown foods are sometimes *pricier* than other goods, people need to find ways to purchase them. Growing *produce* helps the natural environment. It protects open spaces. Plants absorb carbon dioxide. In addition, these areas will give homes to many local creatures.

The planet's health is declining. Unless we take better care of it, the planet might not be such a nice place to live. Animals will continue to die out as the air and water get more and more polluted. Buying local is an easy habit to start, and it will help a lot!

B Read and analyze the text and answer the questions.

1. What is the main idea of the text?
WE SHOULD BUY LOCALLY
2. What does the text advise people to do?
BUY LOCALLY AND SAVE THE ENVIRONMENT
3. What possible positive consequences are described for following the advice?
GROWING HELPS THE ENVIRONMENT
4. What possible negative consequences are described for not following the advice?
TRANSPORTATION CAUSES POLLUTION

C Mark (✓) the food produced in your community, as opposed to the ones that are produced nationally or internationally.

bananas	ANSWERS WILL VARY.	coffee
beans		corn
chili		salmon
cocoa		vanilla

A Work in groups. Discuss how you know if an item is imported or locally grown.

D Work in groups. Discuss the questions about items you and your families buy.

1. Which food items do you buy?
2. Do you know if these items are produced in your community or city?
3. Which items come from other countries?

A Discuss strategies to reduce the amount of imported items your family buys.

About the Topic

Buying locally grown food helps reduce environmental damage by reducing overseas plane travel and long truck trips. Much of the food at supermarkets travels over 1,500 miles to get there. If you shop locally, you can reduce the distance food travels, and therefore reduce fuel consumption and air pollution. You can learn more about the benefits here: <http://www.gogreen.org/blog/the-environmental-benefits-of-buying-locally>.

Curricular Flexibility

This topic has the potential to be used as an independent project if students are interested. Also, it is a topic that combines a lot of different subjects: environmental science, family, economics, and politics. There are a range of different ways students could develop this topic: surveys of families, investigations into local food markets, research on food miles, producing informative videos or leaflets, writing letters to politicians, etc.

Support a viewpoint for panel discussion

A Work with a partner from your product group and answer the questions.

- 1 How can a viewpoint be supported with possible consequences?
- 2 What is the viewpoint of the text *Buy Local, Save the Planet*?
- 3 How is that viewpoint supported by consequences in the text?

B Work your partner and complete the consequence chart with information from the text.

Viewpoint	
Buy local products to help the planet.	
<p>Consequences if people do</p> <ul style="list-style-type: none"> • Reduce CO₂ in the atmosphere. • _____ • _____ <p>"Reason 1"</p> <p>ANSWERS MAY VARY.</p>	<p>Consequences if people do not</p> <ul style="list-style-type: none"> • More trees. • _____ • _____ <p>"Reason 2"</p> <p>ANSWERS MAY VARY.</p>

If students find this exercise difficult, the class can read the introduction collectively and identify what the text aims to do (get people to buy locally). Consequences in the text include loss of habitats, the increase and decrease of carbon dioxide in the atmosphere, and the endangerment of animals. Students are invited to add their own ideas. This could become a webquest/research class to be completed together or as homework in order to get as much information as possible in the chart. Students can also copy and expand the chart in their notebooks as you feel necessary.

"Well, we should buy locally because it means there will be less pollution from transporting..."



Product Step 4

C Work in product groups. Take out your notes from step 3. Discuss and list the potential consequences if your solution is not followed.

A Create a chart like the one in activity B to support your solution in the panel discussion.

A Discuss which of the potential consequences might be the most convincing.

P Keep your consequence chart and other subproducts for step 5 of the product.

As students plan their discussion, they should consider what persuasive language from the paragraph plan they want to use. This plan also helps students organize their ideas, as can the chart.

UNIT 7 89

Learning to Learn

Planning out a discussion like this helps students justify the reasons for their opinions. Before students begin planning, it is a good idea for them to use the chart to review what they need to include. They can also be encouraged to support their arguments with evidence in order to provide the strongest viewpoint possible.

Ongoing Evaluation

When evaluating students' charts, consider how much they have developed their ideas, including the consequences of their advice, and the consequences that could be avoided by following it. In the "reasons" boxes, they should be considering the long-term and secondary effects that their advice could have.

In a roundtable discussion, participants face each other in a circle so that it is easy to see and hear everyone. They are useful because participants can learn from other members of the group, and everyone contributes information. The roles of a roundtable discussion are participant, moderator, and secretary. The topics may vary.

A Work in pairs. Look at the definition of a roundtable discussion and answer the questions.

Roundtable /raʊndˈteɪbəl/ *n* a meeting in which people discuss a specific topic. Different from a debate, in a roundtable there are no sides (in favor or against). The goal of a roundtable is to have a "meaningful" conversation where everybody learns and is interested in the topic.

1. Why do you think it is called a roundtable?
2. Why do you think a roundtable is useful?
3. What topics do you think would be appropriate for a roundtable?
4. What roles do you think the different people have in a roundtable?

B Read the statements and mark what should (✓) or should not (X) happen in a roundtable.

1. A moderator must lead the discussion. ✓
2. A secretary must take notes. ✓
3. The topic is presented at the end. ✓
4. Participants must do research. ✓
5. The first speaker introduces the topic. X
6. People normally get angry and start fighting. X
7. Participants must speak loudly and clearly. ✓
8. If the conversation stops, the moderator has to encourage people to talk. ✓
9. The moderator asks people questions to involve them in the discussion. ✓

C Listen to some students in a roundtable discussion and check your answers to activity B.

Listen again. List the questions the moderator asks.

Why is car pollution a problem?

Work with your partner and discuss what other questions the moderator could have asked. Add them to the list.

Product Step 5

Work in product groups. Discuss the characteristics of a roundtable discussion and assign roles to the people in the group: moderator, secretary, first speaker, other speakers.

Take out your previous subproducts and brainstorm some questions to discuss in the roundtable. Choose five and create a list of questions for your moderator.

P Keep your list of questions and other subproducts for step 6 of the product.

About the Topic

In roundtable discussions, it is important for students to come prepared with their own thoughts on the topic as well as some facts. The idea of roundtable discussions is that every student participates equally. There is a moderator who guides the discussion and stops students from changing the topic, and a secretary who will make notes of what has been discussed. The moderator should make sure that every student participates.

Ongoing Evaluation

As they progress through the unit, students will continue to build on their knowledge and confident use of persuasive language. It could be useful to record examples of how they use persuasive language to discuss how and why they assign their groups' roles, for example:
It is important that the moderator leads the discussion, so I think Erika would be the best moderator because...

Have a Roundtable Discussion

Product Step 6

- A** Work in product groups and ensure all group members understand their roles. Use your previous subproducts to have a roundtable discussion.
- B** As a class, reflect on what you learned in your roundtable.
- C** Reflect about your group's performance in the roundtable discussion. Use this rubric to assess your performance. Add a skill in the fourth row that you felt was helpful in the final product.



Peer Evaluation Form

Our Group ...	Excellent (9-10 points)	Reasonable (6-8 points)	Inadequate (4-5 points)
Analyzed texts and selected information.	Used a variety of texts and only selected the most relevant information.	Used some variety of texts and selected mostly-relevant information.	Little variety of texts and a high level of irrelevant information.
Understood the general sense and main ideas of texts.	Main ideas were understood and well-explained without reading.	Main sense was mostly well-explained with some reading.	Information was explained confusingly and/or mostly read.
Discussed viewpoints.	Participated confidently and voluntarily in the discussion.	Participated in the discussion with some hesitation.	Almost no participation. Only explained the minimum.
Additional Skill			
Group total			

- A** Choose one member of your group and evaluate the group's performance. Use the questions as guidance and make notes.
1. In which category did you have more points?
 2. In which category did you have fewer points?
 3. How can you improve for the next time?

You should set a time limit for the roundtable discussion. You may consider the moderators having a timer so they can tell their group when they have five minutes left and when it is time to end the discussion. This will also encourage them to make sure all members have participated and that each student is given roughly equal time to talk.

It is important for students to think about what they learned from their peers. This will help build confidence among students and help them reflect on how each of them individually contributed to the discussion.

It would be good to discuss the *Peer Evaluation Form* before students begin their roundtable discussion so they know what they need to assess. Each student must choose one member of the group to evaluate, so you should check everyone has chosen someone different. You can monitor and evaluate during the discussion.

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Self-assessment

Students need to evaluate the features of their participation in the roundtable discussion. Students can evaluate their contribution by recalling if the moderator needed to direct questions to them specifically or if they independently gave their point of view. Students can reflect on how fluently and accurately they used the future tense and persuasive language to give their opinion, and on any vocabulary they may have used.

Final Evaluation Instrument

You can use the *Questionnaire* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' discussion. You need to evaluate the following:

- Connected sentences and ideas
- Spoke clearly and fluently
- Explained their point of view
- Provided relevant questions for the moderator.

Assessment

You can photocopy *Assessment 7* on pages 175–176. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 184.

Self-evaluation

You can help students evaluate their collaboration by asking them to reflect on the feedback they received from their classmates and ask them guiding questions, such as: *Did the feedback give you suggestions for ways to improve? Did you suggest how your partner could improve in the feedback you gave?* You can also encourage them to think about how well they performed their roles in the group.

Evaluate Your Collaboration

- ▶ With your product group, rate your group's performance during this project from 1 to 5, with 5 being the highest grade.

Product Collaboration Checklist

Names: _____

Product: _____ Date: _____

1. Our group was organized and we worked quickly.
2. Our group was able to work without a lot of help from the teacher.
3. We gave each other constructive feedback.
4. Everyone in the group had the necessary material to complete the project.
5. We worked in harmony and we were respectful to each other.

Evaluate Your Progress

- ▶ Look at the work you collected in your *Evidence Folder*. Check your progress throughout the unit and complete the sentences.

During the unit, I collected _____ out of six activities for my *Evidence Folder*.

Looking at my evidence, I can see that I improved _____.

I learned I'm good at _____.

I learned I have to work more on _____.

Evaluate Your Achievements

- ▶ Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can analyze texts related to civics and ethics formation and select information.		
I can understand the general sense and main ideas of texts related to civics and ethics formation.		
I can discuss viewpoints in a roundtable discussion.		

- ▶ Reflect on each learning outcome and write a comment or suggestion.

You can encourage students to look through their *Evidence Folder* and compare how they graded themselves in the self-assessments at the beginning and end of the unit to see how they have progressed. It is a good idea to encourage students to assess their strengths and weaknesses and write a goal to help them improve.

Self-assessment

To help students evaluate their progress, you can encourage them to look through the work in their *Evidence Portfolio*. This should include the following: a list of pollution problems and solutions, a completed research guide, a persuasive essay, and a question card. Students should also reflect on how well they prepared for the roundtable discussion by researching the information they presented in the discussion.

Final Evaluation

Students should reflect on their ability to analyze texts related to environmental problems and discuss their viewpoints in a roundtable discussion. You can remind them of the problems they researched in step 2 and the solutions they provided in step 3. They can also reflect on their participation in the roundtable discussion. You can ask students guiding questions, such as: *Did you use persuasive language to give your point of view?*

Unit 8 Solving the Problem

Work in groups. Look at the pictures and answer the questions.

- Where are the people in the pictures?
- What do you think the people are saying?
- How do you request something from the sales staff?
- What do you do if sales staff don't help you?

Fixing the Problem

Fixing the Problem

Overview: Advice on complaining about products and services

How to Complain

to complain about a product.

- listen to and analyze complaints about products.
- interpret the general meaning, main ideas, and details of complaints.
- make oral complaints.

How to Complain

- | | | |
|---|----------------------------------------------------------------------|-------------------------------------|
| 1 | Make a mind map of product problems and possible solutions | Mind map of product problems |
| 2 | Make notes on the best way for sales staff to respond to a complaint | Notes on responses from sales staff |
| 3 | Make role cards to prepare for a complaint role play | Role cards |
| 4 | Write appropriate threats and responses | Threats and responses |
| 5 | Write a final draft of your role cards after receiving feedback | Chart comparing language |
| 6 | Role-play a complaint for your product | Peer evaluation review |



The people in the pictures are receiving a service or buying a product in restaurants, cafes, and stores. The first two pictures show people complaining, and the last one shows a happy customer. There are different ways to request products and services, and if the staff does not help you, it is normal to complain.

The social practice of this unit is complaining about a product. There are a number of set expressions for making requests such as *I was wondering*. Customers can also express what they will do if they do not receive the service they want. You can evaluate students' previous knowledge of these expressions and ways of expressing themselves.

About the Topic

As the number of ways of buying products has increased, the number of ways of complaining about a product or a service has also grown. This unit looks at face-to-face complaints, complaints on websites or review sites, and complaints via email. Students may or may not have had direct experience with complaining, but they will be familiar with the reason for complaining, and they are likely to be consumers.

Pre-evaluation

In the *Before You Start* section, students will discuss different ways of requesting products and services. They also discuss what they will do if sales staff does not help them. Students may or may not use fixed expressions for complaints in different situations. By evaluating how students use these expressions and structures, you can see how much support they will need.

Students may have a range of responses to the pictures, including comments about the quality of the clothes. Some key vocabulary words include *jeans*, *heel*, *receipt*, *broken*, *policy*, and other phrases from the listening. You might choose to note the useful vocabulary on the board.

Work in pairs. Look at the pictures and answer the questions.

1. What products can you see in the pictures?
2. What kind of problems can you have when you buy any of these products?



Listen to a young woman complaining in a store and mark (✓) the problems she has with what she bought.

Listen to the conversation again. Work in pairs and answer the questions about the girl's problem.

1. What is the problem with what Lisa bought?
THE HEEL IS BROKEN.
2. What does Lisa request from the salesperson?
SHE ASKS TO TALK TO THE MANAGER.
3. What does the manager offer Lisa?
A VOUCHER FOR HER NEXT PURCHASE.
4. Why does the store not help Lisa with her purchase?
BECAUSE SHE DOESN'T HAVE A RECEIPT.
5. How does Lisa feel at the end?
ANGRY.

Work in groups and discuss the questions.

1. Have you or someone you know had a problem with a purchase?
2. What did you request from the sales staff?
3. What kind of language did you use to request something?
4. What did the sales staff offer you?
5. What kind of language did they use to offer you something?
6. Was the problem resolved? If so, how?

Use the *Self-Check* to evaluate your discussion. Give each other feedback.

Self-Check

Listen to personal experiences

- I reflected on the situation
- I provided relevant details
- I saw similarities between my story and those of others

Students might have had a wide range of experiences in relation to sales. It might be useful for students to reflect on their friends' or family's experiences. Equally, students could role-play what they imagine those interactions might be like. The key focus is the language used in complaints.

Self-assessment

Students can consider not only about how they felt or might feel as a customer, but also the salesperson's perspective. Being able to reflect on the complete situation will help them write from the two perspectives in their final *Product*. Students also need to compare their experiences of service from sales staff with the examples they listen to in the audio and from their classmates.

Curricular Flexibility

To support weaker students, you can discuss the content of the pictures to help students identify the details of the listening. It might also be useful to go through the questions in Activity C and make sure students have a clear idea of what they need to listen for. This form of prediction exercise can support students who find listening more difficult.

Work in pairs. Read the sentences from the listening and discuss the questions.

- I was wondering if someone could help me with something I bought*
- How can I help you?*
- Can I see your receipt, please?*
- Would you like me to show you another pair?*
- Could I talk to the manager?*
- I would like to give you a voucher for your next purchase.*

1. Are the phrases polite or rude? How do you know?
2. Which phrases were said by the customer and which by the people who work in the store?

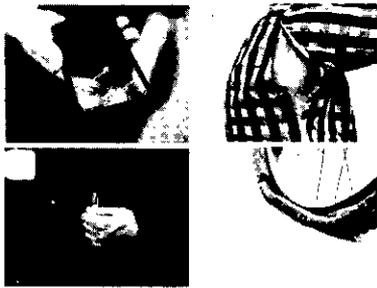
Complete the mind map below with the ideas you discussed.



Request

Solution:

Work in pairs. Identify the problems with the products in the pictures.



With your partner, imagine if the problems in activity B happened to you. Discuss what a salesperson might offer you, and what you could request from them.

Form a product pair. Combine your mind maps of different products and the problems that people often complain about.

Discuss what a customer might request and what the sales staff might offer to solve those problems and add them to your mind map.

Keep your mind map for step 2 of the product.

Typically, longer expressions such as "I was wondering..." are more polite than shorter expressions such as "Can I..." The customer phrases are "I was wondering..." and "Could I talk to..." The others are sales expressions.

Possible answer: Request: Can you exchange my phone for a new one? Solution: We can fix your screen for you.

Students may need some vocabulary that does not appear in the *Activity Book* to discuss these pictures such as *broken screen*, *ripped*, *zipper*, *remote control car*. You can discuss possible ideas for how these problems occurred. This will help with the following task, and also begin to develop ideas for the upcoming *Product* step.

Language Knowledge

Fixed expressions are used for making requests or offering solutions. Students can learn these fixed expressions and then use them in a number of similar situations. The expressions use different modal verbs such as *can* and *could* for requests and *would* for offers. After modal verbs, we use infinitives without *to*, and the modal verb and the infinitive form don't change for the subject, for example *He can help, I can help, etc.*

Ongoing Evaluation

As students consider the different problems that people can have with products, they should discuss what customers might request and what the sales staff might offer. By evaluating the students' use of these expressions, you can see the level of support that they will need in the final *Product*. At this stage, students should not be expected to fully know how to use the expressions but they should be able to see how useful they are.

The pictures show a broken product, an angry customer, a customer choosing an ethical product, a negative review, and a troll. People typically complain in person, on the telephone, or online.



A troll is a monster that appears in fairy tales (such as *Three Billy Goats Gruff*) but is used currently to refer to people who are negative or aggressive online for fun, fame, or recognition. That is picture 5. This is a term that students might be familiar with, but might not know the original meaning.

Work in groups. Look at the pictures and answer the questions.

1. What can you see in the pictures?
2. If you or your parents need to complain about a product or service, how do you do it?

Insights from customers and businesses

With the Internet, complaining now appears to be part of modern life. As a result, we buy more products than ever before and as the number of products increases, then logically the opportunity for complaints also increases. This can affect businesses in a big way. All businesses want to be successful, but as businesses become more successful, their customer base also increases, and so do the opportunities for complaints.

Customers are often difficult to please and even the smallest mistake with a product can result in a customer complaint. Being able to address these complaints effectively is fundamental to ensuring the customer's experience. So to be able to address complaints, it is necessary to understand your customers and what kind of complainers they are. Here are the five most common types of complainers:

Valid complainers. Customers who have a very good reason to complain. The product they bought is broken or there is something wrong.

Pessimist complainers. Customers who are impossible to satisfy. Even if the business treats them well, exchanges the product, or gives them their money, they are never happy.

Different philosophies complainers. People who like the products, but they disagree with the company's beliefs.

Competitor complainers. Companies that take advantage of small businesses and use bad online reviews to affect them. Some even will make companies pay to get good online reviews.

Troll complainers. People who try to become some sort of celebrity by complaining on social networks.

However, no matter what type of complainer businesses face, they must try to deal with complaints as well as they can.

Tips for Dealing with Customer Complaints

1. Thank the customer for taking the time to give you feedback.
2. Apologize for the negative experience.
3. Listen to the client without becoming emotional.
4. Offer a solution.
5. Invite the customer to return once the problem has been solved.

About the Topic

Trolling is a part of life on the Internet so students should know how not to let negative comments from trolls affect them emotionally. Trolls are typically found on public forums, where people will read and respond to comments. Common Sense Media has good advice on how to deal with trolls (<https://www.commonsensemedia.org/cyberbullying/how-should-my-kid-respond-to-haters-and-trolls-online>).

Curricular Flexibility

Weaker students can make predictions about the text based on the title and the images related to the text. This is also an opportunity for them to focus on their ability to guess the meaning of words from context, and to record words that are new to them. More advanced students might finish reading the text and then talk about how they might deal with each kind of complaining customer.

Learning to Learn

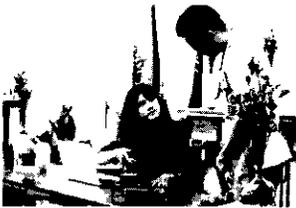
To describe the images, students can use key words in the text that can help them understand the different types of customer being represented. Students can read the description of each type of customer and then mark the words that are important. Those words are 1) broken 2) online reviews 3) troll 4) philosophy 5) never happy and pessimist.

Read the article again, and in your groups imagine you work in a store. Make a plan for dealing with each type of complainer.

- Work in groups and discuss the questions.
- 1. Which of the five key elements for dealing with complaints is the most important?
- 2. Why is it important for sales staff to deal with complaints?
- 3. Which type of complainer do you think is the most difficult to deal with? Why?
- 4. Who do you know from your friends and family that is one of the five types of complainers?

• With your group, look at the pictures and answer the questions.

- 1. What are the customers complaining about?
- 2. If you were the customers, how would you react?
- 3. If you were the service people in the pictures, how would you react?



Divide your group into pairs. To practice making oral complaints, role-play one of the situations you discussed in activity D. After a little while, switch roles.

Work with a product partner. Take out your mind map from step 1. Discuss and agree on a product problem that you both want to talk about.

Discuss ways that sales staff could deal with complaints about those products. Make notes on the best way for sales staff to deal with a complaint from each type of complainer.

Use the *Self-Check* to evaluate your statements. Share your lists with the class.



Self-Check

Dealing with complaints

- I identified different problems.
- I discussed different ways to address those problems.
- I recognized the benefits of different ways to address problems

Keep your notes for step 3 of the product.

The students' answers may vary as to which tip is the most important, and which type of complainer is the hardest to deal with. In general, it is important for sales staff to deal with complaints because they can damage business, and make the experience worse for customers.

Students could offer a range of answers here, deciding which kind of complainer is the most difficult to deal with. This would help students imagine the position of the salesperson, which will be useful for the final *Product*.

The customers are complaining about a coffee and a haircut. The woman complaining about the haircut might be quite upset because it is an emotional experience. The service people would offer a new coffee and try to make the woman feel more comfortable with the haircut.

Self-assessment

By this point, students should have discussed and put themselves in the place of a variety of different complainers in different situations, and also in the position of the sales staff dealing with the complaints. They should have come up with a range of ideas for how to address those problems, and also what the benefits are of addressing different customers in different ways.

Resources

The *Reader* offers a range of scenarios for different times when complaining is appropriate, and advice for how one should complain to get the best result. Other than offering more relevant vocabulary, the *Reader* can support students who are struggling to think of more situations and solutions and offer models for those less confident students. The *Reader Answer Key* can be found on page 185.

Possible answers could include letters, emails, chat, face-to-face, or telephone. The immediacy of a face-to-face or telephone conversation is more likely to get faster results. It is also good to make students aware of how useful it is to have a record of a complaint, which is why email is a common way to complain.

- Work in pairs and discuss the questions.

 1. What are the different ways for customers to complain about products?
 2. Which one do you think is more effective? Why?

Read the emails and mark **CC** (customer complaint) or **CR** (company response).

CC customerservice@style.com
emma.wright@gmail.com
Problem with order 88255

Dear Mr. Davis,
I am writing on behalf of Mind Your House company. I am writing to inform you that we ordered 350 light-blue T-shirts for our employees and the ones we got are navy blue.
We feel very disappointed and our main concern is that our stores open to the public in two weeks. We would like you to send us the right order by the end of this week, so we can distribute the uniforms to our employees.
I regret having to write this, but if we do not receive the order by the end of the week, we will stop working with your company. I really hope you can solve this problem as soon as possible.
Thank you once more for your help in this matter.
Sincerely,
Emma Wright

CR emma.wright@gmail.com
customerservice@style.com
RE: Problem with order 88255

Dear Miss Wright,
First of all, thank you for taking the time to explain the problem with your purchase. I would like to offer our most sincere apologies.
We understand your concern about the short time you have before opening day. Our delivery system incorrectly labeled your boxes, and your order was sent to the wrong address.
However, I am pleased to tell you that our delivery truck leaves early tomorrow morning with 350 light-blue T-shirts, and I will personally deliver your order tomorrow afternoon.
I look forward to working with you in the future.
Kind regards,
John Davis

If your students need support with reading long texts, then the class can be divided into one half that reads the customer complaint and another that reads the company response. Students from each half can work in pairs describing the content of their email.

Learning to Learn

Students can analyze the two emails as models for a complaint and a suitable response. After a formal greeting, the complaint email opens with the reason for writing, the details related to that reason, and then a threat. The company response provides some practical solutions before a formal closing. Students can consider the purpose of each paragraph.

Language Knowledge

There are a number of useful formal expressions in the two emails: *I am writing on behalf of, I am writing to inform you, our most sincere apologies, I regret having to write this, thank you once more, I look forward to.* In both examples, the formal expressions are used to begin and close the emails and also to introduce requests, offers, and threats.

With your partner, discuss the questions about the emails.

1. Is the language formal or informal?
2. Instead of writing an email, how could the customer have complained?
3. How would the language be different if that type of communication was used?

Read the company response email again and answer the questions.

1. What did the company do at the beginning of the email?

THANK THE CUSTOMER AND APOLOGIZE.

2. Why do you think they explained what happened with the original order?

TO ADD A REASON FOR THE MISTAKE.

3. How did they solve the customer's problem?

BY AGREEING TO THE SUGGESTED SOLUTION.

Work with your partner. Complete the role cards for Miss Wright and Mr. Davis with information from the emails and your own ideas.

Miss Wright

Problem: RECEIVED NAVY-BLUE T-SHIRTS INSTEAD

Requests: OF LIGHT BLUE.

1. Deliver the T-shirts before the end of the week.
2. _____
3. _____

Mr Davis

Offers: 1. DELIVER PERSONALLY

2. _____
3. _____

Imagine that the T-shirts were not delivered on time, and Miss Wright and Mr. Davis are meeting. Role-play their conversation using the completed role cards. Bring the conversation to a conclusion.

Work with your product partner. Write role cards for the product problem you chose using the information you gathered in previous steps.

Use the models on the page and the plan to help you.

Problem. Describe the problem.
I have... many times. The battery is usually... There were several problems, including...

Use the *Writing Checklist* to make sure your cards are complete.



Writing Checklist

A complaint

- ✓ Be polite.
- ✓ Be clear and direct
- ✓ The customer describes the problem and make suggestions
- ✓ The salesperson makes a sensible offer
- ✓ The salesperson tries to resolve the problem.

Keep your emails for step 5.

The students might find it difficult to create role cards because they can not identify different possible requests and offers. The different requests could be: a discount or an apology. Possible offers could be a discount or a free set of t-shirts.

Language Knowledge

Students should be aware that there are phrases they can use to describe a problem and also to make suggestions. In addition to these models, they can use the phrases on page 95 or in the emails. When they perform their final role play, they will need to be familiar with these phrases.

Self-assessment

Students can use the *Writing Checklist* to make sure they have included everything they need in their role cards. The main points to include are a description of a problem and suggestions of what the customer wants. The role play card for the salesperson needs to consider a way to resolve the problem.

Common problems for these products could include mechanical problems (bicycle, roller blades, scooter, and skateboard) or electrical problems (gyroscooter). A gyroscooter is not a very common form of transport, possibly because it runs on electricity and requires recharging.

Work in pairs. Match the names of the products with the pictures. Then discuss what type of problems these products sometimes have.

1. bicycle
2. gyroscooter
3. roller blades
4. scooter
5. skateboard



Listen ⁸ to a teenager complaining about a product. Identify which product from the pictures he is complaining about.

HE IS COMPLAINING ABOUT A GYROSCOOTER.

Answer the questions.

1. What is the problem with the product?
IT'S TOO SLOW AND THE BATTERY DOESN'T LAST FOR VERY LONG.
2. How does Roger feel?
HE FEELS UPSET.
3. What does Roger say he will do if the salesperson doesn't replace the scooter?
HE SAYS HE WILL POST A BAD REVIEW ON THE COMPANY'S WEBSITE.
4. What does Roger say he will do if the salesperson doesn't help him?
HE SAYS HE WILL SUE THE COMPANY.
5. Why is Roger making these threats to the salesperson?
HE IS UPSET THAT THE PRODUCT DOESN'T WORK AND HE DOESN'T REACT AS HE SHOULD.

Work in pairs. Discuss the questions and make notes of your answers.

1. What do you think of Roger's aggressive approach to complaining?
2. What kind of threats would be valid to make when complaining?
3. What kind of threats would not be valid to make when complaining?
4. What advice could you give someone making a complaint?

Use the *Self-Check* to evaluate your participation in the discussion.



Exchange information

- I expressed my opinions
- I adapted my opinions to the context.
- I took turns participating

The word *threat* is often used to describe something violent or aggressive, so it is important that students understand that it can be applied to any negative consequence to the speaker not getting what they want. Valid threats would be talking to a manager or making a complaint. Any aggressive or violent threat would not be valid and also ineffective. The best advice is to stay calm and not become aggressive.

100

Self-assessment

The students can use the *Self-Check* to ensure they have understood the situation in which Roger is making the complaint. It is important that students understand that Roger's behavior is inappropriate for the situation because they will decide when threats are valid or invalid.

