



Sunburst

2

Secondary

Teacher's Guide

Mario Herrera

 Pearson



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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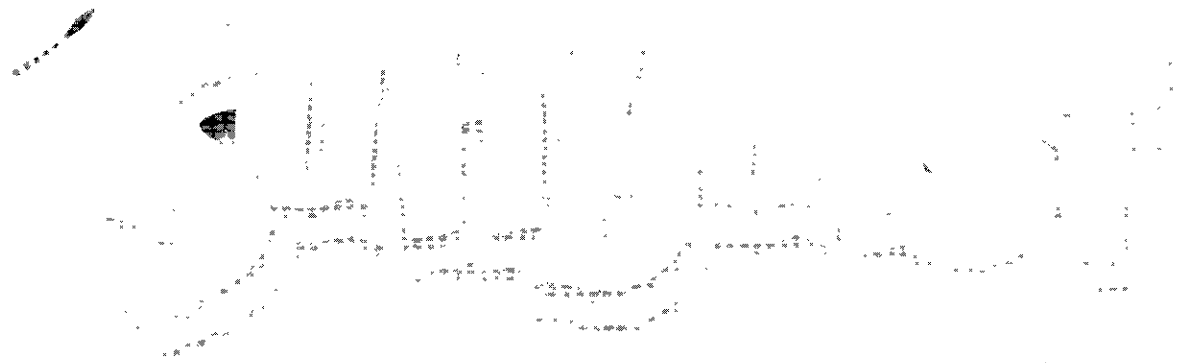
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Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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.

Le deseamos éxito.

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Teacher's Guide

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Dear teacher,

Welcome to **Sunburst 2!** Our main concern when developing this book was to provide you with real-life situations that may be helpful for you to actively involve your students in the acquisition of English as a second language. We selected themes that may be attractive for them to create learning environments in which they will naturally use the language to communicate.

During this journey, students will develop their skills and language awareness to gradually become more accurate. Here you will find plenty of suggestions on how to work on each of the activities provided in the 10 units, and you will also find support to adapt the curriculum to different necessities and learning styles. Reading skills will also be developed during each of the units with the aid of parallel activities to work with fact and fiction selections provided in the Reader's Book.

As we are convinced that one of the most important abilities students must develop to become life-long learners is metacognition, the program pays special attention to provide situations for students to reflect upon their learning process giving them the chance to identify the ways in which they learn. Besides, in each unit, you will find cross-curriculum activities as well as opportunities to develop research abilities and to work cooperatively to enhance critical thinking skills and creatively solve real-life problems.

Thank you in advance for your enthusiasm and commitment. We really hope you and your students enjoy this material.

Sincerely,

the authors

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Introduction to the Course

The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying their knowledge. Objectives are no longer isolated but integrated in a way that lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives. And they should also be conscious that they are part of a community to which they must contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can lead them to develop the skills they need. Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, Sunburst series has focused on building an appropriate context for their age interests, choosing relevant materials that may give students the chance to perform social practices, interacting both between themselves and with their teacher, who will act as a guide for them to reach specific achievements. Activities are designed to smoothly guide them through this process, practicing the four language abilities

(reading, writing, listening, and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that will model what students will have to do in an independent way to prepare their product. The role of the teacher is to facilitate and support them, making them feel confident. At the end of each unit, students will present a product that will reflect their accomplishments concerning the achievements according to the social practice of the language.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students may commit to work together to attain common goals. It also helps to identify strengths and areas of opportunity for each of your students so that they can get together in teams in which every one of them may actively contribute. Students who are more proficient may help the ones who are struggling to develop specific skills.

Introduction to the Course

Organization

Sunburst is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into three lessons that are subdivided into three 50-minute sessions. At the end of the three lessons, the book provides reading activities, some guidelines to wrap-up the product students have to make, and a format for peer assessment to be used after the product presentation. It also includes one page with activities that guide them to perform self-assessment, identifying the activities that helped them the most, visualizing the stages they followed to create their product, and reflecting upon their achievements and areas of opportunity. In every unit, you will also find some instructions which aim to set the tone and get students to begin thinking and focusing on English; and at the end of some sessions, you will find suggestions that will give them some food for thought or will simply round up what was seen.

Each lesson will guide students to develop the skills they learn to gradually attain the achievement. The first session gives them a brief introduction of the theme and includes activities to engage their interest

inviting them to share previous knowledge or experiences. During the second session, students will acquire new skills working in guided activities both individually and in cooperative pairs or teams. During the third session, students will practice the skills they acquire working in semi-guided activities. At the end of the third session, they will apply this knowledge and new skills in a more independent way to resolve tasks that will lead them to the elaboration of their products. At the very end of this session students will self-evaluate to what extent they were able to fulfill the achievement(s) expected for that lesson.

During the three sessions, they will also have the opportunity to enrich their vocabulary with real context language presented in the reading texts and listening activities. Encourage students to create a class glossary in which they will include all the terms that they think may be useful for them. Give them the opportunity to decide which elements to include (charts, pictorial, English definition, Spanish definition, etc.) in order to make it meaningful and productive for them.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1			
Week 2			
Week 3			
Week 4			



Introduction to the Course

Features



Glossary

Every lesson will present 10 new vocabulary words related to the theme of the unit which they may check in the Glossary at the end of their books. The Glossary Icon will indicate in which activities they are presented. These words will be practiced throughout the unit and may be included in each unit's product. It is very advisable to invite students to use them both in the resolution of the activities and in the elaboration of their product. As we already said, at the end of each unit, students will practice them in a ludic way. Remember students will also create their own class glossary with your guidance.



Appendix

You will also find in some of the activities an Appendix Icon which includes a page number. Every time you find it, check with your students the information provided on the corresponding page in the Activity Book. This information may refer to Language aspects or to the development of Skills. In this Teacher's Guide we suggest how to approach it in each specific case: Sometimes students will infer the information and the Appendix will only reinforce their knowledge, in other cases it will provide structures or expressions for them to use in the development of their social practices, or finally, it will give them tips or suggestions on how to perform a task.



Portfolio

You will see some activities marked with a Portfolio Icon. This indicates that the outcome of that activity is meant to be used as evidence that will be filed in the students' portfolios. If your portfolio is physical, you may ask students to copy the activity on a sheet of paper; if it is digital, you may ask them to take a picture of the activity or, in some cases, they may create a video or an audio file.



Learning to Learn

Every unit also includes a Learning to Learn box with a question that will guide students to reflect upon the way they learn. You will notice that it also includes a page number where we provide information related to it. Here you will also find some guidance on how to coach your students to transform this information into significant experiences that will help them become more responsible for their learning process.



Reader's Book

In the second session of each lesson you will find the Reader's Book box which includes a question that sets a goal to develop your students' reading strategies. In order to answer that question, they should read the pages indicated. These questions are formulated in a way that will help students exercise a broad variety of skills such as predicting, inferring, sequencing, etc., for which you will find suggestions in this Teacher's Guide.

Introduction to the Course

Time to Shine!

Finally, the Time to Shine! box will give students the opportunity to “shine” by contributing with extra information related to the theme of the unit. We know that many of your students may have different cultural backgrounds; these tasks or questions will allow them to share with the class a little bit of theirs.

It is also important to mention that knowledge is continually recycled, so as you start to advance, you will find references to skills that were developed in previous lessons; be ready to encourage your proficient students to tutor the ones who may be struggling in the development of those skills.

This Teacher’s Guide also offers you an Evaluation Tool at the end of each unit with which you may evaluate individually each of your students. This instrument is already adapted to cover the achievements that they should attain so it will make the evaluation process a lot easier for you.

Differentiated Instruction

Experienced teachers know that every time they enter a classroom they will meet the challenge of trying to include every single student in the learning process. Each of your students has different needs, whether they are advanced learners, struggling students, students from varied backgrounds and cultures, or even students with different learning styles. Because of this, teachers must always be committed to proactively modify curriculum, teaching methods, resources, learning activities, and student products to address all of their needs.

This book includes two suggestions of differentiated instruction strategies per lesson. These strategies are focused on identified key concepts, skills, or principles that students should learn, giving you an option to apply them once you recognize your class’s needs. In each lesson, you will be given specific suggestions on how to apply the following strategies:

Introduction to the Course

Differentiated Instruction Strategies

- **Bubble Map:** It organizes describing attributes of something; great for visual students.
- **Choral Response:** It is an excellent way of overall assessing without singling students out.
- **First of Five:** It helps shy students to start participating.
- **Flow Map:** It shows sequencing, orders, time lines, cycles, and relationships between stages and sub-stages of events.
- **Four Corners:** It helps shy or struggling students to give an opinion and kinesthetic students to relax.
- **Gather Background Information:** It helps you include all your students in a way in which they feel you care about them.
- **Group Based on Goals:** It differentiates tasks by giving different objectives to students depending on their interests, abilities or knowledge.
- **Individual Respond Card:** It helps shy or struggling students participate without the fear of being heard.
- **Individualized Feedback:** It helps struggling students develop a task with more support and guidance.
- **Jigsaw:** It is a fast, effective way to cover new information; it decreases student workload and encourages collaboration.
- **Mini Lesson:** It offers a quick reminder of a theme that has already been taught before to students who need it.
- **Open-ended Questions/Statements:** It lets every student, regardless of their ability, to approach the theme.
- **Speedometer:** It allows struggling students to use a kinesthetic response to show whether they accomplished a goal.
- **Stimulate Student Senses:** It is a great way to stimulate students' response and engage them with a theme.
- **Task Card:** It differentiates goals depending on students' interests and abilities.
- **Think-Pair Share:** It is a great way to use peer tutoring; always try to form pairs in which both may contribute in a different way to attain the achievement.
- **Three-minute Pause:** It exercises students' summarizing skills; verbal students will love it.



Course Components

Activity Book

The activities in each lesson follow a sequence that goes from guided to semi-guided and finishes in free practice to promote a gradual development of student's skills.

- Ten units, each with three four-page lessons to be divided in three sessions.

Every unit includes:

1. Unit Opener which includes pictures and a big question that guide students into the theme of the units
2. Activities that:
 - foster the practice of the four skills
 - involve critical thinking
 - practice problem solving abilities
 - imply cross-curricular activities
 - encourage cooperation in different ways of interaction
 - familiarize students with language structures in real-life situations
 - invite students to actively participate and think about their learning process
 - adapt to different learning styles and levels
3. A step-by-step process to elaborate the product that practices the skills developed in each of the lessons
4. Reader's Book activities linked to the content and skills developed in each of the units
5. A ludic vocabulary review
6. Suggestions to self-assess their products before their presentation

7. An Appendix organized by lessons where students will find useful information to perform the task they are assigned. It is divided into three sections:
 - Language
 - Skills
 - Learning to Learn
8. A list of irregular verbs
9. A glossary with the meanings of the new words presented in each lesson
10. On-line references to encourage students to go beyond their books using technology

Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

1. Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books
2. Answer key provided in a reproduction of the Activity Book and in the Activity Book Answer Key section at the end of the guide
3. Suggestions per lesson and per unit on how to work with the Reader's Book
4. An evaluation tool per unit that totally corresponds to the aspects to be assessed
5. An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform social practices of the language



Course Components

6. A scope and sequence section which gives you an overall view of each of the units
7. A pronunciation guide to help you practice phonetics with your students
8. A list of useful expressions in the classroom to provide your students with vocabulary that make them feel confident
9. Audio scripts of all the audios used in the program
10. Ten worksheets to sum up the contents of each unit

Reader's Book

It includes 10 texts (both fact and fiction) that will expand on the Activity Book's topics and real-life situations so students get further practice. Specifically, the texts:

- Promote reading through appropriate material for students' age and interests
- Present models to review social practices of the language
- Practice critical thinking and problem solving
- Develop reading skills
- Stimulate creativity and imagination
- Provide new vocabulary words
- Foster research skills

After each text, you will find some activities through which students can develop and somehow test their reading skills.

Nowadays, technology is another skill to be mastered in society and, therefore, to be addressed in the classroom.

In order to help students with their tech development in English, this section introduces an Information and

Communication Technology (ICT) box with a link to a text, video, activity, or other multimedia or interactive materials that will help students not only develop their ICT skills and practice English, but also reflect upon the unit's topic or a related topic.

CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:




- Improve pronunciation
- Practice listening skills and language abilities

It also includes PDF files with:

- the flashcards for all the vocabulary words presented in each unit
- all the Evaluation Tools suggested for the 10 units
- 10 worksheets, one per unit, that may help you expand your work
- the Appendix pages from the Activity Book for your reference

Scope and Sequence


Unit 1 (pp. T8-T23)

<p> Family and Community Environment</p> <p> Communicative Activity Exchanges associated with specific purposes</p>		<p> Social Practice of the Language To express support and solidarity before an everyday problem</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Express interest for a problem. Contrast effects created by prosodic resources and non-verbal language. Define ways of expression according to the speaker. 		<p>Vocabulary</p> <ul style="list-style-type: none"> attitude broaden cheer up development elderly foster household chores improve surround worried 	
<p>Language</p> <ul style="list-style-type: none"> Prosodic resources Non-verbal language Phrases to influence 	<p>Learning to Learn Working in Teams: Taking others' opinions into account</p>	<p>Audio Tracks 2-4</p>	
<p>Skills Writing a PSA script</p>		<p>Reader's Book "Age Difference? Not a Problem!" pp. 5-18, Track 39</p>	
<p>Product Public Service Announcement (PSA)</p>		<p>Evaluation Tool Scale of Descriptive Assessment</p>	

Activity Book

How Can I Help People Around Me?

Analyze the pictures and answer the question.



Family and Community Environment
Social Practice of the Language
To express support and solidarity before an everyday problem.

Achievements

- Express interest for a problem.
- Contrast effects created by prosodic resources and non-verbal language.
- Define ways of expression according to the speaker.

Product: Public Service Announcement

Reader's Book

Age Difference? Not a Problem!



Unit 1 5

Scope and Sequence

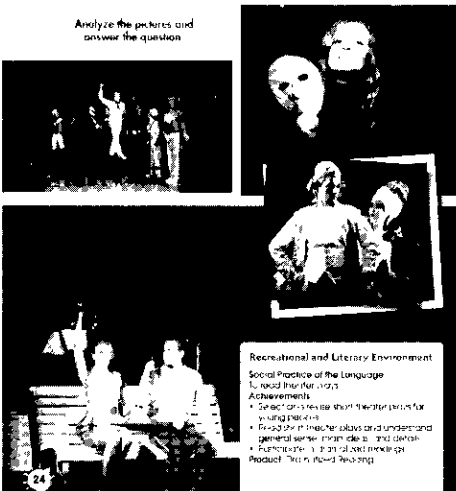
Unit 2 (pp. T24-T39)

<p>Recreational and Literary Environment</p> <p>Communicative Activity Literary expression</p>		<p>Social Practice of the Language To read theater plays</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Select and revise short theater plays for young people. Read short theater plays and understand general sense, main ideas, and details. Participate in dramatized readings. 		<p>Vocabulary</p> <ul style="list-style-type: none"> act costume playscript prop rehearse scene scenery selfish stage direction stingy 	
<p>Language</p> <ul style="list-style-type: none"> Useful punctuation marks Adverbs Other ways to express details Present tenses 	<p>Learning to Learn How to improve pronunciation</p>	<p>Audio Tracks 5-12</p>	
<p>Skills</p> <ul style="list-style-type: none"> Some genres in theater Practicing dramatic reading 		<p>Reader's Book "The Birds," pp. 19-32, Track 40</p>	
<p>Product Dramatized Reading</p>		<p>Evaluation Tool Graphic Organizer</p>	

Activity Book

What Can I Learn from Theater Plays?

Analyze the pictures and answer the question



Recreational and Literary Environment
Social Practice of the Language
To read theater plays

Achievements

- Select and revise short theater plays for young people.
- Read short theater plays and understand general sense, main ideas, and details.
- Participate in dramatized readings.

Product: Dramatized Reading

Reader's Book





Scope and Sequence

Unit 3 (pp. T40-T55)

Academic and Educational Environment Communicative Activity Interpretation and follow-up of instructions		Social Practice of the Language To produce instructions to prepare for an environmental emergency	
Achievements <ul style="list-style-type: none"> Select and review instruction sheets. Read and understand instruction sheets. Write instructions. Edit instruction sheets. 		Vocabulary <ul style="list-style-type: none"> appliance assemble disease flashlight hazardous injury roaring spill supply surroundings 	
Language <ul style="list-style-type: none"> Imperatives Sequence words Phrases to show generic facts Words used to explain, expand, or clarify 		Learning to Learn Tips to improve teamwork	Audio Tracks 13-14
Skills Recognizing textual organization		Reader's Book "Disaster! Are You Prepared?" pp. 33-44, Track 41	
Product Poster with Instructions		Evaluation Tool Rubric	

Activity Book

3 How Can We Be Prepared for An Environmental Emergency?

Analyze the pictures and answer the question.

Academic and Educational Environment

Social Practice of the Language
 To produce instructions to prepare for an environmental emergency.

Achievements

- Select and review instruction sheets
- Read and understand instruction sheets
- Write instructions
- Edit instruction sheets

Product Poster with instructions

40

Reader's Book

3 Disaster! Are You Prepared?

Unit 3 33



Scope and Sequence

Unit 4 (pp. T56-T71)

<p>Family and Community Environment</p> <p>Communicative Activity Exchanges associated with media</p>		<p>Social Practice of the Language To compare news in different journalistic publications</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Review journalistic news. Read journalistic news. Contrast journalistic news in different newspapers. 		<p>Vocabulary</p> <ul style="list-style-type: none"> fact header headline journalistic kicker lead paragraph posture reliable review subheading 	
<p>Language</p> <ul style="list-style-type: none"> Question words Language to request and share points of view Direct and indirect speech 		<p>Learning to Learn Tips to read a newspaper</p>	<p>Audio Track 15</p>
<p>Skills Identify explicit and implicit information</p>		<p>Reader's Book "Sensational Information! Or Sensationalist?" pp. 45-56, Track 42</p>	
<p>Product Comparative Chart</p>		<p>Evaluation Tool Questionnaire</p>	

Activity Book

4 **What Do I Learn by Comparing Different Points of View?**

Analyze the pictures and answer the question

BREAKING NEWS

Family and Community Environment
Social Practice of the Language
To compare news in different journalistic publications

Achievements

- Review journalistic news
- Read journalistic news
- Contrast journalistic news in different newspapers

Product Comparative Chart

Reader's Book

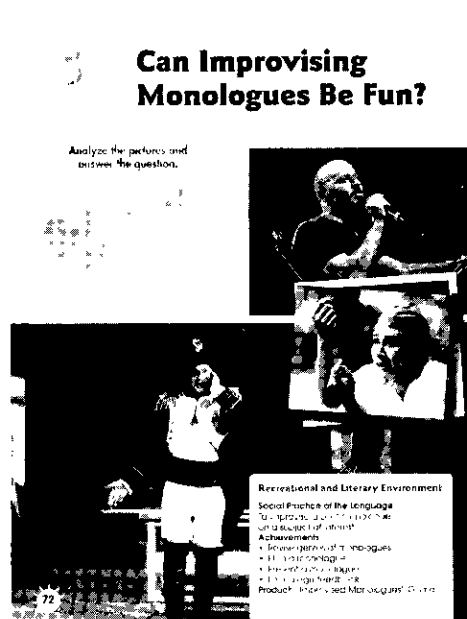


Scope and Sequence

Unit 5 (pp. T72-T87)

Recreational and Literary Environment Communicative Activity Recreational expression		Social Practice of the Language To improvise a brief monologue on a subject of interest	
Achievements <ul style="list-style-type: none"> • Revise genres of monologues. • Plan a monologue. • Present a monologue. • Encourage feedback. 		Vocabulary <ul style="list-style-type: none"> • audience • belly • breathe • expertise • extended • feelings • improvise • speech • topic • thoughts 	
Language <ul style="list-style-type: none"> • Simple past • Past progressive 		Learning to Learn Monitoring a speech	
		Audio Tracks 16-18	
Skills Tips to improvise		Reader's Book "One Voice, Many Stories" pp. 57-70, Track 43	
Product "Improvvised Monologues" Game		Evaluation Tool Rubric	

Activity Book



Reader's Book



Scope and Sequence

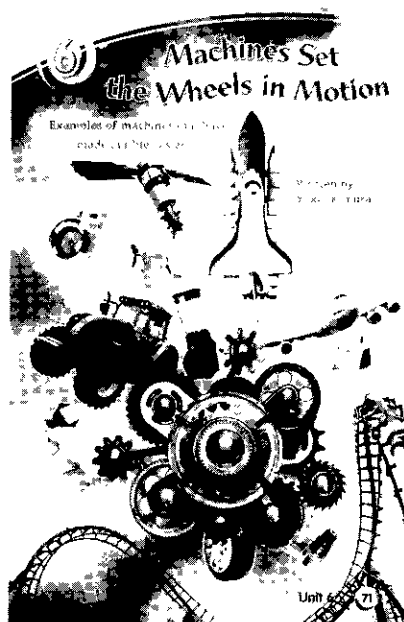
Unit 6 (pp. T88-T103)

Academic and Educational Environment Communicative Activity Search and selection of information		Social Practice of the Language To paraphrase information to explain the operation of a machine	
Achievements <ul style="list-style-type: none"> Select and revise materials. Read and understand information. Write information. Edit texts. 		Vocabulary <ul style="list-style-type: none"> gas hood lever pedal rearview mirror seat belt start steering wheel stick shift till 	
Language <ul style="list-style-type: none"> Connectors to show sequence Comparatives and superlatives Verbs in present Synonyms 	Learning to Learn Using what I learn to help my community	Audio Track 19	
Skills Identifying main ideas and complementary information		Reader's Book "Machines Set the Wheels in Motion," pp. 71-82, Track 44	
Product Computer Infographic		Evaluation Tool Anecdotal Record	

Activity Book



Reader's Book



Scope and Sequence

Unit 7 (pp. T104-T119)

Family and Community Environment

Communicative Activity

Exchanges associated with information about oneself and of others

Social Practice of the Language

To comment one's own and others' experiences in a conversation

Achievements

- Listen and revise conversations about personal experiences.
- Understand general sense, main ideas, and details.
- Share personal experiences in a conversation.