Curricular Flexibility

Weaker students might benefit from discussing the questions before listening to the dialogue with Roger. They have already seen different examples of complaints. They will be able to predict the emotions of the speakers and also how they may behave. Even if their predictions are not accurate, thinking about the situation before listening will help them.

Identify appropriate threats

Work in pairs. Read the sentences from the complaint and discuss which you think is the most aggressive and which is the most effective.

I will complain to the manager if the salesman doesn't do anything.

I'll post a really bad review on your website if you don't replace the scooter

If you don't help me, I'll sue the company.

- Discuss whether or not the most effective threat was also the most aggressive threat.

With your partner, think about realistic problems you could have with a salesperson and discuss what you might do in that situation.

Decide with your partner who will be the salesperson and who will be the customer. Role-play that situation.

I'm sorry, ma'am, but without your receipt we can't replace your jeans.



If you don't replace them, I'll never shop here again!

Work with your partner. Decide in which situations the threats below might be appropriate.

- I will speak to your manager!
If the salesperson is rude to you
- I'll email your head office
- I won't come here again.
- I'll leave you a bad review online.
- I won't recommend you to my friends

Share your ideas with the class. Give reasons for your decisions.

Work with your product partner. Take out your notes on dealing with complaints from step 2. Discuss which sensible threats could be included in a complaint about your product problem.

I won't come back to your store if you don't help me.

Add appropriate threats and responses to your role cards.

Use the *Self-Check* to evaluate your participation.

Self-Check Yes ✓

Role-playing complaints and solutions

- I took turns participating.
- I made offers and requests
- I made sensible threats

The most aggressive sentence is *I'll sue the company*. The most effective is probably the complaint to the manager because then someone who has direct authority will be able to help them.

The threats used here are all valid, but they will be used in different situations. Threatening to speak to the manager or informing the head office is often the last resort and therefore should be only used for serious situations.

Students' experiences of different problems they have had will vary. However, it is important that they think of realistic problems in order to be able to identify ways to resolve the situation.

101

Curricular Flexibility

When presenting students with a model for their writing, you can vary the level of support that you offer students depending on the confidence they have.

The greatest amount of support would be an email template with phrases already written and spaces for new ideas. The least amount of support would be giving the students the models here and asking them to use features they think are useful.

Curricular Flexibility

Students will have different feelings about role plays. Some students greatly enjoy the opportunity to act and adopt new roles. Other students will be embarrassed. It is good to remind students that a role play is not a test of their acting skills but an opportunity for them to feel what is appropriate to say in different social situations.

The students should be aware that the woman is acting inappropriately and that she is not giving the salesperson an opportunity to react. She also has not explained the problem with her new phone.

Work with a partner. Look at the conversation between a customer and a salesperson and discuss how well the customer is complaining.



The feedback that the students will need to provide to the customer is that she did not explain the problem clearly and that she did not listen to the salesperson. Students might think the threat is reasonable but certainly not without a context. The salesperson was not given the opportunity to resolve the problem or make an offer.

With your partner, use the checklist below to evaluate the conversation in activity A between the customer and salesperson.

	✓ = Yes	X = No
Customer explained the problem clearly		
Customer listened to the salesperson		
Customer made a reasonable threat		
Salesperson tried to resolve the problem		
Salesperson made a reasonable offer		
Problem was resolved		

Students should use the checklist to think of ways to improve the conversation. They should add an explanation of problem and also make sure that the salesperson has the opportunity to make an offer.

With your partner, decide how to improve the conversation, and then role-play it.

Use the checklist to offer feedback to your partner on their performance.

Work in your product pair. Using the checklist and the feedback from your partner, write a final draft of your role card to use in the final role play.

Keep your role cards for step 6

Curricular Flexibility

Students will have different feelings about role plays. Some students greatly enjoy the opportunity to act and adopt new roles. Other students will be embarrassed. It is good to remind students that a role play is not a test of their acting skills but an opportunity for them to feel what is appropriate to say in different social situations.

Self-assessment

Students should use the checklist to make sure that their role plays contained all of the necessary elements. This is particularly true at this stage because it is the last opportunity for students to practice a role play before they have to do their final role play in the last *Product* stage.

A Complaint Role Play

With your product partner, use the information you gathered about making complaints from the previous product steps to role-play a complaint to your group.

Use this evaluation form to assess your performance of the role play and that of another pair.



Headlines Evaluation Form

Write your names in the table and evaluate your role plays.

- Asked for information about the complaint
- Gave information about the complaint
- Included relevant details
- Used language that was easy to understand
- Communicated politely
- Offers, threats, and requests were reasonable
- Used strategies to maintain fluency

Work with your partner. Discuss the other pair's performance.

Compare your assessment of your complaint with your peer's review of your complaint.

1. What differences are there?
2. What did you do well?
3. What do you need to improve?



Depending on the size of the class, it may be possible for students to present a role play to everyone. However, if the class is too big, then students can present simultaneously to their groups. You might suggest to students that there is a varied series of role plays. This will keep the class more engaged.

While students watch the role plays, they will need to complete the *Peer Evaluation Form*. You may want to go through this beforehand, so students know what they need to assess. Then once all students have finished presenting, they will use the *Evaluation form* to assess their own performance.

When students review the performance of their group members, encourage them to think about what they did well throughout the *Product* steps, not just in the final performance. Students should think about one or two aspects to work on to improve their presentations in following units.

103

Curricular Flexibility

Depending on the strength of the class or individual groups, you may choose to differentiate the amount of support students are allowed to use while performing their role-plays. Some weaker students may wish to refer to their email template, their email, their comparative chart, or simply act out a role-play.

Final Evaluation Instrument: Interview

You can use the *Interview* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations. You need to evaluate the following: description of the complaint, use of suggestions, efforts made to solve the problem, role-play using body language and facial expressions, the use of complaint expressions, and the use of first conditional for threats.

Assessment

You can photocopy *Assessment 8* on pages 177–178. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 184.

Self-evaluation

You can help students reflect on and evaluate their collaboration by reminding them of when they have worked as a group, for example, to brainstorm and share experiences, to create a mind map, to discuss problems with buying products, etc. This will help them provide an honest and accurate assessment of their attitude in the unit. Students should reflect on how well they listened to and valued their classmates' ideas.

Evaluate Your Collaboration

- ▲ With your product partner, decide which answers reflect the way you worked together in steps 3-5. Then complete the last two sentences.

Product Collaboration Checklist

Names: _____ and _____
Product: _____ Date: _____

1. We finished our product on time and we produced good work. Yes No
2. We encouraged each other and cooperated. Yes No
3. We each shared, listened to, and valued each other's ideas. Yes No
4. We were best at _____
5. Next time we can improve at _____

Evaluate Your Progress

- ▲ Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

1. Did you turn everything in? _____
2. Where did you see an improvement? _____
3. What do you need to work on? _____

Evaluate Your Achievements

- ▲ Look at the *Peer Evaluation Form* and the *Review Questionnaire*. Read the *Product Collaboration Checklist* and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

I can listen to and analyze complaints about products.

I can interpret the general meaning, main ideas, and details of complaints.

I can make oral complaints.

- ▲ Reflect on each learning outcome and write a comment or suggestion in the *Reflection* column.

104

To be able to achieve this unit's *Learning Outcomes*, the students need to understand how to complain about a product. You can help them reflect on their role play, email, and chart. They also need to interpret the general meaning, main ideas, and details of complaints. The final grades can be for student use only or can contribute to your grades.

Self-assessment

To help students evaluate their progress, you can encourage them to look through the work in their *Evidence Folder*. This should include the following: a mind map, notes, a list of threats and responses, role cards, and a chart. You can encourage them to compare the quality of their work at the beginning and end of the unit to see how they have improved.

Final Evaluation

Students should reflect on their ability to complain about a product. You can remind them of the examples from the unit (pages 94, 98, and 100). They can also reflect on their role-play. If they find this difficult, you can ask students guiding questions, such as *How did the different steps help you to do the role-play?* The grades they produce can be compared with your grade for the *Product*.



Students can use the pictures to identify where the people are (in a classroom, outside). The situations are similar in that the people are speaking alone, but they differ in purpose (presenting, or telling a story). To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*.

Support 104-105

Work in groups. Look at the pictures and answer the questions.

- Where are the people in the pictures?
- What do you think they are saying?
- How are the situations similar or different?
- When and where have you spoken in similar situations?

Support 106-107

Class 2 Reader, pages 103-116 *Expressing Our Thoughts: Dramatic Monologues*

Overview: Famous examples of monologues

Resources: *Class 2 Reader*, *Class 2 Reader*

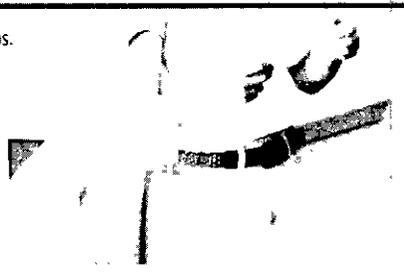
The social practice of this unit is

- to improvise a short monologue on a topic of interest.

To do this, you will

- analyze monologue genres.
- plan a monologue.
- present a monologue.
- provide and respond to feedback.

The product of this unit is



The students are building towards being able to deliver a monologue which they adapt to different audiences in an improvised game. You could ask students how they feel about this *Product*, and what they believe they will need to do to achieve it.

An Improvised Monologue		
Steps	Activities	Subproducts
1	Identify places and themes	List of places and themes
2	Create a monologue chart following a model to plan a monologue	A monologue chart
3	Practice the monologue and check fluency	Notes on fluency
4	Create audience cards	Audience cards
5	Improvise a monologue using monologue chart and audience cards	Peer evaluation review

About the Topic

This unit explores the theme of monologues. The word monologue literally means "to speak alone." When one person dominates a conversation or gives a speech to an audience, it is a form of monologue. However, monologues are also common in the theater and movies. Shakespeare's soliloquies are famous examples, where characters reveal their inner thoughts to the audience.

Pre-evaluation

It is a good idea to monitor and record what students know about monologues when they are discussing the *Before You Start...* questions. You can make a note of students' fluency at this stage and ask them how confident they are about speaking for an extended length of time. You will then have a better idea of which students will need more support as you move through the unit.

Curricular Flexibility

The final *Product* for this unit is an improvised monologue. Subproducts include notes on ways to be fluent and a Monologue Chart. They will also write and practice giving a monologue and create audience cards that will provide the trigger for improvisation or a change in style. If the monologue is too challenging, students can refer to their Monologue Chart.

The pictures show people giving monologues in a class, the theatre, and the office. Students mark the last two pictures. You might want to ask what the students are doing in each audio (playing an improvisation game). You can tell them that this is a model of the final product that they are working towards.

A Look at the pictures and say where the people are and what they are doing.



▶ Listen to the monologues and mark (✓) the corresponding picture.

B Listen again and mark (✓) the theme and audience of each monologue.

Monologue Theme	1	2
A bad day	✓	
A detective story		✓
Monologue Audience	1	2
An audience at a play		✓
A friend at work	✓	

E With your partner, number the rules of the game in order.

Monologue Improvising Game

- 2 Decide who goes first
- 4 Give your monologue to the chosen audience.
- 1 Prepare a monologue on a topic of interest.
- 3 Select an audience card at random
- 5 Stick to the time limit

C Work in pairs. Discuss the questions.

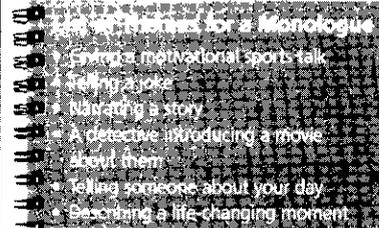
1. How do the people delivering the monologue know what type of audience they are addressing?
2. How long do they have to talk?
3. Why are they doing this activity?
4. How would you feel doing the same activity?

D Work with your partner. Discuss the questions and make notes in your notebook.

1. What is a monologue?
2. What are the characteristics of a monologue?
3. How does the situation affect it?
4. How does the audience affect it?
5. How does the language change?

Product Step 1

F Form a product group. Make a list of possible themes for a monologue. Use ideas from the list for inspiration.



A Think of the different places you might hear a monologue. Make a list.

P Keep your lists for step 2 of the product.

The audio is an introduction to the game so that the students know how to play in the final *Product*. They know the audience from the audience cards and they speak for one minute.

A monologue is when one person dominates a conversation or gives a speech to an audience. It is characterized by someone speaking alone. The situation and the audience change the content and language of the monologue. The rules of the game illustrate this.

For step 1, students should brainstorm as many themes and places as possible. This will give them more choices for situations and themes in Activity 1.

Resources

The *Reader* can be used by students to learn more about monologues. You could look at the similarities and differences between the different types of monologues presented. You could ask students to find examples of famous monologues from movies or speeches. Finally, students can think of times when they have given a monologue in their own language. The *Reader Answer Key* can be found on page 185

Self-assessment

Have students think about how well they identified different situations in a monologue. This is important because students will play their own monologue game at the end of the unit and select their own situations and purposes. Students should find as many examples of monologues as possible as they go through the unit.

G In the monologues in *Track 19*, Jane is from the UK and Mike is from the US. Work with your partner and discuss how you can tell the difference.

▲ Listen again and complete the table with the different UK and US vocabulary that have the same meaning.

sidewalk • apartment • pants • sneakers
vacation • bathroom • movie • store

Definition	US	UK
1. n a place where people sell things	STORE	SHOP
2. n a place where people live, usually with one floor	APARTMENT	FLAT
3. n clothes you wear on your legs	PANTS	TROUSERS
4. n casual sports shoes	SNEAKERS	TRAINERS
5. n time spent away from home relaxing	VACATION	HOLIDAY
6. n the space on the street where people walk	SIDEWALK	PAVEMENT
7. n a room with a sink and a toilet	BATHROOM	TOILET
8. n moving images that tell a story	MOVIE	FILM

H With your partner, read an excerpt from the US monologue and decide how it would change in UK English.

"The man was there on the sidewalk. He was standing on the corner, next to the movie theater. He wore a long overcoat with pants and old, dirty sneakers. His eyes were fixed on the second-floor apartment across the street. It was above the store. He knew someone was in there. Suddenly, he saw a shadow move across the bathroom window. That was his sign. He slowly walked to the door."

▲ Take turns reading the excerpt using US and UK words.

I Work with your partner. Think about the kind of day you had yesterday and describe it to your partner using UK or US English.



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Students may know some or all of these words but they might not be aware which are used in the US and which in the UK. You can point out the US and UK vocabulary they use to help them know where Jane and Mike come from.

After completing the table, you can explain that native speakers will only use the US or the UK version, although they will understand both. One version is not better than another.

You should emphasize that it is better to use one form or the other, but not mix them up. You could hold a follow-up conversation about Spanish and ask if they know of any differences in Spanish around the world.

Language Knowledge

The UK/US differences seen here are some of the more common instances. However, it will be useful to point out that there are many more words that are different in each country. You could advise students to make a note of these when they appear and keep a UK/US glossary. You can stress that in exams it is important to recognize both forms but only to use one form or the other when writing and speaking.

Ongoing Evaluation

The first step of the *Product* is an important one because in addition to laying the foundation for later stages, it also checks that students understand the variety of situations and purposes monologues are used for. Therefore, it might be useful to monitor students as they make decisions. You might want to question the choice of any theme that would not work for a particular situation.

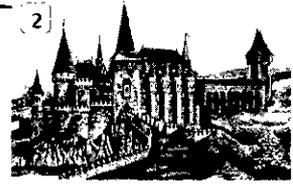
Before they read, you can help students make predictions by asking them what they can see in the pictures and what the people are doing or talking about.

A Work in pairs. Read the fragments of monologues out loud and match them to the pictures.

Students could point to specific examples in each monologue that help match the monologues to the definitions. For example: *The front of the prince's castle.* (Expositional) *Well, I must say, Algernon, that I think...* (Conversational) *I descended the steps of this fire escape.* (Soliloquy) See *Learning to Learn* below.

1
Tom: I descended the steps of this fire escape for a last time and followed, from then on, in my father's footsteps, attempting to find in motion what was lost in space ... I would have stopped, but I was pursued by something ... I pass the lighted window of a shop where perfume is sold. The window is filled with pieces of colored glass, tiny transparent bottles in delicate colors, like bits of a shattered rainbow. Then all at once my sister touches my shoulder. I turn around and look into her eyes. Oh, Laura, Laura, I tried to leave you behind me, but I am more faithful than I intended to be.

The Glass Menagerie by Tennessee Williams



2
Beauty and the Beast
ACT ONE Scene 1
The front of the prince's castle. Large wooden door and balcony. PRINCE appears on balcony.
NARRATOR: Once upon a time, in the middle of France, a handsome prince lived in a castle full of beautiful things. But this prince was not happy. In fact, he was a cruel man who took money from his people. (OLD WOMAN appears and walks to door of castle.) One night, there was a terrible storm.

May adapted from the traditional fairy tale by Gabrielle Suzanne Barbot de Villeneuve 1710



3
LADY BRACKNELL: Well, I must say, Algernon, that I think it is high time that Mr. Bunbury made up his mind whether he was going to live or die. This shilly-shallying with the question is absurd. Nor do I in any way approve of the modern sympathy with invalids. I consider it most foolish. Illness of any kind is hardly a thing to be encouraged in others. Health is the primary duty of life. I am always telling that to your poor uncle, but he never seems to take much notice. As far as any sympathy goes in his ailment goes. Well, Algernon, of course if you are obliged to be beside the bedside of Mr. Bunbury, I have nothing more to say.

The Importance of Being Earnest by Oscar Wilde



About the Topic

Monologues can take many different forms. Soliloquies could be tragic or comic depending on the play, but they all involve the speaker sharing his or her thoughts with the audience and not with the other characters. Similarly, monologues can be used in this way in movies, where techniques such as voiceovers can show a character's thoughts, set the scene, or move the storyline forward.

Resources

There are many websites dedicated to discussing different types of monologues and their purposes. The reference <https://www.litcharts.com/literary-devices-and-terms/soliloquy> gives a detailed account of how soliloquies are used, with plenty of examples both from Shakespeare and other, more modern authors. You can suggest to students that they visit this site to learn more about the topic.

Learning to Learn

When students read the fragments, you can draw attention to the skill of scanning. Students should already be familiar with this technique. You can emphasize that to be able to match the fragments to the definitions, it is not necessary to read, or know, every word in the texts. It is useful to have students look for the words, phrases, or punctuation that tell them what type of monologue it is (see Activity B).

B With your partner, analyze the main ideas of each fragment. Identify why the people are speaking.

▲ Match the monologue types with the fragments.

___ An expository monologue describes the place and the people in the scene.

A conversational monologue gives the speaker's point of view on a topic to another character.

___ A soliloquy reveals the speaker's inner thoughts to the audience. No other characters can hear.

E With your partner, complete the monologue chart below for the fragments you liked best.

▲ Work in groups. Share your monologue chart with another pair that chose the same monologue.

Monologue Chart

Type of monologue

Topic

Purpose

(Why?)

Genre/Tone

(dramatic, funny, etc.)

The people in each monologue are speaking for different reasons, and the reasons match the type of monologue they are giving. Tom is explaining his inner feelings for his sister (soliloquy), the narrator is explaining the setting of the story (expository), and Lady Bracknell is explaining her point of view (conversational).

The answers are:

1. Monologue 2
2. Monologues 1 and 3
3. Monologues 1 and 2
4. Monologues 1 and 3

C With your partner, analyze the features of each monologue and answer the questions.

1. Which monologue uses colloquial or conversational language?
2. Which ones use the first person singular?
3. Which ones address the audience directly?
4. In which monologues does the speaker express personal feelings?

D With your partner, decide which genre of monologue best fits the fragments.

1. Dramatic (serious ideas and themes)
2. Comic (funny tone and ideas)
3. Interior (inner thoughts)



Find more soliloquies online on www.lit4harts.com/literary-devices-and-terms/soliloquy

Product Step 2

F Work with your product group. Have each member choose a different place and theme from step 1 to write a monologue about.

▲ Complete a monologue chart for your monologue and compare them in your group.

P Keep your Monologue Chart for step 3 of the product.

R To learn more, read the monologues on pages 102-116.

You can support the students to see that the group members have each understood the monologue they analyzed and can compare them with the others. Students may need help with the purpose (in 1 to reveal inner thoughts of Tom, in 2 to set the scene, in 3 to complain). Students can point to specific examples of language in their monologues.

Ongoing Evaluation

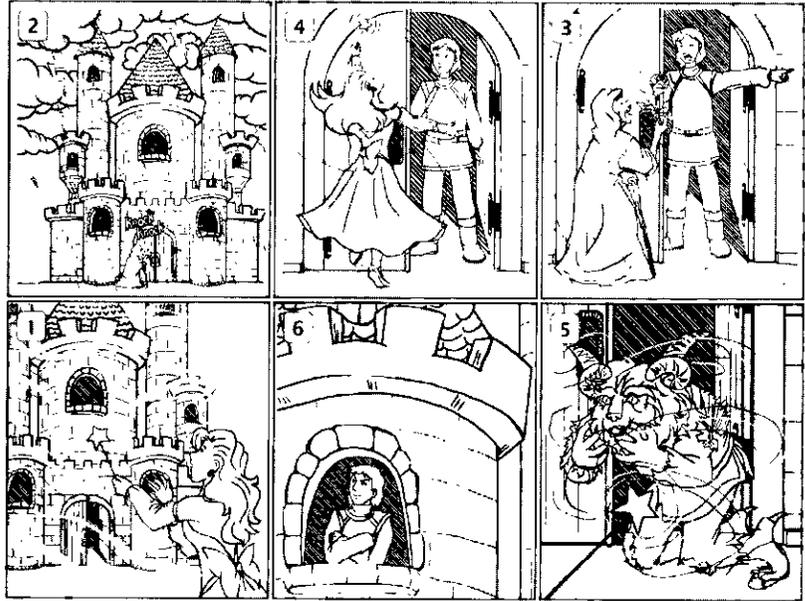
The students make notes for the *Product* based on what they have learned about different genres of monologue and how they can apply the features to the theme and situation they chose. As this will form the basis of the rest of their *Product*, you might consider evaluating their understanding at this stage. If students are planning a monologue genre or theme that does not fit their situation, it is better to highlight it now.

Curricular Flexibility

Students may find it difficult to identify the different elements of the monologues. In particular, distinguishing between type and genre may be challenging. Type is the function of the monologue. Genre is the style. You can have dramatic conversational monologues or comic conversational monologues. Interior monologues cannot be conversational.

Students should have the opportunity to guess what the story is and say what is happening in each picture before listening to the monologue. You can also ask them what storyboards are used for. (A sequence of pictures that previsualizes a movie or animation.)

A Listen to the expositional monologue and number the storyboard in order.



Students should be able to identify this monologue as Monologue 2 on page 108. They should know that this is an expositional monologue. You can elicit the features of this monologue from them—it explains the place and the people in a scene. It makes the listener want to know what happens next because the prince is cursed and we want to know how the curse lifts.

- B** Work with a partner. Based on your knowledge of the types of monologues, discuss what type you think this is. Make sure to explain your reasons.
- ▲ Work in pairs. Discuss how the monologue makes listeners want to know what happens next. Give reasons.

It uses dramatic language to make it more interesting

It describes characters in a magical setting.

- C** Work in pairs. Discuss the questions.
1. Does this expositional monologue describe the beginning or the end of this popular fairy tale?
 2. How does this fairy tale end?
- ▲ Work in groups. Share your ideas for the end of this fairy tale and improvise telling an expositional monologue.
 - ▲ Work in your group. Think of another reason to use this type of monologue.

Look for examples of movie monologues online on www.film.it.org/butspeeches.htm.

This expositional monologue describes the beginning of *Beauty and the Beast*. The students should be familiar with the end of the story but you may want to review the events with them.

Curricular Flexibility

The monologue students listen to on this page is relatively easy to understand. You could give groups or stronger students the opportunity to write similar expositional monologues that set the scene for other well-known stories. You can tell them to write them as if they were voiceovers for movies. They could read examples out loud and have the other students guess the story.

Resources

The webpage referenced on page 110 contains hundreds of examples of movie monologues. Some of these are inspiring, some funny, and some moving. Very often it is necessary to hear a monologue in the context of the rest of the movie in order to understand how it moves the plot forward. However, many can be read or watched as stand-alone pieces. You may want to choose one or two for class.

D Analyze the monologue and make notes in the chart.

Once upon a time, in the middle of France, a handsome prince lived in a castle full of beautiful things. But this prince was not happy. In fact, he was a cruel man who took money from his people.

One night, there was a terrible storm. Suddenly, there was a knock on the castle door. When the prince answered, he saw an old woman. She wanted to shelter from the storm and offered the prince a rose as a gift.

However, the prince did not like the old woman's appearance, so he told her to go away. At this moment, the old woman changed into a beautiful enchantress.

The prince was very sorry, but it was too late. The enchantress knew he was a cruel and selfish man who only cared about appearances and money. As a punishment, she turned the prince into a terrifying beast.

She also put a spell on the castle and all who lived there. That spell still exists today...

You could ask students what they remember about *Beauty and the Beast* before they read the script. You may also direct students to the *Glossary* to check the meaning of any words they don't know. Students will by now be familiar with this kind of chart and you can check that they have organized their notes in the correct sections as a class.

Expositional monologue

Background information	Setting	THE MIDDLE OF FRANCE, A CASTLE
	Characters	THE PRINCE, THE OLD WOMAN/ENCHANTRESS
	Events	THE PRINCE GETS TURNED INTO A BEAST. THE ENCHANTRESS PUT A SPELL ON THE CASTLE.
	Situation now	THE SPELL STILL EXISTS TODAY.

The sections (*Background information, Setting, Characters, Events*) are the main elements that the narrator needs to explain. *Situation now* sets up how the story continues.

E Work with your partner. Identify which popular fairy tale is represented in the picture. Use the chart to identify what elements would be described in an expositional monologue for this fairy tale.

A Work with your partner and improvise an expositional monologue introducing the fairy tale.

Once upon a time, there was a beautiful princess and a very wicked queen.



The picture is of the seven dwarves with Snow White. Again, this should be a familiar story for the students, so they will be able to improvise a monologue.

Curricular Flexibility

The students are improvising an expositional monologue from a very familiar story. This has two effects: First, by improvising at this early stage, students will feel more comfortable in their final product. Second, they get experience improvising a story that they will be confident explaining.

Ongoing Evaluation

This is a good opportunity to provide students with feedback and let them know what they need to improve. In the final *Product*, the students will be assessed on the organization of their monologue, their fluency, and their consideration of their audience. It could be useful to remind students the rules of the game (1 minute, adapting monologue to audience, fluency) so that they can practice now.

You might like to write *Fluency* on the board and elicit what it means. The typical meaning is the ability to express ideas easily. The fillers and punctuation might lead students to think this text is not fluent. It does not matter at this stage; you can ask the same question again after they have heard the monologue. The answers to the other questions will vary.

It's a good idea to have students call out the first tip and you write it on the board using the imperative: *Practice in front of the mirror*. In this way, students will know what to do for the rest of the tips.

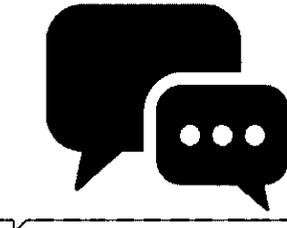
Students can now reflect on other ways (apart from fluency) that they can improve their English. The dialogue suggests using cognates, or words similar in English and Spanish. This is an opportunity to suggest useful study techniques.

A Work in pairs and discuss the questions.

1. What does it mean to be *fluent* in a language?
2. What is more important: fluency or accuracy?
3. What advice would you give to someone who was just starting to speak English?

B With your partner, read the monologue and discuss whether you think it is good advice.

Fluency? I think ... I sometimes think it is difficult to speak fluently. You know ... speaking quickly without pausing or stopping all the time. But ... err ... good speakers ... good speakers ... well, they get their message across smoothly. I sometimes - you won't believe this - I sometimes practice Spanish in front of the mirror. It helps make ... it helps me feel more confident. My last Spanish teacher gave me some good ... What was it? Oh yes ... speak Spanish whenever you get the chance. I wouldn't ... I mean, I couldn't speak Spanish at all three years ago. Now people say I'm quite fluent. Anyway ... if you are learning English, remember to be clear ... very clear ... about what you want to communicate and don't worry about mistakes. Then you will sound more natural.



C With your partner, make notes on the four tips mentioned in the monologue for speaking fluently.

1. PRACTICE IN FRONT OF THE MIRROR.
2. SPEAK THE LANGUAGE WHENEVER YOU GET THE CHANCE.
3. BE VERY CLEAR ABOUT WHAT YOU WANT TO COMMUNICATE.
4. DON'T WORRY ABOUT MISTAKES.

D With your partner, imagine you are going to give a monologue to offer advice to new speakers of English. Discuss what other advice you would include.

"I think we should tell them to notice the words that are similar in English and Spanish."



Language Knowledge

You can expand on the point of this class by holding a short discussion on fluency versus accuracy. It's good to remind students that both are important, but that the first priority is effective communication. To communicate effectively, speakers need to show some level of fluency. Students should understand that all of the techniques used in this class can help achieve that goal.

Curricular Flexibility

If the expository monologue for the fairy tale was not challenging enough for some students, then instead of imagining a monologue giving students advice, you can ask students to deliver a monologue. While this will be challenging because it is improvised, you can provide scaffolding by brainstorming different advice for their monologues before they begin.



It's a good idea to go through this rubric with students. Alternatively, you could divide the class into groups to focus on and discuss each area, and then share ideas. You can ask students what the missing category of the rubric is (audience).

A Work in groups. Look at the rubric and answer the questions.

- Does it include all of the aspects of monologues you have studied?
- What do you think is missing?

Monologue rubric	Excellent (3)	Good (2)	Needs work (1)
Theme and Organization	Topic addressed in detail with very clear organization	Mostly clear structure and main points of topic addressed	Unclear organization of topic and lack of purpose
Language	Excellent range and extremely clear communication, with appropriate fillers	Good range of vocabulary and effective communication	Inappropriate or incoherent language, little vocabulary range
Pauses and Emphasis	Wide range of emphasis and effective use of pauses	Some emphasis and one or two pauses	Little emphasis and no use of pauses
Adapt Monologue to Audience			

You can draw attention to which type of monologue was used with which audience and ask if the style was appropriate. Guide them into focusing on appropriateness of audience when they complete the rubric.

B Listen to a monologue told in two different ways. Match the monologues to the audience cards.

1

Monologue: Dramatic narration
Audience: People watching a play
Tip: Remember to emphasize more important words

2

Monologue: Conversational
Audience: Friend
Tip: Remember to use words like *err* and *well* when you are thinking

C Work in pairs. Complete the last section of the rubric in activity A with proper descriptions in every column for a speaker to adapt a monologue to their audience.

D Listen to the two monologues again and grade them out of 10 for each category.

Monologue theme	1	2
Theme and organization		
Language		
Pauses and emphasis		
Audience		

Product Step 4

E Work in your product group. Brainstorm different possible audiences for each member's monologue.

A Create audience cards like the examples in activity B that each group member can use to improvise a monologue adapted to that audience.

P Keep your audience cards for step 5 of the product.

You could brainstorm ideas for different monologue types and audiences with the class. You could draw a two-column table on the board for students' ideas. Students can then choose from these ideas for their audience cards.

Language Knowledge

While the majority of this unit has focused on organization and fluency, this could be a good time to review the importance of language in their monologues. You can draw attention to the language section in the rubric and talk about aspects of the language that are important for their topics. *Do you have a good range of vocabulary? Is your monologue in the past, present or future? etc.*

Ongoing Evaluation

The audience cards are a key component for the final stage of the *Product*, which the improvisation depends on. It would be good to evaluate the students' cards to ensure their monologue types and audiences make sense, and that giving a short monologue is achievable. You can encourage students to make adjustments to their cards and think about how they could apply them to their monologues.

An Improvised Monologue

Product Step 5

- A** With your product group, take out your audience cards from your *Evidence Folder*, shuffle them, and put them facedown in a pile.
- B** Use this evaluation form to assess your performance and that of your group.
- A** Take out your monologue charts. Set a time limit for each group member. Consider the ideas in your notes on how to improve your monologue.
- A** Take turns selecting an audience card and improvising a monologue adapted to that audience.



Self/Peer Evaluation Form

- Write the names of your group members in the table. Evaluate your presentation with *Yes*, *Sometimes*, or *No*.

Attributes		Names	Me
Fluency	Used fluency techniques		
Language and content	Told a memorable monologue		
	Organized content into an appropriate chart		
Audience	Adapted the monologue to the audience		

Work with your group. Write a brief review of the performance of each group member. Compare your assessments with each other.

1. What differences are there? _____
2. What did you do well? _____
3. What do you need to improve? _____

Discuss your answers to the questionnaire with your group. Give each other feedback on how to improve your performance.

Depending on the size of the class, students may be able to improvise their monologues first for their *Product* group and then for the class. You will need enough time to evaluate the monologues using the *Rubric*. As students listen to the monologues, they should note the strong points or things that need work to use later for the *Self/Peer Evaluation Form*.

It's a good idea to remind students of all the subproduct steps before completing the *Self/Peer Evaluation Form*. They can think about the content of their monologues, the organization, and the fluency techniques they used.

You should once again remind students to think about their performance throughout the whole unit and how that affected the final performance. They should be constructive and positive in their feedback towards each other.

Self-assessment

Students can use the rubric on page 114 to reflect on their performances with their group and give themselves a grade. They have already assessed their participation and monitored what they included in their monologues in the *Self/Peer Evaluation Form*, so here they should focus more on the overall effectiveness of the monologue. You can monitor to make sure that groups agree on the grades they give each other.

Final Evaluation Instrument: Rubric

You can use the *Rubric* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations. You need to evaluate the following:

- Theme and Organization
- Language
- Stress and Tone
- Audience

Assessment

You can photocopy *Assessment 9* on pages 179–180. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 184.

Self-evaluation

If you remind students of their collaborative work, you can help them provide honest and accurate assessment of their attitude in the unit. Examples of collaborative work in this unit include brainstorming situations and themes for a monologue, practicing the monologue with fillers and emphasis, creating audience cards, and playing a monologue game.

Evaluate Your Collaborative

- With your product group, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

Teams:

Product:

Date:

- | | | |
|--------------------------------------------------------------------|-----|----|
| 1. We prepared each step and we produced good work. | Yes | No |
| 2. We paid attention to each other and waited for our turn. | Yes | No |
| 3. We gave each other constructive feedback and helped each other. | Yes | No |
| 4. The best part of our work was _____ | | |
| 5. Next time, we can improve at _____ | | |

Evaluate Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in? _____
- Where did you see an improvement? _____
- What do you need to work on? _____

Evaluate Your Learning Outcomes

- Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can analyze monologue genres		
I can plan a monologue		
I can present a monologue		
I can provide and respond to feedback		

- Reflect on each learning outcome and write a comment or suggestion in the *Reflection* column.

116

To achieve this unit's *Learning Outcomes*, the students need to analyze different monologues in order to plan and present monologues themselves. Students should refer to the *Self-Check* boxes in the unit and their evaluation of an improvised monologue in the final *Product*. The grades in this section can be for students only or your grades as well.

Self-assessment

To help students with the *Self-assessment*, you should encourage them to consider the attitudes they showed during the unit and the work they contributed to the *Evidence Folder*. The work in the *Evidence Folder* should include the following: notes on themes, notes on fluency, notes on genre and topic, a Monologue Chart, feedback after a presentation, and audience cards.

Final Evaluation

Students should reflect on how they revised, planned, and presented monologues. You can remind them of the examples from the unit (pages 106, 108, 109, 110, 111, 112, 113, and 114) and those in the *Reader*. They should also reflect on the different forms of monologue and their purpose. Students can use the feedback they gave and received in the final *Product*, and compare their grades with your grade for the *Product*.

Unit 10 How It Works

Before You Start

Work in groups. Look and describe the pictures. Answer the questions.

- What do these inventions all have in common?
- What is their purpose?
- How do they work?

Before You Start

Quest Reader 2, pages 117–128 *Up, Up, and Away!*
Overview: A historical account of the men who invented the hot-air balloon

Standards and Educational Practices

The social practice of this unit is

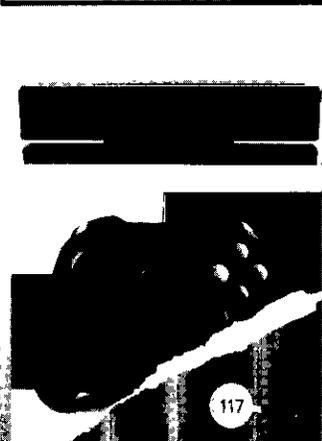
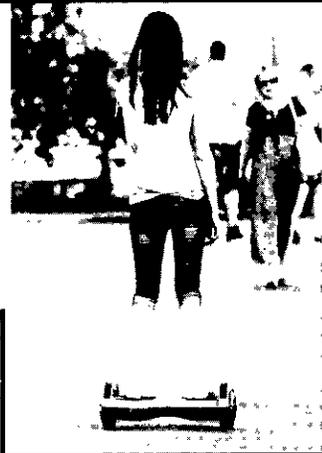
- to paraphrase information to explain how a machine works.

To do this, you will

- select and analyze materials.
- read and understand information.
- write information.
- edit texts.

Product Steps

Steps	Activities	Subproducts
1	Analyze machines or devices and choose one to research.	Information about a machine or device
2	Choose a machine or a device from your list and create a fact file.	Fact file of a machine or device
3	Think about how your machine or device works and illustrate the process.	Images that show how a machine or device works
4	Describe the process of the machine or device you chose.	Cards with description of a process
5	Create and edit an infographic using your illustrations and the index cards.	Infographic describing how a machine or device works
6	Explain how the machine or device you chose works using the infographic as reference.	Peer review



The pictures show a satellite navigation device (Sat Nav), a gyroscooter or hoverboard, and a game console. Sat Navs tell you how to get somewhere by using a GPS system that calculates your position by using information from three or more satellites. Gyroscooters are used to travel. You tilt your body forward and the board advances. Game consoles are used for entertainment and work by using highly specialized computers which react to buttons and physical movements. To explore students' previous learning, you can use the alternative images to these pictures on the *Class CD*.

To help students understand the final *Product*, you can explain that an infographic uses images and text to present complex information in clear and concise way. You can get students to think about how the fact files, images, and descriptions of a process will be used in the final product.

About the Topic

This unit explores how different machines work. Simple machines, such as the wheel and axle and the lever were put together to create compound machines, such as the bicycle. Today, we have all types of machines, even robots. This website explains the history of technology: <https://www.pastemagazine.com/articles/2014/06/infographic-shows-the-history-of-our-technology-ge.html>.

Pre-evaluation

The *Before You Start* section gets students to identify different types of machines and discuss what they are used for and how they work. You may consider having students write down the ideas they discuss to use in step 1 of the *Product*. Questions b and c allow you to evaluate students' use of the passive voice to talk about how things work. You can identify what students already know and make a note of common errors.

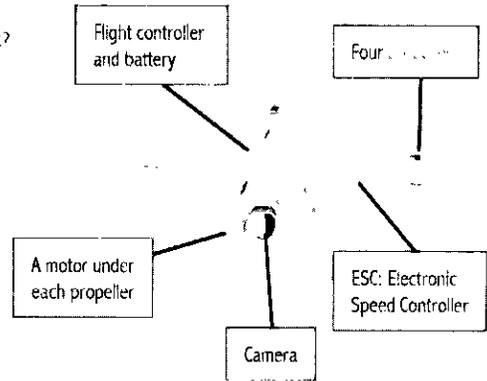
Curricular Flexibility

The *Product* for this unit is an infographic. The main supporting subproducts are a fact file, images, and a description of a process. You may group students according to their interests, so they agree on a machine to create an infographic for. Alternatively, you may want to group students according to their learning preference so they can assist one another in the *Product*.

Activity A provides a model of an infographic of drones. Students may think the pictures are important because they attract the reader's attention, or that the text is important because it gives specific details about drones. These types of informative posters are found on the internet and in magazines.

DRONES

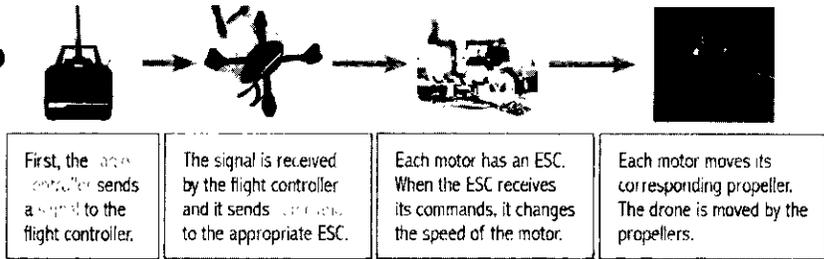
A quadcopter drone is a simple aerial vehicle that is controlled remotely from the ground. They come in different sizes, shapes, and functions. These functions can be something as simple as to take a picture or as complicated as military operations or weather analysis.



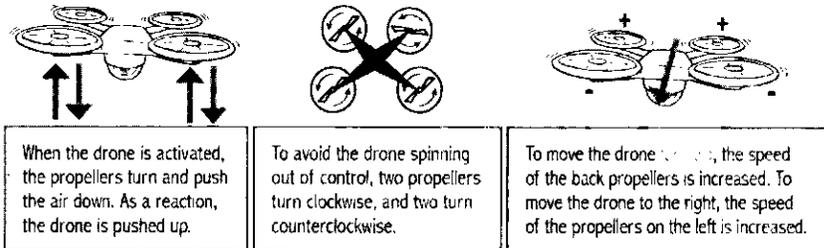
A Work in pairs. Look at the poster and answer the questions.

1. What type of text is it?
2. What do you think is more important—the pictures or the text?
3. Where can you find this type of text?
4. What is its purpose?
5. What do you think the text is about?

How Do Drones Work?



You may consider getting students to work in pairs or small groups to make notes of what they already know about drones and what information they think they will find out in the text. Some students may even own a drone and can explain more about them. Students can predict what they think drones will be used for in the future.



About the Topic

An infographic is a visual representation of information that uses elements such as images, texts, charts, and processes. Infographics present complex information quickly and clearly. If you want to find more infographics that describe how machines work, there are many internet sites with a wealth of resources, such as <https://thenextweb.com/dd/2013/10/16/10-ways-use-infographics/>.

Curricular Flexibility

Depending on your students' learning preferences and abilities, you may consider dividing the reading into segments and assign one student in each group to read and summarize the information they learned. Alternatively, you could write the sections in the text on different strips of paper and have students work in groups to order the information into three groups: *How Drones Work*, *Parts of a Drone*, and *What Drones Are*.

B Work in pairs. Deduce the meaning of the words in the box by using the information from the poster. Discuss your ideas with your partner.

flight controller • battery • ESC
propeller • radio controller • antenna

C With your partner, analyze the poster and discuss the questions.

1. Who is the intended audience of the poster? How can you tell?
2. Why do you think there are pictures on the poster? What would happen if there was just text?
3. Which picture in the poster is the biggest? Why? Where is it? What do you think is the reason for this?
4. What do you think is the purpose of the red arrows and of the blue arrows?

D With your partner, discuss and agree on a list of characteristics an infographic should have. Use the infographic on page 118 to give examples. Share your list with the class.

▲ Use the *Self-Check* to evaluate your participation in activity D.

Self-Check

Analyze an infographic

I determined the purpose and intended audience

I evaluated textual organization

I analyzed the use of graphic materials

E Work in groups. Discuss what you know about drones. Use the questions as a guide.

1. Have you ever seen someone using a drone?
2. What do you think drones are used for apart from the uses mentioned?
3. Where do you think it is good to use a drone and where do you think it is bad?
4. Do you think drones are useful? Why or why not?
5. Which machines do you think are useful to society?

▲ In your group, agree on the most interesting machine and the most useful machine from the ones mentioned in question number 5. Write down the machines you decide on.

Product Step 1

F Form a product group with people from different groups from activity E. Share the machines you decided on in your previous group with your new group.

▲ With your group, choose one of the machines to research and then make an infographic for it.

P Research your machine for step 2.

T Write a paragraph about the machine you researched. Use the infographic on page 118 as a model.

Students can deduce the meaning of the words from the context of the poster. It is a good idea to get students to write their own definitions and then compare them to the definitions in the *Glossary*.

The audience of the poster is teens or adults because younger audiences would probably have illustrations instead of photos. The pictures illustrate the information and attract the reader's attention. The biggest picture is the drone to allow space for labels. The red arrows indicate a process and the blue arrows indicate movement.

Self-assessment

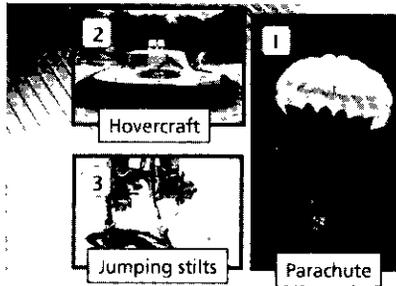
You might let students complete the *Self-assessment*, and reflect on the answers they gave to the questions in activity A on page 118 and activity D here. You can ask them to look through the notes about the characteristics of an infographic in their *Evidence Folder*. Students can work in pairs to discuss how infographics may change depending on the intended audience.

Ongoing Evaluation

Students make a mind map for different machines or devices and their uses. When evaluating their work, it is a good idea to make sure they have included a variety of machines and have described their uses. You can record student examples of the passive voice so it is possible to see how students progress through the unit.

Before students read the text, you can have them work in pairs or small groups, and discuss how they think each of the objects in the pictures work. Then, as they read, students can check their ideas and say if they were right or wrong. Students should pay attention to the words in green and work out the meaning from context.

A Read the descriptions of how different machines or devices work. Match the descriptions to the images.



- 1 The object is pulled down very fast by gravity. When this invention opens, the air ... the force of gravity and the object falls slowly.
- 2 The boat's ... skirt is filled with air from a big fan. The boat is ... by the force that escapes through the sides. That is when it starts floating.
- 3 The force of your weight is ... as energy in the ... of this invention. As the energy is released quickly, you can go higher.

- Work in pairs and discuss how the machines or devices work.
 1. What creates the energy used by the jumping stilts?
 2. Where is this energy stored?
 3. What is the relationship between your weight and this energy?
 4. What is the relationship between this energy and the spring?
 5. What language is used to describe these two different relationships?

B With your partner, read the text and take notes on how cell phones work. Then close your books and explain to your partner how they work using your own words.

How do cell phones work?

Cell phones convert people's voices into an electrical signal when they make a phone call. That electrical signal is transmitted as radio waves and then converted into sound again by the other phone involved. Compact antennas in cell phones send a signal in a short range. Cell phone networks enable people to talk no matter how far they are from each other.



C With your partner, choose a machine and describe how it works to your partner. Use the previous activities as a model. Ask him or her to guess the machine you described.

▲ Use the *Speaking Rubric* on page 8 to evaluate your description of the operation of a machine and write your scores below.
My partner's score: _____ My score: _____

- D** Work in pairs. Look at the previous activities and discuss the questions.
1. What is more important in the text: the users of the device, or the devices themselves?
 2. What do you notice about how the verbs change when the user is not mentioned?
 3. How does the emphasis change in those sentences?

You can encourage students to talk about simple machines that are easy to describe. You can record examples of their use of the passive voice to identify what errors students make in order to suggest specific practice tasks to help them improve and to see how they progress through the unit.

Language Knowledge

In activity D, students should identify the features of the passive voice. The passive voice is used when the focus of the sentence is on the action, rather than the person or object that performs the action. Common errors made by students are omitting the auxiliary verb in passive sentences, for example, "It (is) made in Germany" and using the base form of the verb instead of the past participle, "It is use as energy." Students should refer to a list of regular and irregular verbs.

Curricular Flexibility

Some students will find the concept of the passive voice easier to understand than others. You can support learners visually by drawing a spring that is compressed (storing energy) and another that is extended (releasing energy). Picture A shows that energy is stored in the spring. Picture B shows that energy is released. In both cases, the energy is not performing the action. The energy is receiving the action.

A Look at the pictures and answer the questions.

1. What inventions do the pictures show?
2. If they are created, how will they change people's lives?



<http://www.perm-paper.com>

THE ECO BLOG

eco blog

Inventions We Need Now!

In 2017, over 360 million tons of paper were thrown away. Paper waste must stop! PermPaper will solve that problem. PermPaper is fully-erasable, reusable paper. It is made of a thin, flexible plastic. You can write on PermPaper or use it with your computer printer. When the information on the paper isn't needed anymore, you can erase it in a special scanner. The PermPaper is ready for reuse again and again and again!



Years ago, our buildings were heated by fireplaces and cooled with open windows. Today, energy-sucking heating and cooling systems are used. But they don't meet everyone's comfort levels. We need to replace them with Cool/Hot Clothes - wearable heating and cooling systems. The clothes are made of cotton, and body temperature is monitored with sensors. If your body gets too hot or cold, clothing temperatures are adjusted. This system is great for athletes, but families all around the world can enjoy their benefits too.



You can encourage students to think about how the products will help both people and the environment. For example, PermPaper will help the environment because fewer trees will be cut down to make paper, and Cool/Hot Clothes will reduce energy consumption because people won't need to use central heating or air conditioning systems.

B Read the blog entries and complete the fact files.

PermPaper

Reason for product: TOO MUCH PAPER WASTE
 Materials: THIN, FLEXIBLE PLASTIC
 What it is: FULLY-ERASABLE, REUSABLE PAPER
 Uses: PRINT ON THE SAME PAPER AGAIN AND AGAIN

Cool/Hot Clothes

Reason for product: PEOPLE'S COMFORT LEVELS
 Materials: COTTON AND SENSORS
 What it is: ADJUSTABLE TEMPERATURE CLOTHES
 Uses: SPORTS PLAYERS AND FAMILIES

C Work in pairs. Answer the questions.

1. How is information erased from PermPaper?
BY USING A SPECIAL SCANNER.
2. How will we benefit from PermPaper?
WE WILL THROW AWAY LESS PAPER.
3. How will we benefit from Cool/Hot Clothes?
EVERYONE WILL BE COMFORTABLE.

Product Step 2

D Work in product groups. Share the information you researched about the machine you chose.

A Create a fact file for your machine using the fact files in activity B as a model. Add more information about your machine.



You can go to www.howstuffworks.com to know more about the operation of different machines and devices.



Keep your fact file for step 3 of the product

To support students, you may consider dividing the work between them so that one student completes the fact file for PermPaper and the other student completes the fact file for Cool/Hot clothes. Then they can exchange fact files and check each other's work.

Resources

There are many Internet sites with a wealth of resources that students can use to research inventions, including howstuffworks.com. You can also encourage them to use infographics, which will help them get ideas for possible designs for their final product. If students describe a machine or device that they own, they can use the user guide or manual, to find out the components, features, characteristics, and how it works.

Ongoing Evaluation

Students choose a machine and research information to complete a fact file. When evaluating their work, you can check the information is written in their own words, instead of copying from research. You can also evaluate their use of the passive voice. When assessing language, you may consider two aspects: accuracy and if the correct voice was used.

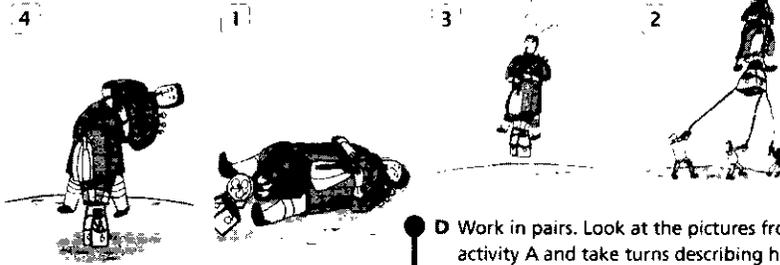
Curricular Flexibility

Depending on the students' abilities, you can have students assign tasks within their group for doing research. For example, one student can research why the product was made, another student can research the materials used, and so on. Alternatively, students can create their own fact files then exchange them with a partner to check spelling, grammar, and punctuation.

It is a good idea to have students work in pairs and describe what they can see in the pictures, as this will give them some ideas as to how hot-air balloons work.

A Work in pairs. Look at the pictures and answer the questions.

1. How do you think hot-air balloons work?
2. Would you ever ride in a hot-air balloon? Why or why not?



B Listen to a conversation about how hot-air balloons work and number the pictures in order.

A Listen again and match the pictures to the description of the process.

2. The burners are turned on, and the air in the envelope is heated up. The balloon is released.
4. The cool air makes the balloon heavier so it descends.
3. A vent is opened. Hot air is released, and cool air goes into the balloon.
1. The envelope of the balloon is filled with air by a fan.

C Work in pairs. Think about what you learned and discuss the questions.

1. Do you think hot-air balloons are an important invention?
2. Do you think people still use hot-air balloons?
3. What are the possible uses of a hot-air balloon?

To learn more about hot-air balloons, go to the Reader, pages 117–128.

D Work in pairs. Look at the pictures from activity A and take turns describing how the hot-air balloon works.

The balloon is filled with air by a fan. Then

A Think about your description and answer the questions.

1. Was it easy to describe the process? Why or why not?
2. How did the pictures help you while describing the process?
3. What special features are there in the pictures to help someone explain the process?

Product Step 3

B Work in product groups. Take out your fact file for your machine. Together write a short description for how your machine works. Use the process for the hot-air balloon as a model.

Draw pictures on cards for the infographic to illustrate how your chosen machine or device works. You can also use pictures from magazines, product manuals and newspapers or the internet.

Make notes on the back of the cards about what each picture represents.

Keep your picture cards for step 4 of the product

Resources

The *Reader* can be used by students to research more about the invention of hot-air balloons. Students can make notes as they read, and create a timeline to show the events in chronological order. The events can be connected with arrows to give students an idea of what they can include in their infographics to show the history or background information of a machine. The *Reader Answer Key* can be found on page 185.

Ongoing Evaluation

When evaluating students, it is a good idea to assess how well students work together. It is important for them to listen to each other respectfully and for each member to contribute to group work. It is also a good idea to check that the steps students wrote are in chronological order and that the illustrations or cut-outs they use are relevant to the step they are describing.

A Read the sentences from *Track 25* in activity B and number them in the correct order.

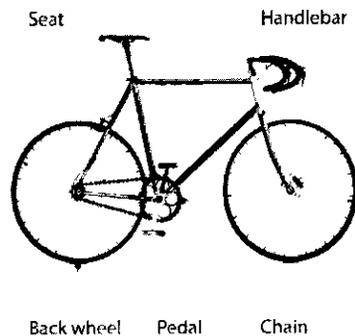
2. When the balloon is inflated, the burners are turned on.
4. Then hot air is released and cool air goes in.
3. The balloon is released after that.
1. So, first, the envelope is filled with air by a fan.
5. Finally, it sinks.

Identify the words in the sentences that helped you understand the order.

B Work in pairs. Look at the pictures and answer the questions.

1. How often do you ride a bike?
2. How does a bike work?
3. What are the different steps in the process of riding a bike?

The Structure of the Bike



C Look at the pictures again. Use some of the words from the box to describe the process of riding a bike.

when • then • finally • after that
first • next • while

First, you sit on the seat. Then

Work in pairs. Describe the steps of the process to your partner.

Use the *Self-Check* to evaluate your participation.

Not done	Yes
Understand a process	
<input type="checkbox"/>	I identified the main ideas.
<input type="checkbox"/>	I ordered and linked ideas
<input type="checkbox"/>	I used my notes to describe a process.

D Work in pairs. Reflect on your performance in the previous activity and answer the question.

1. What language did you use to explain your ideas?
2. How did you explain the order of the process?

Students can practice sequencers by thinking of an everyday activity, such as coming to school. This will be the last event in the sequence. Then, in pairs or small groups, students can think of six activities they do before coming to school. Once students have completed their lists, the two groups can compare their answers, write the events in the order they do them, and use sequencing words to describe the events.

Possible answer: First, you sit on the seat. Then you take hold of the handlebars. Next, you push down on the pedals, which pull the chain. After that, the chain pulls the back wheel. Finally, you are moving. While you're moving, you should maintain balance.

Language Knowledge

Sequence words are used to describe the order of events or a process. If students find it difficult to understand the order of events in activity A, you can draw their attention to the words *once*, *then*, *after that*, *so first*, and *finally*, and ask them to order the events and draw arrows to link the sequencing words in the form of a flow chart. Alternatively, you could play the audio again, pausing after each sentence.

Curricular Flexibility

To give students extra practice using sequencers, you can refer them to the *Reader* and ask them to write the events in chronological order if they haven't already done so. Then, you can encourage them to match the sequencing words to the different stages, and write a summary of the text using the sequencing words. After that, students can work with a partner to compare and check their work.

Self-assessment

Students should assess themselves on their ability to order and link ideas in a process. Students can identify the key ideas in a process by deciding if each step is necessary to understand how something works. It is also important for students to reflect on the order of a process and their correct use of sequencers.

The paragraphs in the infographic are written in a specific order and use sequencing words to link the ideas. You may consider giving students the paragraphs on strips of paper to put into the correct order. You can encourage them to look at the sequencing words to identify the process.

A Read the infographic describing how elevators work. Match the paragraphs to the pictures.

How Elevators Work

The infographic illustrates the process of an elevator in four numbered steps:

1. A person enters the elevator.
2. The elevator doors close.
3. The elevator moves up and down.
4. The elevator reaches the floor and the doors open.

You can assign extension activities to students who finish quickly. Fast finishers can use the website on page 124 to research how elevators work, and create a quiz to test their peers. Students can exchange their quiz questions with another student or group of students and, depending on time, answer the questions in class or for homework.

B Work with a partner. Read the infographic again, then close your book and explain the process of using an elevator in your own words.

- Swap roles and listen to your partner explain the infographic.
- Discuss with your partner how easy it was to understand the process without the pictures.

 To know more about how elevators work, you can visit <http://www.ck12.org/Book:Science-7-1/Chapter:12/Section:12.1.1/How-Elevators-Work/>.

C Read the infographic again and answer the questions.