Vocabulary

- amused
- antique
- at ease
- dizzy
- fond
- interlocutor
- kid
- kinesthetic
- mood
- spin

Language

- Expressing lack of understanding
- Connectors to link ideas
- Expressions to show interest and surprise
- Language to give details

Learning to Learn

Tips to catch your interlocutor's attention

Audio

Tracks 20-26

Skills

Knowing your audience to adapt your language

Reader's Book

"How a Ukulele Saved Our Lives," pp. 83-96, Track 45

Product

Autobiographical Anecdote

Evaluation Tool

Observation Guide

Activity Book

Reader's Book

7 What Kind of Experiences Do You Like to Share?

Analyze the pictures and answer the question.



Family and Community Environment
Social Practice of the Language
 To comment one's own and others' experiences in a conversation
Achievements

- Listen and revise conversations about personal experiences
- Understand general sense, main ideas, and details
- Share personal experiences in a conversation

Product: Autobiographical Anecdote

How a Ukulele Saved Our Lives



Unit 7 83

Scope and Sequence

Unit 8 (pp. T120-T135)

<p> Recreational and Literary Environment</p> <p> Communicative Activity Understanding oneself and others</p>		<p> Social Practice of the Language To read short literary essays for contrasting cultural aspects</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Revise short literary essays. Read and understand general meaning, main ideas, and details of literary essays. Describe and compare cultural aspects. 		<p>Vocabulary</p> <ul style="list-style-type: none"> amazing artistic belief cultural fabric heritage parade unique value weave 	
<p>Language</p> <ul style="list-style-type: none"> Adjectives Adverbs of degree Steps to paraphrase Ways of comparing and contrasting 	<p>Learning to Learn Respecting different opinions</p>	<p>Audio Tracks 27-30</p>	
<p>Skills Parts of an essay</p>		<p>Reader's Book "Eat, Dance, and Celebrate!" pp. 97-108, Track 46</p>	
<p>Product Comparative Chart</p>		<p>Evaluation Tool Questionnaire</p>	

Activity Book

How Is My Culture Different or Similar to Other Cultures?

Analyze the pictures and answer the question.

Recreational and Literary Environment

Social Practice of the Language
To read short literary essays for contrasting cultural aspects

Achievements

- Revise short literary essays.
- Read and understand general meaning, main ideas, and details of literary essays.
- Describe and compare cultural aspects.

Product Comparative Chart

120

Reader's Book

Eat, Dance, and Celebrate!

A collection of essays about culture

Written by Rebecca Winfrey

Unit 8 97

Scope and Sequence

Unit 9 (pp. T136-T151)

🌀 Academic and Educational Environment 🌀 Communicative Activity Exchanges associated with specific purposes		🌀 Social Practice of the Language To discuss points of view to participate in a round table	
Achievements <ul style="list-style-type: none"> Revise texts of Civics and Ethics Education and select information. Understand general sense and main ideas. Discuss points of view by participating in a round table. 		Vocabulary <ul style="list-style-type: none"> assess consult data plagiarism purpose research source subtopic veracious webliography 	
Language <ul style="list-style-type: none"> Affixes Unreal conditional 	Learning to Learn Participating in a round table discussion	Audio Tracks 31-33	
Skills Supporting a point of view		Reader's Book "Good Citizens, Good People," pp. 109-120, Track 47	
Product Round Table		Evaluation Tool Checklist	

Activity Book

How Can Discussion and Debate Enrich my Points of View?

Analyze the pictures and answer the question

Academic and Educational Environment

Social Practice of the Language
 To discuss points of view to participate in a round table

Achievements

- Revise texts of Civics and Ethics Education and select information.
- Understand general sense and main ideas.
- Discuss points of view by participating in a round table.

Product Evaluation Tool

Reader's Book

Good Citizens, Good People

Civics and ethics in our society

Written by Yukio Kimura

Unit 9 109

Scope and Sequence

Unit 10 (pp. T152-T167)

Family and Community Environment Communicative Activity Exchanges associated with the environment		Social Practice of the Language To express complaints about a product	
Achievements <ul style="list-style-type: none"> Listen and revise complaints about products. Interpret general sense, main ideas, and details of complaints. Make oral complaints. 		Vocabulary <ul style="list-style-type: none"> amount claim complaint customer hesitate purchase satisfied submit state supplier 	
Language <ul style="list-style-type: none"> Words to describe emotions Phrases to establish reasons for a complaint Phrases to propose solutions Phrases to repair failed communication 		Learning to Learn Steps to becoming a wise consumer	
		Audio Tracks 34-38	
Skills Anger management		Reader's Book "The Customer Is Always Right.. Right?" pp. 121-134, Track 48	
Product Oral Complaint		Evaluation Tool Interview	

Activity Book



Reader's Book





Pronunciation Guide

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/did/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɑ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/'fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/'niə(r)/ (British English)
eə	hair	/'heə(r)/ (British English)
ʊə	pure	/'pjʊə(r)/ (British English)

Useful Expressions in the Classroom



Classroom Language for the Teacher

Act out. • Actúa.
/Mime. • /Haz con mímica.
Ask questions. • Haz preguntas.
Check the spelling. • Revisa la ortografía.
Check the punctuation. • Revisa la puntuación.
Check your partner's work. • Revisa el trabajo de tu compañero.
Check your work. • Revisa tu trabajo.
Clap. • Aplauda.
Come to the board. • Pasa al pizarrón.
Come to the front. • Ven al frente.
Complete the sentences. • Completa las oraciones.
Copy this. • Copia esto.
Count. • Cuenta.
Describe. • Describe.
Do this exercise as homework. • Haz este ejercicio de tarea.
Follow the instructions. • Sigue las instrucciones.
Help your partner. • Ayuda a tu compañero.
How are you today? • ¿Cómo estás el día de hoy?
Identify. • Identifica.
Line up. • Haz fila.
Listen carefully. • Escucha cuidadosamente.
Look at the flashcards. • Mira las tarjetas.
/Look at the pictures. • /Mira las ilustraciones.
/Look at the board. • /Mira el pizarrón.
Look. • Mira.
Name. • Nombra.
Open your books. • Abran sus libros.
Pay attention. • Pongan atención.
Play. • Juega.
Point. • Señala.
/Show. • /Muestra.
Read aloud. • Lee en voz alta.
Read. • Lee.
Remember to do your homework. • Recuerda hacer tu tarea.
Remember to pay attention. • Recuerda poner atención.
/Remember to show respect. • /Recuerda mostrar respeto.
Repeat the words. • Repite las palabras.
Repeat. • Repite.
Review your work. • Revisa tu trabajo.
Settle. • Serénate.
/Calm down. • /Cálmate.

Sing. • Canta.
Sit down. • Siéntate.
Stand up. • Ponte de pie.
Take out your homework. • Sacar la tarea.
/Take out your pencils. • /Saquen sus lápices.
/Take out your notebook. • /Saquen sus cuadernos.
Take turns. • Túrnense.
Talk. • Habla.
Think of... • Piensa en...
Work in pairs. • Trabajen en parejas.
/Work in trios. • /Trabajen en tríos.
/Work in groups of four. • /Trabajen en grupos de cuatro.
Work on your own. • Trabaja tú solo.
Write in your notebook. • Escribe en tu cuaderno.
Write on the board. • Escribe en el pizarrón.
Write some sentences. • Escribe algunas oraciones.

Classroom Language for the Student

Can I borrow a pencil? • ¿Me puedes prestar un lápiz?
/Can I borrow an eraser? • ¿Me puedes prestar una goma?
Can I have a piece of paper? • ¿Me pueden dar un pedazo de papel?
Can you repeat that? • ¿Puede repetir?
Excuse me. • Disculpe.
Good morning. • Buenos días.
/Good afternoon. • Buenas tardes.
Hello / Hi • Hola
How do you say? • ¿Cómo se dice?
How do you spell? • ¿Cómo se escribe?
I don't understand. • No entiendo.
May I go to the bathroom? • ¿Puedo ir al baño?
Please • Por favor
Speak slowly. • Hable más lentamente.
Thank you. • Gracias.

1

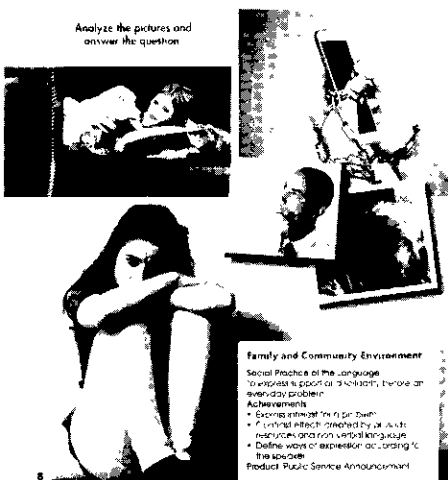
How Can I Help People Around Me?

Unit Overview

<p>🌀 Family and Community Environment</p> <p>🌀 Communicative Activity Exchanges associated with specific purposes</p>		<p>🌀 Social Practice of the Language To express support and solidarity before an everyday problem</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Express interest for a problem. Contrast effects created by prosodic resources and non-verbal language. Define ways of expression according to the speaker. 		<p>Vocabulary</p> <ul style="list-style-type: none"> attitude broaden cheer up development elderly foster household chores improve surround worried 	
<p>Language</p> <ul style="list-style-type: none"> Prosodic resources Non-verbal language Phrases to influence 	<p>Learning to Learn Working in Teams: Taking others' opinions into account</p>	<p>Audio Tracks 2-4</p>	
<p>Skills Writing a PSA script</p>		<p>Reader's Book "Age Difference? Not a Problem!" pp. 5-18, Track 39</p>	
<p>Product Public Service Announcement (PSA)</p>		<p>Evaluation Tool Scale of Descriptive Assessment</p>	

How Can I Help People Around Me?

Analyze the pictures and answer the question



Family and Community Environment
Social Practice of the Language
To express support and solidarity before an everyday problem

Achievements

- Express interest for a problem
- Contrast effects created by prosodic resources and non-verbal language
- Define ways of expression according to the speaker

Product Public Service Announcement

In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Explain to the class that all the activities in the pictures are showing people who may need help. Have them say what the problem is in each case and brainstorm some ideas to help.

Finally, organize the class into teams of three and read aloud the title: *How can I help people around me?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Look at the graphic organizer and discuss with your class if people in your community share these problems or similar ones.

Kids

Seniors

Teens

Adults

Problems that People in My Community Face

Work in pairs. Compare your answers.

Reflect and answer. Discuss with your partner:

- What are the consequences of not providing support and solidarity to others at the appropriate time?

Time-to-Shine! Think of a way to help someone in your community who is facing the problem of not providing support and solidarity to others at the appropriate time.

Find page 5 in the Reader's Book and read pages 5-9 from the Reader's Book.

Unit 1 9

Achievement

Express interest for a problem.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

1. **Look at the graphic organizer and discuss with your class if people in your community share these problems or similar ones.**

Write the following words on the board: *kids*, *teens*, *adults*, and *seniors*. Elicit from students the approximate age range for each of the stages (kids: 3-11, teens 12-20, adults 20-60, seniors 60+) and some examples of responsibilities related to each of them. Next, tell students to check the definitions of the glossary words on page 189.

Then, read instructions aloud and ask one student to read the title in the center of the graphic organizer. Read each of the headings and the examples aloud and ask students why each of the groups may face different kinds of problems (possible answer: responsibilities are different depending on the age). Finally, give them some time to share if people in their

community have these problems; if not, invite them to say which problems they face.

2. **Work in pairs. Compare your answers.**

Organize the class into pairs so they can compare how each of them completed the graphic organizer in Activity 1. After a few minutes, invite each pair to share with the class the differences they noticed. You may model the following sentence for them to try: *My partner thinks that... and I think that...*

3. **Reflect and answer.**

Read the questions aloud and give students some time to write their answers. Ask some volunteers to share them. Don't forget to provide them with English vocabulary whenever you notice they need more, to help them feel confident to express themselves. Useful vocabulary may include: *cheer up*, *elderly*, *household chores*, etc. Ask the question in the Time to Shine! box. Praise the student who answers.

Finally, invite volunteers to share experiences in which they have had a problem and they received help. Encourage them to share how they felt when being assisted.

Tell students they have to read pages 5-9 in their Reader's Book and think about the answer to the following question: *What are three possible solutions for the problem presented on pages 6 and 8?*

Day 2

Lesson 7

Match the columns. Then, work in teams to produce sentences using them.

- | | |
|--|---------------------|
| a. opinion (or a friend) that you should do something | e. cheer up |
| b. an activity that you do to keep your house clean | f. elderly |
| c. unhappy (because) you keep thinking about a problem | g. household chores |
| d. a polite way of saying that someone is old | h. _____ |
| e. to make someone feel less sad | i. _____ |

Listen to the conversations and complete the chart. Copy it on a sheet of paper and file it in your portfolio.

	Conversation 1	Conversation 2	Conversation 3
Place	house kitchen	school yard	classroom
People interacting	mother and son	friends, a boy and a girl	teacher and students
Problem	The mother wants her son to do all her chores	The girls noticed Sam is sad and want to help her	Tom has been's help to cheer up with seniors

Work in teams. Brainstorm reasons to explain why it is important to help in each of the cases described in the previous activity. Answers may vary.

Reasons to help in each of the cases described in the previous activity.	Answers may vary.
--	-------------------

10 Unit 1

Learning to Learn
Do I consider everybody's opinion when working in teams? p. 169

Reader's Book
What are three possible solutions for the problem presented on pages 6-8?

10 Unit 1 Determine speaking situations

Achievement

Express interest for a problem.

Teaching Guideline

Determine speaking situations (family, school, etc.).

Development

4. Match the columns. Then, work in teams to produce sentences using them.

Tell students to leaf through their books so they can see all the different sections. Ask: *Which section may help you find the meaning of new vocabulary words?* (the glossary). Say the following words aloud, challenge students to find their meaning in the glossary, and say a sentence using each of them: *cheer up, elderly, household chores, worried, attitude.*

Then, read the instructions aloud and give students some time to work on the activity individually. Check orally. Organize the class into small teams and ask them to produce sentences using the words from this activity. Finally, tell them that some of these words will be part of a dialogue that they will listen to during the following activity. Ask them to predict what the dialogue may be about.

Some of the words in this activity are included in the glossary; tell students to check their meanings in the corresponding pages at the back of their book.

5. Listen to the conversations and complete the chart. Copy it on a sheet of paper and file it in your portfolio.

Have students look at the chart before you play the track. Tell them that their objective while listening will be to determine speaking situations identifying the place, the people who interact, and the problem they are facing. Play the track once, pausing after each conversation finishes to give them time to write their answers. Then, play it again to check. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer; portfolios can be a physical file or online in digital form.

Learning to Learn 169

Before working on Activity 6, read the question in the Learning to Learn box. Go to page 169 in the Activity Book and read the information aloud. Tell them to keep those points in mind while working on the following activity.

6. Work in teams. Brainstorm reasons to explain why it is important to help in each of the cases described in the previous activity.

Read the instructions aloud and tell teams to focus on the possible consequences each person may face if they do not receive appropriate help on time. Give them a few minutes to discuss and write their answers while you monitor checking that everybody is participating within the teams. Draw the graphic organizer on the board and ask one person from each team to write their answers. Once all teams have finished, ask volunteers to read the reasons they wrote.

Finally, elicit from each team which strategies they applied to take everybody's opinion into account.



Discuss the question related to the text from the Reader's Book. Ask students to explain what the problem is in the story. Then, ask them what they think could be three possible solutions for the problem presented on pages 6 and 8. Have them write their answers and share them in groups.

Lesson

Work in teams. Read the text and discuss the answers to the questions.

A smartphone can be amazing but it may also interfere with your daily needs and activities. If you are a teenager, there are plenty of teenagers who have a problem with smartphone addiction. They are not just themselves from tracking their lives, feelings, wishes, or joys.

As you, other kinds of addiction, smartphone addiction is a habit, a habit that is easy to start and hard to stop. It is a habit that is easy to start and hard to stop. It is a habit that is easy to start and hard to stop.

- What are the signs and symptoms of smartphone addiction? Write down at least three signs and symptoms.
- Inability to control phone use
 - Feeling more stressed when messages and updates from friends and family are not received
 - Feeling nervous when being away from the smartphone
 - Inability to perform daily tasks without the smartphone

- Why is it so hard to stop using a smartphone?
- What are the possible ways to help friends who may suffer from this addiction?

Reread the text in the previous activity and underline the reasons to support teenagers with smartphone addiction. Write key ideas in the spaces provided.

... increases loneliness		... feels stress and anxiety
... and depression		
... disturbs attention disorders		... decreases ability to concentrate

Work in small groups. Share details or examples for each of the key ideas you wrote. Follow the example. (Answers may vary.)

Example: I have a friend who is addicted to her smartphone. She always checks her phone every minute and she is always stressed and anxious.

Reflect and share. (Answers may vary.)

- How would you help a friend who suffers from smartphone addiction?

Define key ideas about reasons to support others based on purpose and intended audience. Write details and information of interest on key ideas. Unit 1 11

Achievement

Express interest for a problem.

Teaching Guidelines

- Define key ideas about reasons to support others based on purpose and intended audience.
- Include details and information of interest on key ideas.

Development

7. Work in teams. Read the text and discuss the answers to the questions.

Ask students if they know what an addiction is (a strong desire to do or have something regularly) and elicit examples (work, drugs, video games, etc.). Explain that a person who is addicted to something usually has problems caused by that addiction as they lose the capacity to reflect upon the way they are acting, and normally they don't acknowledge the problem they have.

Now, ask: *Have you ever been with somebody who pays more attention to their smartphone than to you? How did you feel?* Listen to their answers and ask them if they think that can be a symptom of smartphone addiction. Read the text title aloud

and tell them that they are going to read an article that explains some problems related to smartphone addiction. Organize the class into small teams and give them some time to read the text and discuss the answers to the questions while you monitor to offer help if required. Invite teams to share their answers with the class. Finally, encourage students to choose words from this activity to include in the class glossary.

8. Reread the text in the previous activity and underline the reasons to support teenagers with smartphone addiction. Write key ideas in the spaces provided.

Ask students to look at the picture and to find information in the text that relates to what they see, and tell them to write it in the spaces provided. Explain that those are the key ideas that the author uses as a reason to explain to his audience why it is so important to support people who suffer from this addiction.

9. Work in small groups. Share details or examples for each of the key ideas you wrote. Follow the example.

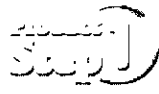
Organize the class into small groups. Explain that, based on their personal experience, they will share with their classmates details and information of interest on each of the key ideas they wrote in the previous activity. Read the example aloud and give them some time to perform the task while you monitor. After a few minutes, ask teams to share with the class the information they discussed.