1. What is the purpose of the first paragraph?
TO PROVIDE BACKGROUND INFORMATION
2. How is the first paragraph different from the others? **BECAUSE IT IS AN INTRODUCTION, NOT A STEP IN THE PROCESS.**
3. Why are the paragraphs arranged in that order?
BECAUSE THAT IS ORDER OF THE PROCESS.

• Work in pairs. Compare your answer to the questions.

124

Curricular Flexibility

For mixed-ability classes, you may consider assigning extension activities to stronger students. For example students can label the different parts of an elevator. The text talks about a pulley wheel and metal counterweights, so you can ask students to research these different parts to find out how they work. You may even consider asking them to create a mind map or infographic to teach or show the rest of the class.

Resources

Students can use the webpage on page 124 to find out more about how elevators work. This is an excellent resource as it shows students the information in the form of an infographic, providing them with another model of an effective infographic so they can decide which characteristics they would like in their *Product*.

A Work in pairs. Look at the infographic on page 124 and discuss the questions.

1. What type of language is used?
2. What is its purpose?
3. What other textual features can you see?

A Read the *Writing Checklist* and decide if the infographic includes each point.

Writing Checklist

The process of a machine

- ✓ Includes a clear title.
- ✓ Starts with a brief introduction
- ✓ Each paragraph presents a different process step in the correct order
- ✓ Uses relatively short, simple sentences.
- ✓ Uses proper language to describe a process

B Look at the graphic organizer used to plan the infographic on page 124. Work with your partner to complete the steps in the process.

1 Title: Elevator

2 Description of the device: A huge metal box that travels up and down a building

3 Steps in the process:

4 End of the process:

Product Step 4

C In your product groups, take out your previous subproducts. Complete a graphic organizer like the example to plan your infographic.

A Write each part of the process on a separate card. Use the information in the graphic organizer to develop your ideas.

D Work with another product group. Exchange your cards and check each other's work. Make sure the other group's process includes all the points in the *Writing Checklist*.

A Use the *Writing Rubric* on page 8 to evaluate their work and write your scores below.

Other group's score ____

My group's score: ____

A Write a final draft of your process.

P Keep your index cards for step 5 of the product.

Students can identify the use of the passive voice and sequencers in the infographic on page 124. Students should write down examples of language to justify their answers. The textual features include titles, headings, words in bold, numbers, pictures, captions, labelled diagrams, and so on.

Students should check their writing for spelling, punctuation, and grammar mistakes before creating final drafts on index cards. If students focus on different elements (such as sequencing words and the use of passive voice), they can collectively edit their notes. Then each student can write up their paragraph on an index card.

Graphic organizers help students visualize and organize information to structure their writing. The graphic organizer in activity B encourages students to consider the elements they need to include in their writing as well as help them plan each section.

Learning to Learn

Before students begin writing, they can review the *Writing Checklist* and identify the elements they need to include: a clear title, a brief introduction that gives a description of the device, different paragraphs for different process steps, sequencing words, and visuals. To help them practice writing, you can encourage them to write and edit a draft before they create their index cards.

Ongoing Evaluation

When evaluating students' writing, it is a good idea to make sure that they have included an illustration or cut-out for each step of the process and that every step is written on a separate index card. When students work with another group, they could mix up their index cards so that the other group needs to order them correctly. This helps them identify if they have included sequencers and the elements of a process correctly.

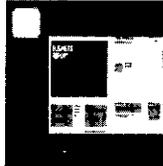
If students find this difficult, you can help them consider which posters they see on the street by asking them guiding questions, such as *What is the purpose of billboard and advertisements? (To catch people's attention as they walk or drive past) Do they usually include a lot of text? Why/why not? (No, they are more visual because people walk past them quickly) How well do they convey their message through visuals?*

A Work in pairs. Think of the posters you see on the street. Think of their characteristics and discuss what makes you look at them and why.

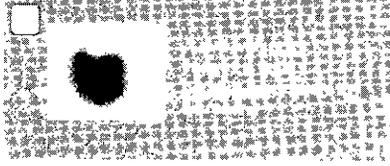
B Read the boxes and mark (✓) the statements you think are true.



Ninety percent of the information that enters the brain is visual.



Seventy-five percent of the teenage population is attracted to posters mostly because of the text.





Infographics are thirty times more likely to be read than a normal text-based article.

Source: <https://unbounce.com/content-marketing/infographic-about-infographic/>

C Work in groups. Compare your answers. Discuss why color and images are important when presenting and learning new information.

Product Step 5

D Work in product groups. Think of the information that you just read. Then look at the infographics on pages 118 and 124 and answer the questions.

1. What makes an infographic easy to understand?
2. What does an infographic need to be eye-catching?
3. What colors do you think are best for an infographic?
4. What is the best way to arrange the pictures and the text?

E Take out your previous subproducts. Assemble your cards with pictures and your cards with the parts of the process and create your infographic. Make sure to include the details from your graphic organizer from step 4.

A Analyze your infographic in your group.

A Give each other feedback on the pictures and descriptions of the process in your infographic.

A Edit your infographic together and get it ready for the final presentation.

P Keep your infographic for the last step of the product.

It is a good idea to encourage students to justify their opinion by giving examples. To help students understand the answers, you can explain that images are processed 60,000 times faster than text and therefore, posters that include images are easier to interpret and are more likely to be read.

Resources

If you need designs for infographics, then Pinterest has lots of examples of infographics that people have produced (<https://www.pinterest.com.mx/mashable/infographics/>). You could print out examples of infographics, and display them in the classroom. It is a good idea to remind students of the infographics they have seen throughout the unit and encourage them to think of which ones they like best and why.

Ongoing Evaluation

Students should decide what information to include in their infographics and analyze the infographics on pages 118 and 124 for important information. You can assess how well students have represented the information through use of visuals, graphs, timelines, and charts. It is a good idea to evaluate students on their use of sequencers, and make sure they have written the steps in chronological order.

Infographic for the Operation of a Machine or Device

Product Step 6

- A** Work in product groups. Decide what part of the infographic each member of the group is going to present.
- B** Take turns presenting the infographic to the rest of the class. Answer any questions they may have.
- C** Use the evaluation form to assess your product and that of another group.



Self/Peer Evaluation Form

• Mark (✓) each aspect of the checklist that was covered in the presentation

	My group	Another group
Was there an introduction to the machine or device?		
Was the paraphrased information clear and easy to follow?		
Was it easy to understand how the machine works?		
Was the infographic attractive and well-written?		

- D** With your group, write a short review of the other group's performance.
- E** Compare your assessment of your infographic presentation with your peers' review of your presentation.
 1. What differences are there? _____
 2. What did you do well? _____
 3. What do you need to improve? _____

Once students decide which element of the infographic to present, you can give them some time to practice their presentations in groups. Encourage them to think about the following presentation tips: 1. Make eye contact when speaking. 2. Don't read from a script. 3. Speak slowly and clearly. 4. Support others in your group. 5. Don't interrupt.

Depending on the size of the class, it may be possible for students to present to the entire class. If the class is too big for individual presentations, then students can present simultaneously to their groups. However, it is necessary to evaluate each student using the *Anecdotal Record* so make sure that not too many students are presenting at one time. While students listen to the presentations, you can encourage them to make notes in their *Peer Evaluation Form*.

Self-assessment

As a group, students need to make sure they include sequencers and ideally the passive voice to describe the process and how the machine works, and visuals to make the infographic eye-catching and interesting. Students can evaluate how well each member of the group presents the information. They can give their peers feedback and then compare how they improved when they presented to the rest of the class.

Final Evaluation Instrument: Anecdotal Record

You can use the *Anecdotal Record* in the *Evaluation Tools* section (pages 186–195) or a similar one to evaluate the students' presentations.

You need to include the following:

- Description of the presentation
- Observations
- Suggestions/Actions

Assessment

You can photocopy *Assessment 10* on pages 181–182. You should have students complete the assessment individually. You can correct and go through the answers with the class. The *Answer Key* can be found on page 184.

Self-evaluation

If you remind students of their collaborative work, you can help them provide honest and accurate assessment of their teamwork in the unit. Examples of collaborative work in this unit include creating a mind map, fact files, index cards, and finally, their infographic. They should consider how they took turns when speaking and presenting and how they helped their peers. Students should identify an aspect they would like to improve and how they can do that.

Evaluate Your Collaboration

▲ With your product group, grade each aspect to reflect on the way you worked together. Then complete the table.

3 = Always 2 = Sometimes 1 = Never

Product Collaboration Analysis

We contributed with useful ideas.	Aspects that need improvement
We respected everybody's opinions	
We took turns talking	
We finished our product on time	How to do better next time
We helped each other when needed.	
We worked well with other group members	
Total	

Evaluate Your Progress

▲ Assess your progress throughout the unit and answer the questions.

1. Did you collect all the suggested evidence? _____
2. Which activity was harder for you to achieve? _____
3. Which activity was easier? _____
4. What were your strengths? _____
5. What were your challenges? _____

Evaluate Your Achievements

▲ Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

Learning Outcomes	Grade	Reflection
I can select and analyze materials		
I can read and understand information.		
I can write information.		
I can edit texts		

▲ Reflect on each learning outcome and write a comment or suggestion.

128 Unit 10

To be able to achieve this unit's *Learning Outcomes*, the students need to reflect on how they selected and analyzed materials, and understood information such as the infographics and descriptions of devices. They also need to reflect on their writing and their use of sequencers to connect ideas.

Self-assessment

To help students evaluate their progress, you can encourage them to look through the work in their *Evidence Folder*. This should include the following: a mind map, a fact file, images that illustrate how a machine or device works, and index cards with descriptions of a process. You can encourage students to compare their work at the beginning and end of the unit and give themselves marks for completing all the subproducts.

Final Evaluation

Students reflect on their ability to analyze materials, read and understand information, write information, and edit texts. You can remind them that they analyzed two infographics on pages 118 and 124 and ask them how these helped inform their own infographic. Students should also reflect on how editing their writing helped them improve their final drafts and how much of their writing used language from the unit.

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known

Base form	Past simple	Past participle
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read /rid/	read /red/	read /red/
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonemic Chart



Short Vowels

/æ/	at	accident
/e/	egg	every
/ɪ/	in	did
/ɒ/	odd	off
/ʊ/	put	book
/ʌ/	us	sun
/i/	very	baby
/ə/	ago	balloon

Long Vowels

/ɑ:/	arm	car
/i:/	eat	me
/ɜ:/	sir	her
/ɔ:/	or	horse
/u:/	you	blue

Diphthongs

/eɪ/	day	age
/aɪ/	I	by
/ɔɪ/	boy	toy
/ɔ:/	open	flow
/oʊ/	low	show
/aʊ/	about	house
/ɪə/	ear	year
/eə/	repair	hair
/ʊə/	cure	pure
/aɪə/	fire	hire
/aʊə/	our	flour

Consonant Sounds

/b/	bad
/d/	day
/dʒ/	just
/f/	fine
/g/	go
/h/	happy
/j/	yes
/k/	cat
/l/	leg
/m/	me
/n/	not
/ŋ/	ring
/p/	pet
/r/	read
/s/	sit
/ʃ/	she
/t/	ten
/ /	better
/tʃ/	chip
/v/	view
/w/	we
/z/	zoo
/ʒ/	pleasure
/ð/	this
/θ/	thin

Present Simple

Use

- We use the present simple tense to indicate:
 - Something is a regular, habitual activity.
*He **feels** really depressed every time he looks in the mirror.*
 - A permanent situation.
*My friends always **make** jokes about my arms and legs.*

Form

- The form only changes in the third person singular.

Affirmative and Negative

I We You They	look at the photos. don't look at the photos.
He She It	looks at the photos. doesn't look at the photos.

Questions

Where	do	I we you they	go on Saturday night?
	does	he she it	

Past Simple

Use

- We use the past simple tense to indicate:
 - An action that is now finished.
*I **had** a chemistry exam.*

Form

- The form of the past simple is the same for all subjects.

- The normal rule is to add **-ed** to the base form of the verb.
wait–waited
- We add **-d** to the base form of verbs ending in **e**.
arrive–arrived
- We remove the **y** and add **-ied** to the base form of verbs ending in a consonant + **y**.
cry–cried
- We double the consonant and add **-ed** to verbs ending in a single vowel + consonant.
stop–stopped
- There are many common irregular verbs (see table on page 143).

Present Perfect Simple

Use

- We use the present perfect simple to describe:
 - An activity that started in the past and continues to the present.
*We **have** always **had** a great relationship.*
 - Actions that happened recently and have an effect now.
*I've **done** really well in my exams this year.*
 - Actions that happened at an indefinite time in the past.
*Agatha Henderson **has** returned from an extended vacation.*

Form

- We form the present perfect with the auxiliary **have/has** + past participle.

Affirmative and Negative

I You We They	have (I've/You've/ We've/They've) Have not (haven't)	always had a great relationship.
He She It	has (He's/She's/It's) has not (hasn't)	

Grammar Reference

Questions

Have	I we you they	been worried?
Has	he she it	

Short Answers

Have you been worried?	Yes, I have. No, I have not (haven't).
Has she been worried?	Yes, she has. No, she has not (hasn't).

Modals of Suggestion: *Should*

- **Should** is used to give advice and to make recommendations.

You should tell them what jokes you are not happy to hear.

Try to Make Suggestions

Use

- We use **try + -ing** to encourage someone to do something new without knowing what the outcome will be.

Try talking to a personal trainer.

Past Continuous

Use

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have duration.

Fifteen-year-old Julie Parks was walking her dog

Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

Affirmative and Negative

I He She It	was was not (wasn't)	walking.
We You They	were were not (weren't)	

Past Simple vs Past Continuous

Use

- We use the past simple tense to indicate a shorter action or event that happened at the same time as a longer action (past continuous):

1. We often introduce clauses in past continuous tense with **while**.

While I was speaking to her, tears were forming in her eyes.

While I was studying in China, I met a girl named Mei.

2. We often introduce clauses in past simple tense with **when**.

I was walking to her house one day when I saw a store that sold umbrellas.

When she saw me, she looked shocked.

Adverbs of Frequency

Use

- We use adverbs of frequency to indicate how often we do things or how often things happen. Adverbs of frequency include: always, usually, often, sometimes, rarely, never.
- The position of adverbs of frequency is different for regular verbs or the verb **to be**.

1. They go before regular verbs.

They often start using first names as soon as they first meet someone.

They always shake hands and say hello.

2. They go after the verb **to be**.

New Zealanders are usually very easy to get to know.

People are always warm and welcoming.

Past Perfect Simple

Use

- We use the past perfect to indicate something that happened before another event in the past

I had just finished changing when they announced it was my turn.

Form

- We form the past perfect with the auxiliary **had** + past participle.

Affirmative and Negative

I	had('d)	scored eight times.
He/She/It	had not	
We/You/They	(hadn't)	

Questions

Had	I he/she/it we/you/they	scored eight times?
-----	-------------------------------	---------------------

Narrative Tenses

Use

- We use the past simple, past continuous, and past perfect tenses to narrate past events. These tenses are sometimes combined to show how different events in the past relate to each other. Depending on which tenses are used, we can describe past actions in various ways.
- We use the past simple to describe completed past actions. These can be one after the other.
I threw the ball at him and sat on the floor.
- We use the past continuous to talk about:
 1. Past actions in progress or continuous background actions.

I was walking through the woods.

2. To describe continuous past actions happening at the same time.

While Charlie was training, I was working on my art piece.

Note

- We can use the past continuous with the past simple to show how a shorter action interrupted or took place at the same time as a longer action.

I was watching him play when I suddenly had a thought.

- We use the past perfect to describe a completed action that happened before another action in the past.

When I finally managed to get the ball off him, Charlie had already scored eight times.

Note

- Narrative tenses can be used with **when**, **while**, and **after** to help describe the order of events.

Imperatives

- We use the imperative for:
 1. rules.
 2. warnings.
 3. instructions.
 4. recipes.

Form

Affirmative

Secure your home and learn local evacuation routes.

Negative

Do not use matches or lighters, in case of leaking natural gas pipes.

Modals of obligation

- We can use the modal auxiliary verbs **have to**, **don't have to**, **must**, and **mustn't** to express obligation.

Use

- We use **must** to show that the obligation is a personal obligation.

You mustn't go outside.

Once the tornado has started you must look for refuge in underground shelters

- We use **have to** to show that the obligation is external, e.g., a law or a rule.

You have to stay informed.

- We use **don't have to** to show that something is possible, but it's not mandatory.

You don't have to go to an official shelter.

Reported Speech

Use

- We use reported speech to tell another person what someone said.
- We usually move the verb in the reported clause 'one tense back' if the reporting verb is in the past tense, e.g., **said**, **told**.

Note: We often use **say** and **tell** as reporting verbs.

- The verb in the indirect clause usually moves one tense back.

Say + (that)

He said (that) he was just thankful that there hadn't been any alligators in the water!

Tell + person (that)

He told us that he and his mother lived on the first floor.

Direct	Reported
Present Simple "I live on the first floor with my mother."	Past Simple He told us that he and his mother lived on the first floor.
Present Continuous "The water is rising all around my apartment."	Past Continuous His friend told Brandon that the water was rising all around his apartment.
Past Simple "I learned to swim when I was six."	Past Perfect Brandon said that he had learned to swim when he was six.

Comparatives

Use

- We use **as + adjective/verb + as** to show that the things compared are not equal in some way.
- The order of the things compared is opposite to the one used in comparisons with comparative adjectives.

Sam is not as confident as Paul.

- We use **more** with all adjectives with more than one syllable

Paul is more confident than Sam.

Future Forms

Use

- We use **will** for predictions about the future. It is used to express the opinion or belief of the speaker.

Winter will be shorter and spring will arrive earlier.

- We can also use **might/may** for predictions in the future. It indicates possibility or uncertainty.
*This number might increase in the near future.
 We may be able to see the sky again.*

Fronting

- When we want to focus on something important, we bring it to the front of the sentence. This is called **fronting**.
- The expression **It is + adj** emphasizes information by bringing it to the front.
It is essential that we know where the products we buy come from.

Form

- We use this form by writing **It is + adj + that + another clause**.
It is crucial that governments do more to protect hunted animals.

Making Offers, Requests, and Promises

Use

- We use **would** to make requests.
I would like to speak to someone about a problem.
- We use **shall** and **would** to make polite offers.
Would you like me to help you with it?
Shall I get the manager?
- We use **will** to make promises.
We will help you with that.

First Conditional: Warnings

Use

- We use the first conditional to express a possible condition and a probable result in the future.
- We separate the two clauses by a comma if we begin with the **if** clause. We don't use a comma when we begin with the conditional clause.
If they don't do anything about it, I'll be very upset.
I will talk to the manager if the customer service representative can't help.

Form

If	you do nothing about it,	I will (I'll) I will not (won't)	post a bad review on your webpage.
----	--------------------------	-------------------------------------	------------------------------------

Present Passive

Use

- We use the passive when we are more interested in who or what receives the action.
The pulley pulls the metal ropes. (We are more interested in the pulley)
The metal ropes are pulled by the pulley. (We are more interested in the metal ropes)
- We use the passive when the object or person doing the action is not known or important.
A big fan is powered and starts to fill a flexible skirt.

Note

At the end of passive sentences, we can mention the object or person doing the action by using **by**.

The envelope is filled with air by a fan.

Form

- We form the passive with the verb **to be + past participle**.
- The object of the active sentence moves to the front of the sentence.

Active: *The motors move the propellers.*

Passive: *The propellers are moved by the motors*

Affirmative and Negative

- We form the negative by using the negative of the verb **to be**.
Drones aren't used for simple tasks like taking a selfie.

Grammar Reference

Questions and Short Answers

- In questions, we change the order of the subject and verb.

Is the hot-air balloon filled with air by a fan?	Yes, it is. No, it isn't.
--------------------------------------------------	------------------------------

Note

We use sequencers like **first, then, next, after that, once, finally**, etc. with present passive to explain or describe a process in steps.

Additional Grammar Reference

Present Simple Verb *to be*

Use

- We use the verb **to be** in the present simple tense to give information about people or things.

Affirmative and Negative

I	am (I'm) am not (I'm not)	a sewer inspector.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	sewer inspectors.

Questions

What's your name? How old are you?

Where are you from? When are you available?

Short Answers

Are you a taxi driver?	Yes, I am. No, I am (I'm) not.
Is he a sewage inspector?	Yes, he is. No, he is not (isn't).
Are they pilots?	Yes, they are. No, they are not (aren't).

Present Continuous

Use

We use the present continuous tense to describe actions that are in progress now or around now. *This week, pilots **are learning** how to use new flight equipment.*

Form

We form the present continuous tense with the auxiliary **am/is/are** + the present participle.

Affirmative and Negative

I	am (am not /I'm not)	helping.
He She It	is (He's/She's/ It's) is not (isn't)	
We You They	are (We're/ You're/ They're) are not (aren't)	

Past Simple

Use

- We use the past simple tense to indicate:
 - An action that is now finished.
*Hiroshi **opened** the door. The bird **flew** into the sky.*
 - A sequence of events in the past.
*He **went** to his field and **worked** alone.*

Form

- The form of the past simple is the same for all persons.
 - The normal rule is to add **-ed** to the base form of the verb.
open–*opened*
 - We add **-d** to the base form of verbs ending in **e**.
explore–*explored*

3. We eliminate the *y* and add *-ied* to the base form of verbs ending in a consonant + *y*.
cry—cried
4. We double the consonant and add *-ed* to verbs ending in a single vowel + consonant.
stop—stopped
5. There are many common irregular verbs.
(See table on page 161.)

Affirmative

I		
He/She/It		
We	opened	the door.
You		
They		

Negative

We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

I		
He/She/It		
We	did not (didn't)	carry the crane.
You		
They		

Questions

We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

		I	
		he/she/it	
When	did	we	see the
		you	crane?
		they	

Short Answers

Did you read the story?	No, I did not (didn't). Yes, I did.
Did Hiroshi help the crane?	No, he did not (didn't). Yes, he did.

Parts of Speech

Use

- We use parts of speech to categorize English words: *noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection*. They help us analyze sentences and understand them.
- We use nouns in the name of a person, place, thing, or idea: *Daniel, London, dog, teacher...*
- We use pronouns in place of a noun or noun phrase to avoid repetition: *I, you, he, me...*
- We use adjectives to describe, modify, or give more information about nouns and pronouns: *big, old, blue, beautiful...*
- We use verbs to show action or state of being: *cry, run, sleep, cook...*
- We use adverbs to describe or modify a verb, adjective, or another adverb: *always, too, well, very...*
- We use prepositions to show the relationship between a noun or pronoun and another word: *to, at, between, about...*
- We use conjunctions to join words or ideas: *and, but, since, because...*
- We use interjections to express a strong feeling or emotion: *Wow! Help! Ouch! Oh!...*

Adjective Order

Use

- We can use more than one adjective to describe nouns. There are different types of adjectives and they have to follow a specific order.

opinion: beautiful, ugly
size: big, small
age: young, old
shape: round, square
color: red, gold
origin: American, French
material: wooden, metal
purpose: These adjectives often end in -ing . For example, <i>sleeping</i> bag

Note

- We usually use a maximum of three different adjectives. We separate them with a comma. One day, someone steals a *huge, round, blue* diamond from a museum.
Rachel pulls a *long, green, silk* dress out of a bag.

Adverbs

Use

- We use adverbs to modify a verb, an adjective, or another adverb:
 1. Rachel *reluctantly* agrees. (The adverb *reluctantly* modifies the verb to tell us how Rachel agrees.)
 2. She has a *fairly interesting* job. (The adverb *fairly* modifies the adjective to tell us how interesting the job is.)
 3. Victoria runs *incredibly* fast. (The adverb *incredibly* modifies the adverb *fast* to tell us how fast Victoria runs.)

- Adverbs of manner tell us how something happened. They are usually placed after the main verb or object.

*Please look at the script **carefully**.*

*Please look **carefully** at the script.*

- Like adjectives, many adverbs are gradable, that is, we can modify them using *very* or *extremely*.

Note

- The modifying words **very** and **extremely** are themselves adverbs. There are called degree adverbs because they specify the degree to which an adjective or another adverb applies.
- Degree adverbs include **almost**, **barely**, **entirely**, **highly**, **quite**, **slightly**, **totally**, and **utterly**. Degree adverbs are not gradable.

Form

- Many adverbs end in *-ly*. More precisely, they are formed by adding *-ly* to an adjective.

Modal Verbs: Obligation, Necessity, and Advice

- We can use the modal auxiliary verbs **must**, **need to**, **might**, and **should** to express obligation and necessity, and give advice.

Use

- We use **must** to express strong obligation or prohibition.
*You **must** speak English on the trip.*
- We use **need to** to express necessity.
*You **need to** make sure your plans work.*
- We use **might** when we are not sure about something.
*We **might** have time to see the Statue of Liberty.*
- We use **should** to make suggestions and give advice.
*We **should** run so we don't miss it.*

A

- act** /'ækt/ *n* something that is done
- ad** /'ad/ *n* a picture, short film, song, etc. that tries to persuade people to buy a product or service
- advice** /əd'vaɪs/ *n* an opinion or suggestion about what someone should do
- aerial** /'erɪjəl/ *adj* used or performed in the air
- after** /'æftə/ *adv* following in time
- agony** /'ægəni/ *n* extreme mental or physical pain
- aim** /'eɪm/ *v* to point at a target
- aircraft** /'eə,kra:ft/ *n* a machine that flies through the air
- alliteration** /ə,lɪtə'reɪʃən/ *n* the use of words that begin with the same sounds
- allow** /ə'ləʊ/ *v* to give permission to do something
- alluring** /ə'lʊrɪŋ/ *adj* very attractive
- amazing** /ə'meɪ.zɪŋ/ *adj* extremely surprising; very good
- amount** /ə'maʊnt/ *n* a quantity of something
- announce** /ə'naʊns/ *v* to make something known or tell people about something officially
- announcement** /ə'naʊns.mənt/ *n* something that someone says officially
- antenna** /æn'tenə/ *n* a thin sensitive organ on the head of an insect, crab, etc., that is used mainly to feel and touch things
- apart from** /fɑ:r fra:m/ *prep* not at all
- apartment** /ə'pɑ:tmənt/ *n* a room or set of rooms that is part of a building and is used as a place to live
- appliance** /ə'plai.əns/ *n* a device, machine or piece of equipment, especially an electrical one that is used in the house
- appointment** /ə'pɔɪnt.mənt/ *n* an arranged meeting
- approach** /ə'prəʊtʃ/ *v* to move or become near or nearer to something or someone
- assembly** /ə'sembli/ *n* the act of connecting together the parts of something
- attach** /ə'tætʃ/ *v* to join or connect to something
- attempt** /ə'tempt/ *v* to try to do something
- aunt** /ænt/ *n* the sister of your father or mother or the wife of your uncle

available /ə'veɪ.lə.bəl/ *adj* able to be bought or used

avalanche /'ævə,læntʃ/ *n* a large amount of snow and ice or of dirt and rocks that slides suddenly down the side of a mountain

avocado /,ɑ:və'kɑ:dou/ *n* a fruit with rough dark green or purple skin, smooth light green flesh, and a large seed in the middle

avoid /ə'void/ *v* to stay away from someone or something

awareness /ə'wer.nəs/ *n* knowledge that something exists or understanding a situation

B

baggage /'bæg.ɪdʒ/ *n* all the suitcases and bags you take with you when you travel

balcony /'bælkəni/ *n* a raised platform that is connected to the side of a building and surrounded by a low wall or railing

banana /bə'nænə/ *n* a long curved fruit with a thick peel that is yellow when it is ripe

basketball /'bæskɪt,bɑ:l/ *n* a game in which two teams of five players bounce a ball and try to score points by throwing the ball through one of the raised nets at each end of a rectangular court

bathroom /'bæθ.ru:m/ *n* a room with a sink and toilet and usually a bathtub or shower

battery /'bætəri/ *n* a device that is placed inside a machine to supply it with electricity

bean /'bi:n/ *n* a seed that is eaten as a vegetable and that comes from any one of many different kinds of climbing plants

behalf /br'hæf/ *n* as a representative of someone

belief /bə'li:f/ *n* a feeling of being sure that someone or something exists or that something is true

beneath /br'nɪ:θ/ *prep* under someone or something

big deal said when you do not think that what someone has said or done is important or special

bill /bɪl/ *n* a piece of paper on which a payment is written

biodegradable /,baɪ.əʊ.dɪ'greɪ.də.bəl/ *adj* capable of being slowly destroyed by a natural process