10. Reflect and share.

Ask one volunteer to read the question aloud. Before they answer, tell students that usually people who suffer from an addiction don't accept the fact that they have a problem, so obviously, they will not ask for help. Explain that because of this, they will have to think about a very subtle way to help. Encourage students to be creative and share their answers.

Day 3

Lesson 1



Public Service Announcement



Get in small teams to start preparing your product. Do the following activities. Answer as they say.

- Go back to page 9 and compare your answers. Choose one problem that all of you are interested to solve.

Discuss and answer:

a. Are my classmates interested in the problem I chose to solve?

b. Are we going to help each other?

c. Will we be able to finish our work with all our problems?

Self-evaluation

- Can I express interest for a problem?

Yes

No

How can I improve?

Product

Public Service Announcement

In this unit, students will present a public service announcement that invites people to offer support to somebody who is facing an everyday problem. In this lesson, they will decide who they will work with (small teams, not more than four students), they will choose a problem all of them are interested in solving, they will identify who may help, and why it is important to help. Finally, they will share relevant information about the problem they chose. The purpose of these activities is to engage the students so they can talk about a theme they are really concerned with. Before they start, explain that a public service announcement (PSA) is a public message whose objective is to raise awareness about a problem or change public attitudes and behaviors toward a social issue. It is designed to inform and educate rather than sell a product or service. Tell them that in this case, they will not only try to raise awareness about a problem, but also influence people to get involved to solve that problem. Read the instructions aloud and each of the questions they will discuss to make sure they understand. You may refer them to the analysis they did on page 11 as an example of what they have to do. Monitor while they work to encourage them to speak in English and offer help whenever they need it. Once all teams have

answered the questions, invite them to share their work with the rest of the class.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box, if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 1, p. 9: Guide students to answer by drawing their attention to each circle in the graphic organizer. Use the **Open-ended Statement Strategy** saying: *Kids in my community go to school and there they may face the following problems... Some teens in my community spend too much time using electronic gadgets; as a result, they may face the following problems... Some adults in my community must work all day long; because of this, they may face the following problems... Some seniors in my community don't have anybody to look after them; because of this, they may face the following problems...*

Activity 6, p. 10: Use the **Task Card Strategy**. Assign each team only one of the three cases in this activity. Then, put teams together so they may share their answers.

Lesson 2

Look at the picture and create a short story to explain what happened before. Explain how they feel if possible answer.



The boy offer an exam and now he must study instead of going to a party. His mom is very angry with a hard he is sad

Use non-verbal language to express the following emotions.



Imagine one of you is the boy from Activity 6 and the other wants to help him. Rehearse a dialogue using non-verbal language and prosodic resources.

Present your dialogue to another pair. Use the rubric to assess them and give respectful feedback.

	Yes	No	Comments
1. They rehearse their dialogue.			
2. They use non-verbal language to express their emotions.			
3. They use prosodic resources to create an effect.			
4. They give respectful feedback to their classmates.			
5. They use non-verbal language to express their emotions.			
6. They use prosodic resources to create an effect.			
7. They give respectful feedback to their classmates.			

Rehearse again considering the feedback you received. Present to your class.

Alternate non-verbal language and non-verbal to gesture and prosodic resources to create an effect

Unit 1 15

Achievement

Contrast effects created by prosodic resources and non-verbal language.

Teaching Guidelines

- Alternate non-verbal language (e.g., gestures, body posture, eye contact, facial expressions, etc.).
- Use non-verbal language and prosodic resources to create an effect.

Development

6. Look at the picture and create a short story to explain what happened before. Explain how they feel.

To recognize what body posture and facial expressions may express, draw students' attention to the picture. Ask some of them to describe what they see and invite them to brainstorm ideas of possible situations that may have caused that scene.

7. Use non-verbal language to express the following emotions.

To have students alternate non-verbal language, ask one volunteer to choose one of the emotions and act it out using facial expressions, gestures, and appropriate

body posture in front of the class. The rest of the class must guess which emotion their classmate is acting out. Repeat the procedure with different students.

If time allows, tell students to write a problem from the ones they have seen in this unit on a strip of paper. Have them fold them and put them inside a paper bag or box. Invite volunteers to go to the front, take out a strip of paper and use body language, facial expressions, and gestures to act out the problem. Encourage the class to guess.

8. Work in pairs. Imagine one of you is the boy from Activity 6 and the other wants to help him. Rehearse a dialogue using non-verbal language and prosodic resources.

Organize the class into pairs and tell them to discuss how they may help the boy from the picture (e.g., help him study). Ask them to invent a dialogue in which they will offer him help; tell them to include phrases to influence. Monitor to offer any help pairs may need, specially with vocabulary. Encourage them to rehearse it using non-verbal language and prosodic resources.

9. Present your dialogue to another pair. Use the rubric to assess them and give respectful feedback.

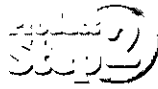
Read aloud the aspects on the checklist to make sure students understand what each of them refers to. Explain to the pairs that they will use that checklist to give respectful feedback to their classmates to help them improve their presentation. Monitor making sure all the comments are respectful.

10. Rehearse again considering the feedback you received. Present to your class.

Give pairs some time to check their feedback and rehearse to make necessary adjustments in order to use non-verbal language and prosodic resources to create an effect. Once they are ready, invite all pairs to present their scenes in front of the class.

Day 3

Lesson 2



Public Service Announcement



Get together with your team to continue preparing your product. Do the following activities: (10-15 minutes)

- Go back to page 12 to check the information you wrote. Decide the message that you will give in your public service announcement (PSA) to invite your audience to help.
- Write some sentences to influence your audience about the importance of helping.
- Decide how you will use prosodic resources to make your message more effective.
 - a.
 - b.
 - c.
 - d.
- Decide which body postures, gestures, and facial expressions may suit your message.

Self-reflection

- Can I contrast effects created by prosodic resources and non-verbal language?

Yes

No

How can I improve?

16 Unit 1

Product

Public Service Announcement

As you may recall, students will present a public service announcement that invites people to offer support to somebody who is facing an everyday problem. In this lesson, they will decide which is the message they will give to their audience in order to invite them to help. To reinforce the message, they will use some of the phrases to influence, and they will also plan how to include prosodic resources and non-verbal language to make their message more effective. Monitor while teams work on the activities and offer help if they need it. Invite teams to read aloud their sentences to the class to receive feedback from their classmates.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box; if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 13: Read the paragraph aloud and use the **Choral Response Strategy** to ask for the answers. Ask one volunteer to write the answers on the board, so the rest of the class may copy them in their books.

Activity 3, p. 13: Use the **Think-Pair-Share Strategy** to form pairs in which one student may tutor the other to develop English skills. If possible, try to pair advanced students with students who may contribute in some other way to create the catalogue, for example, designing or drawing.

Lesson 3

Work in small teams. Look at the picture and share your opinions to answer the questions. Possible answers:

- Ask them what is the problem?
The boy is frustrated because he does not know standard kinds of books to read.
- Ask them how to solve it?
Showing him that reading can be an enjoyable activity.



Complete the information for the key ideas. Use words from the box to fill in the blanks.

1. I am interested in reading books that are **easy to read** and **fun to read**.
I like to read books that are **short** and **easy to read**.
I like to read books that are **easy to read** and **fun to read**.
I like to read books that are **easy to read** and **fun to read**.
I like to read books that are **easy to read** and **fun to read**.

Time-to-Shine!

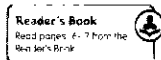
- Which organizations in your country promote reading programs?

Possible answers: public libraries, libraries

Write sentences to influence teenagers to join as volunteers in a reading program for children. Copy them on a sheet of paper and file it in your portfolio. Possible answers:

- How about inspiring our younger kids by reading books?
- It is a good idea to help a child to enjoy reading.
- Why don't you join in this activity? You can't wait to enjoy doing it!
- What if you start sharing what you know with others?
- We can all do a little bit to help the solution!

Do a follow-up activity that involves designing the effects of prosodic resources. Prepare and suggest alternatives and action plans, adjusting word repertoires and expressions.



Unit 1 17

Achievement

Define ways of expression according to the speaker.

Teaching Guidelines

- Decide how to express their opinions, recognizing the effects of prosodic resources.
- Propose and suggest alternatives and action plans, adjusting word repertoires and expressions.

Development

1. Work in small teams. Look at the picture and share your opinions to answer the questions. Invite students to share their reading preferences and what strategies they use to read (summarizing, questioning, inferring, etc.). Ask: *Why is it important to encourage little children to enjoy reading?* After listening to their opinions, draw students' attention to the picture and read the first question aloud. Ask volunteers to share answers and tell students to choose one and write it in their books. Then, ask them if they have ever felt this way and what it is like. Encourage them to share their experiences and to express their opinions about the seriousness of this problem. Ask them to use prosodic resources and to observe their classmates attentively

to recognize the effects they have on their audience. Finally, read the second question and elicit the answer from the class.

2. Complete the information for the key ideas. Use words from the box to fill in the blanks.

Ask students to go to page 189 to check the words included in the glossary. Ask volunteers to read the definitions, explain them if necessary, and ask students to use them in sentences. Go back to page 17, read the instructions aloud, and give students some time to work on the activity individually as you monitor walking around. Check orally and ask the question in the Time to Shine! box. Praise the student who answers.

Language 168

Ask students to read again the examples provided in the section Phrases to Influence, on page 168 of the Activity Book. Elicit some other examples from students to make sure they understand their use.

3. Write sentences to influence teenagers to join as volunteers in a reading program for children. Copy them on a sheet of paper and file it in your portfolio.

To propose and suggest alternatives and action plans, adjusting word repertoires, tell students to use the expressions to influence in order to write complete sentences. Have them think of sentences or questions that may inspire people their age to help. Give them some time to work individually as you monitor and offer help if necessary. Check by asking volunteers to write one of their sentences on the board. Invite the class to give respectful feedback to correct grammar or spelling when necessary. This activity will be your third evidence in this unit; ask them to file it following the procedure you prefer.

Finally, organize the class into teams. Tell them to discuss and, on a sheet of paper, write five strategies they may use in a reading program for children. Monitor while they work and, when they finish, invite teams to read their strategies aloud to compare them.

Tell students they have to read pages 16-17 in their Reader's Book and think about the answers to the following questions: *Do you think what Ava did at the end showed she had a resilient personality? Why?*

Day 2

Lesson 2

Work in teams. Brainstorm ideas to write a script for a public service announcement that invites teenagers to participate as tutors for children who are having trouble to develop reading skills. (Answer 134) (45)

Place and Time	Characters	Situation
134	134	134

Use the ideas you wrote in Activity 4 to write a technical script with sound effects. Follow the example on page 169. Copy it on a sheet of paper and file it in your portfolio. (Answer 134) (45)

Plan how you will use prosodic resources and non-verbal language to influence your audience.

Reader's Book
Do you think what Ava did at the end showed she had a resilient personality? Why?

18 Unit 1 Choose strategies to influence the opinions of others.

Achievement

Define ways of expression according to the speaker.

Teaching Guideline

Choose strategies to influence the opinions of others (e.g., use of non-verbal language).

Development

4. Work in teams. Brainstorm ideas to write a script for a public service announcement that invites teenagers to participate as tutors for children who are having trouble to develop reading skills.

Elicit from students the objectives of a PSA (to raise awareness or change public attitudes and behavior towards a social issue). Ask: *What would be your goal when creating a PSA about reading programs for children? What kind of information would you include?* Invite students to share their ideas.

Then, ask students to go to page 13 and invite them to read the dialogues of the PSA they listened to. Explain that now it is their turn to write a script for a PSA in teams. Organize the class, read instructions aloud, and draw their attention to the examples. Tell them they can include more than one idea for each

category if they are planning to have more than one scene. Monitor while teams work and offer help when necessary.

Skills 169

Ask students to go to page 169 and read together the instructions to write a script. Explain each of the steps paying special attention to the format that should be used.

5. Use the ideas you wrote in Activity 4 to write a technical script with sound effects. Follow the example on page 169. Copy it on a sheet of paper and file it in your portfolio.

Students will continue working in teams to write their scripts. Tell them to use the example from page 169 as a model so they can feel more confident. Invite them to use the vocabulary and expressions they have learned in this lesson. Monitor to offer help whenever they need it. This activity will be your fourth evidence in this unit; ask them to file it following the procedure you prefer.

6. Plan how you will use prosodic resources and non-verbal language to influence your audience.

Once they have their scripts ready, students will choose strategies to influence the opinions of others. Have them recall the effect that non-verbal language may have on an audience and invite them to use their prosodic resources catalogue to plan the way they will incorporate them in the presentation of their PSA. Encourage them to try different ways to say the same sentence and choose the most effective. Monitor to offer teams feedback.

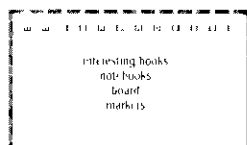
Finally, brainstorm the benefits that children who are trying to develop reading skills may have if they receive help on time.



Discuss the question related to the text from the Reader's Book. Ask students to define or explain the word "resilient": *What are some characteristics of a resilient person?* Then, ask them if they think Ava had a resilient personality and why or why not. Have them discuss in groups.

Lesson 3

Work in teams. Write a list of the material that may be needed for the reading program (possible answer):



Write a postscript for your PSA to invite adults to donate any of the material you need. Be sure to use appropriate language. Follow the example. (Answers may vary.)



Use the following reminders to check (✓) and rehearse your PSA.

Did we include appropriate details?

Did we include sound effects?

Did we use appropriate language when speaking to our intended audience?

Did we include appropriate expressions to influence our audience?

Did we plan to include prosodic resources and non-verbal language when presenting?

Present your PSA to your class.

Did we include appropriate expressions using non-verbal language? Adjust the language to intended audience and purpose.

Unit 1 19

Achievement

Define ways of expression according to the speaker.

Teaching Guidelines

- Show impulse, spirit and empathy, using non-verbal language.
- Adjust the language to intended audience and purpose (e.g., by using rephrasing or paraphrase).

Development

7. Work in teams. Write a list of the material that may be needed for the reading program.

Tell students to get together with the team they were working during the last session. Give them some time to reread the script for their PSA. Read instructions aloud and have them write their lists. Ask teams to read their answers aloud to share their ideas with the class.

8. Write a postscript for your PSA to invite adults to donate any of the material you need. Be sure to use appropriate language. Follow the example.

Explain to students that a postscript includes extra details or information that you add after a story or an account. Elicit who their audience for their PSA will be

(teenagers) and explain to them that in the case of the postscript they will have a different audience, adults who may donate material for the reading program. Ask students: *Do you use the same language when you speak to your friends and when you speak to adults?* Read the example aloud and then give them some time to write their postscripts adjusting the language to their intended audience and purpose. Invite teams to read them in front of the class when they finish.

9. Use the following reminders to check (✓) and rehearse your PSA.

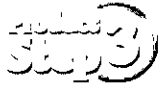
To help students monitor their progress regarding an initial point, draw their attention to the reminders in their books and read each of the questions aloud to make sure everybody understands what each of them refers to. Have students perform the task while you monitor to give them feedback that may help them improve their use of prosodic resources and non-verbal language.

10. Present your PSA to your class.

Encourage teams to show impulse, spirit and empathy, using non-verbal language to present their PSA to the class.

Day 3

Lesson 3



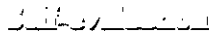
Public Service Announcement



Get with your team to continue preparing your product. Do the following activities:

- Go back to page 16 and recall the ideas you wrote. Using those ideas, write a script with sound effects. Be sure to follow the correct format.

+



- Can I define ways of expression according to the speaker?

Yes

No

How can I improve? _____

20 Unit 1

Product

Public Service Announcement

As you may recall, in this unit students will present a public service announcement that invites people to offer support to somebody who is facing an everyday problem. In this lesson, each team will write their script to ask teenagers for help to solve the problem they chose. Tell students to use the ideas they wrote on page 16, as well as the vocabulary and expressions they learned in this lesson. Monitor while teams work to check they are following the correct format.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 5, p. 18: After reading the instructions, use the **First of Five Strategy** asking students to use their fingers as a scale of one to five to express the help they think they will need to perform it. Work closely with students that need more help. Use the model provided in the appendix to guide them step by step.

Activity 8, p. 19: Use the **Mini Lesson Strategy** to remind students about the use of passive voice: It is used when the focus is on the action because it is not known or not important who or what is performing the action. Tell them that, in this case, it may be used to emphasize what is needed (the books for children), as in the example provided.

Product and Assessing My Learning Process

Product

Public Service Announcement

Now it's time to present your public service announcement. Get together with your team and do the following activities:

- Check the format of your PSA script.**
 Did you specify the length of your script?
 Did you specify if the scene is outdoors or indoors?
 Did you include sound effects in caps and underlined?
 Did you write the names of the characters centered and in caps?
 Did you write clear action lines?
- Check your dialogues.**
 Did you use appropriate language for your purpose and audience?
 Did you follow a logical sequence?
 Did you include expressions to influence your audience?
 Did you check spelling and punctuation?
- Rehearse your dialogue.**
 Choose an adequate volume, tone, and rhythm to convey emotion related to your message. Rehearse your pronunciation to attain perfect diction.
- Rehearse non-verbal language.**
 Try different facial expressions and experiment with different body movements and gestures. Don't forget the importance of eye contact.
- Present your PSA.**
 Be an influencer and convince others about the importance of helping people around us!

Ask your teammates to give you feedback about the performance you had during the preparation and presentation of your PSA. Follow the example.

Name	I'd liked very much that you...	I suggest that you...
Anna	spoke clearly and loudly.	change the color of the safe color.

Assessing My Learning Process

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills. Follow the example.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results following the example.

Step 1 (p. 17)

The subproduct in this session was *... a sequence to make the message more prominent in our community.* Aspects I liked: *... watching to see if there is a response.* Aspects to improve: *... more vocabulary to make our ideas...*

Step 2 (p. 18)

The subproduct in this session was _____ Aspects I liked: _____ Aspects to improve _____

Step 3 (p. 20)

The subproduct in this session was _____ Aspects I liked _____ Aspects to improve _____

Public Service Announcement

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Public Service Announcement

Tell students that they will have 10 minutes to rehearse their PSA with their team. Suggest that they go through the steps described on page 22 in order to include every aspect that will be evaluated. Monitor them while they work to give any suggestions you think may improve their presentation. Once teams are ready, invite them to present in front of the class. Use the scale of descriptive assessment provided to evaluate each student individually. Remember that a scale of descriptive assessment breaks down the different aspects that must be taken into account to make sure your students attained each of the achievements. In this case, you are provided with a numeric scale in which 5 is the highest score.

Ask students how they felt before, during, and after presenting their dialogues. Once the product is presented, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing my Learning Process

- Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills. Follow the example.**
 Tell students to go back to page 9 and guide them to leaf through the pages of the unit recalling what they

did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, before they fill in the chart, read the examples to give them a model. Monitor while they work to offer help if they need it.

- Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results following the example.**
 Draw students' attention to the graphic organizer and read the example aloud to model the activity. Then, guide students to describe the different steps that helped them prepare and present their public service announcement. Encourage them to identify their strengths and areas of opportunity, so they may realize how they can improve their results in the future to prepare similar activities.
- In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**
 Tell students to use everything they have written in this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and, when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Scale of Descriptive Assessment

Name: _____

Aspect	1	2	3	4	5
1. The PSA script has the format required.					
2. The language selected is appropriate for the audience.					
3. The script follows a logical sequence.					
4. The dialogues in the script include expressions to influence.					
5. The dialogues in the script are correctly punctuated.					
6. The volume was adequate during the presentation.					
7. Tone and rhythm were correctly used to convey emotions during the presentation.					
8. The pronunciation of words was clear during the presentation.					
9. Non-verbal language was used efficiently during the presentation.					
10. The PSA message was transmitted in an effective way.					

2

What Can I Learn from Theater Plays?

Unit Overview

Recreational and Literary Environment Communicative Activity Literary expression		Social Practice of the Language To read theater plays	
Achievements <ul style="list-style-type: none"> Select and revise short theater plays for young people. Read short theater plays and understand general sense, main ideas, and details. Participate in dramatized readings. 		Vocabulary <ul style="list-style-type: none"> act costume playscript prop rehearse scene scenery selfish stage direction stingy 	
Language <ul style="list-style-type: none"> Useful punctuation marks Adverbs Other ways to express details Present tenses 		Learning to Learn How to improve pronunciation	Audio Tracks 5-12
Skills <ul style="list-style-type: none"> Some genres in theater Practicing dramatic reading 		Reader's Book "The Birds," pp. 19-32, Track 40	
Product Dramatized Reading		Evaluation Tool Graphic Organizer	

2

What Can I Learn from Theater Plays?

Analyze the pictures and answer the question.

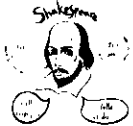
Recreational and Literary Environment
 Social Practice of the Language
 To read theater plays
 Achievements
 • Select and revise short theater plays for young people
 • Read short theater plays and understand general sense, main ideas, and details
 • Participate in dramatized readings
 Product: Dramatized Reading

In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Explain to the class that all the images are showing scenes from different theater plays; ask students if they have ever seen or participated in one. Ask some volunteers to share their experiences. At this point, you may allow some Spanish words to make them feel confident to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

Finally, organize the class into teams of three and read aloud the title: *What can I learn from theater plays?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Work in teams. Share answers to the questions below.



Shakespeare


- I am a boy and a girl.
- What is the theme?
- What is the intended audience?
- How do you know the intended audience?
- How do you know the theme?

Time-to-Shine!


• Mention some other drama writers.

(Romeo and Juliet)
 (A Midsummer Night's Dream)
 (Hamlet)


Choose a title from the box for each of the following plays.



Romeo and Juliet



Hamlet



A Midsummer Night's Dream

Listen and fill in the chart.

Play	Theme	Intended Audience
Romeo and Juliet	love	teens to adults
Hamlet	mortality	adults
A Midsummer Night's Dream	fantasy and a lesson	children

Complete the sentence. *Answer to the question: How do you know the intended audience?*

I would like to see _____ because _____.

Reader's Book
Read pages 19-23 from the Reader's Book.

Unit 2 **25**

Achievement

Select and revise short theater plays for young people.

Teaching Guideline

Compare themes and intended audience.

Development

1. Work in teams. Share answers to the questions below.

Write the word THEATER vertically on the board. Invite volunteers to write one word with each of its letters. Explain that each word must be related to theater, e.g., *Tragedy, House, Entertain, Audience, Thoughts, Emotions, Role.*

Then, organize the class into small teams. Draw their attention to Shakespeare's cartoon and read the questions aloud to check comprehension. Give teams some time to discuss their answers while you monitor. Once they have finished, ask one person from each team to share their answers with the rest of the class. Finally, tell them to look at the phrases in the cartoon and ask: *Why are these phrases written in different languages?* (because Shakespeare's plays are performed all around the world).

2. Choose a title from the box for each of the following plays.

Invite volunteers to describe each of the pictures. Ask students to match each of them with its title; you may give them clues in case they don't know, e.g., *Which picture has a female and a male character and which title has the name of a boy and of a girl?* (first picture, *Romeo and Juliet*). Ask the Time to Shine! question and praise students who answer.

3. Listen and fill in the chart.

Play Track 5 once for students to get a general idea of what it is about. Ask: *What are the kids talking about?* (they are talking about the Shakespeare Festival). *Which plays did they mention?* (*Romeo and Juliet, A Midsummer Night's Dream, and Hamlet*). Explain to students that you will play the conversation again for them to compare themes and intended audience of each of the plays that are mentioned. Pause after the information about each play is given and allow them some time to write their answers in the chart. Check orally.

4. Complete the sentence.

Read the instructions and the sentence aloud. Ask students to choose one of the three plays mentioned in the conversation or, if they know any other play by Shakespeare, they may write the title. Encourage them to give reasons for their choice mentioning information related to the theme of the play, e.g., *I would like to see Romeo and Juliet because I really like love stories.*

Finally, invite students to share other plays or stories they know which talk about the same themes as Shakespeare's plays (love, mortality, reality and fantasy). Encourage them to share details.

Tell students they have to read pages 19-23 in their Reader's Book and think about the answer to the following question: *Why did the travelers want to meet the Hoopoe?*

Day 2

Lesson

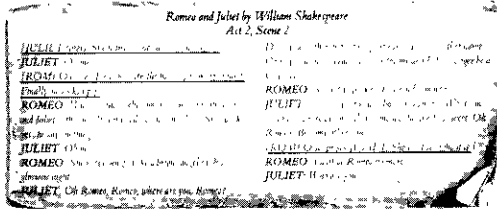
Work in pairs to fill in the blanks using the words from the box. Then, use those words to explain what a theater play is.

characters actors
 dialogues

A play always has a writer or a person who writes it called a playwright. To understand its general sense, it is important to know each of its parts, its acts and the lines between them.

A play is usually divided in different acts or chapters, each of them may have a title or scene or place of action. Characters are the people in the play, not all of them are alive after the first and a third of the play. They often include a brief description and information about their background or status. At the beginning of each scene, you will find information about the stage so that you know what the background looks like. Props or objects needed for the scene are also mentioned there. Each of the actors has dialogues and stage directions that actors use to know how to speak or move.

Read the adapted fragment and underline stage directions. Discuss with your classmates why they are important for this scene.



Work in teams. Listen to the scene and discuss.
 • How do the characters feel?
 • What do you think the purpose of the author is?

Circle links between senses of sections and general sense. Understand stage directions and analyze how they contribute to the development of actions. Express purpose of the author and transmitted emotions.

Reader's Book
 Why did the travelers want to meet the Hoopoe?

Achievement

Select and revise short theater plays for young people.

Teaching Guidelines

- Create links between senses of sections and general sense.
- Understand stage directions and analyze how they contribute to the development of actions.
- Express purpose of the author(s) and transmitted emotions.

Development

5. Work in pairs to fill in the blanks using the words from the box. Then, use those words to explain what a theater play is.

Write *Shakespeare* on the board. Ask students to stand up and tell them that each one of them will have 10 seconds to say something related to this author; it can be the title of a play, the name of a character, information they know about his life, etc. If they run out of time, they will have to sit down. To make it more exciting, you may ask students to count down from 10 to 1 aloud together. Praise students who remain standing up.

Then, ask students to go to page 189 and read

together with them the definitions of the words that correspond to Unit 2. Organize the class into pairs and give them some time to perform the task. Check orally. Finally, to create links between senses of sections and the general sense of a play, encourage pairs to define what a theater play is using as many theater words as they can (e.g., *In a theater play, actors learn dialogues to perform a character on a scenery; they wear costumes and use props during the scenes. The director is always reading the playscript to give them stage directions.*).

6. Read the adapted fragment and underline stage directions. Discuss with your classmates why they are important for this scene.

Ask two volunteers, a boy and a girl, to read aloud the dialogues from the adapted scene. Ask a third volunteer to read the information between brackets. Encourage them to use prosodic resources while reading and, when they finish, ask the class: *What do you think the stage directions are?* (the action lines between brackets). Tell students to underline them and then have students understand stage directions and analyze how they contribute to the development of actions. Ask: *What is the importance of these directions?* (they tell the actors what to do and how to speak). Finally, encourage students to choose words from this activity to include in the class glossary.

7. Work in teams. Listen to the scene and discuss.

Tell students that they will listen to the scene they read in the previous activity. Ask them to close their eyes and concentrate on the emotions they feel while listening. Play Track 6 and, when it finishes, ask the two questions aloud to encourage students to express the purpose of the author and transmitted emotions.

If time allows, ask students to write a stage direction on a strip of paper, e.g., *The character cries. / The character enters and looks around.* Have them fold their papers and collect them in a paper bag. Invite two volunteers to the front, each of them will take out a strip of paper, read the direction, follow it, and then improvise a short dialogue with their partner. Repeat the procedure with different pairs. For the next session, ask students to bring some playscripts to start preparing their product.

Ask students to explain what the travelers thought about life in Athens (it was extremely boring) and why they considered that the Hoopoe could help them (the Hoopoe had the wisdom of both birds and humans)

Day 3

Lesson

Work in pairs to order the adapted fragment. Listen to check.

A Midsummer Night's Dream by William Shakespeare
Act 3, Scene 1

QUINCE and BOTTOM fight in the forest. BOTTOM has a dog (bottom's head).
QUINCE: Oh no! Bottom! Oh stranger! We are frightened! Help!
QUINCE and the other three run for safety. PUCK is laughing.
BOTTOM: Why do they run away? They won't hurt me. Are you not afraid?

[The woods. We hear the TITANIA, the Fairy Queen, at a distance calling PUCK to play.]
Puck summons and plays on the fairies. After a little while, QUINCE the stage director for BOTTOM and another character enter.
BOTTOM: Are we alone?
QUINCE: Here's a handsome fellow for a gentleman. Come sit down and drink with us.
[The other three have their backs to PUCK. He speaks to them from behind a bush.]
PUCK: Will you have these men here to hear the cradle of the Fairy Queen?

[BOTTOM says they and TITANIA wake up.]
TITANIA: What angel wakes me from my flowery bed?

[BOTTOM and the three actors are in a forest from a play. QUINCE looks very mad.]
BOTTOM: These are the flowers of commandments.
QUINCE: Oo-oo's, oo-oo's.
QUINCE and BOTTOM run back their. PUCK speaks from backstage.
PUCK: A short play, and here's a little bit of their dialogue.



Reread the fragment. Underline the action lines that may catch the reader's attention with red, the ones that provide details with blue, and the ones that show sequence with green. Follow the examples.

Read the two adapted fragments again and determine their genre.

Play	Genre
<i>A Midsummer Night's Dream</i>	Tragedy/Tragic love story
<i>A Christmas Carol</i>	Comedy

Review the order of actions and their functions in the text. Determine genre.

Unit 2 27

Achievement

Select and revise short theater plays for young people.

Teaching Guidelines

- Review the order of actions and their functions in the text (e.g., *attract the reader's attention, provide details, show sequence, etc.*).
- Determine genre (tragedy, comedy, melodrama, etc.).

Development

8. Work in pairs to order the adapted fragment.

Listen to check.

Elicit the meaning of the word *dream* (a series of thoughts, images, and feelings that you experience while you are asleep). Ask volunteers to share a crazy dream they have had with the class. Help with vocabulary when necessary.

Then, read the title of the play and ask students to recall what they know about it (it is a humorous play written by Shakespeare). Organize the class into pairs and give them some time to review the order of actions in the text by writing numbers in the squares provided. Tell them to pay attention to details so actions may follow a logical order (e.g., Titania can only

wake up if she was previously sleeping). Monitor while they work and, when they finish, check by playing Track 7. Encourage students to choose words from this activity to include in the class glossary.

9. Reread the fragment. Underline the action lines that may catch the reader's attention with red, the ones that provide details with blue, and the ones that show sequence with green. Follow the examples.

Work as a whole class to help students review the function of the actions in the text. Read the fragment again focusing on stage directions. Remind students that the objective of these directions is to tell actors what to do on stage. So, if they analyze each of them, they will be able to understand what the function of the actions is. Go one by one, asking students to identify the function and decide if they should underline them with red, blue, or green.

Skills 171

To get students familiarized with some of the genres in theater, go to page 171 in the Activity Book and have them read the information included in that section. Invite them to give examples of plays they have seen, read, or participated in to identify their genre.

10. Read the two adapted fragments again and determine their genre.

Ask students to reread both the fragment corresponding to *Romeo and Juliet* and the one from *A Midsummer Night's Dream* to determine their genre. Check orally inviting them to give reasons for their choice using the information provided in the Appendix.

Day 3

Lesson 1

Step 1 Dramatized Reading

In this unit, you will perform a dramatized reading. Get in small teams to start preparing your product. Do the following activities. (SHOW AND TELL)

- Share and analyze the playscripts you brought:
 1. Listen to a friend's story in the script and think about what they
 2. Read stage directions and identify the actions.
 3. Find the theme.
 4. Find the intended audience.
- Select an act or a scene of the theater play you liked the most. Copy the information related to it on a sheet of paper and file it in your portfolio.
- For homework, research the context of the act/scene you chose. When and where does the action take place?



Self-evaluation

- Can I select and revise short theater plays for young people?

Yes

No

How can I improve?

28 Unit 2

Product

Dramatized Reading

In this unit, students will prepare a dramatized reading of a scene or an act from a play of their choice. In this lesson, they will choose who they will work with (small teams, not more than four students). Once they are organized, ask them to take out the playscripts they brought, read the instructions for the first activity aloud and, if necessary, provide some guidance to help them analyze their playscripts. You may tell them to go back to the activities in this lesson to review the concepts (Activity 3, p. 25: theme and intended audience, Activity 5, p. 26: sections in the scripts and links between them, Activity 6, p. 26: stage directions, Activities 8 and 9, p. 27: order and function of the actions, Activity 10, p. 27: genres). Walk around and monitor while teams work, encouraging them to speak in English. Once they have analyzed the playscripts, have them select an act or a scene. Tell them to copy it on a sheet of paper, together with the analysis they made, and file it in their portfolio. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

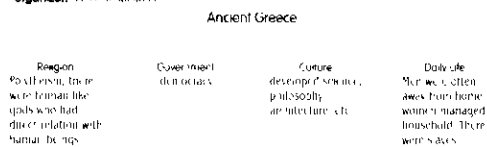
Differentiated Instruction

Activity 3, p. 25: Organize the class into pairs and use the **Task Card Strategy** to help them focus on specific information. Assign each pair only one of the plays mentioned in the chart and have them identify the theme and intended audience while you play Track 5. Finally, draw the chart on the board and invite pairs to write their answers so that all students can copy them.

Activity 9, p. 27: Use the **Open-ended Statement Strategy** to help them answer. Say: *The stage directions that contain visual or auditory elements that may attract attention are... The stage directions that include details about actions are... The stage directions that include sequence words such as then, after, later, etc. are...*

Lesson 2

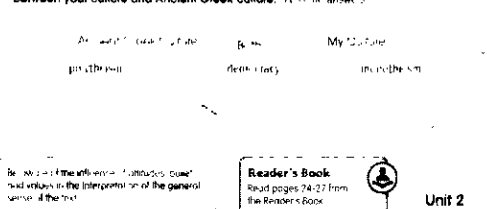
As a class, brainstorm what you know about Ancient Greece to fill in the graphic organizer. Possible answers:



Listen and circle the correct answer.

- We can find the origins of theater in _____.
 Attitude Belief Value
- The theater was first developed in _____.
 Egypt Athens Alexandria
- Theater is a performance that is meant to _____.
 entertain educate convince
- Most of the time, _____.
 men were often away from home while women managed household. men were often away from home while women managed household. There were slaves.
- _____ had female life gods who had direct relation with human beings.
 Polychrome Monochrome

Work in teams. Use the Venn Diagram to write in your notebook differences and similarities between your culture and Ancient Greek culture. Possible answers:



Achievement

Read short theater plays and understand general sense, main ideas, and details.

Teaching Guideline

Be aware of the influence of attitudes, beliefs, and values in the interpretation of the general sense of the text.

Development

- As a class, brainstorm what you know about Ancient Greece to fill in the graphic organizer. Divide the board into three columns with the following titles: *Attitude / Belief / Value*. Organize a dictionary contest to look up the definition of these words and write them. Then, elicit as many examples as they can think of for each (e.g., value: beliefs people have about what is right and wrong and what is most important in life, such as justice, equality, liberty). Finally, ask: *Do you think attitudes, beliefs, and values have been the same throughout history? Why or why not?* Invite students to share their opinions. Then, draw the graphic organizer on the board and ask students to recall their sixth grade history classes in which they learned about Ancient Greece.

Encourage them to tell you interesting data to fill in the graphic organizer, so they can have an idea of the context in which ancient Greek theater was developed.

- Listen and circle the correct answer. Read instructions aloud and draw students' attention to the format of this activity (multiple choice questions). Tell them they are going to listen to some information about Greek theater. Ask: *What will be your purpose while listening?* (to identify specific information). Play the track once for them to answer individually and then play it again for them to check, pausing after each answer is said.

- Work in teams. Use the Venn Diagram to write in your notebook differences and similarities between your culture and Ancient Greek culture. Organize the class into small teams. To make them aware of the influence of attitudes, beliefs, and values in the interpretation of the general sense of the text that they will read during the next session, have them compare Ancient Greek culture with their own. Monitor while teams work, providing vocabulary they may need. Check by drawing the Venn Diagram on the board and asking team members to write their ideas.

Ask students again: *Do you think attitudes, beliefs, and values have been the same throughout history? Why or why not?* Encourage them to consider what they learned during this lesson and reflect upon the fact that different cultures have different values and beliefs that guide their attitudes, and that all of them must be respected.

Tell students they have to read pages 24-27 in their Reader's Book and think about the answer to the following question: *How could the new city help the birds become more powerful than the gods?*

Day 2

Lesson 2

Read the adapted fragment. Then, get in teams to answer the questions.

Oedipus, the King by Sophocles (Part 1)

In front of Oedipus, seated in Thebes, to the right is an altar where a priest stands with a crowd of children crying OEDIPUS. Reminders from the palace of Laius the Chorus is on the left.

OEDIPUS: O children, why do you all weep with me? The pain is yours and mine. If I have done this, I am guilty. I am guilty. I am guilty for them.

PRIEST: O Oedipus, these innocent children and the priest of Zeus were the first to pity you. I have before you sought to look help us again in this most of time.

OEDIPUS: Help, you children! I know you all seek aid from me. I will do whatever I can. I will do my best to help you. I will do my best to help you. I will do my best to help you.

PRIEST: The gods are for you and I would love to see you again. I will do my best to help you. I will do my best to help you. I will do my best to help you.

OEDIPUS: O Oedipus, you are the king of Thebes. I will do my best to help you. I will do my best to help you. I will do my best to help you.

CREON: And I will do my best to help you. I will do my best to help you. I will do my best to help you. I will do my best to help you.

OEDIPUS: O Oedipus, you are the king of Thebes. I will do my best to help you. I will do my best to help you. I will do my best to help you.



- Who is Oedipus? He is the king of Thebes.
- What is the problem? People in Thebes are sick.
- What did Oedipus do to find a solution? He sent his brother-in-law to ask the god Apollo's advice.
- What is the solution? To punish a man.
- Who do you think the killer is? Answers may vary.
- Do you agree with the solution? Why or why not? Answers may vary.

Go back to the playscript in the previous activity. Infer the purpose of punctuation marks and match the columns.

- | | |
|--------------------------|--|
| a. exclamation | c. add emphasis to express strong feelings |
| b. colon | d. separate two actions |
| e. ellipsis (three dots) | f. give an explanation |

Get in teams and listen to the adapted fragment. Practice reading it out loud.

30 Unit 2

Identify attitudes, beliefs, and values. (Value purpose of punctuation marks in dialogues.) (Value attitudes and pronunciation.) (Award and explain sound.)

Reader's Book

How could the new city help the birds become more powerful than the gods?

Achievement

- Read short theater plays and understand general sense, main ideas, and details.

Teaching Guidelines

- Identify attitudes, beliefs, and values.
- Value purpose of punctuation marks in dialogues (e.g., exclamation to express irony or surprise; ellipsis to express incomplete ideas, etc.).
- Practice intonation and pronunciation of words and expressions.

Development

- Read the adapted fragment. Then, get in teams to answer the questions.

Draw a web organizer on the board and write *Tragedy* in the center. Invite volunteers to fill it in writing ideas related to that concept. Have them recall the information about theater genres they read in the Appendix (p. 171). Then, ask the class to write a definition using the ideas they wrote.

Then, organize the class into small teams and give them some time to read the dialogue. Encourage them to choose words from this activity to include in the class glossary. Then, read the questions aloud

and give them some time to discuss and answer the questions while you monitor. Check the first four comprehension questions orally and, for the last two, organize a brief discussion among the teams in which students back up their opinions. Make them realize that the attitudes, beliefs, and values in Ancient Greece were very different from the ones we have today and because of this, the interpretation that we may have of this play is surely different from the one Ancient Greeks had.

- Go back to the playscript in the previous activity. Infer the purpose of punctuation marks and match the columns.

To value purpose of punctuation marks in dialogues, guide students to find an ellipsis in the dialogue from the previous activity (But... how can we find him?) and have them infer what its purpose is. Do the same with the colon (I have thought of one remedy:), and the exclamation mark (Come, speak for them!).

Language 170

Invite students to go to page 170 and read the information about useful punctuation marks to reinforce what they inferred by working on Activity 5.

- Get in teams and listen to the adapted fragment. Practice reading it out loud.