Glossary

- blast** /blæst/ *v* a powerful explosion or force
- blend** /'blend/ *v* to mix (things) thoroughly and usually with good results
- blizzard** /'blɪzəd/ *n* a severe snowstorm that goes on for a long time
- boundary** /'baʊndrɪ/ *n* something that shows where an area ends and other area begins
- bow** /'baʊ/ *v* to bend forward at the neck or waist as a formal way of greeting someone or showing respect
- brag** /bræg/ *v* to speak too proudly about what you have done or what you own
- breach** /brɪ:tʃ/ *n* an opening in a line of a military defense
- broadsheet** /'brɔ:dʃi:t/ *n* a large newspaper usually with serious news
- brood** /bru:d/ *v* to think for a long time about things that make you sad, worried or angry
- build** /'bɪld/ *v* to make something by putting together parts or materials
- bunch** /'bʌntʃ/ *n* a group of people or thing that are together or are associated with each other in some way
- business** /'bɪznəs/ *n* the activity of making, buying, or selling goods or providing services in exchange for money
- C**
- can-crusher** /kən krʌʃ/ *n* a device to crush cans
- caption** /'kæpʃən/ *n* a small text that explains what is being show, such as a picture
- carbon dioxide** /,kɑ:r.bən daɪ'ɑ:k.said/ *n* the gas formed when carbon is burned, or when people or animals breathe out
- care** /'keə/ *n* effort made to do something correctly, safely, or without causing harm
- careful** /'keəfəl/ *adj* giving a lot of attention to what you are doing
- carve** /kɑ:rv/ *v* to make something by cutting into wood or stone
- catastrophic** /,kætə'strɑ:fɪk/ *adj* a terrible condition of disaster
- certain** /'sɜ:ːtən/ *adj* having no doubt or knowing exactly something is true
- chances are** /tʃæns ə/ it is likely
- chaos** /'keɪ,ɑ:s/ *n* a complete confusion and disorder
- character** /'kerɪktə/ *n* a person who appears in a story, book, play, movie, or television show
- cheek** /'tʃi:k/ *n* the part of the face below the eye and to the side of the nose and mouth
- chew** /tʃu/ *v* to break food between your teeth as a part of eating
- chili** /'tʃɪli/ *n* a small pepper with a very hot flavor
- chill** /'tʃɪl/ *n* a feeling of being cold
- citizen** /'sɪt.ə.zən/ *n* a person who legally belongs to a country
- civil rights** *n* the rights that every person should have regardless of his or her sex, race, or religion
- claim** /kleɪm/ *v* to say that something is true
- climax** /'klaɪ.mæks/ *n* the most exciting and important part of a story, play, or movie that occurs usually at or near the end
- coal** /kəʊl/ *n* a black or brownish-black hard substance within the earth that is used as a fuel
- cocoa** /'kəʊkəʊ/ *n* a brown powder made from roasted cocoa beans that is used to give a chocolate flavor to foods
- coffee** /'kɑ:fi/ *n* a dark brown drink made from ground coffee beans and boiled water
- comedy** /'kɑ:.mə.di/ *n* the humorous part of a situation
- command** /kəm'mænd/ *n* an instruction in the form of signals that tell a device to do something
- competition** /,kɑ:mpə'tɪʃən/ *n* the act or process of trying to get or win something that someone else is also trying to get or win
- concern** /kən'sɜ:n/ *n* a feeling of worry usually shared by many people
- confident** /'kɑ:nfədənt/ *adj* having a feeling or belief that you can do something well or succeed at something
- congratulate** /kən'grætʃ.ə.lert/ *v* to tell (someone) that you are happy because of his or her success or good luck
- cope** /'kəʊp/ *v* to deal with problems and difficult situations and try to come up with solutions
- copy** /'kɒpi/ *n* an imitation or reproduction of an original

corn /'kɒə.n/ *n* a tall plant that produces yellow seeds that are eaten as a vegetable, used to produce many food products, and used as food for animals

council /'kaʊnsəl/ *n* a group of people who are chosen to make rules, laws, or decisions about something

countryside /'kʌntri.saɪd/ *n* land that is away from big towns and cities

coworker /'kəʊ.wə.kə-/ *n* a person who works at the place where you work

crisis /'kraɪsəs/ *n* a difficult or dangerous situation that needs serious attention

crouch /kraʊtʃ/ *v* to lower your body to the ground by bending your legs

custom /'kʌstəm/ *n* an action or way of behaving that is usual and traditional among the people in a particular group or place

D

damage /'dæmɪdʒ/ *n* physical harm that is done to something or to someone's body

debris /'dæbrɪ/ *n* pieces that are left after something has been destroyed

deceive /dɪ'si:v/ *v* to persuade someone that something false is truth

deceptive /dɪ'septɪv/ *adj* intended to make someone believe something that is not true

decode /di:'kəʊd/ *n* to discover the meaning of information given in a secret or complicated way

deforestation /di:fɔ:r.ə'steɪ.ʃən/ *n* the cutting down of trees in a large area, or the destruction of forests by people

delighted /dɪ'laɪtəd/ *adj* full of great pleasure or satisfaction

deserve /dɪ'zəv/ *v* used to say that someone or something should or should not have or be given something

despite /dɪ'spaɪt/ *prep* without being influenced by

device /dɪ'vaɪs/ *n* an object, machine, or piece of equipment that has been made for some special purpose

dialogue /'dʌjə,lɑ:g/ *n* the things that are said by the characters in a story, movie, play, etc.

disposed of /dɪ'spəʊz/ *phrasal v* to get rid of something

dodge /da:dʒ/ *adj* to avoid being hit by something by moving quickly to one side

dressng gown /'dres.ɪŋ ɡaʊn/ *n* a loose piece of clothing like a coat, worn informally inside the house

drift /drɪft/ *v* to move without control

drill /'drɪl/ *n* a tool used for making holes in hard substances

drop /'drɔ:p/ *v* to let something fall

drop down /,drɔ:p.daʊn/ *v* to fall or to allow yourself to fall

drought /draʊt/ *n* a long period when there is little or no rain

dynamo /'daɪ.nə.məʊ/ *n* a device that changes energy of movement into electrical energy

E

each other /,i:tʃ 'lʌð.ər/ *pron* each of two or more people, animals, who are doing something together or in relationship to the other or others in the group

earthquake /'əθ,kweɪk/ *v* a shaking of a part of the Earth's surface that often causes great damage

effectiveness /ɪ'fek.tɪv.nəs/ *n* degree to which something is successful in producing a desired result

effort /'ɛfət/ *n* a serious attempt to do something

elbow /'ɛl,bəʊ/ *n* the joint where your arm bends

emission /ɪ'mɪʃ.ən/ *n* amount of gas, heat, light, etc. that is sent out

empathic /em'fætɪk/ *adj* done or said in a strong way and without any doubt

emphasize /'em.fə.saɪz/ *v* to show something is very important

employee /ɪm.plɔɪ'i:/ *n* a person who works for another person or for a company for a salary

enchantedress /ɪn'tʃæn.trəs/ *n* an extremely attractive and interesting woman

encourage /ɪn'kʌr.ɪdʒ/ *v* to make someone more likely to do something

endangered species *n* a species threatened with extinction

Glossary

- engage** /ɪn'geɪdʒ/ *v* to interest someone in something and keep them thinking about it
- enhance** /ɪn'hæns/ *v* to increase or improve
- ensure** /ɪn'ʃʊə/ *v* to make sure something is done or happens
- erupt** /ɪ'rʌpʃən/ *v* to send out rocks, ash, lava, etc., in a sudden explosion
- exhaust** /ɪg'zɑ:st/ *n* the waste gas from an engine, especially a car's, or the pipe the gas flows through
- experience** /ɪk'spɪr.i.əns/ *n* something that happens, practical knowledge
- exploitation** /,ek.splɔɪ'teɪ.ʃən/ *n* the use of something in order to profit from it

F

- fabric** /'fæb.rɪk/ *n* cloth or material for making clothes
- fast food** /,fɑ:st 'fu:d/ *n* food that is prepared quickly, usually inexpensive and fried
- feature** /'fi:tʃə/ *n* a typical quality or an important part of something
- feedback** /'fi:d,bæk/ *n* helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.
- fencing** /'fensɪŋ/ *n* the art or sport of fighting with swords
- fewer** /'fju:wə/ *adj* a smaller number of people or things
- finally** /'faɪnli/ *adv* at the end of a period of time
- first** /'fɜ:st/ *adj* coming before all others in time, order, or importance
- fitness** /'fɪt.nəs/ *n* the condition of being physically strong and healthy
- flexible** /'fleksəbəl/ *adj* capable or being changed or bend
- flight controller** /flaɪt kən'trəʊ.lə/ *n* device used to operate an aircraft
- flood** /flʌd/ *n* a large amount of water covering an area of land that is usually dry
- flooding** /'flʌd.ɪŋ/ *n* a situation where water covers normally dry land
- flyboard** /'flaɪbɔ:d/ *n* a device attached to the feet that propels a person through the air by means of jets of water pumped through a hose connected to a jet ski

- forecaster** /'fɔ:ɪr.kæ.s.tə/ *n* a person who tells you what particular conditions are expected to be like
- forehead** /'fəʊ,hɛd/ *n* the part of the face above the eyes
- forum** /'fɔ:ɪr.əm/ *n* a situation or meeting in which people can talk about a problem or matter especially of public interest
- forward** /'fəʊ-wəd/ *adv* in the direction that is in front of you
- fossil** /'fɔ:səl/ *n* an impression of a plant or animal that you can see in some rocks
- fossil fuels** / fə-səl-,fyü(-ə)ld/ *adj* a fuel (such as coal, oil, or natural gas) formed in the earth from plant or animal remains
- freeze** /fri:z/ *v* really really cold
- freezing** /'fri:zɪŋ/ *adj* the temperature at which a liquid freezes
- friendly** /'frend.li/ *adv* behaving in a pleasant, kind way towards someone
- front desk** /'frʌnt 'desk/ *n* desk near the entrance to a hotel or office building where people go when they arrive and where they can get information
- fuel** /'fju:əl/ *n* a substance that is used to provide power
- fumes** /fju:mz/ *n* strong and sometimes dangerous gas or smoke

G

- gather** /'gæðə/ *v* to form a group of things or people
- geologist** /dʒi'ɑ:lədʒɪst/ *n* a person who studies geology
- glass** /glæs/ *n* a hard, transparent material, used to make windows and other objects
- goods** /gudz/ *n* items for sale, or possessions
- gossip** /'gɑ:səp/ *n* conversation or report about other people's lives that might be unkind or untrue
- gotta** /'gɑ:tə/ *v* short, informal form of have got to
- guidelines** /'gaɪd.laɪn/ *n* information intended to advise people on how something should be done

H

- habitat** /'hæb.ə.tæt/ *n* the place or environment where a plant or animal naturally or normally lives and grows

handful /'hænd,fʊl/ *n* an amount that you can hold in your hand

handle /'hæ.n.dəl/ *v* to deal with or be in charge of something

handshake /'hændʃeɪk/ *n* the act of taking someone's right hand and shaking it when you meet or leave each other

handsome /'hænsəm/ *adj* pleasing to look at

hang /'hæŋ/ *v* to attach or place something so that it is held up without support from below

happy /'hæpi/ *adj* feeling pleasure and enjoyment because of your life, situation, etc.

hard-working /'hɑ:d'wɜ:kɪŋ/ *adj* using a lot of time and energy to do work

harmful /'hɑ:rm.fəl/ *adj* causing damage or harm

haunted /'hɑ:ntəd/ *adj* lived in or visited by ghosts

hazard /'hæz.əd/ *n* something that is dangerous and likely to cause damage

headline /'hedlaɪn/ *n* the title of a newspaper article or story

heater /'hi:tə/ *n* a device that produces heat

hockey /'hɑ:ki/ *n* ice hockey

hold /'hould/ *v* to have something such as a meeting or an election

hometown /'houm'taʊn/ *n* the city or town where you were born or grew up

hook /'hʊk/ *n* a curved or bent tool for catching, holding, or pulling something

hose /'houz/ *n* a long, usually rubber tube where liquids or gases can flow through

host /'houst/ *n* someone who has guests

household /'haus,hould/ *n* the people in a family or other group that are living together in one house

however /'haʊ'evə/ *adv* used when you are saying something that is different from or contrasts with a previous statement

howl /haʊl/ *v* to make a long, loud sound

howling /'haʊ.lɪŋ/ *n* the sound of a wind blowing hard and making a lot of noise

human kind /'hju:mən,kaind/ *n* all people as a group

hurricane /'hæ.rə.keɪn/ *n* an extremely large, powerful, and destructive storm with very strong winds that occurs especially in the western part of the Atlantic Ocean

hydrocarbons /,haɪ.drou'kɑ:r.bən/ *n* a chemical combination of hydrogen and carbon, such as in oil or petrol

I

identify /aɪ'dentə,fai/ *v* to know and say who someone is or what something is

illegal /ɪ'li:ɡəl/ *adj* not allowed by law

image /'ɪm.ɪdʒ/ *n* a picture that is produced by a camera or a mirror

improvement /ɪm'pru:vmənt/ *n* the act of improving something

increased /ɪn'kri:st/ *v* to become larger or greater in size, amount, number, etc.

infographic /,ɪnfou'græf.ɪk/ *n* a picture or diagram or a group of pictures or diagrams showing or explaining information

infrastructure /'ɪn.frə,striktʃə/ *n* the basic systems and services that a country or organization uses

injury /'ɪndʒəri/ *n* physical harm or damage to someone's body caused by an accident or an attack

inner /'ɪn.ə/ *adj* located toward the inside of something

instance /'ɪn.stəns/ *n* an occasion of something happening

insurance /ɪn'fʊərəns/ *n* an agreement in which a person makes regular payments to a company and the company promises to pay money if the person is injured or dies, or to pay money to the value of something if it is damaged, lost, or stolen

intrude /ɪn'tru:d/ *v* to come or go into a place where you are not wanted

issue /'ɪʃu:z/ *n* problems or concerns

J

jet ski /'dʒet ,ski:/ *n* a brand name for a fast vehicle that is used on water and carries one or two people

joint /'dʒɔɪnt/ *n* a point where two bones meet in the body

joke /'dʒoʊk/ *n* something said or done to cause laughter

journalist /'dʒɜ:nəlɪst/ *n* a person that works in journalism, a writer or editor of a news medium

judge /dʒʌdʒ/ *n* to form an opinion about something or someone after careful thought

Glossary

K

kinetic /kɪ'netɪk/ *adj* involving or producing movement

L

lacrosse /lə'kraɪs/ *n* a game played by two teams in which the players use a long stick with a net at the end to catch, carry, and throw a small ball, and try to get the ball in the other team's goal

landing /'lændɪŋ/ *n* the act of returning to the ground or another surface after a flight

landing ground /'lændɪŋ graʊnd/ *n* a piece of land on which a plane can land

lead /li:d/ *v* to direct in a certain direction

lead story /'li:d 'stɔ:ri/ *n* the most important story in a newspaper or magazine

leak /li:k/ *n* a hole in a surface that lets something pass in or out

lever /'lev.ə/ *n* a bar or rod that is used to operate a device

lifestyle /'laɪf,steɪl/ *n* a particular way of living

lift /'lɪft/ *v* to move to a higher position

lightning /'laɪt.nɪŋ/ *n* the flashes of light that are produced in the sky during a storm

lightweight /'laɪt.weɪt/ *adj* of relatively light weight, having less weight than the average

litter /'li-tə/ *n* trash, wastepaper, or garbage lying scattered about

livable /'lɪvəbəl/ *adj* making it possible to live or to have the things that people need to live properly

load /ləʊd/ *n* a large amount of something

long /'lɔ:ŋ/ *adj* extending a great distance from one end to the other end

look at /lʊk ət/ *phrasal v* to think about something

loss /'lɔ:s/ *n* failure to keep or to continue to have something

loud /'laʊd/ *adj* making or causing a lot of noise

M

magnitude /'mæɡnə,tu:d/ *n* the size, extent, or importance of something

make /'meɪk/ *v* to build, create, or produce something by work or effort

manner /'mæn.ə/ *n* the way that something is done; the way a person normally behaves

manufacture /,mæn.jə'fæk.tʃə/ *v* to make something in large amounts by using machines

manufacturing /,mæn.jə'fæk.tʃə.ɪŋ/ *n* the business of producing goods in large numbers

market /'mɑ:kət/ *n* a place where products are bought and sold

masthead /'mæst.hed/ *n* the title of a newspaper displayed at the top of the first page

matter /'mætə/ *n* something that is being done, talked about, or thought about

meaningful /'mi:niŋfəl/ *adj* having a clear meaning

midpoint /'mɪd,pɔɪnt/ *n* a point at the middle of something

milestone /'maɪl.stəʊn/ *n* an important event in the development or history of something

minerals /'mɪn.ər.əl/ *n* a substance that is neither animal nor vegetable

minimalist /'mɪn.əl.mə.lɪst/ *adj* part of a style in art or design that uses simple forms

monoxide /-mə'nɒksaɪd/ *n* a poisonous gas that is formed when carbon is not completely burned and especially when gasoline is burned in car engines

morbid /'mɔ:bəd/ *adj* not healthy or normal

motor cortex /'məʊtə 'kɔ:kə,tɛks/ *n* the cortex of a motor area

movie /'mu:vi/ *n* a recording of moving images that tells a story and that people watch on a screen or television

murder /'mɜ:ɪ.də/ *n* the crime of intentionally killing a person

must /'mʌst/ *v* used to say that something is required or necessary

N

neatly /'ni:t.li/ *adv* in a tidy way

neighbor /'neɪbə/ *n* a person who lives next to or near another person

neighborhood /'neɪbə,hʊd/ *n* a section of a town or city

nervous /'nəvəs/ *adj* having or showing feelings of being worried and afraid about what might happen

news /'nju:z/ *n* new information about something that has happened recently

newsflash /'nu:z.flæʃ/ *n* a short news report on radio or television, giving the most recent information about an important or unexpected event

newsworthy /'nu:z.wɜ:ði/ *adj* interesting enough to be described in a news report

next /'nekst/ *adj* coming after this one

nitrogen /'naɪ.trə.dʒən/ *n* a chemical element that is a gas with no color or taste, forms most of the earth's atmosphere, and is a part of all living things

notice /'nəʊtəs/ *n* information that tells you or warns you about something that is going to happen

notorious /'nəʊ'tɔ:rijəs/ *adj* well-known or famous especially for something bad

nowadays /'nəʊə,deɪz/ *adv* at the present time

nowhere /'nəʊ,weə/ *adv* not in or at any place

O

off-lead /ɔ:f li:d/ *n* the second most important story in a newspaper

once /'wʌns/ *adv* one time only

outlet /'aʊt.let/ *n* an opening through which something, like electricity, can come out and be used

outrageous /,aʊt'reɪ.dʒəs/ *adj* shocking and morally wrong or unacceptable

overheat /,əʊvə'hɪ:t/ *v* to become too hot

overwrought /,əʊ.və'ra:t/ *adj* in a state of nervous or worried

own /'aʊn/ *v* to have as property

ozone layer /'əʊ.zəʊn ,leɪ.ə/ *n* an atmospheric layer that is characterized by high ozone content which blocks most solar ultraviolet radiation from entry into the lower atmosphere

P

pants /'pænts/ *n* a piece of clothing that covers your body from the waist to the ankle and has a separate part for each leg

pastry /'peɪstri/ *n* a small cake

pay /'peɪ/ *v* to give money for goods or services

persecute /'pə-sɪ,kju:t/ *v* to constantly annoy or bother

personal trainer /,pɜ:ɪ.sən.əl 'treɪ.nə/ *n* someone whose job is to help you become stronger and healthier

pesticide /'pe-stə-,sɪd/ *n* a chemical substance used to kill harmful insects, small animals, wild plants, and other unwanted organisms

pike /paɪk/ *n* a spike or sharp point, the tip of a spear

play /'pleɪ/ *v* to do activities for fun or enjoyment

plot point /plɑ:tɔɪnt/ *n* a series of events that form the story in a novel, movie, etc.

poisonous /'pɔɪzənəs/ *adj* a causing sickness or death by entering or touching the body

policy /'pɑ:ləsi/ *n* an officially accepted set of rules or ideas about what should be done

polite /pə'laɪt/ *adj* having or showing good manners or respect for other people

pollutants /pə'lu:tənt/ *n* something that contaminates

population /,pɑ:pjə'leɪʃən/ *n* the number of people who live in a place

portion /'pɔ:ʃən/ *n* a section or part of something

post /pəʊst/ *n* a place where a soldier or a guard is appointed

present /'preznt/ *n* something that you give to someone especially as a way of showing affection or thanks

pricey /'praɪ.si/ *adj* expensive

process /'prɑ:səs/ *n* the actions taken to achieve a result

produce /'prɑ:du:s/ *n* food or any other substance or material that is grown or obtained through farming, *v* to create or make something

propeller /prə'pelə/ *n* a device with two or more blades that turn quickly and cause a ship or aircraft to move

provide /prə'vaɪd/ *v* to give someone something that they need

publish /'pʌb.lɪʃ/ *v* to make something known to many people

pulley /'pʊli/ *n* a wheel or set of wheels that is used with a rope, chain, etc., to lift or lower heavy objects

Glossary

pull over /'pʊl,ʊvə/ *v* when a vehicle moves to the side of the road and stops

pull quote /pʊl kwout/ *n* a short text taken from an article

pun /pʌn/ *n* a humorous use of a word or phrase that has several meanings

Q

quotation /kwout'teɪ.fən/ *n* a short text or passage taken from a different source

R

radio controller /'reɪ.di.ou kən'trɒl.lə/ *n* radio controller *n* a device used to operate or control a machine remotely by radio signals

rattle /'ræt.əl/ *v* to make a quick succession of percussive sounds

refresh /rɪ'freʃ/ *v* to make someone less hot or tired

refund /'ri:fʌnd/ *n* an amount of money that is given back to you because you are not happy with a product or service

regain /rɪ'geɪn/ *v* to take or get possession of something again

results /rɪ'zʌlt/ *n* something that is a consequence, a conclusion

relative /'rɛlətɪv/ *n* a member of your family

rescue /'reskjʊ/ *n* an act of saving someone or something from trouble

resist /rɪ'zɪst/ *v* to fight against a force

resource /'ri:zɔ:rs/ *n* a supply of something that someone has and can use when it is needed

ripped /rɪpt/ *adj* having strong, well-developed muscles

rude /ru:d/ *adj* not polite; offensive

S

sale /'seɪl/ *n* the act of selling something

salmon /'sæmən/ *n* a large fish that is born in streams but that lives most of its life in the ocean and that is commonly used for food

safe /'seɪf/ *adj* not able or likely to be hurt in any way

save /'seɪv/ *v* to keep someone or something safe

scandal /'skændəl/ *n* an action or event that causes shock or disapproval

scene /'si:n/ *n* a division of an act in a play during which the action takes place in a single place without a break in time

schedule /'skedʒ.u:l/ *n* a plan of things that will be done and the times when they will be done

scoop /sku:p/ *n* a story or piece of news discovered and published by a newspaper before all others

seem /'si:m/ *v* to appear to be something or to do something

sensational /sen'seɪ.fən.əl/ *adj* news reports that are intended to be shocking instead of serious

sensible /'sen.sə.bəl/ *adj* showing good sense or reason, good judgement

set /'set/ *n* to put something in a place or position

setup /'set,ʌp/ *n* the process of making something ready to be used

sewage /'sü-ij/ *n* refuse liquids or waste matter usually carried off by sewers

shake /ʃeɪk/ *v* to move backwards and forwards or up and down in quick, short movements

share /'ʃeə/ *v* to have or use something with others

sharp /ʃɑ:rp/ *adj* having a thin edge or point that can cut

shelter /'ʃel.tə/ *n* a building designed to give protection

shout /ʃaʊt/ *v* to speak with a very loud voice

shove /ʃʌv/ *v* to push someone or something forcefully

sibling /'sɪb.lɪŋ/ *n* a person's brother or sister

sidebar /'saɪd.baɪr/ *n* a box on a newspaper with extra information

sidewalk /'saɪd.wɜ:k/ *n* a usually concrete path along the side of a street for people to walk on

signal /'sɪgnl/ *n* a wave of light or sound that carries a message, sound, or image

skinny /'skɪni/ *adj* very thin or too thin

slim /slɪm/ *adj* really thin

sling /slɪŋ/ *v* to throw or drop something carelessly

sneaker /'sni:kə/ *n* a shoe with a rubber sole that is designed for people to wear while running, playing sports, etc.

soar /sɔ:ɪr/ *v* to rise very quickly

soil /sɔɪl/ *n* the top layer of earth in which plants grow

soliloquy /sə'lɪləkwɪ/ *n* the act of talking to oneself

solution /sə'ljuːʃən/ *n* an answer to a problem

source /'soʊs/ *n* someone or something that provides what is wanted or needed

southwestern /saʊθwɛstən/ *adj* in, toward, or from the southwest

speckled /'spek.əld/ *adj* cover with small marks of a different color than the area around it

spread /sprɛd/ *v* to cover, reach or have an effect on a wider area

spring /'sprɪŋ/ *n* a piece of curved or bent metal that can return to its original shape after it has been pressed down or stretched

stage /'stɑːʒ/ *n* the part of a theater on which the acting takes place

stage direction /'steɪdʒ daɪrɛk.ʃən/ *n* a description or instruction in the text of a play that explains how the play should be performed

standfirst /stænd 'fɜːst/ *n* an introductory paragraph which summarizes an article

stand-up /'stænd-ʌp/ *v* to get yourself into an upright position on your feet

steroids /'stɛrɔɪd/ *n* a natural substance that is produced in the body

store /'stɔːr/ *v* to put something that is not being used in a place where it is available to use later

strike /straɪk/ *v* to cause a person or place to suffer severely

string /strɪŋ/ *n* a piece of thin rope

submit /səb'mɪt/ *v* to give a document, proposal, piece of writing etc. to someone so that it can be considered or approved

subplot /'sʌb,plɑːt/ *n* a plot that is related to, but less important than the main plot of a story

success /sək'sɛs/ *n* to achieve what is hoped for

suck /'sʌk/ *v* to pull something with great force

suffer /'sʌfə/ *v* to experience something painful or unpleasant

sugar /'ʃʊg.ər/ *n* a sweet powdered substance from plants such as sugar cane

suggest /sə'dʒɛst/ *v* to mention an idea, possible plan, or action for other people to consider

supply /sə'plaɪ/ *n* the amount of something that is available to be used

support /sə'pɔːrt/ *v* something that shows that a fact is true

surrender /sə'ren.də/ *v* to stop fighting and admit defeat

survey /'sɛvɪ/ *n* an activity in which many people are asked a question or a series of questions in order to gather information

sweat /swet/ *v* the clear, salty liquid that you pass through your skin

sworn /'swɔːn/ *adj* used to describe people who have openly stated their feelings, opinions, etc

T

tabloid /'tæblɔɪd/ *n* a newspaper of small format with lots of pictures

tackle /'tæk.əl/ *v* to try to stop someone or something

take arms idiom to prepare to fight

tap /tæp/ *v* to hit gently and repeatedly

terrifying /'terə,fajɪŋ/ *adj* causing great fear

that /'ðæt/ *pron* used to indicate which person, thing, fact, or idea is being shown, pointed to, or mentioned

then /'ðɛn/ *adv* at that time

therefore /'ðɛə,foːr/ *adv* for that reason

thrill /θrɪl/ *n* a feeling of extreme excitement

tip /tɪp/ *v* to give someone who has provided you with a service extra money

tornado /tɔː'neɪdɔː/ *n* a violent and destructive storm in which powerful winds move around a central point

track running /træk 'rʌn.ɪŋ/ *n* path or road designed for sports events

treat /tri:t/ *v* to deal with something or someone in a particular way

tremble /'trem.bəl/ *v* to shake slightly, usually because you are cold, frightened, or very emotional

troll /'trɔʊl/ *n* a person who tries to cause problems on an Internet message board by posting messages that cause other people to argue, become angry, etc.

troublemaker /'trʌbəl,meɪkə/ *n* a person who creates problems or difficulties

trout /'traʊt/ *n* a common fish that lives in rivers and lakes and is often used as food

truth /tru:θ/ *n* the quality of being true

tsunami /sʊ'nɑːmi/ *n* a very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land

twisted my arm *phrasal v* to persuade someone to do something they do not want to do

U

unchewed /ˌʌnˈtʃuːd/ *adj* not crushed food into smaller softer pieces with the teeth

underneath /ˌʌn.dəˈniːθ/ *prep* below or under

unfortunately /ˌʌnˈfɔːr.tʃən.ət.li/ *adv* used to say that something is sad, disappointing, or has a bad effect

uninhabitable /ˌʌnɪnˈhæbətəbəl/ *adj* not safe or suitable to be lived in

unique /juˈniːk/ *adj* used to say that something or someone is unlike anything or anyone else

until /ənˈtɪl/ *prep* used to indicate the time when a particular situation, activity, or period ends

upset /ʌpˈset/ *v* to make someone worried, unhappy or angry

up-to-date /ˌʌp.təˈdeɪt/ *adj* including the latest information

utmost /ˌʌt.məʊst/ *adj* the highest point or degree that can be reached

V

vacation /veɪˈkeɪʃən/ *n* a period of time that a person spends away from home, school, or business usually in order to relax or travel

vanilla /vəˈnɪlə/ *n* a dark substance that is made from the beans of a tropical plant and that is used to flavor food

vitamin /ˈvɪt.ə.mɪn/ *n* a natural substance obtained from food that is essential for the body

volcano /vəlˈkeɪnoʊ/ *n* a mountain with a hole in the top or side that sometimes sends out rocks, ash, lava, etc., in a sudden explosion

volume /ˈvɔːl.juːm/ *n* the amount of sound that is produced by a television, radio, stereo, etc.