Explain to students that you will play Track 9 for them to practice intonation and pronunciation of words and expressions, so they should pay special attention to those aspects. After students listen to the dialogue once, play the track again pausing after each character speaks, and invite volunteers to read reproducing the intonation and pronunciation they heard.

Finally, organize the class into teams of four and tell them to discuss how they would find out who killed Laius. Invite them to share their ideas with the class.



Discuss the question related to the text from the Reader's Book. Ask students to explain how the city would interfere between humans and the gods (the smoke from sacrifices would not reach the gods). Then, ask them how the birds could assist humans to get their approval (birds could eat the insects that destroy their crops or help them avoid dangers when they sailed).

Lesson 2

Listen and read the fragment. Underline the words that give details of some actions. Follow the example.

Oedipus, the King by Sophocles (Part 2)

CHORUS: Why, man! You do not know, Oedipus, what I see when Apollo sees. This might find out more surely who the murderer is, making for us.

OEDIPUS: Well, here I have planned to see the murderer.

CHORUS: Look, here he comes, the quadruple-goddedly guided by a woman. (Someone enters, led by a girl in a boy.)

OEDIPUS: Teresias, I thank you much. You have no eyes, but I may know what a plague makes me do.

TERESIAS: Let it be as I hope. It will be easiest for us both to go no further in this.

OEDIPUS: You, who have the gift of prophecy, don't you know, man, if?

TERESIAS: As of you, I do know nothing, without being cut about, as the light of day.

OEDIPUS: Tell us here, and plainly, I must hear, conspirator in the deed.

TERESIAS: You will make me speak, if you stay still.

OEDIPUS: Speak, what?

TERESIAS: Did you not understand well with you are the murderer of the king?

OEDIPUS: How can you say that? (Go out of the house of the king and be damned!

TERESIAS: To the patient, he shall be proved father and brother both to his own children. In his house, to the one who gave it, both a son and a husband and a father.

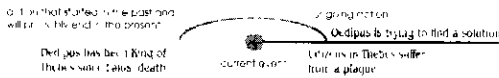
Work in pairs to give more details about the time and place of actions in this play. (19)

- Time: about 1400 years ago, Oedipus was in a hall.

Fill in the blanks with the names of the characters. Then, work in pairs to compare your answers.

A plague threatens to destroy Thebes, the king, Oedipus, (main) sends for a priest, the priest, (secondary) to ask Apollo (incident) for help. On his return, the conspiracy (plot) and the plague they brought (present) the murderer of the king, the murderer (Oedipus) as the king's prophet. (teresian) (secondary) in the end with the main.

Work with your class and teacher to review the plot of a previous play in this unit. Then, use the time line to explain the plot of this play in pairs. (20)



Establish a relationship between main, secondary, and incidental characters. Analyze ways to express details of the actions. Compare current actions, ongoing actions in the present, or actions that started in the past and continue in the present.

Unit 2 31

Achievement

Read short theater plays and understand general sense, main ideas, and details.

Teaching Guidelines

- Establish a relationship between main, secondary, and incidental characters.
- Analyze ways to express details (attitudes, place, time, etc.) of the actions.
- Compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present.

Development

Language (170)

Go to page 170 to review adverbs and other ways to express details with students.

7. Listen and read the fragment. Underline the words that give details of some actions. Follow the example.

Ask students: *Who went to see Oedipus?* Elicit: *the priest of Zeus.* Then ask: *What did he tell him?* Elicit:

that people were sick. Write on the board: *The priest of Zeus, who went to see Oedipus, told him that people were sick.* Organize the class into groups of three and challenge them to write similar sentences using *who* and the information from the text they read in Activity 4. Then, tell students they will listen to the second part of the act they started listening to in the previous section. To have them analyze ways to express details of the actions, guide them to identify the words that give extra information, asking the following questions: *When? Where? How?* Elicit the adverbs orally.

8. Work in pairs to give more details about the time and place of actions in this play.

Organize the class into pairs and ask them to reread in silence the dialogues in Activities 4 and 7 to find details related to the time and place in which the action occurs. Tell them to use the other ways to express details suggested in the Appendix.

9. Fill in the blanks with the names of the characters. Then, work in pairs to compare your answers.

Read the instructions aloud and give them some time to work on the activity individually to establish a relationship between main, secondary, and incidental characters. Then, organize the class into pairs and have them compare their answers. Check orally encouraging them to explain the difference between the characters.

Language (170)

To activate previous knowledge about present tenses, invite students to go to page 170 and read the chart.

10. Work with your class and teacher to review the plot of a previous play in this unit. Then, use the time line to explain the plot of this play in pairs.

To help students compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present, draw a time line on the board, like the one in this activity. Have them go back to page 26 and ask: *Are Romeo's and Juliet's families enemies?* (yes, they have been enemies for years; this is an action that started in the past and continues in the present). Then, ask: *How do Romeo and Juliet feel?* (they are in love; this is a current action). Finally, ask: *What is Romeo doing in this scene?* (he is declaring Juliet his love; this is an ongoing action). Organize the class into pairs and have them perform the task. Check by asking volunteers to write the answers on the board.

Day 3

Lesson 2

Step 2 Dramatized Reading

Remember that in this unit you will perform a dramatized reading. Get together with your team in order to continue preparing your product. Do the following activities: (Answers may vary.)

- Draw a bar graph.
 - a. Draw an X on the horizontal axis and a Y on the vertical axis. Label the X-axis with the name of the emotion you are studying.
 - b. On the horizontal axis, write the number of different emotions (anger, joy, surprise, fear, etc.)
 - c. Label the Y-axis with the number of times.
- Read aloud the act/scene you chose for your dramatized reading. Each time a dialogue makes you feel any of the emotions you wrote on your graph, color a square.
- When you finish, analyze your graph with your team: Which are the predominant emotions?
- Write notes on your playscript to indicate which emotions are related to each of the dialogues. This will help you choose appropriate prosodic resources and non-verbal language.
- Write a title for your graph and file it in your portfolio.



Self-evaluation

- Can I read short theater plays and understand general sense, main ideas, and details?
Yes _____
No _____
- How can I improve? _____

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box, if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 7, p. 31: Use the **Think-Pair Share Strategy** trying to form pairs in which one of the students may tutor the other to recognize the adverbs.

Activity 10, p. 31: Use the **Mini Lesson Strategy** explaining to students the difference between the three present tenses. Draw a time line on the board and elicit actions students have started in the past and continue in the present: *We have been studying English for years.* Ongoing actions: *We are learning about Greek theater.* And a current event: *We have English class three times a week.*

Product


Dramatized Reading

As you may recall, in this unit students will prepare a dramatized reading of a scene or an act from a play of their choice. In this lesson, they will focus on the emotions related to the scene or act they chose so that they can select appropriate prosodic resources and non-verbal language to convey those emotions during their dramatized reading. In order to visualize them, students will draw a bar graph. Monitor while teams work and help them follow the instructions when required. When all teams have finished, invite them to show their graphics and share their analysis with the rest of the class. Finally, tell them to file their graphs in their portfolio. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

Lesson 3

Listen and read the adapted fragment. Write the expressions they use when they mispronounce a word.

A Christmas Carol by Charles Dickens



Write the names of the characters and the relation between them.

Work in pairs to describe the plot.

Unit 2 33

complete this task. Check by asking volunteers to write the expressions on the board.

2. Write the names of the characters and the relation between them.
Have students identify the names of the characters of the scene they read in the previous activity and the relation between them by filling in the graphic organizer.

3. Work in pairs to describe the plot.
Students will recycle and practice what they learned in the previous lesson by working on this activity. Tell them they may check the information about present tenses provided on page 170, and the answers from Activity 10, Lesson 2 (p. 31) as a reference. Monitor while pairs work to provide help if they need it. Check by asking some pairs to write their answers on the board. Ask the class to check the structure of each of the tenses used.

If time allows, organize the class into small teams. Encourage them to present a short sketch in which a ghost is involved. Tell them to focus on emotions and the best ways to convey them. Give them a few minutes to decide what their sketch will be about and then invite them to improvise in front of the class.

Tell students they have to read pages 28-31 in their Reader's Book and think about the answer to the following question: *Did the birds achieve their goal by building the city?*

Achievement

Participate in dramatized readings.

Teaching Guideline

Repair errors (e.g., *hmm*, *err*, *ahh*, etc.).

Development

1. Listen and read the adapted fragment. Write the expressions they use when they mispronounce a word. ¹¹, ¹⁸⁹,
Tell students that some popular novels or tales have been adapted as scripts for theater. Elicit the names of famous novels they know that have been adapted for theater, cinema, or TV.
Then, explain to students that *A Christmas Carol* is a very popular novel written by Charles Dickens, which was adapted for theater and cinema. Play Track 11 for students to listen and read the adapted fragment of the play. Encourage them to choose words to include in the class glossary. Then ask: *Did you notice that some words were mispronounced? Which ones? (dead, dragging, chance) Do you remember the expressions that were used right before repairing each mistake?* Play Track 11 again, and this time tell them to focus on the expressions used to repair errors to

Day 2

Lesson 3

Reread the playscript in Activity 1. Write a list of the non-verbal language suggested. ¹⁶⁸

1. ... (sings), Marley raises his eyebrows with a hard glare on his face.
2. ... (sings), Scrooge opens his eyes wide.
3. ... (sings), Scrooge looks down to him.
4. ... (sings), Scrooge looks directly to the audience looking for him.

Work in pairs. Suggest prosodic resources and some other non-verbal language that can be used to reinforce the message of *A Christmas Carol*. (Answers may vary.)

Reread the script and underline the words that you don't know how to pronounce. Write a list on the lines below. (Answers may vary.)

Learning to Learn
What do I do to improve my English pronunciation? (p. 171)

Reader's Book
Did the birds achieve their goal by building the city?

Listen to the fragment again and pay special attention to the pronunciation of the words you wrote. Write five strategies that you will use to pronounce those words correctly. (Possible answers: ...)

1. Listen to the fragment carefully.
2. Pay attention to the movement of my mouth and lips.
3. Pay attention to my breath.
4. Repeat words or sounds.
5. Record myself.



34. Unit 2 ... with the meaning of dialogue to reinforce the message / solve difficulties of pronunciation

Achievement

Participate in dramatized readings.

Teaching Guidelines

- Link non-verbal language with the meaning of dialogue to reinforce the message.
- Solve difficulties of pronunciation.

Development

Language 168

Go to page 168 in the Activity Book and review the information about non-verbal language and prosodic resources from Unit 1.

4. Reread the playscript in Activity 1. Write a list of the non-verbal language suggested.

Ask students to go back to page 33, Activity 1, and focus on the stage directions to find the information required to perform this task. Monitor while they work and check by asking volunteers to read their answers aloud and perform the action.

5. Work in pairs. Suggest prosodic resources and some other non-verbal language that can be used to reinforce the message of *A Christmas Carol*.

Organize the class into pairs to have them link non-verbal language with the meaning of dialogue to reinforce the message. Give them some time to practice while you monitor and give them feedback to improve their performance.

6. Reread the script and underline the words that you don't know how to pronounce. Write a list on the lines below.

Students will continue working in pairs. Tell them that now that they have practiced reading the dialogue, they know which words are difficult for them to pronounce. Give them some time to write their lists.

Learning to Learn 171

Tell students to go to page 171 in the Activity Book and read about the strategies for improving pronunciation. Have them share if they have ever used any of them.

7. Listen to the fragment again and pay special attention to the pronunciation of the words you wrote. Write five strategies that you will use to pronounce those words correctly. ¹⁷¹

Play Track 12 for students to focus on the pronunciation of the words they wrote in Activity 6. To solve difficulties of pronunciation, have students select the strategies they think will be more useful from the ones they read on page 171, and write them on the lines. Suggest that they practice for homework.

If time allows, help students pronounce sounds that may be unfamiliar for them. For the "voiced th" (/ð/), place a lollipop in front of their mouth and practice saying *there*, *this*, and then *thanks*, *theme*, trying to stick their tongue far enough to taste the candy. For "-er" (/ə/) sound, put a pencil in their mouth sideways and, while biting it, say *stronger*, *faster*.



Have students discuss why the gods were worried (humans started to worship the birds and the gods were not receiving sacrifices). Then, ask them what the birds got from Zeus (his power and riches when Pithetaerus got married to Zeus's daughter).

Lesson 10

Work in pairs. Draw a graphic of emotions for A Christmas Carol. Take the one you did on page 32 as a model. Possible answer:

Emotion	Frequency
Surprise	0
Fear	10
Confusion	5
Affection	3

Practice reading the dialogue on page 33 with your partner. Use the chart to monitor his/her speed, rhythm, intonation, and volume to improve fluency.

Needs Improvement	Average	Good	Excellent
✓			
✓			
✓			
✓			

Time-to-Shine!
Which other Christmas plays do you know?
Possible answer: *Jesus Christ Superstar*

Present to your class. Be sure to use non-verbal language and prosodic resources.

Monitor speed, rhythm, intonation, and volume to improve fluency. Use gestures, eye contact, body language, and pauses.

Unit 2 35

Achievement

Participate in dramatized readings.

Teaching Guidelines

- Monitor speed, rhythm, intonation, and volume to improve fluency.
- Use gestures, eye contact, body language, and pauses.

Development

8. **Work in pairs. Draw a graphic of emotions for A Christmas Carol. Take the one you did on page 32 as a model.**

Tell students to get together with the person they worked in the previous lesson. Explain that they will create a graphic of emotions about the fragment they read in Activity 1, so they can clearly identify the emotions they are going to convey during their dramatized reading. Suggest that they go back to page 32 so they can follow the instructions to create the graphic. Monitor while they work to offer help in case they require it.

9. **Practice reading the dialogue on page 33 with your partner. Use the chart to monitor his/her speed, rhythm, intonation, and volume to improve fluency.**

Draw the chart on the board and ask one pair to read the dialogue in front of the class to guide them on how to use the chart to monitor speed, rhythm, intonation, and volume to improve fluency. Show them that they should draw a tick in the square that indicates how the person is performing each of the aspects. Once you are sure they understand the task, tell pairs to get together with another pair to monitor each other. Ask the Time to Shine! question and praise students who answer.

Skills 171

To reinforce the knowledge students have acquired by working on the activities of this unit, go to page 171 in the Activity Book and have them read the information included in the section Practicing Dramatic Reading.

10. **Present to your class. Be sure to use non-verbal language and prosodic resources.**

Invite pairs to present their reading of the dialogue using gestures, eye contact, body language, and pauses to convey emotions.

Day 3

Lesson 3

STEP 3 Dramatized Reading

Remember that in this unit you will perform a dramatized reading. Get together with your team to continue preparing your product. Do the following activities.

- Go back to the activities on this unit and write a list of tips to read out loud (include use of prosodic resources, non-verbal language, and tips to improve pronunciation). File it in your portfolio.
- Taking into account the tips you wrote, record your reading.
- Listen to it and write a list of aspects that can be improved.



Self-evaluation

Can I participate in dramatized readings?

Yes
No

How can I improve?

Can I read short theater plays and understand general sense, main ideas and details?

Yes
No

How can I improve?

36 Unit 2

Product

Dramatized Reading

As you may recall, in this unit students will prepare a dramatized reading of a scene or act from a play of their choice. In this lesson, students will create a list of tips to read out loud using everything they have learned throughout the unit. They will record their dramatized reading and they will use the list they wrote to check it and identify the aspects that they can improve. During the entire process, monitor their work to provide help and to check that everybody is participating. Once they have finished, tell them to file their lists of tips in their portfolio. This activity will be your third evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box; if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 9, p. 35: While you monitor walking around, identify students that may need more help, and use the **Individualized Feedback Strategy** with them. Offer more support guiding them to check prosodic resources on page 168.

Activity 10, p. 35: Use the **Group Based on Goals Strategy** if you feel it is too challenging for some of your students to read the complete dialogue. Form pairs in which their goal may be to read only a few lines.

Reader's Book



Do the following activities to support this unit's social practice of the language: To read theater plays

1. What do you think of the plan to build a city in the sky?

.....

2. What was your favorite character and why? Write some notes and discuss in pairs.

.....

3. What other theater plays do you know? Complete the following table.

Name of the play	Playwright	Genre
------------------	------------	-------

.....
.....

✦ This small box is for you.

If you want to know more about ancient Greek theater, festivals, costume, props and playwrights, like Aristophanes, go to the link provided.

32 Unit 2

1. What do you think of the plan to build a city in the sky?

Ask students to remember why the birds built the city in the sky (to get power and to challenge the gods; but remind them that it was the main protagonist—Pithetaerus, a human transformed into a bird—who convinced the birds). Then, ask them their opinion about building a city in the sky, and if they think Pithetaerus was just seeking shelter among the birds or was driven by his own ambitions.

2. What was your favorite character and why? Write some notes and discuss in pairs.

Have students go to the board and write the name of one character from the play. Once the list is complete, tell them to choose their favorite one, write some notes about why they chose it, and then have them share their ideas in pairs.

3. What other theater plays do you know? Complete the following table.

Tell students that the plays they write don't necessarily have to be Greek plays. They can share their tables within a small team. Ask those students who have seen plays to share their experiences. At the end, encourage students to attend theater plays.

ICT Box

Read all the information on the link beforehand. In class, go over each section and discuss the most relevant information.

Product and Assessing My Learning Process

Product

Dramatized Reading

Now it's time to present your dramatized reading to your classmates. Get together with your team and do the following activities:

- **Consider the genre and the context where the action takes place.**
Are you taking into account the time and place where the action develops?
Are you using details to make it clear to the audience?
- **Check your graphic with emotions.**
Is each of you aware of the mood of the act/scene?
Are you using prosodic resources to convey those emotions?
Are you using non-verbal language to intensify the effect?
- **Check your list of tips.**
Are you following all the tips you wrote?
- **Check the list of aspects that you can improve.**
Remember for the last time taking into account those aspects.
- **Present your scene.** If possible present to other groups in your school.
Involve as many as you can and have fun!

Ask your teammates to give you feedback about the performance you had during the preparation and presentation of your dramatized reading. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

Dramatized Reading

Tell students that they will have 10 minutes to rehearse their dramatized reading with their team. Suggest that they go through the steps described on page 38 in order to include every aspect that will be evaluated. Monitor them while they work to give any suggestions you think may improve their presentation. Once teams are ready, invite them to present in front of the class. Use the graphic organizer provided to evaluate each student individually. Remember that a graphic organizer is a powerful tool that allows you to thoroughly examine students' learning. Use the spaces provided to give a qualitative evaluation in each of the aspects.

Ask students how they felt before, during, and after presenting their dialogues. Once the product is presented, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing my Learning Process

1. **Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.**

Tell students to go back to page 25 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the

Assessing My Learning Process

In answer to the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p.22)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 2 (p.22)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 3 (p.23)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Dramatized Reading		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the example on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. **Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.**

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then, guide students to describe the different steps that helped them prepare and present their dramatized reading. Encourage them to identify their strengths and areas of opportunity so they can realize how they may improve their results in the future to prepare similar activities.

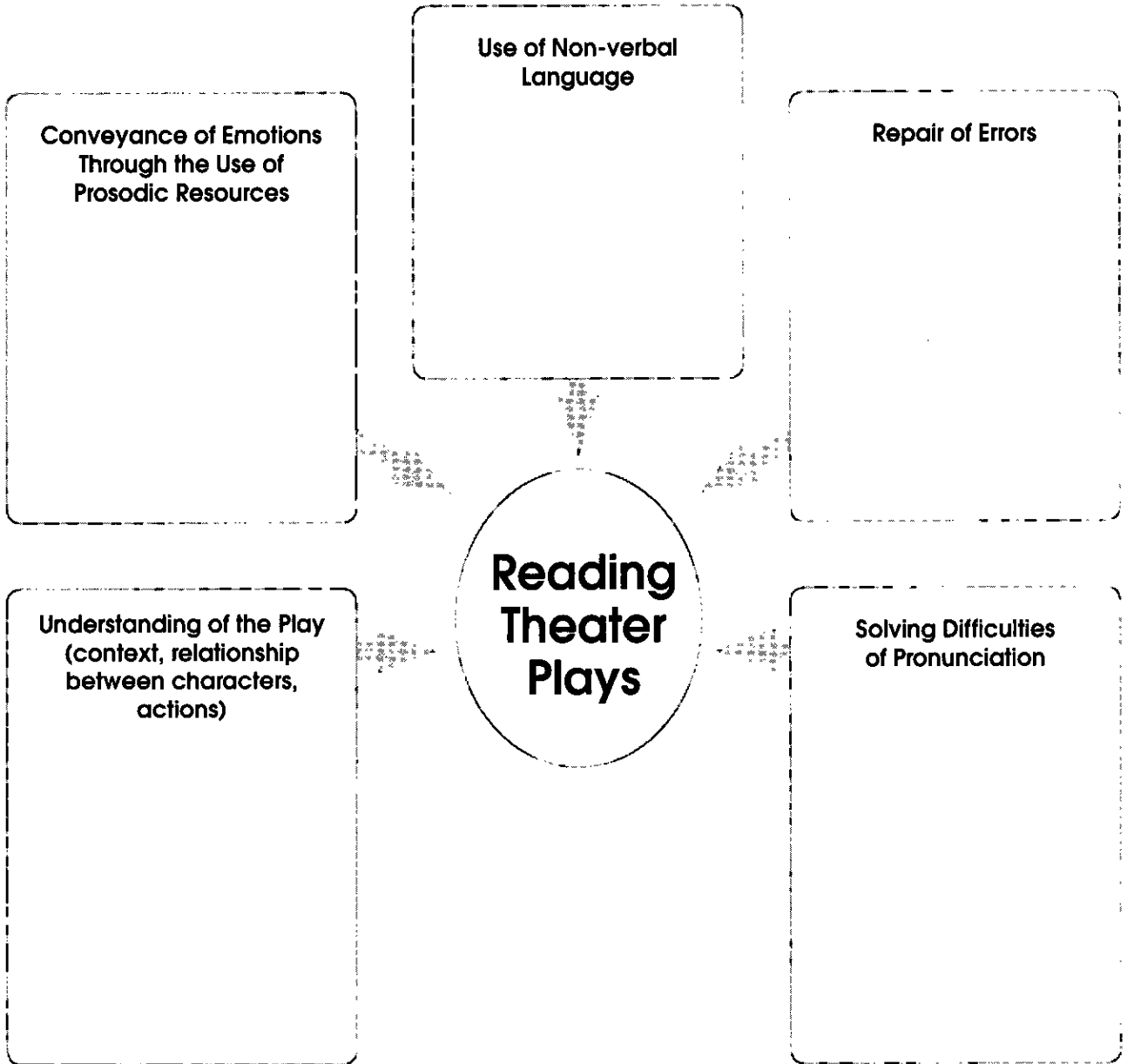
3. **In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**

Tell students to use everything they have written in this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and, when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Graphic Organizer

Name: _____



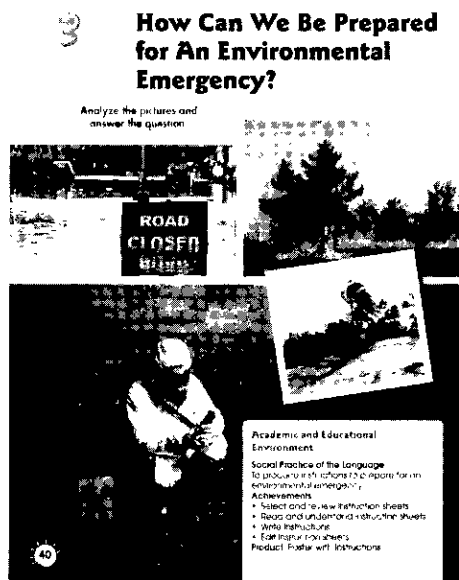
General Observations:



How Can We Be Prepared for An Environmental Emergency?

Unit Overview

<p>Academic and Educational Environment</p> <p>Communicative Activity Interpretation and follow-up of instructions</p>		<p>Social Practice of the Language To produce instructions to prepare for an environmental emergency</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Select and review instruction sheets. Read and understand instruction sheets. Write instructions. Edit instruction sheets. 		<p>Vocabulary</p> <ul style="list-style-type: none"> appliance assemble disease flashlight hazardous injury roaring spill supply surroundings 	
<p>Language</p> <ul style="list-style-type: none"> Imperatives Sequence words Phrases to show generic facts Words used to explain, expand, or clarify 		<p>Learning to Learn Tips to improve teamwork</p>	<p>Audio Tracks 13-14</p>
<p>Skills Recognizing textual organization</p>		<p>Reader's Book "Disaster! Are You Prepared?" pp. 33-44, Track 41</p>	
<p>Product Poster with Instructions</p>		<p>Evaluation Tool Rubric</p>	



In order to introduce the unit, ask the class to use their own words to give a definition for *natural environment* (the physical and biological features of a place, for example, its weather, its soil, and the type of plants that grow in it); then, ask for the definition of the word *emergency* (an unexpected and dangerous situation that must be dealt with immediately). Once they have defined both words, draw their attention to the pictures and have them explain in which way each of them shows an environmental emergency.

Finally, organize the class into teams of three and read aloud the title: *How can we be prepared for an environmental emergency?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.


Lesson 1

Read. Use the words from the box to label the examples.

Natural disasters
 Severe weather
 Chemical and oil spills
 Radiation exposure

Environmental Emergencies

Environmental emergencies are natural disasters, severe weather, chemical and oil spills, and radiation exposure. They can be caused by natural forces or human activities.



Natural disasters
 Severe weather
 Chemical and oil spills
 Radiation exposure

Share your answers to the following questions with your class.

- How do you know if there is an environmental emergency?
- What is an EOP?
- What are the duties of a responder?

Time-to-Shine!

Who do you have to call to report an environmental emergency?

PROFEPA is a central authority in the Protection of the Environment.

Work in teams. Write possible consequences for human beings. Discuss the answers.

Environmental Emergency	Consequences
Natural disasters	death
Severe weather	dehydration, hypothermia
Chemical and oil spills	irritation
Radiation exposure	illness

Reader's Book
Read pages 33-36 from The Reader's Book

Introduce students to the theme of the unit and have them connect it with their personal experience.

Unit 3 41

Achievement

Select and review instruction sheets.

Teaching Guideline

Introduce students to the theme of the unit and have them connect it with their personal experience.

Development

1. Read. Use the words from the box to label the examples.

Before working on this activity, organize the class into small teams. Divide the board into four columns and on the top of each one write the following headings: *Chemical and Oil Spills / Radiation Exposure / Severe Weather / Natural Disasters*. Teams will copy the chart on a sheet of paper and will have three minutes to write as many examples as they can for each category. If possible, they may use search engines. When time is up, ask teams to write their examples on the board under the corresponding heading. Ask students to complete their charts including the examples from the other teams and to keep them because they will use them later on to start working on their products.

Ask one volunteer to read the title and introduction aloud. Then, ask different students to describe each

of the pictures; elicit from the class the name of the environmental emergency that corresponds and give them some time to write it. Some of the words in this activity are included in the glossary; tell students to check their meanings in the corresponding pages at the back of their book.

2. Share your answers to the following questions with your class.

Ask the first question aloud inviting students to share their experiences; use the second and third questions to invite them to give details. Encourage shy students to speak by giving them the opportunity to use Spanish, always providing them with the phrases or expressions in English and having them repeat after you. Ask the Time to Shine! question aloud and praise the student who answers it correctly. Have students give some more details about PROFEPA's duties (protect the environment in our country making sure that laws related to sustainable development are met).

3. Work in teams. Write possible consequences for human beings.

Organize the class into small teams. Give them some time to think about the consequences of each of the environmental emergencies. Encourage them to use a dictionary in case they don't know the words in English. Monitor while they work and, to check, draw the chart on the board and invite one member from each team to write their answers on it.

Finally, ask the class to think about an environmental emergency that they would report, and encourage them to give reasons (e.g., an oil spill in the sea because authorities must take immediate actions to avoid more damage).

Tell students they have to read pages 33-36 in their Reader's Book and think about the answer to the following question: *What effects on the environment can earthquakes have?*

Day 2

Lesson 1

Work in pairs to label the poster parts with words from the box. Then, identify those parts in other posters.

Illustration

Instruction

Title

Illustration

Instruction

Title

Listen to the radio clip and fill in the gaps.

In our country today, I'll explain to you what we have to expect during an earthquake. The first things that the public should know is that in some cases, usually, you may see swaying buildings or hear a sound inside a house. Unwed used objects and ceiling panels may fall, windows may break, and power may go off. On the street, construction, such as bridges and flyovers may come falling creating situations. So, when you're in a house to go about, check your and stay in a safe place.

Work in pairs to explain the purpose of each of the following instructions. (Possible answer)

Instruction	Purpose
Do not run.	To avoid getting stuck because power may go off.
Do not push.	To protect from unsecured objects that may fall.
Do not shout.	To avoid construction that may fall.

Discuss what the general purpose of the poster is. (Possible answer)

To give instructions about what to do during an earthquake.

42 Unit 3

Take a look to get a general impression of the poster and think about the purpose.

Reader's Book
What effects on the environment from earthquakes have?

Achievement

Select and review instruction sheets.

Teaching Guidelines

- Take a look to get a general impression.
- Think about the purpose.

Development

4. Work in pairs to label the poster parts with words from the box. Then, identify those parts in other posters.

Have students take a look at the poster to get a general impression of it. Organize the class into pairs and draw their attention to the words in the box. Give pairs some time to label the parts of the poster and check orally. Then, invite the group to go around the school to look for other posters and identify their parts. If not possible, show them some pictures.

5. Listen to the radio clip and fill in the gaps.

Elicit from students the function of a radio clip (it is a brief space in which the programs are paused to give important information to the audience). Have them skim the text and ask them to predict what the radio

clip will be about (information about earthquakes). Play Track 13 once for them to answer while you monitor. Then, play it again pausing after each answer is said in order to check.

6. Work in pairs to explain the purpose of each of the following instructions.

Tell students that instructions given during emergency situations always have the purpose of reducing risks. Elicit the purpose of the following: *Do not run. Do not push. Do not shout* (Do not run and do not push to avoid falling and making others fall; do not shout to remain calm and to be able to listen to further instructions). Organize the class into pairs and give them some time to think about the purpose of each of the instructions in the chart by relating them to the information given in the radio clip. Monitor while pairs work and, when they finish, invite them to say their answers aloud.

7. Discuss what the general purpose of the poster is.

Invite students to think about the purpose of the poster and express their ideas. Summarize their answers in one sentence writing it on the board.

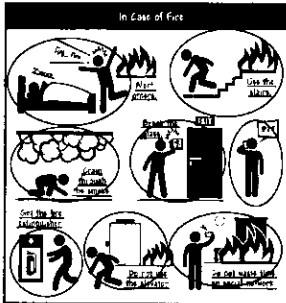
Finally, have the class reflect upon the following question: *Why are posters useful to give information about environmental emergencies?* (they can be placed where everybody sees them and they can be read even during the emergency, as the information is short and concise).



Discuss the question related to the text from the Reader's Book. Ask students what comes to their mind when they think of earthquakes. Then, ask them to describe their negative effects on the environment (if there is a tsunami after an earthquake, a lot of ecosystems are damaged; the rivers are blocked, so they overflow; water sources get polluted).

Lesson 1

Examine the poster, circle the graphic components, and underline the textual ones. Then, answer the questions.



Do you think the distribution of graphic and textual components is good? Why or why not? (Answers may vary.)

Work in pairs to analyze textual components in the poster. Possible answers:

- What do all sentences have in common? All of them are written in imperative form.
- What kind of words do they use? The words are easy to understand.
- Who is the poster intended for? Everybody.

Work in pairs. Circle the correct answer and complete the sentence. 173

- This pattern used to organize the text in the poster is

spatial / cause or effect / **sequence** / problem and solution

- It is organized this way because: Possible answer: the actions suggested should be done in a specific order.

Analyze repertoires of words and expressions to define intended audience. 2 Examine distribution and use of graphic and textual components. 7 Evaluate function of textual organization.

Unit 3 43

Achievement

Select and review instruction sheets.

Teaching Guidelines

- Analyze repertoires of words and expressions to define intended audience.
- Examine distribution and use of graphic and textual components.
- Evaluate function of textual organization.

Development

8. Examine the poster, circle the graphic components, and underline the textual ones. Then, answer the questions.

Tell students to examine the distribution and use of graphic and textual components by observing them in the poster and following the instructions. Once they have finished, ask the questions aloud and invite them to give their opinions. In case they don't agree with the distribution of the components, encourage them to explain why and share alternatives.

9. Work in pairs to analyze textual components in the poster.

Organize the class into pairs and have them analyze

repertoires of words and expressions to define intended audience by answering the questions. Monitor while pairs work and invite them to read their answers aloud.

Skills 173

Go to page 173 in the Activity Book and ask different volunteers to read the information about textual organization. Encourage the class to give examples of texts for each of the categories.

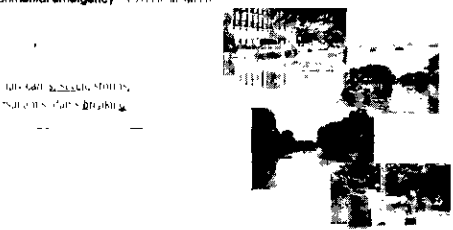
10. Work in pairs. Circle the correct answer and complete the sentence.

To evaluate function of textual organization, organize the class into pairs and give them some time to work on the task while you monitor walking around. Invite pairs to share their answers.

Finally, organize the class into teams of four and have teams write a list of features that posters for environmental emergencies must have to transmit the information in an effective way (e.g., the information should be organized in a logical way, graphic material should show what to do, the instructions should be clear and concise, language used should be accessible for everybody).

Lesson 2

Look at the pictures. Discuss in small teams what could be the possible causes for this environmental emergency. (Possible answer: Pollution)



Share with your class

- How do you think the pictures are related? What do you think?

As a whole class, brainstorm possible hazards during a flood. (Possible answers)

- Water-borne, zoonotic, and other zoonotic diseases may be long.
- *Legionella pneumophila* such as *Legionella pneumophila* in the water.
- Risk of injury may cause serious accidents.
- *Escherichia coli* and *Salmonella* in water.
- Pets can get lost or injured.
- Family members can get separated.
- Loss of interest in diseases may occur.
- Long-term health diseases such as dengue and malaria may spread.


Time to Shine!

- Explain why diseases may occur as a consequence of floods.

Work in pairs. Write numbers inside the squares provided in Activity 3 to determine which are the most dangerous hazards: 1 is the most dangerous and 8 the least. (Answer: see activity)

Make a chart to compare the information provided. Value how to determine importance of information.

Reader's Book
Read pages 37-41 from the Reader's Book.



Unit 3 45


3. As a whole class, brainstorm possible hazards during a flood.

If possible, play the following video to your class: <https://goo.gl/ak5iNQ>. If not, ask them to describe what happens during a flood. Once they have a clear image, encourage them to brainstorm the possible hazards. If they run out of ideas, you may guide them to give the possible answers suggested in this guide. Write all of them on the board and finally, ask them to copy the sentences in their books. Ask the Time to Shine! question aloud and praise the students who answer.

4. Work in pairs. Write numbers inside the squares provided in Activity 3 to determine which are the most dangerous hazards: 1 is the most dangerous and 8 the least.

Organize the class into pairs. Read instructions aloud and have them perform the task. Once they finish, tell them to work with another pair to compare their answers giving arguments for the order they chose in order to value how to determine the importance of information.

For homework, ask students to research news about recent floods around the world.

 Tell students they have to read pages 37-41 in their Reader's Book and think about the answer to the following question: *What actions could be carried out for both radiation emergencies and oil spills?*

Achievement

Read and understand instruction sheets.

Teaching Guidelines

- Make connections between the text and their background.
- Value how to determine importance of information.

Development

1. Look at the pictures. Discuss in small teams what could be the possible causes for this environmental emergency.
Organize the class into small teams. Read instructions aloud and have them work on the task. Encourage the use of a dictionary to look up the names of natural disasters that may cause floods. Monitor and encourage teams to discuss why the natural disasters they mention cause floods. Check orally.
2. **Share with your class.**
Invite students to make connections between the text they will read and their background by sharing any experiences they have had related to floods. If they haven't had one, invite them to share experiences of somebody they know.

Day 2

Lesson 2

Look at the instruction sheet below and write a title for it.  Possible answer:

What to Do Before a Flood:

- How to Prepare:**
- Move valuable and furniture to higher levels.
 - Wrap hazardous materials (such as paint, oil, pesticides) and cleaning products in plastic bags.
 - Do not touch electrical equipment if you are wet or standing in water.
 - Bring outside possessions, such as lawn furniture or garbage, inside.
- How to Evacuate:**
- Climb to safety immediately.
 - Be alert.
 - Monitor your surroundings.
- What to Pack:**
- Disaster supplies
 - Drinking water
 - Food that requires no refrigeration or cooking
 - Cash
 - First aid supplies
 - Clothing
 - Battery-powered radio
 - Maps
 - Extra batteries
 - Important documents
- Know Your Family Disaster Plan:**
- Discuss flood plans with your family.
 - Decide where you will meet if separated.
 - Exchange a contact person who can be reached if family members get separated.
 - Identify places to go.
 - Identify alternative home routes.
 - Plan what to do with your pets.
 - Fill your car's gas tank.

Work in pairs. Order the steps to follow considering what you discussed in Activity 4.  Attach to this page.

Illustrate the instruction sheet.

46 Unit 3

Anticipate general sense. Recognize steps and descriptions that explain or illustrate them. Draw illustrations to check understanding.

Reader's Book
What actions could be carried out for both radiation emergencies and oil spills?


Achievement

Read and understand instruction sheets.

Teaching Guidelines


- Anticipate general sense.
- Recognize steps and descriptions that explain or illustrate them.
- Draw instructions to check understanding.

Development

5. Look at the instruction sheet below and write a title for it. 

Before students start working on this activity, ask them to share facts about the news they researched for homework. When they finish, tell them to reflect on which of the consequences might have been reduced by taking preventive actions.

Then, have students skim the instruction sheet and, to anticipate general sense, encourage them to write a title for it. Invite different students to share their titles. Finally, encourage students to choose words from this activity to include in the class glossary.

6. Work in pairs. Order the steps to follow considering what you discussed in Activity 4. 

Tell students to work with the same partner from the previous session. Have them read the instruction sheet to recognize steps and descriptions that explain or illustrate them. Then, have them order the steps by taking into account what they already discussed in the previous session.

7. Illustrate the instruction sheet. 

Students continue working in pairs to draw one image for each step of the instructions to check understanding. Monitor while they work and, when they finish, invite them to show their drawings to other pairs.



Discuss the question related to the text from the Reader's Book. Ask students to read the steps to follow when those emergencies happen. Then, have them identify the actions that those steps have in common. You can write the list of steps for both emergencies on the board (get away from the source of danger; go to a safe place; close windows and doors; stay tuned for official information; follow instructions from authorities).

Language 172

Go to page 172 in the Activity Book and invite volunteers to read each of the phrases to show generic facts and the examples. Encourage students to give examples of their own for each of the phrases.

9. Listen and fill in the blanks with expressions that show generic facts. Then, work in teams and reflect upon the reasons for each instruction.

Explain to students that they will listen to a radio interview in which a specialist will talk about the possible consequences of a heat wave and the precautions people should take. Draw their attention to the format of the activity and tell them that they will listen to complete the information using expressions to show generic facts. Play Track 14 for them to listen and perform the task. Check orally. Finally, organize the class into teams to have them discuss the reasons for each instruction. Model the first one: *You should wear light clothing because if you wear thick clothing such as jackets, you generate more heat in your body.* Monitor while teams work and, when they have finished, invite them to share their reasons with the class.

Language 172

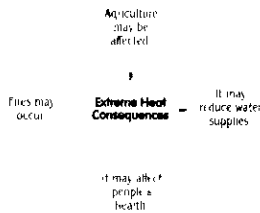
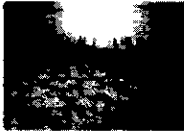
Go to page 172 in the Activity Book and have students review imperatives by reading the information in silence.

10. Work in pairs to synthesize the instructions from the previous activity. Use the imperative form. Follow the example.

Tell students to go back to Lesson 1 to check the posters in activities 4 and 8 (pp. 42 and 43). Have them notice that steps are written in concise statements using the imperative form. Draw their attention to the example to guide them to write each of the steps in statements. Monitor while they work and offer any help they may need.

Lesson 2

Work in teams. Look at the picture and fill in the graphic organizer with the possible consequences of this environmental emergency. (Possible answers)



Listen and fill in the blanks with expressions that show generic facts. Then, work in teams and reflect upon the reasons for each instruction. (Possible answers)

- a. It is important that you wear light clothing.
- b. It is advisable to use sunscreen and drink plenty of liquids.
- c. If it is not absolutely necessary, don't go out because you may get heat stroke.
- d. It is advisable to monitor symptoms such as dizziness, rapid pulse or difficulty breathing.
- e. If you notice any of them, go to the hospital immediately.