W

waist /weɪst/ *n* the part of the human trunk below the chest, usually narrower than the hips

warn /wɔːrn/ *v* to make someone realize a possible danger or problem

warning /ˈwɔːnɪŋ/ *n* something that tells someone about possible danger or trouble

waste /weɪst/ *n* loss of something valuable that occurs because too much of it is being used or because it is being used in a way that is not necessary or effective

weight lifting /ˈweɪt ˈlɪftɪŋ/ *n* the activity of lifting weights for exercise or in competition

well-being /ˌwelˈbiːɪŋ/ *n* the state of feeling healthy and happy

while /ˈwaɪəl/ *conj* during the time that

whiteout /ˈwaɪ.taʊt/ *n* a blizzard that severely reduces visibility

whistling /ˈwɪs.əl/ *n* the act when someone whistles

wicked /ˈwɪk.ɪd/ *adj* morally wrong and bad

wildfire /ˈwaɪld.fajə/ *n* a fire in a wild area that is not controlled and that can burn a large area very quickly

wind-up /waɪnd/ *v* to turn a part of a device to make it operate

wire /waɪr/ *n* a piece of thin metal thread that can be bent, usually used for carrying electric current

wiring /ˈwaɪərɪŋ/ *n* the system of wires that carry electricity in a particular place, device, etc.

witness /ˈwɪtnəs/ *n* someone that is present to see an event

wonderful /ˈwʌn.də.fəl/ *adj* extremely good

Z

zip line /ˈzɪp-ˌlɪn/ *n* a system for recreation or transportation by means of a suspended cable



Name: _____ Score: _____/50

A Read the text about teenage problems and answer the questions with full sentences.
(___/10 points)

Teenage problems and how to deal with them

Being a parent to a teenager is not easy. Teenagers will experience different physical and emotional changes. It is also very difficult being a teenager. They need to create their own identities and may follow bad advice from friends.



So what are the common problems? The most important are:

- Addiction to social media
- Bullying
- Anxiety and depression
- Body image

Each problem has its own solution, but the most important thing to remember is that teenagers will make mistakes, so they need to be able to discuss their problems with you. A relationship of trust, respect, and patience is crucial.

1. Who is the text for?

2. Why is it difficult to be a parent to a teenager?

3. Why is difficult to be a teenager?

4. What does it mean when the text says 'teenagers need to create their own identities'?

5. Why is it important to have a relationship of trust, respect, and patience?

B Complete part of an email from a mother about her daughter using the correct form of the verbs in parentheses. (___/10 points)

Last year, Sarah 1) _____ (be) a completely different person. She 2) _____ (listen) to her parents and 3) _____ (find) her schoolwork really easy. But in these last six months, Sarah 4) _____ (have) a lot of problems. After she 5) _____ (fail) a physics exam last semester, Sarah 6) _____ (not spend) time studying and now her grades are terrible. Her friends 7) _____ (be) not much help either. They often 8) _____ (not go) to school and they always 9) _____ (stay) up late chatting on the computer. What 10) _____ you _____ (think) I should do?

Unit 1

C Complete the sentences with the words in the box. (___/5 points)

ask • keep • support • talk • worry ^a

1. You should _____ your family or older friends for advice.
2. Why don't you _____ to your parents about your problem?.
3. You should not _____ about what your friends say.
4. Try _____ a record of each time someone bullies you.
5. Your teacher should _____ you if you have a problem in class.

D Match the responses in bold to the reason for using that response. (___/5 points)

GRAHAM: Hey Marco. 1) **What's wrong?**

MARCO: Oh, nothing. Difficult day, that's all.

GRAHAM: 2) **I'm interested.** What's wrong?

MARCO: My dad is really strict. He always tells me what to do. For everything.

GRAHAM: 3) **For everything.** What does your mom say?

MARCO: I don't live with her. But she listens.

GRAHAM: 4) **It sounds like your mom could help.** 5) **Try talking to her.**

___ Asking questions shows you want to know more.

___ Echoing the same phrase proves you're listening.

___ Using this expression shows you want to know more.

___ Describing what you have heard shows you understood.

___ Making suggestions shows understanding.

E Underline the correct options to complete the sentences. (___/5 points)

1. Someone who gives advice professionally is an ____.
a) agony aunt b) agonizing aunt
2. A way to develop muscles is to do ____.
a) meditation b) weight lifting
3. ____ is a good way to change a friend's behavior.
a) Setting boundaries b) Getting angry
4. ____ are drugs used to develop muscles.
a) Steroids b) Vitamins
5. A ____ gives you exercise advice.
a) therapist b) personal trainer
6. Look at the hole! My jeans are ____.
a) ripped b) on fire
7. The bully ____ me aggressively.
a) shoved b) encouraged
8. I ____ along well with my parents.
a) get b) move
9. What he's saying is ____ from the truth.
a) a story b) far
10. What's the ____ ?
a) sports b) point

F Write an email to a family member giving them advice about a problem they have.



Name: _____ Score: _____ /50

A Read the text about Chinese New Year and answer the questions with full sentences.

(___ /10 points)

Hi, my name's Xiu and I live in the US. Last year, I went to China to visit some of my relatives who live in Shanghai. When we arrived at their house, everyone was cleaning. They told us that the next day was New Year and they were sweeping away bad luck. They were also decorating the house with red lanterns. That evening, while we were eating dinner, my cousin gave me a red envelope with money inside. When I opened it, everyone looked at me, shocked. Then he told me that you shouldn't open gifts immediately. It was better to open it later, in private.



1. Who does the girl visit?

2. Why are they cleaning the house?

3. What color do you think represents good fortune and joy? Why?

4. What cultural mistake did Xiu make?

5. How did her family react to her mistake?

B Complete the text using the correct form of the verbs in parentheses.

(___ /10 points)

Last year, I 1) _____ (go) to Japan to study. I 2) _____ (have) an amazing time and 3) _____ (eat) lots of delicious food. But there 4) _____ (be) some things that really shocked me. First, just as we 5) _____ (enter) the classroom one day, the teacher 6) _____ (ask) us to take off our outdoor shoes and put our indoor shoes on. The next thing that shocked me was that while 7) _____ (eat) lunch, all the Japanese students 8) _____ (get) up and started to clean. I asked one of the students what 9) _____ (happen). She 10) _____ (tell) me that in Japan, students clean the school, not the janitors.

C Match the two halves of the sentences.

(___ /5 points)

1. I was opening my present...
 2. When the Malaysian girl saw her father...
 3. When the leader of the tribe left...
 4. I was getting on the subway in Japan...
 5. Her Chinese friends got angry...
- _____ when I saw the expression on her face.
- _____ she put his hand on her forehead.
- _____ when she was talking at dinner.
- _____ when a guard started pushing me inside.
- _____ the tribespeople kissed the ground.

D Underline *when* or *while* to complete the sentences. (___/5 points)

1. *When/While* I saw my friend at the mosque, he was washing his feet.
2. What were you doing *when/while* I was buying the gift?
3. I was waiting for the school bus *when/while* a man said something to me in Arabic.
4. *When/While* I was studying in Spain, I made some really good friends.
5. They were cooking some new, exotic food *when/while* I arrived.

E Underline the correct options to complete the sentences. (___/5 points)

1. People greet each other in New Zealand by ____.
a) kissing on the cheek
b) shaking hands
2. It is a custom to accept food only after it is offered three times in ____.
a) India
b) Egypt
3. In ____, people take their shoes off when they enter someone's house.
a) Egypt
b) New Zealand
4. In China, ____ are often given as gifts to newly married couples.
a) flowers
b) chopsticks
5. Saris are worn by women in ____.
a) China
b) India

F Put an arrow ▲ where the adverb of frequency in parentheses should go. (___/5 points)

1. People in Japan make a lot of noise when they eat certain food. (often) ____
2. I kiss my French friends twice to say hello. (always) ____
3. João is late for any event. (usually) ____
4. Mexicans are very friendly. (normally) ____
5. In most of the Middle East, people use their left hand in public. (rarely) ____

G Read the instructions to write a short essay. (___/10 points)

Choose a country you learned about in this unit and write a short essay comparing and contrasting three cultural aspects to your own country. Include adverbs of frequency.



Name: _____ Score: _____/50

A Read the text about ultra-marathons and answer the questions with full sentences.
(___/10 points)

My first Ultra-Marathon

Have you ever heard of ultra-marathons? They are races longer than the classic marathon distance of 42 kilometers. Last year, I took part in my first ever ultra-marathon race. I had trained a lot, running almost every day, so I didn't feel too nervous. On the day of the race, I had to wake up at 4 am because the race started at 5. I got to the starting line, everyone started counting down, and we were off, running through the mountains in the state of Hidalgo. The race was really tough, but the training paid off. I finished after 8 hours and saw my friends at the finish line. They had already finished, so we went and celebrated together.



1. What is the anecdote about?

2. What is an ultra-marathon?

3. Why wasn't she nervous?

4. Where did the race take place?

5. What does she mean when she says 'the training paid off'?

B Complete the sentences with the words in the box. (___/5 points)

bragging • tremble • freezing •
wonderful • twisted my arm

1. I had a _____ time in France last year.

2. When I jumped in the pool, the water was _____.

3. I was so nervous about singing in front of my friends that my whole body started to _____.

4. My brother is always _____ about how good he is at guitar.

5. I wasn't going to take part, but my sister _____.

Unit 3

C Choose the correct answer to complete the sentences. (___/5 points)

- I wanted to go to London because I ___ there before.
a) had never been
b) never went
- As soon as we arrived, it ___ to rain.
a) had begun
b) began
- When we arrived, the competition ____.
a) started already
b) had already started
- The car broke down just as we ___ home.
a) were driving
b) had driven
- Last week, my team ___ our soccer match.
a) won
b) had won

D Answer the questions with sentences using the past perfect. (___/5 points)

- Why was Miguel so happy?
(his team/win the match).
_____.
- Why did Matilde get up late?
(not set/her alarm clock)
_____.
- Why was Freddy angry?
(his brother/break his computer)
_____.
- Why did Sara fail her exam?
(not study enough)
_____.
- Why was Lisa bored?
(see/the movie before)
_____.

E Complete the anecdote using the correct form of the verbs in parentheses. (___/10 points)

It was one of those days where everything seemed to go wrong. I 1) _____ (be invited) to a party and was really excited. I 2) _____ (take) quite long getting ready, so I was running a bit late. Just as I 3) _____ (leave) the house, I 4) _____ (realize) I had a hole in my tights, so I quickly went back to get changed. When I left the house again, my dad 5) _____ (already start) the car, so I jumped in and we started driving. But we took a wrong turn somewhere and got really lost. I 6) _____ (look) in my bag for my phone so I could look up the address and realized I 7) _____ (leave) it in my bedroom. By the time I finally 8) _____ (get) to the party, I was almost two hours late. My best friend 9) _____ (just leave) and all the food 10) _____ (go).

F Write an anecdote about a time you felt really embarrassed. Include a memorable event and narrative tenses. (___/15 points)



Name: _____ Score: _____/50

A Read the text about floods and answer the questions with full sentences. (___/10 points)

Floods!

Floods happen when water rises to cover an area of land that is normally dry. This process can happen very slowly or very quickly. The cause of a flood can be heavy rain, an overflowing river, or a coastal event like a tsunami. Floods happen all over the world, but some of the biggest in recent history have happened in India, Brazil, and China.

If you hear a flood warning, the most important thing is that you don't panic. Make an emergency kit bag and try to secure your home. If the flood is severe, you must get out of low areas. Listen to the radio for emergency broadcasts because the government and the army will send out rescue teams.



1. What is a flood?

2. How quickly do they happen?

3. What are the causes of floods?

4. What must you do when you hear a flood warning?

5. Who will send out rescue teams?

B Underline the correct option to complete the sentences. (___/10 points).

An 1) *avalanche / earthquake* is caused when there is a 2) *light / heavy* snowstorm. The 3) *old / new* snow causes the snow underneath to become 4) *unstable / lighter*. Avalanches normally happen 5) *in the mountains / by the sea*. Scientists classify avalanche risk as being low or 6) *big / high*. If you are caught in an avalanche, you should try to ski 7) *up / down* the mountain to get out of the way. If you can, hold onto 8) *a tree / the ground*. If you get caught in the 9) *snow / water*, try to make a hole around you. Put your hand up high in the air and wait 10) *to be rescued / for the snow to melt*.

C Number the instructions for what to do during an earthquake. (___/5 points)

- ___ When the tremors have stopped, find the nearest exit.
- ___ Find a safe zone.
- ___ When the building is safe to enter, carefully check the damage.
- ___ Stay calm.
- ___ Stay still and wait.

D Choose the correct option to complete the sentences. (___/5 points)

1. In an emergency, you ___ stay calm.
 - a) have to/must
 - b) mustn't
 - c) don't have to
2. In a blizzard, you ___ go outside.
 - a) have to/must
 - b) mustn't
 - c) don't have to
3. During a drought, you ___ stay hydrated.
 - a) have to/must
 - b) mustn't
 - c) don't have to
4. If you are driving during an earthquake, you ___ pull over and stop the car.
 - a) have to/must
 - b) mustn't
 - c) don't have to
5. After a natural disaster, you can talk to your family and friends but you ___.
 - a) have to/must
 - b) mustn't
 - c) don't have to

E Complete the instructions for what to do before, during, and after a hurricane using the words and phrases in the box. (___/10 points)

secure • identify • stay away •
listen for • use • locate • create •
remain • check • listen to

BEFORE

- ___ an emergency kit.
- ___ the emergency exits.
- ___ safe places.
- ___ furniture and loose objects.

DURING

- ___ calm and alert.
- ___ instructions from officials.
- ___ from dangerous objects.
- ___ the radio for updates.

AFTER

- ___ the building for structural damage.
- Only ___ your phone for emergencies.

F Write an instructional leaflet about what to do during a natural disaster. (___/15 points)

You can choose a disaster from the unit or another one you know about. Include what to do before, during, and after. Use direct language and only include important information.



Name: _____ Score: _____/50

A Read the newspaper article and answer the questions with full sentences. (____/10 points)

Fire Escape!

Fifteen-year-old Julie Parks was walking her dog yesterday evening when she saw smoke.

"A fire had just started on the first floor!" she told us. "I shouted to everyone to get out."

Then quick-thinking Julie called the fire department. By the time firefighters arrived, everyone had left the building safely.

Or so they thought. Julie looked up and got her second shock. "I couldn't believe it!" she said. "A man was hanging from the fourth-floor balcony."

Twenty-year-old Dale Winton had been asleep all morning. "I only woke up when I heard the fire engine sirens," he said. "I was terrified!"

Fortunately, officers managed to rescue Dale and stop the fire. Unfortunately, the building is badly damaged. Residents are staying with relatives.



1. What is the lead of the article?

2. What did people do before the firefighters arrived?

3. What were the two shocks Julie had?

4. What woke Dale up?

5. What is the situation now?

B Rewrite the sentences into reported speech. (____/5 points)

1. "I can't believe it!" she said.

2. "A man is hanging from the fourth-floor balcony!" she shouted.

3. "I only heard the sirens a few minutes ago," he mentioned.

4. "I am terrified!" he declared.

5. "The residents left the building earlier," he said.

C Complete another newspaper article with the correct form of the verbs.

(___/10 points)

There 1) _____ (be) an accident on the main highway last night while people 2) _____ (return) home from work.

There 3) _____ (be) heavy rain all afternoon and there were floods at the entrance to Blackstock tunnel.

A truck 4) _____ (lose) control in the flood waters and 5) _____ (overturn), blocking the entrance. Fortunately, there were no injuries, but traffic

6) _____ (come) to a standstill.

Many drivers 7) _____ (become) angry while they 8) _____ (wait).

Some even tried to turn around and go back to the previous exit. This 9) _____ (cause) more chaos and delays.

Eventually, the truck was moved, and the road was cleared by 10 p.m. One driver said she 10) _____ (be) there for four hours.

D Label the sentenewspaper criteria T (tabloids) or B (broadsheets). (___/5 points)

1. They have shorter sentences. ___
2. They have a more serious tone. ___
3. They have more stories about celebrities and gossip. ___
4. They are bigger in size. ___
5. They are more detailed. ___

E Label the parts of a newspaper. (___/5 points)

Byline • Caption • Placeline •
Headline • Extended Headline

**IT'S HOT,
HOT, HOT!**

**SCHOOLS CLOSE AS
COUNTRY BAKES IN
RECORD TEMPERATURES**

By Clark Kent, Features Reporter
Metropolis

People are visiting the beach in record numbers!

1. _____
2. _____
3. _____
4. _____
5. _____

F Write a short newspaper article about a story that is currently in the news. (___/15 points)

Make sure your story has a lead (who, what, when, etc.), other important details, and background information. Use a variety of past tenses.



Name: _____ Score: _____ /50

A Read part of a play script and underline the correct options below. (___ /5 points)

ACT II

SCENE 1: Rochester. An inn yard.

(Enter a CARRIER with a lantern in his hand.)

FIRST CARRIER: Heigh-ho! and it be not four by the day, I'll be hanged: Charles' wain is over the new chimney, and yet our horse not packed. What, ostler?

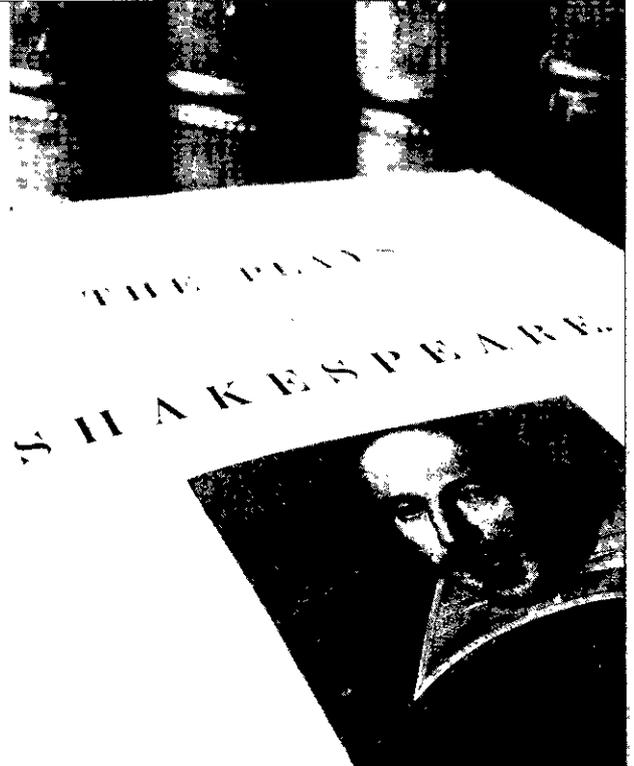
OSTLER: (*within*) Anon, anon.

FIRST CARRIER: I prithee, Tom beat Cut's saddle, put a few flock in the point; poor jade, is wrung in the withers out of all cess.

(Enter another CARRIER.)

SECOND CARRIER: Peas and beans are as dank here as a dog.

From *Henry IV, Part 1* by William Shakespeare



- It is the ___ of the play.
 - beginning
 - middle
 - end
- The scene takes place ____
 - before the sun rises.
 - at lunch time.
 - after breakfast.
- At the beginning of the scene, there ___ on stage.
 - is no one
 - is one person
 - are two people
- The first carrier is talking to ____
 - Ostler.
 - the second carrier.
 - himself.
- At the end of the extract, there ___ on stage.
 - is one person
 - are two people
 - are three people

B Complete the stage directions with the correct form of the verbs in parentheses. (___ /10 points)

A clock 1) _____ (tick) above a table in the center of the stage. JOE 2) _____ (sit) at the table. He 3) _____ (read) a newspaper. A bell rings and he 4) _____ (get up) to answer the door (*stage right*). Snow 5) _____ (blow) onto the stage when he 6) _____ (open) it. The wind 7) _____ (howl) outside. JANET 8) _____ (enter). She 9) _____ (wear) a thick sweater and boots. She 10) _____ (run) to the fireplace (*stage left*) to warm her hands.

Unit 6

C Complete the sentences with the words in the box. (___/10 points)

act • characters • dialogue • scenes • setting • stage directions • resolution • subplot • climax • hook

1. The _____ say to enter from stage left, not stage right.
2. The _____ was at night outside an inn in Rochester.
3. It was an exciting _____. There was a huge battle on a mountain.
4. I didn't like the _____. It didn't really answer my questions.
5. There were only two _____. I don't know how they remembered their lines.
6. The first _____ is divided into three scenes.
7. I think the _____ about his family life was more interesting than the main story.
8. The _____ was difficult to understand. They spoke very fast.
9. There was a great _____ after five minutes. It really caught my attention.
10. The _____ on the balcony are my favorite parts of Romeo and Juliet.

D Rewrite the sentences to have the same meaning using the prompts in parentheses. (___/10 points)

1. Paul is more confident than Sam. (as)

2. She has longer hair than me. (as)

3. This play is more exciting than that one. (less)

4. Julie and Paul are equally friendly. (as)

5. Scene 2 is not as exciting as Scene 1. (more)

E Write a short opening scene from a play. (___/15 points)

Choose a topic, and remember to include information about setting, characters, stage directions and dialogue.



Name: _____ Score: _____ /50

A Read the text about endangered species and answer the questions with full sentences.
(___ /10 points)

The Baiji Dolphin-Extinct

The Baiji dolphin is the first dolphin to become extinct because of human activity. This animal lived in the Yangtze river in China and was declared extinct in 2007. The Yangtze is a busy waterway, and there are many boats. The Baiji used sonar to hunt, but because the boats were so noisy, they couldn't find food. Another factor was that the pollution in the river killed a lot of fish and overfishing meant that the Baiji dolphin didn't have any food. The loss of this species is a shocking tragedy, but it is vital that we prevent this happening to the Vaquita dolphin in Mexico. With just 30 left in the Gulf of California, we need to take action now to save this beautiful species.



1. What is the main purpose of the text?

2. How many Baiji dolphin are there today?

3. Why couldn't the Baiji dolphin catch food?

4. Why wasn't there any food for the Baiji dolphin to eat?

5. Why does the author compare the Baiji dolphin to the Vaquita dolphin?

B Match the effects to the type of pollution.
(___ /5 points)

1. Acid rain kills trees and affects human health.
 2. Baby turtles get lost on their way out to sea.
 3. Animals can't use sound to hunt for food.
 4. It can poison fish and cause illness or death in humans when they eat the fish.
 5. People and animals can have serious health problems.
- ___ Land pollution
- ___ Air pollution
- ___ Water pollution
- ___ Noise pollution
- ___ Light pollution

C Complete the sentences with the words in the box. (___/6 points)

waste • produce • habitats • litter[♣]
 • exhaust • deforestation

1. It is vital that people dispose of household _____ appropriately.
2. I recommend buying local _____ because it helps reduce pollution.
3. It's crucial that people don't drop _____.
4. _____ is destroying large areas of rainforest.
5. Car _____ is one of the main reasons for the city's pollution.
6. It's essential that everyone helps protect animal _____.

D Underline the correct options to complete the sentences. (___/4 points)

1. It is _____ that people become more environmentally friendly.
 a) essential b) encouraging
2. We _____ saying no to straws.
 a) crucial b) recommend
3. Experts _____ buying locally grown food.
 a) vital b) encourage
4. It is _____ to start recycling.
 a) imperative b) suggest

E Complete the conversation with *will* or *may/might*. (___/10 points)

Mark: Emily, look! They're building a new shopping mall near school!

Emily: Oh no! There's already a lot of traffic, and now there 1) ___ be more. That means there 2) ___ be more pollution too.

Mark: You're right! I think I 3) ___ start cycling to school instead to avoid the traffic.

Emily: That's a good idea, and you 4) ___ definitely get fitter too. I don't think I 5) ___ be able to cycle to school because I live too far away. But I 6) ___ start carpooling with some friends. If we reduce the number of cars, we 7) ___ help reduce pollution.

Mark: Maybe the mall is a good thing after all. I don't think we 8) ___ be the only ones who are worried about pollution. I think the school 9) ___ try to help raise awareness too. And other students 10) ___ start to use alternative transportation too.

F Read the statement below and write an essay to persuade someone to follow your suggestions. Include two reasons and two solutions to the problem. (___/15 points)

Global warming is one of the biggest threats to our environment. What solutions are there to this problem?

Name: _____ Score: _____/50

A Read the dialogue and answer the questions with full sentences. (___/10 points)

Salesperson: Welcome to Airwalk Accessories! How can I help?

Tony: I bought this skateboard last week. There's something wrong with it.

Salesperson: Could you explain the problem in more detail?

Tony: One of the wheels is really loose.

Salesperson: Let me see. It definitely seems loose. Do you want me to replace the wheel for you?

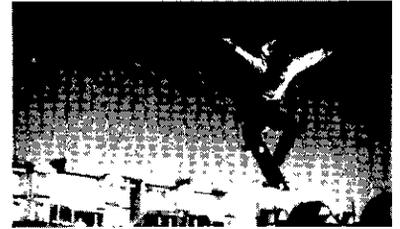
Tony: Actually, I don't really like the design on the board. Could you just give my money back?

Salesperson: Unfortunately, we don't do refunds. I can offer you a replacement board.

Tony: That's ridiculous! I have the receipt here! If you don't give me my money back, I'll tell my skater friends not to come here.

Salesperson: I'm sorry, it's a company policy. Will you at least have a look at some other options?

Tony: I suppose so...



1. What does the shop sell?

2. What's Tony's problem?

3. What does Tony request?

4. What does Tony threaten to do?

5. Does the problem get resolved?

B Complete the complaint e-mail with the words in the box. (___/10 points)

chicken • can • aggressive • upset •
sue • sick • stomach • complain •
if • restaurant

Dear Cluck Norris,

I'm writing to 1) _____. Last night, I was eating in your 2) _____. I ordered the 3) _____, and everything was fine.

Later, I felt really 4) _____, and I spent all night vomiting in the bathroom!

5) _____, you don't do something about this, I'll 6) _____ your company.

My 7) _____ is normally fine so my food must have been really off.

I don't mean to be 8) _____, but I'm really 9) _____. 10) _____ you help me or do I need to speak to my lawyer?

Amelia Wings

C Mark the sentences from the conversation with *O* (offer) or *R* (request). (___/5 points)

1. Would you like me to replace it? ___
2. I would like to give you a refund. ___
3. I was wondering if you could help me? ___
4. How can I help you, sir? ___
5. Can I exchange these jeans? ___

D Read the statements and match them to the number of the type of complainer. (___/5 points)

1. valid complainer
2. pessimist complainer
3. different philosophies complainer
4. competitor complainer
5. troll complainer

___ "I never get the right product when I order online. Every time, they send me the wrong thing! It's so unfair."

___ "Our company is much bigger than yours. We'll leave you bad reviews online if you don't join us."

___ "OMG the absolute worst service at Coffee Grande #unlike #iwantedalatte"

___ "Hello. I bought these roller blades last week but one of the straps is broken."

___ "Their clothes are amazing, but I hate that they don't get their cotton from fair trade farms."

E Complete the excerpts by choosing the correct options. (___/10 points)

1. I can offer you a a) ____, but can I see your b) ____, please?
a) *refund / receipt*
b) *refund / receipt*
2. a) ____ me. I was wondering if someone b) ____ help me with something I bought.
a) *hello / excuse*
b) *could / will*
3. I will a) ____ to the b) ____ if the salesman doesn't do anything.
a) *complain / request*
b) *salesman / manager*
4. a) ____ we don't receive the order soon, we b) ____ stop working with you.
a) *if / will*
b) *if / will*
5. If you explain the problem a) ____, I'll try to find a b) ____.
a) *in more detail / more aggressively*
b) *voucher / solution*

F Read the situation below and write a complaint e-mail. Include a solution to the problem and a threat to the company, but remain polite. (___/15 points)

You bought some shoes from an online company called Street Feet. When the shoes arrived, they were the wrong color.



Name: _____ Score: _____ /50

A Read the monologue and choose the correct options according to the information.
(___ /5 points)

I went to see *Breakout 3* at the movies over the weekend, and I want to see it again. Seriously, it's the best movie I've ever seen! There is one part where this woman escapes from an apartment. She jumps from the bathroom window ...it was on the third or fourth floor, I think ... anyway, she jumps onto the sidewalk to escape. She rips her pants and loses one of her sneakers when she falls. And, err... then what happens? Oh yes... she runs off down the street and goes into a store... then it gets really exciting. I was on the edge of my seat. I'm not going to tell you anymore, though. Why don't you come and watch it with me?



1. What type of monologue is this?
 - a) Dramatic
 - b) Conversational
2. Who is the speaker talking to?
 - a) A friend
 - b) A theater audience
3. What is the speaker describing?
 - a) Something he or she did over the weekend
 - b) A scene from a film
4. How does the speaker feel about what he or she is talking about?
 - a) Nervous
 - b) Excited
5. How does the monologue end?
 - a) With an invitation
 - b) With a recommendation

B Now complete the monologue with UK words. (___ /7 points)

I went to see *Breakout 3* at the cinema over the weekend. I want to see it again. Seriously, it's the best 1) _____ I've ever seen! There is one part where this woman escapes from a 2) _____. She jumps from the 3) _____ window ...it was on the third or fourth floor, I think ... anyway, she jumps onto the 4) _____ to escape. She rips her 5) _____ and loses one of her 6) _____ when she falls. And, err... then what happens? Oh yes... she runs off down the street and goes into a 7) _____ ... then it gets really exciting. I was on the edge of my seat. I'm not going to tell you anymore, though. Why don't you come and watch it with me?