Work in pairs to synthesize the instructions from the previous activity. Use the imperative form. Follow the example. (Possible answers)

- a. Don't wear sunscreen.
- b. Drink plenty of liquids.
- c. Don't go out.
- d. Monitor heat stroke symptoms.
- e. Go to the hospital if you notice any of them.

Use expressions to show generic facts. Write steps in statements.

Achievement

Write instructions.

Teaching Guidelines

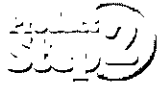
- Use expressions to show generic facts (e.g., *It is important that...*, *If it is not absolutely necessary...*, *It is dangerous to...*, etc.)
- Write steps in statements.

Development

8. Work in teams. Look at the picture and fill in the graphic organizer with the possible consequences of this environmental emergency. Organize the class into small teams. Draw their attention to the picture and the title at the center of the graphic organizer. Read instructions aloud and have them perform the task. Monitor to encourage teams to speak in English among them and to check that everybody is contributing with their ideas.

Day 3

Lesson 2



Poster with Instructions

Remember that in this unit you will create a poster with instructions for an environmental emergency. Get together with your team to continue preparing your product. Do the following activities. (Answers: file folder)

- Go back to page 44 to check the five situations that you may expect during the environmental emergency you chose.
- Write imperative statements to give instructions on how to deal with the emergency.

- Copy the statements you wrote on a sheet of paper and file it in your portfolio.

- For homework, research the environmental emergency you chose.

Self-evaluation

- Can I read and understand instruction sheets?

Yes

No

How can I improve?

- Can I write instructions?

Yes

No

How can I improve?

Product

Poster with Instructions

As you may recall, students will create a poster with instructions for environmental emergencies. In this lesson, they will write instructions on how to deal with the emergency.

Have them get together with their teams and go back to page 44 to recall the information they wrote about the environmental emergency they chose. Explain that they will use imperatives to write short concise statements that show how to deal with each of the situations that may be expected during the environmental emergency. Monitor while teams work and offer help when required. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, tell students to identify the activities from the lesson that helped them accomplish them (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 3, p. 45: In case you cannot play the video, use the **Stimulate Students Senses Strategy**

Ask them to close their eyes and imagine every sensory detail during a flood: what they see, how it smells, what they hear, the tactile sensations. Invite volunteers to share their descriptions.

Activities 6 and 7, p. 46: Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students; e.g., one student tutors another to write the instructions but the one being tutored draws beautifully.

Day 2

Lesson 3

Get in teams and use the steps from Activity 3 to create an instruction sheet.

What to Do in Case of Hurricane

Learning to Learn
Am I efficient while working in teams? (p. 173)

Follow the steps to evaluate the information you wrote in Activity 4. (Answers may vary.)

- Share the information you researched for homework.
- Compare it with the one you wrote in the previous activity.
- Check if the amount of information is
- Add new information using a different colour.

Check the order of your statements. (Answers may vary.)

- Check if your statements are ordered for a logical sequence.
- Find gaps and use it to change their order.

Create instruction sheets from the wording of steps. Evaluate decisions about included or omitted information. Value order of statements in sequences.

Reader's Book
What are the steps to pack an emergency kit?

50 Unit 3

Achievements

- Write instruction sheets.
- Edit instruction sheets.

Teaching Guidelines

- Create instruction sheets from the wording of steps.
- Evaluate decisions about included and omitted information.
- Value order of statements in sequences.

Development

Learning to Learn 173

Have students reflect upon the advantages of teamwork at school and invite them to share their ideas (e.g., develop social skills, learn from others' points of view, etc.).

Then, go to page 173 in the Activity Book and read the tips for teamwork. Ask volunteers to read them aloud and when they finish reading, tell students to reflect on which of the tips they already follow and on which they need to improve.

4. Get in teams and use the steps from Activity 3 to create an instruction sheet.

Tell students to get together with the same partner they worked with during the last session; then, form small teams by joining two pairs together. Explain to teams that each pair should orally share the statements they have from Activity 3 and then they have to decide as a team which of them to include. Once they agree, they will create instruction sheets from the wording of steps. Suggest that they take the instruction sheet from Lesson 2, Activity 5 (p. 46) as a model. Remind them to put into practice the tips they just read in the Appendix while working in teams.

5. Follow the steps to evaluate the information you wrote in Activity 4.

Students will continue working with the same team. Read instructions and each of the steps aloud to guide students to evaluate decisions about included and omitted information. Monitor while teams work giving them feedback that may be useful to improve their instruction sheets.

6. Check the order of your statements.

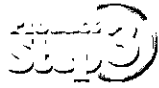
Have teams value order of statements in sequences by performing this task. Suggest that they imagine the emergency situation and check if they are following a logical sequence according to what may happen.



Discuss the question related to the text from the Reader's Book. Ask students to identify the different general actions involved in packing an emergency kit (non-perishable food, water, medicines, documents, and other useful items; label the items clearly; ask children what they want to store; learn with your family emergency numbers and escape routes). Then, have them mention the steps using sequence words.

Day 3

Lesson



Poster with Instructions

Remember that in this unit you will create a poster with instructions for an environmental emergency. Get together with your team to continue preparing your product. Do the following activities. (Adapted from *WJVS*)

- Go back to page 48 to check the steps you wrote.
- Decide the pattern that you will use to organize your text and check the order of your steps.
- Create an instruction sheet; use the information you researched to:
 1. Explain steps in the instruction sheet.
 2. Add generic facts.
- Check punctuation and spelling.
- Draft a graphic resource for each of the steps on a separate sheet of paper. File them in your portfolio.

Self-evaluation

Can I write instructions?

Yes

No

How can I improve?

Can I edit instruction sheets?

Yes

No

How can I improve?

Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

Differentiated Instruction

Activities 4, 5, and 6, p. 50: Use the **Group Based on Goals Strategy** if you feel it is too challenging for some of your students to elaborate a complex instruction sheet. Form teams in which their goal may be to write only three instructions including fewer details for each.

Activity 9, p. 51: While you walk around and monitor, identify the teams who might be struggling with the task. Use the **Mini Lesson Strategy** to review punctuation marks.

Product

Poster with Instructions



As you may recall, students will create a poster with instructions for environmental emergencies. In this lesson, students will create an illustrated instruction sheet. Tell them to go back to page 48 to check the statements they wrote and, using the information they researched for homework, add more details to each of them. Encourage students to use the phrases they learned to show generic facts. Invite them to edit their instructions checking punctuation and spelling. Once they have the instructions ready, give them some time to draft graphic resources. Monitor while they work to offer any help teams may require, especially when working on their final drafts. The graphic resources they draft will be your third evidence in this unit; ask students to file them following the procedure you prefer.



Do the following activities to support this unit's social practice of the language: To produce instructions to prepare for an environmental emergency

1. Think of an environmental emergency in your country and complete the table.

Disaster	Place	Actions to deal with it
----------	-------	-------------------------

2. In small teams, make a list of the kind of environmental emergencies mentioned in the text that could affect your area. Then, number them in order of probability (number 1 is the most probable to happen).

•
•
•
•
•
•
•
•

3. Choose an environmental emergency mentioned in the text. Make a poster with instructions about what to do.

<http://www.who.int/emergencies/diseases/nipah-and-hantavirus>

← Home → The World

If you want to know more about environmental emergencies, visit the World Health Organization's website.

44 Unit 3

1. Think of an environmental emergency in your country and complete the table.

Tell students that they can research online or ask a relative in order to find information about the environmental emergency they chose. In the section "Actions to deal with it," they can write what both the government and the people did to help.

2. In small teams, make a list of the kind of environmental emergencies mentioned in the text that could affect your area. Then, number them in order of probability (number 1 is the most probable to happen).

Ask students to think of the disasters that could affect their neighborhood, their school area, and their city. Tell them to post their lists on the wall, so that the class can compare if their ideas were similar.

3. Choose an environmental emergency mentioned in the text. Make a poster with instructions about what to do.

Tell students that the instructions should be for their school. They have to consider emergency exits, if there are police or fire departments around, as well as the emergency phone numbers.

ICT Box

Read all the information on the link beforehand. In class, explain that the World Health Organization is an agency of the United Nations whose purpose is to increase health levels around the world. The WHO fights against diseases, provides medical services, makes recommendations on health matters, and also on how to deal with environmental emergencies. Then, discuss with the students the most relevant information about each section on the left side of the webpage.

Product and Assessing My Learning Process

Product

Poster with Instructions

Now it's time to prepare your poster with instructions. Get together with your team and do the following activities:

- **Consider your purpose and audience.**
Who are you designing the poster for?
What do you want them to do?
Which language and graphic materials are most suitable for that audience and purpose?
- **Synthesize the information in your instruction sheet.**
If necessary, select the most important steps.
Write short imperative statements.
- **Check spelling and punctuation.**
Use a dictionary and any available tool or app.
- **Draft your poster on a sheet of paper.**
Create an attractive design.
- **Prepare your poster.**
Include relevant course information and graphic materials.
- **Post it in your school corridors** so that students from other classes may see it!

Ask your teammates to give you feedback about the performance you had during the preparation of your poster with instructions. Follow the example from Unit 1, p. 22

Name	I'd like very much that you...	I suggest that you...

Poster with Instructions

Work as a whole class. Read aloud each step and the questions related to it. After you read each of them, give teams a few minutes to check the aspect mentioned while you walk around to check their work and make suggestions to improve. Once teams have their final version ready, go out with your group to post their posters in the school corridors. Photocopy the rubric provided and use it to evaluate each student individually. Remember that a rubric sets out clear criteria and standards for assessing different levels of performance to make transparent the process of synthesizing evidence into an overall evaluative judgment.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. **Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.**

Tell students to go back to page 41 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills

Lesson	Activity	It helped me because...
Step 1 (p.41)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p.43)		
The subproduct in this session was	Aspects I liked:	Aspects to improve:
Step 3 (p.52)		
The subproduct in this session was	Aspects I liked:	Aspects to improve:
Poster with Instructions		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. **Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.**

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then, have them describe the different steps that helped them create their poster with instructions. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. **In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Rubric

Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Language	All words and expressions selected are appropriate for the audience.	Most words and expressions selected are appropriate for the audience.	Words and expressions selected are not appropriate for the audience.
Graphic material	All graphics are easily viewed, reflect creativity, and are relevant to understand the instructions.	Some graphics are easily viewed, reflect creativity, and are relevant to understand the instructions.	Few graphics are easily viewed, reflect creativity, and are relevant to understand the instructions.
Relevance of information	All steps of importance are included on the poster and are easy to read.	Some steps of importance are included on the poster and are easy to read.	Steps of importance are not included on the poster.
Grammar	All the statements are written using imperative form correctly.	Some statements are written using imperative form correctly.	Statements are not written in imperative form.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive, though it may be a bit messy.
Mechanics	Spelling and punctuation are correct throughout the poster.	There are 1-5 errors in spelling or punctuation.	There are more than 5 errors in spelling or punctuation.

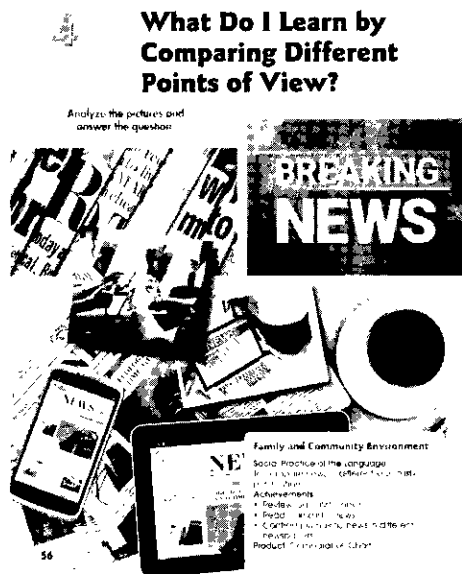
Observations:

4

What Do I Learn by Comparing Different Points of View?

Unit Overview

<p>Family and Community Environment</p> <p>Communicative Activity Exchanges associated with media</p>		<p>Social Practice of the Language To compare news in different journalistic publications</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Review journalistic news. Read journalistic news. Contrast journalistic news in different newspapers. 		<p>Vocabulary</p> <ul style="list-style-type: none"> fact header headline journalistic kicker lead paragraph posture reliable review subheading 	
<p>Language</p> <ul style="list-style-type: none"> Question words Language to request and share points of view Direct and indirect speech 		<p>Learning to Learn Tips to read a newspaper</p>	<p>Audio Track 15</p>
<p>Skills Identify explicit and implicit information</p>		<p>Reader's Book "Sensational Information! Or Sensationalist?" pp. 45-56, Track 42</p>	
<p>Product Comparative Chart</p>		<p>Evaluation Tool Questionnaire</p>	



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Elicit the different ways to read the newspaper (printed and online versions). Draw their attention to the picture that shows the phrase Fake News and ask: *Why is it important to read different versions of the same news?* Encourage students to share their answers.

Finally, organize the class into teams of three and read aloud the title: *What do I learn by comparing different points of view?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Check a printed or online version of a newspaper and fill in the graphic organizer.

Write information about a news piece that has made an impact on you.

Share the information you wrote in the previous activity with your class. Discuss if the source is reliable.

Time to Shine!

Students in expert groups should consider and evaluate the reliability of their sources.

Reader's Book
Read pages 45-49 from the Reader's Book.

Unit 4 57

Achievement

Review journalistic news.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

1. Check a printed or online version of a newspaper and fill in the graphic organizer.

Before working on this activity, ask students to share if they usually listen to or read the news. Have them say where they do it (TV, radio, newspapers, etc.).

Draw the graphic organizer on the board. Read instructions aloud and, if possible, have students check an online version of a newspaper using electronic devices. If that is not possible, show them a printed version and have them check it to learn which sections it has. If they are checking a Spanish newspaper, you may allow them to tell you the name of the sections in Spanish and write the corresponding word in English on the board. Once the graphic organizer is complete, give students some time to copy the answers in their books.

2. Write information about a journalistic news piece that has made an impact on you.

Ask students to check the definition of the word *journalistic* in their glossary. Once you are sure they understand it, read instructions and each of the questions aloud and give them some time to answer them individually. Monitor while they work to help them with any vocabulary they may need.

3. Share the information you wrote in the previous activity with your class. Discuss if the source is reliable.

Use the glossary to check the meaning of the word *reliable* with students and remind them what they discussed at the beginning of the session about fake news. Say: *Fake news is not reliable.* Encourage them to share the information they wrote in the previous activity and discuss the reliability of their piece of news. Comment that nowadays lots of fake news circulates especially through social media, so they should be very critical with the news they read. Ask the Time to Shine! question encouraging them to reflect and answer.

Then, write on the board: *Fake news in social media travels faster than the real news.* Ask one volunteer to read aloud and encourage students to share fake news they have listened to/read recently in social media (e.g., earthquake alerts on predetermined dates) and explain how they travel faster than real news (people can record anything with electronic devices and share or send the material massively within seconds). Ask students to bring newspapers for the next eight sessions; if possible, an English version (it can be online) to work with them in the classroom.

Tell students they have to read pages 45-49 in their Reader's Book and think about the answer to the following question. *What elements make The Washington Reviewer serious and reliable?*

Day 2

Lesson 1

Discuss in pairs which header you would choose to find each of the news from the left column. Then, match the columns. ¹⁶⁹

Which would you like to read about?

- an important event
- exchange rates from the Dollar
- the weather for today
- a major event in our town

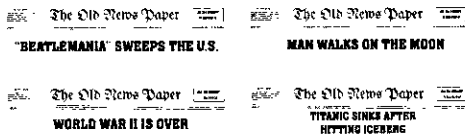
MORNING NEWS

Daily News

BUSINESS REVIEW

WORLD NEWS

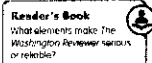
Look at the following. Circle the one that interests you the most. ¹⁷⁰



Work in pairs to prepare a role-play. ¹⁷¹

- Find a headline with a quote that catches your eye.
- Pretend you are a reporter in the time when the news was published.
- Exchange a dialogue with your partner about the news.

Present your role-play to the class.



Reader's Book
What elements make the Washington Review serious or reliable?

58 Unit 4

Choose news from headlines and headers. Analyze ways to request points of view on headlines to exchange them with others.

Achievement

Review journalistic news.

Teaching Guidelines

- Choose news from headlines and headers.
- Analyze ways to request points of view on headlines to exchange them with others (e.g., *It seems that, what do you think? We can say that...*, etc.).

Development

4. Discuss in pairs which header you would choose to find each of the news from the left column. Then, match the columns. ¹⁶⁹

Ask students to share with the class what kind of news they like to read and why.

Then, read instructions aloud and encourage students to infer the definition of the word *header* by looking at the pictures; in case they need it, tell them to check it in their glossary. Finally, organize the class into pairs, read instructions aloud, and give them some time to reflect which of the headers is most likely to indicate the page in which they can find the news from the left columns. Monitor while they work to offer help if required. Check orally.

5. Look at the following headlines. Circle the one that interests you the most. ¹⁶⁹

Ask one volunteer to read the instructions aloud and focus their attention on the word *headline*. Elicit the difference between *headline* and *header* by drawing their attention to the pictures (if necessary, check the definitions in the glossary). Then, have them choose news from headlines and headers. Once they have done it, encourage them to research in which decade the news they chose was published. In case you don't have online resources available, you may provide them with the information (Beatlemania and man on the Moon in the 1960s, World War II in the 1940s, and the Titanic in the 1910s).

Language 174

Go to page 174 in the Activity Book and ask volunteers to read the phrases to request and share points of view.

6. Work in pairs to prepare a role-play. ¹⁷¹

Organize the class into pairs and give them some time to prepare their role-play following the instructions provided. Encourage them to use the phrases from the Appendix to request points of view on headlines to exchange them with others. Monitor while they work to check their dialogues.

7. Present your role-play to the class.

Invite pairs to present in front of the class. When each pair has finished, encourage the rest of the students to analyze the ways in which they requested and exchanged points of view.



Discuss the questions related to the text from the Reader's Book. Ask students if the topics of the reports are relevant to society and which one is the most important. Then, help them identify the elements that make this newspaper serious and reliable (the topics are relevant, they mention the names of the sources, the sources are professionals).

Lesson 1

Work in pairs. Use your glossary to match each term with its definition. Then, write sentences using the words.

- | | | |
|--------------|----|--|
| a. | 1. | form the body of a text |
| b. headline | 2. | the first sentences that catch the reader's interest |
| c. | 3. | to put something ahead of another verb or adjective |
| d. | 4. | the way you behave or think in a particular situation |
| e. | 5. | subordinate title under the main headline or the heading of a submission |
| f. paragraph | 6. | the title of a story in a newspaper |

Work in pairs. Read the information provided and anticipate the news content.

NEWS TODAY
You can be part of the solution!
POP ARTIST GIVES BENEFIT CONCERTS
Money will be used to rebuild houses
Two weeks after the terrible earthquake, Diana Jones has helped raise three million dollars so far to support the victims and the reconstruction of affected areas. She will continue her benefit concerts for a month.

• We think that we will find this following information. Possible answers:
a. sites
b. dates
c. prices

Work together with another pair. Give or receive feedback.

- Listen to Track 15 and keep the information that the news form Activity 9 actually include.
- Share the information you obtain. The exercises activity with the other pair.
- Decide which information is the most useful.
- If you was the most accurate, give tips on how to give news to the other pair.

Anticipate news content from its structure. Identify if the way of approaching the review requires adjustments.

Unit 4 59

lead paragraph. Then, organize the class into pairs and have them anticipate the news content from its structure. Monitor while pairs work to help them with vocabulary they may need. Invite pairs to share their answers orally.

10. Work together with another pair. Give or receive feedback.

Play Track 15 once for students to listen for what information the news includes. Then, play it again for students to mention pieces of information that one volunteer will write on the board for everybody to see (sites of the concert, dates, prices, details about the artist). Finally, organize the class into pairs so they can follow the rest of the instructions to identify if the way of approaching the review they used requires adjustments. Monitor while they work to encourage them to speak in English.

Achievement

Review journalistic news.

Teaching Guidelines

- Anticipate news content from its structure.
- Identify if the way of approaching the review requires adjustments.