Unit 9

C Write three examples of fillers in the monologue. (___/3 points)

1. _____
2. _____
3. _____

D Match the fillers to the reasons a speaker uses them. (___/5 points)

1. anyway
 2. err
 3. What was it?
 4. I mean
 5. you won't believe this
- ___ correcting him or herself
___ pausing to think
___ directly addressing the listener
___ asking yourself a question
___ changing the subject

E Match the words to the definitions of types or genre of monologues. (___/5 points)

conversational • interior • dramatic •
soliloquy • comic

1. _____: the speaker reveals his or her thoughts to the audience in a play
2. _____: has a funny tone and ideas
3. _____: the ideas express the speaker's inner thoughts
4. _____: discusses serious ideas and themes
5. _____: gives a speaker's point of view on a topic to another character

F Read the monologue and write what the topic, audience, and purpose are. (___/6 points)

"Hey. Don't ever let somebody tell you, you can't do something. Not even me. All right? You got a dream? You gotta protect it. People can't do something themselves, they want to tell you you can't do it. You want something? Go get it! Period!"

From "The Pursuit of Happiness"

1. Topic

2. Audience

3. Purpose

G Read the instructions and write a short monologue. (___/15 points)

Write a short monologue to describe a movie you saw or book you read. Decide on your audience and purpose and choose an appropriate genre.



Name: _____ Score: _____ /50

A Read the text about how to make a cell phone speaker and order the sentences 1—6.
(___ /6 points)

How to make a cell phone speaker

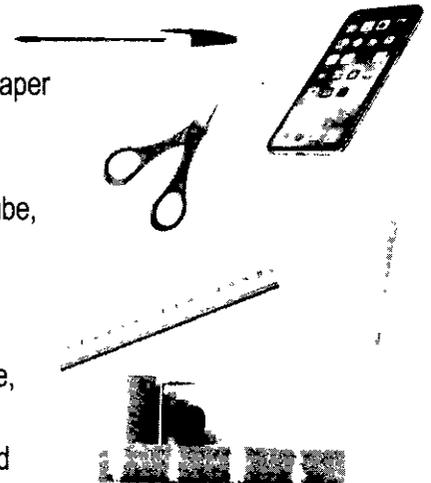
To make this cell phone speaker, you will need: two Styrofoam cups, a paper towel tube, a pen, a ruler, scissors, and a smartphone.

First, use the ruler to mark the center of the paper towel tube with a pen. Next, place your smartphone around the center point, parallel with the tube, and trace around it. After that, cut out the slot.

Then, place the end of the paper towel tube on the lower region of the Styrofoam cup, draw around it, and cut out the traced circles.

Once the holes have been cut, slide each cup onto either end of the tube, laying the cups on their sides.

Finally, you can place the smartphone into the slot in the paper towel and now you can listen to your favorite music out loud!



- ___ Trace around your cell phone.
- ___ Draw circles on the Styrofoam cups.
- ___ Slide the cups onto the ends of the paper towel tube.
- ___ Mark the center of the paper towel.
- ___ Insert your smartphone and enjoy your music.
- ___ Cut a hole in the paper towel tube.

B Rewrite the sentences in the passive voice.
(___ /5 points)

1. They update the website regularly.

2. How do you make robots?

3. He uses organic materials in his invention.

4. People make chocolate from cocoa.

5. What do you make paper from?

C Complete the explanation using the correct form of the verbs in parentheses
(___ /10 points)

So today, we're going to talk about how cell phones 1) _____ (make). First, the outer casing 2) _____ (create). Then, chips and electronic components 3) _____ (put) together and 4) _____ (place) on a circuit board. The circuit board is the most important part of the cell phone, where the software and operating systems 5) _____ (find). If the circuit board 6) _____ (not design) correctly, the phone won't work. Once the circuit board 7) _____ (finish), it 8) _____ (place) inside the outer casing, and other parts such as the screen, keypad, microphone, and speakers 9) _____ (add). Finally, the phone 10) _____ (test) to check that it works.

D Match the words to the definition.

(___/4 points)

propeller • battery • antenna • spring¹

1. _____ a device that produces electricity to provide power
2. _____ a piece of metal that curves around and returns to its original shape after being pushed or pulled
3. _____ a piece of metal used to receive signals
4. _____ two or more flat pieces of metal that turn and cause aircraft to move

E Complete the sentences with the correct form of the words in the box.

(___/5 points)

store • signal • lift • commands • forward²

1. GPS systems send a _____ to satellites to find our location.
2. You can _____ the robot with your voice. Just say "go" and it will move.
3. Just stand on the hoverboard, tilt your body _____, and it will move.
4. All the information is _____ on the hard drive.
5. In 1903, the Wright brothers made an airplane that _____ them off the ground.

F Order the steps in the process, then complete the sentences with the words in the box. (___/10 points)

once • then • finally • after that • first³

- _____ the wax is melted, add scents and food coloring to the wax.
- _____, light the wick.
- _____, pour the melted wax into the mold. _____, melt the wax.
- _____, place the mold on a flat surface and put the wick in the center of the mold.

G Read the instructions to write about a process. (___/10 points)

Think of a simple device or machine and write a short description of how it works and what it is used for. Use the passive voice and sequencers to order your ideas.

Unit 1 (163–164)

- A** 1. For the parents of teenagers. 2. Teenagers will experience physical and emotional changes. 3. Teenagers need to create their own identities and may follow bad advice from friends. 4. Teenagers need to be independent from their family. 5. To discuss problems if there are any and to listen to each other.
- B** 1) was, 2) listened, 3) found, 4) has had, 5) failed, 6) hasn't spent, 7) haven't been, 8) don't go, 9) stay, 10) do/think
- C** 1. ask, 2. talk, 3. worry, 4. keeping, 5. support
- D** (From top to bottom): 1), 3), 2), 4), 5)
- E** 1. a), 2. b), 3. a), 4. a), 5. b), 6. a), 7. a), 8. a), 9. b), 10. b)
- F** Make sure students use a variety of expressions for advice and a range of simple tenses to explain the background of the problem.

Unit 2 (165–166)

- A** 1. Her relatives in Shanghai. 2. To sweep away bad luck. 3. Red. 4. She opened the gift immediately. 5. Everyone looked at her, shocked.
- B** 1) went, 2) had, 3) ate, 4) were, 5) were entering, 6) asked, 7) were eating, 8) got, 9) was happening, 10) told
- C** (From top to bottom): 1, 2, 5, 4, 3
- D** 1. When, 2. while, 3. when, 4. while, 5. when
- E** 1. b), 2. a), 3. a), 4. b), 5. b)
- F** 1. In between Japan and make. 2. In between I and kiss. 3. In between is and late. 4. In between are and very. 5. In between people and use.
- G** Make sure students write about three cultural differences, use a variety of adverbs of frequency and a range of simple tenses to describe and compare the cultures.

Unit 3 (167–168)

- A** 1. A girl's experience of running an ultra-marathon. 2. Any race longer than a marathon distance of 42 kilometers. 3. Because she had trained for the race. 4. In the state of Hidalgo. 5. She was able to complete the race because she had trained well.
- B** 1. wonderful, 2. freezing, 3. tremble, 4. bragging, 5. twisted my arm
- C** 1. a), 2. b), 3. b), 4. a), 5. a)
- D** 1. His team had won the match. 2. She hadn't set her alarm clock. 3. His brother had broken his computer. 4. She hadn't studied enough. 5. She had seen the movie before.

- E** 1) had been invited, 2) had taken / took, 3) was leaving, 4) realized, 5) had already started, 6) looked, 7) had left, 8) got, 9) had just left, 10) was gone
- G** Make sure students use a variety of narrative tenses and a range of connectors and sequencers to link their ideas.

Unit 4 (169–170)

- A** 1. It is when water rises to cover an area of land that is normally dry. 2. They can happen very slowly or very quickly. 3. They can be caused by heavy rain, an overflowing river, or a coastal event, like a tsunami. 4. You mustn't panic, you must make an emergency kit bag, and you must try to secure your home. 5. The government and the army will send out rescue teams.
- B** 1) avalanche, 2) heavy, 3) new, 4) unstable, 5) in the mountains, 6) high, 7) down, 8) a tree, 9) snow, 10) to be rescued
- C** (From top to bottom): 4, 2, 5, 1, 3
- D** 1. a), 2. b), 3. a), 4. a), 5. c)
- E** (From top to bottom): create, locate, identify, secure, remain, listen for, stay away, listen to, check, use
- F** Answers may vary but students must include what to do before, during, and after. They should also use have to, must, don't have to, mustn't, and imperatives. Some background information on the type of disaster at the beginning would be useful.

Unit 5 (171–172)

- A** 1. Fifteen-year-old Julie Parks was walking her dog yesterday evening when she saw smoke. 2. People left the building before firefighters arrived. 3. She saw smoke and then she saw a man hanging from the balcony. 4. The sirens from the fire engines woke Dale up. 5. The building is badly damaged and residents are staying with relatives.
- B** 1. She said she couldn't believe it. 2. She shouted that a man was hanging from the fourth-floor balcony. 3. He mentioned he had only heard the sirens a few minutes ago. 4. He declared he was terrified. 5. He said the residents had left the building earlier.
- C** 1. was, 2. were returning, 3. had been, 4. lost, 5. overturned, 6. came, 7. became, 8. were waiting, 9. caused, 10. had been
- D** 1. T, 2. B, 3. T, 4. B, 5. B
- E** 1. Headline, 2. Extended Headline, 3. Byline, 4. Placeline, 5. Caption
- F** Answers may vary, but ensure students use a variety of past tenses (past simple, continuous, and perfect) and

Assessment Answer Key

organize information in the correct way (most important information first).

Unit 6 (173–174)

- A** 1. b, 2. a, 3. a, 4. c, 5. b
- B** 1. is ticking, 2. is sitting, 3. is reading, 4. gets up, 5. blows, 6. opens, 7. is howling, 8. enters, 9. is wearing, 10. runs
- C** 1. stage directions, 2. setting, 3. climax, 4. resolution, 5. characters, 6. act, 7. subplot, 8. dialogue, 9. hook, 10. scenes
- D** 1. Sam is not as confident as Paul. 2. My hair is not as long as hers. 3. That play is less exciting than this one. 4. Julie (Paul) is as friendly as Paul (Julie). 5. Scene 1 is more exciting than Scene 2.
- E** Answers may vary, but ensure students use the elements of a play, and use the correct tenses for setting a scene.

Unit 7 (175–176)

- A** 1. To inform the reader of the extinction of the Baiji dolphin and to persuade the reader to help protect the Vaquita dolphin. 2. None. 3. The baiji dolphins used sonar to catch food, but they couldn't use sound because the boats were too noisy. 4. Fish died because of pollution and humans were overfishing. 5. The Vaquita dolphins are endangered and if we don't protect them, they will become extinct, like the Baiji dolphin.
- B** 1. Air pollution, 2. Light pollution, 3. Noise pollution, 4. Water pollution, 5. Land pollution
- C** 1. waste, 2. produce, 3. litter, 4. deforestation, 5. exhaust, 6. habitats
- D** 1. a), 2. b), 3. b), 4. a)
- E** 1) will, 2) will, 3) may/might, 4) will, 5) will, 6) may/might, 7) may/might, 8) will, 9) will, 10) may/might
- F** Make sure students include an introduction, two reasons and two solutions, and a conclusion as well as a variety of expressions to persuade.

Unit 8 (177–178)

- A** 1. The shop sells skateboards. 2. One of his skateboard's wheels is really loose. 3. He suggests getting a refund. 4. He threatens to tell his skate friends not to go to the shop again if he doesn't get a refund. 5. Partially. The salesperson offers to show Tony the other skateboards they have and he agrees.
- B** 1) complain, 2) restaurant, 3) chicken, 4) sick, 5) if, 6) sue, 7) stomach, 8) aggressive, 9) upset, 10) Can
- C** 1. O, 2. O, 3. R, 4. O, 5. R
- D** (From top to bottom): 2, 4, 5, 1, 3

- E** 1. a) refund, b) receipt, 2. a) excuse, b) could, 3. a) complain, b) manager, 4. a) If, b) will, 5. a) in more detail, b) solution
- F** Answers may vary but students should include: the name of the company (Street Feet), a solution to the problem, and a first conditional threat. Their tone should remain polite and formal.

Unit 9 (179–180)

- A** 1. b, 2. a, 3. b, 4. b, 5. a
- B** 1) film, 2) flat, 3) toilet, 4) pavement, 5) trousers, 6) trainers, 7) shop
- C** Any from: ...it was on the third or fourth floor, I think ... anyway, err..., then what happens?, Oh yes...
- D** (From top to bottom): 4, 2, 5, 3, 1
- E** 1. soliloquy, 2. comic, 3. interior, 4. dramatic, 5. conversational
- F** Answers may vary, but ensure students have the essential information. (Students may not have read the *Reader*, so accept logical answers.) 1. Believing in yourself/Following your dreams. 2. A child or children 3. To inspire or encourage the listener.
- G** Make sure students use an appropriate style for the type of monologue they write (conversational, dramatic, etc.). Ensure there are a few sentences organized into a beginning, middle, and end.

Unit 10 (181–182)

- A** (From top to bottom): 2, 4, 5, 1, 6, 3
- B** 1 The website is updated regularly. 2. How are robots made? 3. Organic materials are used in his invention. 4. Chocolate is made from cocoa. 5. What is paper made from?
- C** 1) are made, 2) is created, 3) are put, 4) are placed, 5) are found, 6) isn't designed, 7) is finished, 8) is placed, 9) are added, 10) is tested
- D** 1. battery, 2. spring, 3. antenna, 4. propeller
- E** 1. signal, 2. command, 3. forward, 4. stored, 5. lifted
- F** 1. First, melt the wax. 2. Once, the wax is melted, add scents and food coloring to the wax. 3. Then / After that, place the mold on a flat surface and put the wick in the center of the mold. 4. Then / After that, pour the melted wax into the mold. 5. Finally, light the wick.
- G** Make sure students use the passive voice and sequencers to describe the process.

Staying Healthy

A (*Answers may vary*) 1. Encourage students to explore other options than those they read in the unit; 2. Getting sufficient sleep is not covered. Ensure students' answers stick within diet and fitness. 3. Buying gifts, being supportive, researching the health problem, etc.

B *Answers may vary.*

C (*Answers may vary*) 1. Encourage reflection. 2. Encourage students to use advice from the unit. 3. Support and encouragement.

Culture Corner

A (*Answers may vary*) 1. Brazilian, Thai, and German cultural aspects, focused on manners and politeness. 2. Greetings, not being on time, being very polite, saying "Enjoy your food." 3. All the above could be surprising.

B *Answers may vary.*

C (*Answers may vary*) 1. There will be more similarities to the Brazilian customs than Thai or German. 2. Encourage students to use the language seen in the unit to give advice.

Get active!

A (*Answers may vary*) 1. All take place in different locations, require different equipment, and have different purposes. 2. None are very popular or well-known. Some require very specific environments. 3. TomTom has never done anything so incredible, PixieGirl wants to compete at the Olympics in fencing, Nilesh finds kite-fighting difficult but is good at being a kite runner, JakeB enjoys the silence of ice fishing.

B 1. Kite-fighting; 2. Rope courses; 3. Fencing; 4. Ice fishing; 5. Kite-fighting; 6. Fencing

C (*Answers may vary*) 1. Encourage students to describe the sport. 2. Encourage students to give reasons behind their answers. 3. It helps your health and gives you a hobby.

Surviving a Natural Disaster

A (*Answers may vary*) Encourage students to use the language seen in the unit.

B (*Answers may vary*) Encourage students to follow flow chart format.

C 1. Hurricanes, earthquakes, volcanic eruptions, and flooding are common in Mexico. 2. *Answers may vary.*

Read All About It!

A 1. Tabloids are more common in Mexico but some students may be more familiar with broadsheets. 2. Tabloids tend to have shorter stories, be quicker and easier to read, and may interest people who want an entertainment focus. People who read broadsheets want factual information and more serious journalism.

B *Answers may vary.* Encourage students to give reasons for their preference.

C (*Answers may vary*) 1. They inform people about their communities and what is happening in the world. 2. Encourage students to give reasons behind their answers. 3. Students should think about others sources for news: TV, radio, online, etc.

The Speckled Band

A The genre is mystery. The pictures reveal that it is a period mystery, set in the Victorian times.

B The stage directions inform the actors or the reader of sound effects, actions for the characters, and any other details that cannot be explained through dialogue.

C *Answers may vary.* The original story ends with the speckled band being revealed as a venomous snake, sent by Dr. Rylott to kill Enid Stoner.

Being Eco-friendly

A *Answers may vary.* Encourage students to provide multiple effects to the environment in their flow chart.

B *Answers may vary.* Students must give reasons behind their rankings.

C *Answers may vary.*

Fixing the Problem

A *Answers may vary.* Students must give reasons for their answers.

B 1. She interrupts her and walks away. 2. By asking questions and commenting at appropriate times. 3. To show that their complaints are being taken seriously. 4. Calm.

C 1. *Answers may vary.* Students should give reasons for their ideas. 2. *Answers may vary.*

Expressing Our Thoughts: Dramatic Monologues

A *Answers may vary.* Common teenage problems will feature on students' mind maps.

B *Answers may vary.*

C (*Answers may vary*) 1. So readers know what characters are thinking or feeling. 2. Students can draw from their personal experiences to answer. 3. Students should use the language from the unit to answer.

Up, Up, and Away

A *Answers may vary.* Students should try to remember as many details as possible when describing the process.

B *Answers may vary.* Students should refer back to the text to help them.

C (*Answers may vary*) 1. Students must give reasons for their opinion. 2. The Montgolfier brothers liked to make things, were imaginative and creative, and had a mind for business.



Unit 1

Product: Public Service Announcement

Name: _____

Grade: _____

Suggested Evaluation Instrument: Descriptive Evaluation Scale

Very Good ←————→ Needs Work
5 4 3 2 1

Content of PSA

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

Comments: _____

Message of PSA

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

Comments: _____

Audience Appropriate

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

Comments: _____

Prosodic Skills

<input type="checkbox"/>				
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Comments: _____

Appropriacy of Language

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

Comments: _____

Teamwork Skills

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

Comments: _____

Overall Presentation

<input type="checkbox"/>				
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Comments: _____

Unit 2

Product: A Comparative Chart

Name: _____

Grade: _____

Suggested Evaluation Tool: Questionnaire

1. Was the student able to understand and analyze literary essays?
Yes To an extent No
2. Could the student identify the cultural aspects mentioned in literary essays?
Yes To an extent No
3. Did the student relate the cultural aspects mentioned in essays with their own cultural aspects?
Yes To an extent No
4. Did the student follow the models from the unit to write his or her essay?
Yes To an extent No
5. Could the student compare the cultural aspects mentioned in essays by making a chart?
Yes To an extent No
6. Was the student able to explain the contents of his or her comparative chart?
Yes To an extent No
7. Was the student able to present the comparative chart fluently?
Yes To an extent No
8. Was the student able to answer the questions from his or her classmates?
Yes To an extent No
9. Did the student work well with the rest of his or her product group?
Yes To an extent No
10. Was the overall work of the student satisfactory?
Yes To an extent No

Comments: _____



Unit 3

Product: Personal Anecdote

Name: _____

Grade: _____

Suggested Evaluation Instrument: Observation Guide

Aspects to evaluate	Excellent	Good	Needs to improve	Observations
Completed all the subproducts				
Used the storyboard to present anecdote				
Used the written anecdote only as a guide				
Told the anecdote in chronological order				
Presented anecdote fluently and confidently				
Used the correct intonation to enhance the anecdote				
Used connectors to link ideas while presenting				
Used language appropriate for the situation				
Answered questions from classmates about anecdote				
Listened attentively to classmates' anecdote and asked questions about it				

Unit 4

Product: An Instructional Leaflet

Name: _____

Grade: _____

Suggested Evaluation Instrument: Rubric

Category	Excellent (9–10 points)	Good (6–8 points)	Needs Work (4–5 points)
Preparation Score:	Had all the materials needed. Completed his or her part correctly.	Had most of the material needed. Completed his or her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his or her part of the work.
Organization Score:	Began work promptly and finished tasks on time.	Didn't start work on time, but could finish task on time.	Didn't start work on time, and didn't finish task on time.
Content Score:	Instructional leaflet included clear instructions and appropriate pictures to support them.	Instructional leaflet included some instructions and pictures to support them.	Instructional leaflet didn't include enough instructions and pictures to support them.
Use of language Score:	Was able to write instructions in sequence for different possible situations with no or few mistakes. Used imperatives correctly.	Wrote instructions in sequence for different possible situations with difficulty and with mistakes. Used imperatives but needed help.	Needed a lot of help to write instructions in sequence for different possible situations. Was not able to use imperatives.
Presentation Score:	Was able to explain the group's leaflet. Presentation was fluid and the language was appropriate.	Was able to explain the group's leaflet but needed help. Hesitated while presenting, but the language was appropriate.	Wasn't able to explain the group's leaflet.
Teamwork Score:	Worked well with the rest of his or her team. Contributed to the team and was willing to work.	Worked well with the rest of his or her team, but had some problems. Contributed to the team, but didn't always work.	Didn't work well with the rest of his or her team. Wasn't willing to work.
Total:	Comments:		



Unit 5

Product: A Comparative Chart

Name: _____

Grade: _____

Suggested Evaluation Tool: Questionnaire

1. How well did the student analyze the newspaper article?

2. Which aspects did the student include in their news article?

3. What examples of newspaper language did the student use in their article and how well did they use it?

4. How well did the student edit their news article?

5. Was the student able to compare another student's article with their own?

6. How was the student's performance during the presentation?

7. How well did the student interact with and contribute to the team?

8. How did the student improve and what are his or her areas of improvement?

Unit 6

Product: A Dramatic Reading

Name: _____

Grade: _____

Suggested Evaluation Instrument: Graphic Organizer

```
graph TD; DR[Dramatize Reading] --- A[Attitudes]; DR --- P[Performance]; DR --- O[Organization];
```

Attitudes

- Teamwork
- Response to teacher
- Willingness to work

Performance

- Use of prosodic resources
- Use of non-verbal language
- Use of language
- Confidence while performing

Organization

- Time management
- Previous work and subproducts
- Management of work within the team

Notes:

Notes:

Notes:

Evaluation Tools



Unit 7

Product: A Roundtable Discussion

Name: _____

Grade: _____

Suggested Evaluation Instrument: Checklist

1. The student based his or her discussion on factual information.
2. The student used the persuasive essay as back up information for the roundtable.
3. The student/group used the question cards to guide the roundtable.
4. The student stated the consequences and solutions of the problem discussed in the roundtable.
5. The student participated actively in the roundtable discussion.
6. The student spoke in complete sentences without hesitation.
7. The student used language accurately to make predictions about the future.
8. The student listened to and respected the opinion of his or her classmates.
9. The student fulfilled his or her role during the roundtable.
10. The student took the discussion seriously.

Notes:

Unit 8

Product: A Complaint Role Play

Name: _____

Grade: _____

Suggested Evaluation Instrument: Interview

1. How did you organize your time to complete the product?

2. How did you and your partner divide the work?

3. Which activities from the subproducts were difficult for you? Why?

4. Which activities from the subproducts were easy? Why?

5. How did you feel when making or responding to a complaint?

6. How well did you interact with your partner while roleplaying?

7. What new language did you learn while doing the product?

8. What did you learn about making and responding to complaints?

9. Which aspects of making complaints do you need more practice with?

10. Overall, how would you grade yourself? Why?

Evaluation Tools



Unit 9

Product: An Improvised Monologue

Name: _____

Grade: _____

Suggested Evaluation Instrument: Rubric

Monologue Rubric	Excellent (9–10 points)	Good (6–8 points)	Needs Work (4–5 points)
Organization and Theme Score:	Topic addressed in detail with very clear beginning, middle, and end.	Clear beginning, middle, and end. Main points of topic addressed.	Unclear organization of topic and lack of purpose.
Language Score:	Excellent range of vocabulary and extremely clear communication with appropriate fillers.	Good range of vocabulary and effective communication.	Inappropriate or incoherent language; little vocabulary range.
Stress and Tone Score:	Wide range of stress and tone that helps understanding.	Some use of stress and tone.	No change in tone, and little stress or emphasis.
Audience Score:	Completely appropriate for the target audience.	Appropriate for some members of the audience.	Inappropriate for target audience.
Attitudes Score:	Confident while performing.	Seemed nervous but managed to perform.	Had a lot of trouble performing due to nerves.
Total:	Comments: _____ _____ _____		

Unit 10

Product: Infographic for the Operation of a Machine or Device

Name: _____

Grade: _____

Suggested Evaluation Instrument: Anecdotal Record

Topic of Infographic:

Description of student's product development and presentation:

Observations:

Recommendations:

Conclusions:



Evaluation of all skills in *Quest* should be interpreted at the B1 (Threshold) Level of the Common European Framework. This states the student “can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken.

Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” You should keep this in mind when marking written and spoken work.

Writing

It is unrealistic to expect students to produce perfect examples of reviews, biographies, and other texts at B1 level. However, they should be aiming to do the following:

- Use simple sentences to describe an event (where, when, and what happened)
- Use short sentences and expressions to write about different aspects of daily life
- Write personal letters or emails with standard expressions conveying functions such as introducing oneself, inviting and responding, thanking people, or making requests
- Give details about where they live and how to get there
- Give information about their education, work, interests, and skills
- Use simple linking words effectively (*but, because, or, etc.*)
- Show they have a vocabulary large enough to give relevant information about the task
- Use linking words to express a chronological sequence of events (*first, then, etc.*)
- Use previously taught language such as tenses and conditionals in appropriate texts and in a relevant way

The overall marks in the following table provide

Overall Marking Scheme

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/Illegible

a uniform criteria to assess whether a student has achieved these goals when writing a text.

However, before giving a final mark for a written text, separate assessments should be made on the following areas:

Content—Does the text include all the points related to the task?

Organization and cohesion—Is the text logically presented and understandable?

Appropriateness of register and format—Is the writing style and presentation appropriate to the type of text in the task?

Accuracy and range—Does the text include wide and effective use of previously taught vocabulary and grammar?

Target reader—Is the intended message clearly communicated?

Example: Describing an Event

Content (major points)—Description must include all the points in the tips, e.g., when and where the event happened, what the person did, etc.

Content (minor points)—Extra details about the event, including specific descriptions.

Organization and cohesion—Review format with clear organization of paragraphs moving from general to specific and giving opinions.

Appropriateness—A review or personal opinion.

Accuracy and range—Appropriate language for giving details of and an opinion about an event. Use of relevant vocabulary and previously taught structures.

Target reader—Provide enough information for the reader to form an opinion about the event and decide if he or she would like it.

Writing Tip

A Travel Brochure

- Write directly to your audience using personal pronouns.
- Pick a theme for the destination, such as *adventure* or *arts and culture*.
- Provide details about the activities.
- Explain what people will do in chronological order.

The Flaming Lips
November 17
Foro Sol, Mexico City

Last week I went to a festival which presented an American band called The Flaming Lips. I would describe them as a psychedelic happy band of alternative music. I know them since 1993 and this is the first time they come to Mexico.

First the staff appeared to fix the stage all dressed in orange as street workers, the drums, cables, amplifiers and even the microphones were orange too! Then the leading singer appeared in a white suit and said hello to us, and the show begun with different projections on the screens behind them.

A funny detail was that, previously they had chosen people from the audience to get dressed with teletubbies costumes and they appeared through all the show onstage, lucky them! The singer introduced them and then got inside a giant plastic bubble and walked on top of the crowd!

They played almost all their greatest hits and Everyone sang each of them. I was a little unhappy when they said good-bye without playing one of my favorite songs. But for sure it was a great show, and you don't need to know them previously because for sure you are gonna love them.

Content—All content points covered and developed well. (5)

Accuracy and range—Mostly accurate, but some errors (*the show begun...*) and awkward expressions (*they appeared through all the show...*). Good use of adverbs (taught in class). Excellent range. (4)

Organization and cohesion—Good, clear organization. Good use of linking words. (5)

Appropriateness—Generally appropriate. (4)

Target reader—Would be fully understood by the reader. (5)

Grade 5

Marking Criteria

Example: Describing an Event

Fabulosos Cadillacs

The Fabulosos Cadillacs were performed in México City at November.

They haven't been to México since 2002, when the band broken relations ships.

The band sang many songs and Danced many styles in this concert. The people was singing all songs but when they sang "Malbicho" The people was clapping and Dancing

The band played some instruments, all of them were magnificent The sound was cool too. My favorite Time was when they songs "Matador" This song was written for them and was a hit in the nineties.

If you like the rock music and ska, you should be listen this band.

Content—Most major content points included, with some omissions. (3)

Accuracy and range—A number of errors that don't affect communication. Misuse of articles (taught in class). Reasonable range. (3)

Organization and cohesion—Adequate organization. No linking words. (3)

Appropriacy—Appropriate register attempted but not always successful. (3)

Target reader—Message communicated with some effort by the reader. (3)

Grade 3

Teaching Tips

Assessments

The *Marking Criteria* on the right can be used for the written questions in the assessments in the *Teacher's Guide*. All writing assessments carry a score of 10 points. Use these criteria to mark your students' work and double the grade you give them to get a mark out of 10. It is also possible to adapt this system to the grading criteria you have in your school.

Mark	Mark	Mark
5	A	90–100%
4	B	70–90%
3	C	50–70%
2	D	30–50%
1	E	10–30%
0	F	0–10%

Correction and Feedback

Students should be encouraged to correct their own and each other's work. Underline each mistake in a text and use the key on the right to tell students what type of error they are looking for.

It is often a good idea to focus on one particular problem area, rather than trying to correct every mistake in a text. Hold class feedback sessions about common problems.

Symbol	Meaning	Example
Sp	Spelling	recieved
P	Punctuation	Whats your name.
WO	Word order	Always I go shopping.
T	Wrong tense	They have played yesterday.
S/V	Subject-verb disagreement	The people was clapping.
M	Meaning not clear	Come and rest with us.
[]	Unnecessary word	It was too much difficult.
^	Missing word	You should listen them.

Speaking

Students' speaking skills should be continually assessed throughout the year using the speaking activities in the *Activity Book*. It is important that students can express themselves in basic situations and use relevant strategies to help them make progress in the classroom:

- asking for and giving information
- stating simple facts
- ordering food
- buying tickets
- reacting to news
- making and responding to invitations
- describing likes and dislikes
- making arrangements
- responding to statements
- describing oneself and others
- describing homes
- telling a simple story
- describing one's background
- asking for repetition
- showing understanding
- asking for help

Evaluation takes into account the following performance indicators:

Grammar and vocabulary—Accuracy and range leading to effective interaction.

Discourse management—Logical development of sentences relevant to the task. Assess factors such as linking words and overly long hesitation.

Pronunciation—Ability to produce intelligible words that fulfill the requirements of the task.

Interaction—Active development of discourse, including initiating and responding appropriately.

Use the indicators in the table below to award an overall mark on the effectiveness of students' responses to the task.

These marks can be adjusted and adapted to the marking scheme at your school (see the *Marking Criteria* on page 200).

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/Illegible

Teaching Tips

Correction and Feedback

This should be used to help motivate students rather than embarrass or demotivate them.

- Try to correct individual students on a one-to-one basis.
- Do not name individual students when doing class feedback.
- Monitor speaking activities and make notes of common mistakes for a class feedback activity.
- Do not try to record every mistake you hear. Focus on certain aspects and tell your students in advance what you are listening for, so they have an opportunity to correct themselves when they talk to each other.
- Give feedback on positive aspects and where students are making progress.



Track 2

(Unit 1, Activity Book, page 10)

FATHER: I'm worried about my son. He doesn't seem to have any friends. Well, he says he has lots of friends, just that they are all online. I know things are different now and that it isn't like it was when I was a kid. I played with my friends in the street and we went to the woods to play in the river and I get it. The way that kids play has changed and kids don't play on the streets these days. But still. It can't be right! He's only young. I think that he shouldn't be on his phone chatting all the time instead of playing. Ok yeah, I know he's playing but come on, you know what I mean! Playing! Like with a ball or something. With his friends. Running around. Like, don't kids do that now? I'm happy that he has his own phone because it is a good way for him to talk to his mom and the family, but all the time? Like last Saturday was crazy. I actually had to take his phone away from him. He was on his phone in the morning for three hours and then I had to go out to the store and when I got back he was still there. He must have been on his phone for like six hours! He looked so tired! And don't get me wrong. He's a good kid. He listens to me and he helps me in the house and he always does his homework. And we have always had a great relationship so maybe I shouldn't worry so much but... I don't know... He never plays outside. Is that ok? Is he too young to have a phone? Maybe I need to play with him more. I don't know.

Track 3

(Unit 1, Activity Book, page 14)

When you're being bullied, it is very easy to feel that you are alone and that no one knows how you feel. But that is far from the truth. 30% of children in grades 6 to 12 have experienced bullying and an incredible 70% of children have witnessed bullying in school. If you are being bullied, then chances are that one out of three of your friends

has also been bullied and almost everyone you know understands the situation. That is why here at the National Bullying Organization, we always say: *If you are being bullied at school, you should tell an adult.* That adult could be a teacher, the principal, a member of your family, or an older friend. Whoever you get along well with and who you think is responsible. But you should tell someone.

When you tell someone, keep a record of what you said and when. If you expect that person to do something to help you and nothing happens, then go back to them with the record of what you said and ask why. Bullying. You aren't alone. So talk to someone.

Track 4

(Unit 1, Activity Book, page 18)

It follows you into your home. It's with you in the evenings. It crawls into your bed. It looks at you in the mirror. Anxiety.

While it may be hard to believe, roughly 14 million American teenagers suffer from a form of anxiety. That means that one in three American teenagers need help. Are you one of those people? Or someone in your family? Here at FreedomFromFear.org, we want teenagers to lead happy, healthy, productive lives.

Do you want to talk to someone? Reach out to one of our trained psychologists waiting for you at the end of the line. Call our toll-free number at 01800 3327 3733. That's 01800 FEAR FREE. Call today. Our experts will listen to you and offer you free, clear and easy, practical advice. Or chat to us online; we have experts waiting to help you twenty-four hours a day, seven days a week at www.freedomfromfear.gov. Remember, more than 14 million American teenagers suffer from anxiety. And no one needs to do it alone.

Track 5

(Unit 2, Activity Book, page 24)

JACK: My name is Jack. A few years ago, while I was studying in China, I met a girl named Mei. She was very nice and we started dating. We both lived in a small town where it rained a lot, but Mei never carried an umbrella. I was walking to her house one day when I saw a store that sold umbrellas. I decided to buy her one. By the time I got to Mei's house, it wasn't raining anymore and she was sitting in her front yard. But when she saw me, she looked shocked. "Marcus, this must be a joke. Don't you want to date me anymore?" she yelled. "What? Yes, of course I do!" I replied. "And this is a gift for you!" While I was speaking to her, tears were forming in her eyes. She ran inside and closed the door. Her mother was watching from the window. She gave me a terrible look! My jaw dropped. What just happened? I was confused. Luckily the Chinese man from the store was watching the whole thing. He explained that in the Chinese language, the words for "umbrella" and "separation" sounded the same. Mei thought I wanted to break up with her because I wanted to give her an umbrella! I apologized to Mei. She accepted, and now we are married!

Track 6

(Unit 3, Activity Book, page 34)

LIZZY: Hey Arthur. How was track practice?

ARTHUR: Hi Lizzy! Oh, well... It wasn't that great. I'm not sure it's the right sport for me.

LIZZY: Why do you say that? What happened?

ARTHUR: Well, it may sound silly, but I feel quite sad and pathetic running there all alone. My trainer is really demanding and keeps pushing me to run faster, but that is just not helping me. I love sports, but I don't feel quite myself when running.

LIZZY: I see... Have you done any other sport before?

ARTHUR: Basketball and hockey.

LIZZY: Team sports... Maybe that's the reason you feel sad and lonely on the track. It's not you, and it's not your trainer. You are just doing the wrong sport. Why did you stop doing those sports?

ARTHUR: Hmmm... I never thought about that. Well, for a very long time I played basketball, and I loved it. It made me feel like part of something, you know? We were all very close on the team—it was so much fun... But then we moved to Canada. There was no basketball team at school so... I joined the hockey team. It felt like family—I was so happy! We were always planning new strategies, encouraging each other... Oh, man! We spent hours at the ice rink—it didn't even feel like training! But then my family moved here to California and well, I need to train but running doesn't feel like the right sport for me.

LIZZY: Well, you should have asked. I have good news for you. The school has a hockey team. We don't have an ice rink but the team practices at the local rink.

Track 7

(Unit 3, Activity Book, page 41)

SAM: Hi Adam! I'm sending the voice message because the keyboard on my phone isn't working. The picture you sent me is amazing, thanks for sharing! I can tell you: You're crazy!

Anyway, I went with my family to an amusement park on the weekend. I had fun, but a really scary thing happened. My little sister wanted to ride the chairs that spin in the air. The ride started and my sister started to yell like crazy. The straps weren't tight enough and she was slipping out of the chair. I grabbed her and tried to stop her from falling. But, with all of the chaos, I dropped my phone. The ride finally ended and we got out trembling with fear. My parents were furious. Miraculously, the phone had fallen in some bushes and it was okay. It just has

some scratches and like I said the keyboard doesn't work. But we were lucky, considering everything. So, we can say my winter has been intense too!

Track 8

(Unit 4, Activity Book, page 48)

STEVE: Hi, you are listening to Miami's Biggest Issues. Today, we are speaking to Mary Adams, a weather forecaster from the hurricane forecast center. Mary, we are about to start the hurricane season here in Miami. We all know that we live in one of the cities most vulnerable to hurricanes in the United States. Is there anything we can do to prevent or minimize the risks?

MARY: Good morning Steve. Thank you for having me. You are right, Miami takes the number one spot with a 16% chance of experiencing the impacts of a hurricane. However, there are many things citizens can do before and during a hurricane to stay safe.

STEVE: That's great news. I'm sure our listeners are interested in knowing what to do to preserve their lives and homes during these natural disasters that affect us every year. So, can we stop hurricanes?

MARY: No, Steve. Unfortunately, we can't. But technology now allows us to have a little more time to know when hurricanes are coming and be prepared.

STEVE: That's true. OK, what do we have to do?

MARY: Well, prevention is very important. Before the hurricane, you have to create a disaster kit. It should have water, food, batteries, flashlights, a first aid kit, garbage bags, and a phone with a backup charger. Also, at least one member of the family must attend official first aid training, but it's important that every member of the family knows what to do in a disaster situation. It is essential to know the evacuation routes and the shelters available in case of a hurricane. Finally, we all know we have to protect windows in the days prior to a hurricane arriving.

Now, during the hurricane, you mustn't go outside. You don't have to stay in a safe room inside the house, but it is crucial that your family members stay away from the doors and windows, even if they are secured. If your house is in danger of being flooded, you should turn off the electricity from the main breaker. Finally, lightning is a serious risk here in Florida so... you have to be aware of lightning too!

STEVE: Thank you Mary. Now, there's just something else I would like to add. Listeners, remember, you always have to keep your radio on and listen to the most recent information about the hurricane. After the break we are going to...

Track 9

(Unit 5, Activity Book, page 60)

NEWS REPORTER: Finally, hurricane Alice has left the south coast after two days of chaos. Authorities say there could be over ten million dollars of damage to streets and buildings. However, it is not all bad news. At two o'clock on Sunday morning, Brandon Smith was pushing an air mattress through four feet of water behind his apartment building. He came down from the second floor after hearing his neighbors' cries for help. He stayed calm and one-by-one pushed seventeen people to safety through the dark, dirty waters.

The incredible thing is, Brandon Smith does not work for the emergency services. He is a thirteen-year-old school boy. When we talked to Brandon, he told us that he and his mother lived on the first floor, but he said they had moved upstairs to a neighbor's apartment when the flood waters came into their home. He described how he had just gone to sleep when he got a call from a friend in another building. His friend told Brandon that the water was rising all around his apartment and that his family needed help because they couldn't swim.

That's when Brandon had his idea. He swam back to his apartment, pulled

Audioscripts

out the air mattress, and started pulling his friend's family to safety. But then, once they were safely on the second floor, he kept on going. Brandon said he had learned to swim when he was six and he was glad he could help. The last person he rescued was an elderly woman who couldn't walk. After a long night, Brandon finally got some sleep. When we asked Brandon how he felt about his life-saving act, he said he was just thankful that there hadn't been any alligators in the water! This is Janet Long at XYZ News. Sports up next.

Track 10

(Unit 6, Activity Book, page 70)

NARRATOR: One

DRACULA: Welcome to my house.

Enter freely and of your own will.

JONATHAN: How do you do? I am Jonathan Harker, in the service of Mr. Peter Hawkins.

DRACULA: Come freely. Go safely. And leave something of the happiness you bring.

JONATHAN: I am here to see Count Dracula.

DRACULA: I am Dracula. And I bid you welcome, Mr. Harker, to my house. Come in. The night air is chill and you must need to eat and rest.

NARRATOR: Two (from *Death of a Salesman* Arthur Miller, 1949)

LINDA: Forgive me, dear. I can't cry. I don't know what it is, I can't cry. I don't understand it. Why did you ever do that? Help me Willy, I can't cry. It seems to me that you're just on another trip. I keep expecting you. Willy, dear, I can't cry. Why did you do it? I search and search and I search, and I can't understand it, Willy. I made the last payment on the house today. Today, dear. And there'll be nobody home.

NARRATOR: Three

VLADIMIR: You must be happy too, deep down, if only you knew it.

ESTRAGON: Happy about what?

VLADIMIR: To be back with me again.

ESTRAGON: Would you say so?

VLADIMIR: Say you are, even if it's not true.

ESTRAGON: What am I to say?

VLADIMIR: Say, I am happy.

ESTRAGON: I am happy.

VLADIMIR: So am I.

ESTRAGON: So am I.

VLADIMIR: We are happy.

ESTRAGON: We are happy. What do we do now, now that we're happy?

VLADIMIR: Wait for Godot.

NARRATOR: Four

TONY: You're not thinking I'm someone else?

MARIA: I know you are not.

TONY: Or that we have met before?

MARIA: I know we have not.

TONY: I felt, I knew something-never-before was going to happen, had to happen. But this is...

Track 11

(Unit 6, Activity Book, page 76)

DIRECTOR: OK, let's try again.

Remember this is the start of the play, so it needs to have some impact. Max, be angry. Lenny, you are not interested. OK, go.

MAX: What have you done with the scissors? I said I'm looking for the scissors. What have you done with them? Did you hear me? I want to cut something out of the paper.

LENNY: I'm reading the paper.

DIRECTOR: Hmm, maybe not. Too angry. We don't want to frighten the audience. Max, what about if you do it politely, but Lenny, you are very serious. Reply very slowly and firmly. Let's try that.

MAX: What have you done with the scissors? I said I'm looking for the scissors. What have you done with them? Did you hear me? I want to cut something out of the paper.

LENNY: I'm reading the paper!

DIRECTOR: No, that didn't work. Let's try again. Max, look at me. Use your charm. Be charming and friendly. And Lenny, you're in a good mood. React happily. Laugh a bit. Let's go.

MAX: What have you done with the scissors? I said I'm looking for the scissors. What have you done with them? Did you hear me? I want to cut something out of the paper.

LENNY: I'm reading the paper.

DIRECTOR: Perfect!

Track 12

(Unit 6, Activity Book, page 78)

TEACHER IN A DRAMA CLASS: OK, class.

It's the school play on Friday. I know you are nervous so I just want to say don't worry. If you forget your lines, which I'm sure you won't, but if you do, take a deep breath and relax. Don't panic. Stop for a second and think about what you just said. This will help you remember what comes next. The audience doesn't know what you are going to say so you don't have to be precise. They probably won't notice that you are taking a few extra seconds. So, again. Don't panic, take a breath, and remember what you just said. OK?

Track 13

(See Reader, pages 65–76)

Track 14

(Unit 7, Activity Book, page 84)

LAURA: So, here are the books for us to research for the roundtable discussion. Did you bring the questions for the research guide?

BEN: Yes, here they are. We are going to research the effect of cars on air pollution, right?

LAURA: Yes. Okay, so what is the first thing we want to find out?

BEN: Well we already know that cars contribute to air pollution because of the exhaust gases, but we don't know exactly why.

LAURA: Right. Let's have a look.

BEN: This book says that gases are emitted through the exhaust as a result of the combustion of fuels, like gasoline and diesel. In that gas, there is a mix of nitrogen, carbon dioxide and monoxide, hydrocarbons, and particulate matter.

LAURA: Wait, what is particulate matter?

BEN: They are little particles of soot and metals. It's what forms the smog. Anyway, these components damage the respiratory system, block oxygen, produce acid rain, and contribute to the global warming.

LAURA: Listen to this! This article from a scientific magazine says that 80% of lung diseases are a result of car pollution and that this number might increase in the near future.

BEN: Does it say something about global warming?

LAURA: Mmmm... yes. It says that the average global temperature is increasing and this increase will cause the seasons to change. Winter will be shorter and spring will arrive earlier. The changes in the seasons might affect the ecosystem, too. So it's essential that pollution from cars is eliminated or at least reduced.

BEN: Ok. Percentage... Consequences... The next question is... What are some solutions to the problem?

LAURA: I just read that governments are making special laws to reduce pollution. These laws will force vehicle owners to use cars only when necessary.

BEN: That's great. Here it says that scientists and global organizations are investing money in research. They are developing electric cars and they may find alternative fuels that we can regularly use. In the meantime, civilians can use alternative transportation, like bikes or public transportation.

LAURA: Carpooling is also an option. Like I do with my neighbors to get to school.

BEN: Sure, that is a good idea too. OK last question, what might be the benefits of solving this problem?

LAURA: Well, that's obvious! The air will be cleaner and people might be healthier.

BEN: We may also be able to see the sky again, without so much smog.

Track 15 (Unit 7, Activity Book, page 86)

TEACHER: Ok, class. Today, we're talking about endangered species. Did you know that over 17,000 animals are endangered or nearly endangered? One-third of those species are amphibians.

MIKE: Why are there so many?

TEACHER: Well, there a lot of reasons. For instance, deforestation is a big problem. In the rainforest, trees are cut down to make more farmland and to get materials for wooden products. That's why it is essential that we buy locally made products.

We know where they come from and it's not the rainforest.

TIM: Doesn't deforestation contribute to climate change, too?

TEACHER: Yes! And that's also destroying habitats. Climate change is melting away the Arctic Circle.

SUZY: I've read that illegal hunting is another problem.

TEACHER: Yes, Suzy, it is. People hunt animals for their skins, bones, and other parts. To illustrate, in Vietnam, people believe that rhinoceros horns can cure cancer. So thousands of rhinos are being killed.

MIKE: So that's why some governments advise that tourist not buy products made from animals in certain countries. They may be illegal.

TEACHER: Right. And it's crucial that governments do more to protect hunted animals. Now, who can tell me...

Track 16 (Unit 7, Activity Book, page 90)

TEACHER: Okay, guys. Let's start the roundtable discussion. Get into a circle. Laura, you are the moderator, right?

LAURA: Yes.

TEACHER: Do you know what to do?

LAURA: Yes. I'm going to lead the discussion. I'll ask my classmates questions and make sure that they stay on topic.

TEACHER: Correct! And Zach, you are going to be the secretary?

ZACH: Yes. I already have my notebook ready to take notes.

TEACHER: Okay, then. Laura, I'll let you begin.

LAURA: Great. So, our topic is car pollution in our community. Did you bring your research?

EVERYONE: Yes!

LAURA: Excellent. Tom, you're the first speaker, why is car pollution a problem?

TOM: Well, as we know, most lung diseases are caused by car pollution. And in our city, there are about 21 million vehicles driving around every day. And almost half of those cars are 18 years old or older and therefore cause a lot of

contamination.

BEN: Yeah. Around 9,300 people die each year because of air pollution.

ZACH: Sorry, what was that? Could you speak louder.

BEN: Yes, sorry. I said there are around 9,300 deaths a year because of air pollution.

TOM: Exactly. So, it's really important that we do something about it.

LAURA: Well, what can we do about it? Sam?

SAM: Mmm... In our city, our government is stopping people from using their cars once a week. But I think it's necessary to take other measures. For example, we can start a carpool system in our school.

BEN: What do you mean?

SAM: Well. Everyday my mom drives my brother and me to school. But there are other two seats in the car. Let's say that on our way to school, we go past your house. That way, we could pick you and your sister up and bring you to school. That way, we use one less car.

LAURA: That's a great idea! We can map out routes to see who lives close to each other.

BEN: And we need to record how many seats are available in each car.

LAURA: Okay, so what would be the benefit of this idea?

ZACH: I think there might be less traffic near our school and therefore less pollution.

SAM: Yes, there also will be less noise pollution meaning students might be less stressed at the beginning of the day.

LAURA: Great! And what would be the consequences in the long term?

TOM: Mmm, I think that maybe...

Track 17 (Unit 8, Activity Book, page 94)

SALESPERSON: Hello, welcome to Fresh Look! How can I help you?

LISA: Hi. I was here last Saturday. I was wondering if someone could help me with something I bought.

SALESPERSON: Of course. How can I help you?

LISA: Thanks. OK, so I came in here last Saturday and I bought a pair



of shoes. But I'm not really happy with them, so I would like to return them, please.

SALESPERSON: Absolutely, but I need a little more information. What exactly is the problem?

LISA: Yes, sorry. The thing is, the heel is broken. They were fine in the store but when I opened the box at home, the heel was broken. Just a sec... See? It's broken. And you can see I haven't worn them.

SALESPERSON: Let me see... Oh dear! I'm very sorry about that. Can I see your receipt, please?

LISA: Right, there's a small problem – I don't have it. I put it in my pocket, but I think I threw it away. But look! They are still in the box and the bag you guys gave me with the store's name on it. That must help...

SALESPERSON: Uhm... I would like to help you, but it's company policy that we need to see the receipt to offer an exchange or a refund.

LISA: But it wasn't my fault! It's the shoes. They are broken. I haven't worn them!

SALESPERSON: Sure. I can see that but we really can't do anything without the receipt. Would you like me to show you another pair? Or... Shall I get the manager?

LISA: I don't want another pair. Fine, could I talk to the manager?

MANAGER: Good afternoon. Lisa just told me about your situation. Unfortunately, we can't do anything without your receipt, but I would like to give you a voucher for your next purchase.

LISA: Unbelievable! I don't want a voucher! I just want the shoes I paid for.

Track 18 (Unit 8, Activity Book, page 100)

ALISON: Hey there! How are you? I thought you were never going to come.

ROGER: Hi Alison. Sorry I'm this late but I bought this gyroscooter in that store last week. And it's so slow! It took me almost over an hour to get here and I can normally get here in around 20 minutes.

Arggh! Can we go into the store quickly? But I'm warning you now, if they say they can't help me, I'll be very upset.

ALISON: Calm down, Roger. I'm sure they can help you but ahm... why are you still using it? What if they say they won't help you because you've been using the scooter.

ROGER: Well, I guess but that's the point, right? It's only after you use something that you know it doesn't work. You think the salesman is going to help me? He better help me. I will complain to the manager if the salesman doesn't do anything.

ALISON: Okay... I really think you need to calm down. I think you'll be more successful and it will be easier for them to help you if you are not aggressive and tell them calmly what you want.

ROGER: Ok, ok. I'll try my best. Excuse me. Can you help me?

FRED: Hello, my name is Fred. How can I help you?

ROGER: I've got a serious problem with this gyroscooter. I bought it here two weeks ago and I need you to replace it. I'll post a really bad review on your website if you don't replace the scooter.

FRED: Okay... I'm sure that won't be necessary. If you explain what the problem is, I'll try to find a solution.

ALISON: Thank you, that would be very kind. Remember—try not to be aggressive; he's actually being very nice.

ROGER: I bought this gyroscooter and you told me that it could travel at around 13mph and that the battery lasted for over an hour. But that was a total lie! I don't think it goes any faster than 4 or 5 mph and the battery only lasts for about 20 minutes. I would like a refund for the total price of the skateboard.

FRED: I see. I'm very sorry you are so disappointed with it. I can tell you've used the scooter, however...

ROGER: Yes, I have. So what? That's exactly how I knew that it doesn't work. If you don't help me, I'll sue the company.

ALISON: Roger!

FRED: I understand you are upset sir, but if you just let me explain. What I was about to say is that you've used the gyroscooter and normally we don't allow refunds for used products. However, we've had some problems with this particular brand and we are offering our customers a complete refund. Or you can exchange the product for this other gyroscooter. This is the best one on the market. It has a maximum speed of 25 mph and you can travel for over 30km without having to recharge the battery. It has excellent reviews online.

ROGER: Oh wow, really? That's awesome, thanks!

Track 19 (Unit 9, Activity Book, page 106)

NARRATOR: One.

BOY: OK, your turn Jane. What's your topic?

JANE: A bad day.

BOY: OK, take an audience card.

JANE: OK... So... I'm a man in my twenties talking to a friend at work. My friend is listening to my problems.

BOY: OK. So that's a conversational monologue. You have one minute... go!

JANE: I had a terrible day yesterday! ... well... first, I missed the bus. I ran out of my flat... really ran fast along the pavement, but the bus was leaving the stop when I got there. Then I, err... I was late... but I waited at the stop and eventually another bus came. Then on the bus—you won't believe this—someone spilt their coffee all over my trousers and my trainers. So, when I got to work, I went to the toilet to clean up but the coffee wouldn't... I mean I couldn't get the trousers clean. So, after work I had to go to... go to... oh yes, that shop on the High Street... what is it? Anyway, I got some new clothes. When I got home I decided to watch a film. But then the TV broke down! I've had enough. I think... I think I need a holiday!

BOY: OK, stop!

NARRATOR: Two.

GIRL: Mike. It's your turn to do the improvised monologue. What's your topic?

MIKE: A detective story.

GIRL: Wow. OK. Take an audience card.

MIKE: Right. Oh... cool... I'm a narrator in a play.

GIRL: Dramatic! OK. Your minute starts... now!

MIKE: The man was still just there standing on the sidewalk... He was there on the corner, next to the movie theater. He was wearing a long overcoat with black pants and old, dirty sneakers... His eyes were fixed on the second-floor apartment across the street. The one above the store. He knew someone was in there... Suddenly, he saw a shadow move across the bathroom window. That was his sign... He slowly walked towards the door.

GIRL: Ha! That was awesome!

Track 20

(Unit 9, Activity Book, page 110)

NARRATOR: Once upon a time, in the middle of France, a handsome prince lived in a castle full of beautiful things. But this prince was not happy. In fact, he was a cruel man who took money from his people.

One night, there was a terrible storm. Suddenly there was a knock on the castle door. When the prince answered, he saw an old woman. She wanted to shelter from the storm and offered the prince a rose as a gift. However, the prince did not like the old woman's appearance so he told her to go away. At this moment, the old woman changed into a beautiful enchantress. The prince was very sorry but it was too late. The enchantress knew he was a cruel and selfish man who only cared about his appearance and his money. As a punishment, she turned the prince into a terrifying beast. She also put a spell on the castle and all who lived there. That spell still exists today...

Track 21

(Unit 9, Activity Book, page 113)

GIRL: Fluency? I think... I sometimes think it is difficult to speak fluently. You know... speaking quickly without pausing or stopping all the time. But... err... good speakers... good speakers... well, they get their message across smoothly.

Track 22

(Unit 9, Activity Book, page 113)

GIRL: My last Spanish teacher gave me some good advice... what was it? Oh yes... speak Spanish whenever you get the chance. I wouldn't... I mean I couldn't speak Spanish at all three years ago.

Track 23

(Unit 9, Activity Book, page 113)

GIRL: Fluency? I think... I sometimes think it is difficult to speak fluently. You know... speaking quickly without pausing or stopping all the time. But... err... good speakers... good speakers... well, they get their message across smoothly. I sometimes—you won't believe this—I sometimes practice Spanish in front of the mirror. It helps make... it helps me feel more confident. My last Spanish teacher gave me some good advice... what was it? Oh yes... speak Spanish whenever you get the chance. I wouldn't... I mean I couldn't speak Spanish at all three years ago. Now people say I'm quite fluent. Anyway... if you are learning English, remember to be clear... very clear... about what you want to communicate. Then you will sound more natural.

Track 24

(Unit 9, Activity Book, page 114)

NARRATOR: One.

MIKE: The man was still just there standing on the sidewalk... He was there on the corner, next to the movie theater. He was wearing a long overcoat with black pants and old, dirty sneakers...

NARRATOR: Two.

MIKE: The man was... err... he was still there, I think. On the sidewalk, standing on the corner. He... he... was next to the store... no, I mean

the movie theater. He was next to the movie theater. He wore a... what was he wearing? Oh yes! A long overcoat with black pants and old, dirty sneakers.

Track 25

(Unit 10, Activity Book, page 122)

HENRY: Aunt Maggie, this balloon is incredible! I love that it is shaped like a person. How do you fly it?

MAGGIE: Well, the process is actually quite simple. Just remember that hot air weighs less than cool air.

HENRY: All right.

MAGGIE: So first, the envelope—that's the fabric part—is filled with air by a fan. Once the balloon is inflated, the burners are turned on. Flames are released from them, and the air inside the envelope is heated up.

HENRY: I see. The balloon is released after that, right?

MAGGIE: Yes. Since the air inside is so hot, it floats up into the sky.

HENRY: How do you come back to Earth?

MAGGIE: A vent at the top of the envelope is opened. Then, hot air is released and cool air goes in. With the cool air, the balloon is heavier, so it sinks.

HENRY: Cool! So can we go for a ride sometime? I'd love to see the city from up in the sky.

MAGGIE: Sure, Henry! The next time I go up, you can be my co-pilot.

Track 26

(See Reader, pages 117–128)

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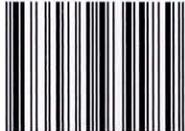
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