Development

8. Work in pairs. Use your glossary to match each term with its definition. Then, write sentences using the words.

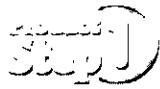
Organize the class into pairs. Read instructions aloud and give pairs some time to match the columns with the help of the glossary. Then, have them take out a sheet of paper, say aloud one of the words from the left column, and challenge pairs to write a sentence using it. Praise the first pair that writes a correct sentence. Repeat the procedure until you mention all the words.

9. Work in pairs. Read the information provided and anticipate the news content.

Draw students' attention to the text and encourage them to identify the *headline*, *kicker*, *subheading*, and

Day 3

Lesson 1



Comparative Chart

In this unit, you will create a chart in which you will compare two different versions of the same news that describe an identical fact. Get in small teams to start preparing your product. Do the following activities.

- Review news in digital or printed newspapers.

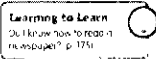
Read the following articles and see if you can find a fact that is repeated in both.



Read the article in both print and digital versions. List the differences between the two versions in your journal.

Compare the two versions of the news story. Write a short paragraph about the differences.

- File the sheet of paper and, if possible, a cutout of the news story in your portfolio.



Self-reflection

- Can I review journalistic news?

Yes

No

How can I improve?

60 Unit 4

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box; if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 6, p. 58: Use the **Group Based on Goals Strategy** asking struggling students to prepare a short dialogue instead of a role-play.

Activity 9, p. 59: Use the **Think-Pair Share Strategy**. Try to form pairs in which one of the students may tutor the other. In case it is necessary, you may help pairs by drawing their attention to the details in the news and have them connect those details with their personal experience reading similar kinds of news to elicit the possible answers.

Product

Learning to Learn 175

Go to page 175 in the Activity Book and ask some volunteers to read aloud each of the tips for reading a newspaper. Invite students to discuss why each of them may be useful.

Comparative Chart

In this unit, students will create a chart in which they will compare two different versions of the same news that describe an identical fact. In this lesson, they will select the news they will work with. In order to do it, they will get organized in small teams to review news in newspapers following the tips suggested in the Appendix. Once they have selected their news, they will write a short summary on a sheet of paper. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

Lesson 2

Look at the news items and predict their content. Then, write headings for them (in 5-7 words).



a



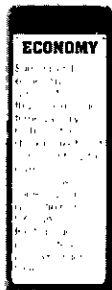
b



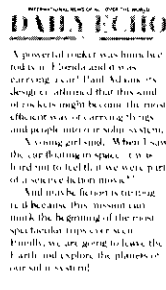
c

Compare your headings with another pair.

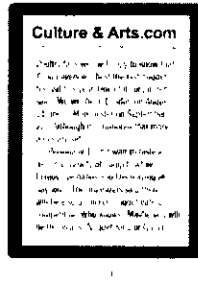
Use your previous knowledge to match the news to the pictures in Activity 1.



d

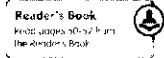


e



f

Match the news with the pictures in Activity 1. Write a heading for each news item. (5-7 words)



Unit 4 61

Achievement

Read journalistic news.

Teaching Guidelines

- Anticipate news content from graphic components (e.g., photos, graphics, etc.) and textual components (e.g., header, bullets, body, etc.)
- Make connections between previous knowledge and reported event.

Development

1. Look at the news items and predict their content. Then, write headings for them.

Ask students if they have ever heard the phrase *Dow Jones* and if they know what it refers to. As it is very likely they have heard it but that they don't know exactly what it means, explain that it is an economic indicator used by economic analysts to judge the overall health of the US economy and the possibilities of investment in stocks. Explain that most newspapers include graphics that show this and other indicators (as the Nasdaq) in their financial sections.

Then, draw students' attention to the pictures to guide them to anticipate news content from graphic and textual components. Ask them questions such as:

What do you see in the picture? What is the header? In which section of the newspaper is the news? Once you elicit the answers, encourage different students to predict the content of each of the news. Help them with vocabulary words they may need to write their headings.

2. Compare your headings with another pair.

Organize the class into small teams by asking pairs to get together with another pair. Encourage them to give arguments to explain why they decided on the headings they wrote. After a few minutes, invite teams to share their headings with the rest of the class.

3. Use your previous knowledge to match the news to the pictures in Activity 1.

Tell students to read the news in silence and underline words they may include in their class glossary. Once they have finished, ask them to share their words and write a list as a class. Then, ask: *What do you know about the themes of the news?* (food festivals, economic indicators, and rockets) Encourage them to share their previous knowledge and then give them some time to match the news with the pictures from Activity 1 so they can make connections between previous knowledge and reported event.

Finally, ask students to share experiences they have had at food festivals (e.g., *feria del mole*).

Tell students they have to read pages 50-52 in their Reader's Book and think about the answer to the following question: *What elements make The Express Post unreliable?*

Day 2

Lesson 2

Work in small teams. Choose one of the news items from Activity 3 and use the question words below to ask for information about it. Follow the examples. (Answers may vary.)

What?	_____?
Where?	_____?
When?	_____?
How?	_____?
Why?	_____?

Exchange books with another team and reread the news they chose. Reflect on the purpose and intended audience of that news item.

Write the headline and the answers to the other team's questions in the graphic organizer below. Follow the examples. (Answers may vary.)

Why?	What?	Where?
How?	News Heading	When?
	Who?	

Time-to-Shine!

Expand what you know about the news you read in Activity 1 or share similar ones. (Answers may vary.)

Reader's Book

What elements make the Express Post unreliable?

62 Unit 4 Organize information that answers basic questions

Achievement

Read journalistic news.

Teaching Guideline

Organize information that answers basic questions (*what happened, where, when, who/actors, how, and why*).

Development

Language 174

Go to page 174 in the Activity Book to review question words with students. Elicit examples using each of them.

4. Work in small teams. Choose one of the news items from Activity 3 and use the question words below to ask for information about it. Follow the examples.

Organize the class into small teams. Read instructions aloud and give them some time to perform the task while you walk around checking their grammar structures.

5. Exchange books with another team and reread the news they chose. Reflect on the purpose and intended audience of that news item.

Have teams exchange books. Tell them to check what news the other team chose and give them a few minutes to read it again. Encourage teams to think who the author wrote that news item for and what his/her intention is.

6. Write the headline and the answers to the other team's questions in the graphic organizer below. Follow the examples.

Read instructions aloud and have teams organize information that answers basic questions (*what happened, where, when, who/actors, how, and why*) using the graphic organizer provided in their books. Monitor while they work and when they have finished, tell teams to exchange books again to check the answers to their questions. Elicit information about the three news items by asking different teams to share their questions and answers. Ask the Time to Shine! question, encouraging students to activate previous knowledge to answer it.

If time allows, organize the class into teams and have them design a poster with *Wh-* questions and their use. Post the posters on the classroom walls.



Discuss the questions related to the text from the Reader's Book. Have students make *Wh-* questions about each report (How many movies did Wayne Sanders do? Who is Hannah Stevenson?, etc.). Ask students if the topics of the reports are relevant to society. Then, help them identify the elements that make this newspaper unreliable (the topics are not important, the information is not verifiable, the sources are not experts, the headings are exaggerated, "showbiz newz" is informal language because the words are reduced and misspelled).

Lesson 2

Go back to the news in Activity 3. Write down the sentences that repeat the exact words spoken.

- A young girl said, "We had seen the car heading in space, it was said not to fall that we were part of a science fiction movie."
- One of its owners said, "We will be in London on August 11 and in Manchester on September 22."

Write down the ones that report the words spoken.

- Paul Adams admitted that his kind of reports might become the most efficient way of getting things and people who set out together.
- The organizers said there will be also a Check it report about the event.

Review a digital or printed newspaper. Choose one news story and read it.



Work in pairs. Exchange information about the news you read. Write one sentence to repeat the exact words your partner told you and another to report what he/she said. Allow 5 minutes.

- _____
- _____

Differentiate ways in which accounts and statements of news main characters are presented.

Unit 4 63

Achievement

Read journalistic news.

Teaching Guideline

Differentiate ways in which accounts and statements of news main characters are presented (e.g., *The author had said that...* / *"I thank my supporters," said Jane Smith in a statement...*, etc.).

Development

Language

174

Go to page 174 in the Activity Book and use the information from the three charts about direct and indirect speech to explain to students the differences between them.

7. Go back to the news in Activity 3. Write down the sentences that repeat the exact words spoken.

Students will work on this and the next activity to differentiate ways in which accounts and statements of news main characters are presented. To perform this activity, ask them to identify and copy the sentences that use direct speech to present the exact

words the characters said. Check by asking volunteers to write them on the board.

8. Write down the ones that report the words spoken.

Now, ask them to identify and copy the sentences that use indirect speech to report what the characters said. Also ask volunteers to write them on the board in order to check.

9. Review a digital or printed newspaper. Choose one news story and read it.

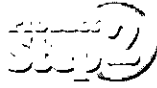
Ask students to take out their newspapers to perform this activity. Remind them of the tips in the Learning to Learn section. Also review the structure of the news (header, headline, kicker, subheadings, and lead paragraph) to help them follow a strategy to choose their news. Monitor while they read encouraging them to use a dictionary to look up unknown words. Ask students to contribute at least one new word for the class glossary.

10. Work in pairs. Exchange information about the news you read. Write one sentence to repeat the exact words your partner told you and another to report what he/she said.

Organize the class into pairs and monitor while they exchange information about the articles they read. Suggest that they use the information provided in the Appendix to check the structure of the sentences they write. Invite students to talk about their partner's news by using direct and indirect speech. If possible, to reinforce this theme you may tell your students to go to <http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech> and work on the activities provided.

Day 3

Lesson 1



Comparative Chart

Remember that in this unit, you will create a chart in which you will compare two different versions of the same news that describe an identical fact. Get in small teams to continue preparing your product. Do the following activities. *Link: [SL.4.A.1.1](#)*



- Reread the news story you selected and the notes you wrote about it.
- Fill in the graphic organizer to arrange the information.

Why?	What?	Where?
How?	News heading	When?
	Who?	

- Using the information from the graphic organizer, rewrite the story on a sheet of paper. File it in your portfolio. *Link: [SL.4.A.1.1](#)*

Self-evaluation

- Can I read journalistic news?

Yes

No

How can I improve?

Differentiated Instruction

Activities 1 and 2, p. 61: Use the **Task Card Strategy**. Instead of pairs, organize the class into small teams and assign each team only one of the news stories so they can write its headline. Have teams compare their headline with another team that has been assigned the same story. Finally, ask teams to write their headlines on the board so that everybody can copy them.

Activity 4, p. 62: Use the **Mini Lesson Strategy** to make a review of the use of auxiliaries when making *Wh-* questions. Emphasize the use of *do/does/did* as they are most likely to use simple present and simple past tenses to ask questions about the news they read. Monitor closely to help everybody write their questions.

Product

Comparative Chart

As you may recall, in this unit students will create a chart in which they will compare two different versions of the same news that describe an identical fact. In this lesson, students will write stories with information that answer basic questions. Organize the class into teams and have them work on the tasks from this page while you monitor and offer help if they need it. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Lesson 3


Look at the following news item. Circle the headline and draw a square around the lead paragraph. Read both to anticipate content.

DAILY NEWS

SCIENCE AND HEALTH

MENTAL ILLNESS CONTROLLED BY VIDEO GAMES

By Chris Deas



People who suffer from hallucinations can improve by playing video games.

It seems that the myths about how video games affect people's behavior are not that likely. At the beginning of the year, a few in-vitro studies have shown that video games can actually benefit patients with schizophrenia who do not respond to medication.

Patients who were part of a pilot scientific study in London were trained to aim a virtual rifle in the game. This action stimulated the brain region responsible for human actions. In time, patients' harmful ideas lessened in their everyday life, reducing the power of their delusions.

Dr. Melissa Orlov, from King's College in London, explained. "The patients know when the video is on, about to start, they are not nervous when they immediately put the rifle and effect to lessen them to stop the video completely."

Although it is a small study, it gives a good hope for this kind of patients.

Write two sentences that show explicit information from the text.

1. The text says that a pilot scientific study in London has found that video games can actually benefit patients with schizophrenia who do not respond to medication.

2. The text says that patients who were part of a pilot scientific study in London were trained to aim a virtual rifle in the game. This action stimulated the brain region responsible for human actions.

Work in pairs to infer implicit information by making a connection between the headline and the lead paragraph. Use expressions to request their point of view.

2. The text says that the patients know when the video is on, about to start, they are not nervous when they immediately put the rifle and effect to lessen them to stop the video completely.

Compare your answer from Activity 3 with another pair. Use expressions to request their point of view.

3. The text says that the patients know when the video is on, about to start, they are not nervous when they immediately put the rifle and effect to lessen them to stop the video completely.

Reader's Book
Read pages 53-55 in the Reader's Book.

Unit 4 65

Achievement

Read journalistic news.

Teaching Guideline

Infer implicit information from journalistic notes, making connections between headlines and initial paragraphs.

Development

1. Look at the following news item. Circle the headline and draw a square around the lead paragraph. Read both to anticipate content. Ask students: *Do you like video games? Do you think it is good to play them? Why or why not?* Encourage them to share their opinions providing them with the vocabulary they may need. Then, read instructions aloud and have students perform this task individually. Check orally and ask: *What kind of information do you think the news item will include? Are you interested to continue reading?*

Skills 175

Go to page 175 in the Activity Book to review how to identify implicit and explicit information. Ask them to share some examples using the news they read to perform Activity 9 during the last session (p. 63).

2. Write two sentences that show explicit information. Ask volunteers to read the news aloud. Next, elicit sentences that show explicit information, write them on the board, and have students copy two of them in their books. Encourage students to select words from this text for their class glossary.
3. Work in pairs to infer implicit information by making a connection between the headline and the initial paragraph. Organize the class into pairs. To help them infer implicit information by making connections between the headline and the initial paragraph, draw their attention to the information they marked in Activity 1. Monitor while pairs work.
4. Compare your answer from Activity 3 with another pair. Use expressions to request their point of view. Join two pairs of students together. Suggest that they review the phrases to request and share points of view on page 174 and invite pairs to use them to share their inferences. Encourage students to speak in English among themselves. Finally, ask: *Do you think the author likes video games?*

Tell students they have to read pages 53-55 in their Reader's Book and think about the answer to the following question: *How do you know which report is serious and which one is sensationalist?*

Day 2

Lesson 3

Work in pairs to read the following news item. Infer implicit information. (Possible answer)

THE WORLD

SCIENCE AND HEALTH
VIDEO GAMES INDUCE VIOLENCE


By Joan Hall

According to statistics, more than half of the kids between 12 and 17 play video games nowadays. Half of the video games contain violence, inducing video gamers to be violent.

Recently, there have been attempts to affirm that video games could treat mental issues. There was a small pilot study in London in which playing a video game supposedly stimulated the brain regions sensitive to human voices. Researchers affirmed that after some time, playing the video game would help patients to control auditory hallucinations.

Dr. Nausica Oriol, from the study center in London, explained: "The patients know when the voices are about to start—they can feel it, so we want them to immediately assess them, or stop the voices completely."

Some people are now convinced that video games are harmless and even beneficial. But don't be misled, the findings with the patients involved in this small pilot study still need to be confirmed.



Video stimulation can cause maladaptive behavior.

4. Ask: *What are the author's conclusions? "That nobody should play violent games."*

Reread the article in Activity 1 and complete the sentence.

The doctor will describe the first video games as being used to treat mental illnesses.

Fill in the chart to compare how the two articles describe the same fact. (Possible answers)

News 1 Activity 1	Recent serious studies have proved that video games can greatly benefit patients with schizophrenia. Although it is a small pilot study, it gives a great hope for this kind of patients.
News 2 Activity 2	Recently, there have been attempts to affirm that video games could treat mental issues. But don't be misled; the findings with the patients involved in this small pilot study still need to be confirmed.

66 Unit 4 Compare the two news to describe identical facts.

Reader's Book

How do you know which report is serious and which one is sensationalist?

Achievement

Contrast journalistic news in different newspapers.

Teaching Guideline

Compare changes posed to describe identical facts (e.g., *The candidate has withdrawn from his nomination. / John Smith has withdrawn from consideration.*).

Development

5. Work in pairs to read the following news item.

Infer implicit information. (Possible answer)

Ask students to recall the procedure they used last session to identify implicit information (making connections between headlines and initial paragraphs). Organize the class into pairs and tell them to read the news; give them some time to complete the sentence while you monitor. Check orally and encourage them to suggest words for their class glossary.

6. Reread the article in Activity 1 and complete the sentence.

Students will continue working in pairs to look up the word *fact* in the glossary; have them read the definition and then read instructions aloud. If they

need help to answer, ask: *What do both articles have in common?* Check by asking one volunteer to write the answer on the board.

7. Fill in the chart to compare how the two articles describe the same fact.

Have pairs use the chart to compare changes posed to describe identical facts. Tell them to give details on how the two authors describe the same fact. Monitor while they work and when they have finished, draw the chart on the board and elicit the answers to write them. Ask: *Why is it important to compare versions of the same news?* (because most of the time, news reflects the point of view of the author, so in order to be critical and form our own opinions, it is useful to compare versions).

If time allows, organize the class into small teams. Tell them to write a short paragraph in which they describe the same recent school event (festival, ceremony, etc.). Invite teams to read their descriptions and have them compare versions.



Discuss the question related to the text from the Reader's Book. Ask students to identify which report contains scientific information (the first one has an explanation by an astronomer). Ask students to compare the headings (the second heading is not a question; it expresses a lie as a fact). Point out that the second report tries to seem reliable by saying "many scientists," but it doesn't say their names.

Day 3

Lesson 3

Work in pairs. Reread the news in Activities 1 and 5. Fill in the chart.

Resources to describe	News in Activity 1	News in Activity 5
main characters	patients who were part of a pilot study for a new drug	patients involved in the small pilot study
where the event took place	King's College in London	the study centre in London
time	recent scientific studies	recently
the conclusion	it gives a great insight into this kind of treatments	the findings still need to be confirmed

Decide which of the two versions seems to you the most reliable. Give reasons (Answers may vary.)

Work in teams. Exchange points of view about the two stories you read.

Classify resources used to describe main characters, where the event took place, time, etc. Exchange points of view about the same news stories.

Unit 4 67

author that likes video games wrote “King’s College in London” emphasizing it is a prestigious institution, and the one who doesn’t, did not even mention the name.

9. Decide which of the two versions seems to you the most reliable. Give reasons.

Remind them of the definition of the word *reliable* (something that can be trusted) and invite students to write their own point of view after comparing the two versions. Encourage them to use previous knowledge about similar information they have read to back up their opinions. Monitor while they work to provide them with vocabulary words they may need.

10. Work in teams. Exchange points of view about the two stories you read.

Organize the class into small teams so they can exchange the points of view they wrote in the previous activity about the same news stories. Monitor while they work to make sure they are speaking in English among them. After a few minutes, ask one team member to share what they talked about with the class.

Achievement

Contrast journalistic news in different newspapers.

Teaching Guidelines

- Classify resources used to describe main characters, where the event took place, time, etc. (e.g., *This city has been ravaged by storms during the last two weeks, Jane Smith, the CEO of the company; Company CEO Jane Smith...*, etc.).
- Exchange points of view about the same news stories.

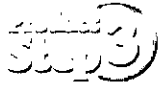
Development

8. Work in pairs. Read again the news in Activities 1 and 5. Fill in the chart.

Organize the class into pairs, read instructions aloud, and give students some time to read in silence while you monitor. Explain that they will use the chart to classify resources used to describe main characters, where the event took place, time, and the conclusion of each author. While they are reading, draw the chart on the board and, when pairs have finished working, invite some of them to write their answers. Once the chart is complete, have them contrast the use of language to emphasize a point of view, e.g., the

Day 3

Lesson 3



Comparative Chart

Remember that in this unit you will create a chart in which you will compare two different versions of the same news that describe an identical fact. Get together with your team to continue preparing your product. Do the following activities.

- Look for another news story that have the same content as the one you chose on page 60.
- Identify relevant explicit information and infer implicit information from both of them.

	Explicit Information	Implicit Information
News 1		
News 2		

Compare the resources they use

Resources to describe	News 1	News 2
main characters		
where the event took place		
time		
the conclusion		

- Exchange points of view about the two of them with your teammates.

Self-evaluation

- Can I contrast journalistic news in different newspapers?

Yes

No

How can I improve?

68 Unit 4

Differentiated Instruction

Activity 5, p. 66: Use the **Gather Background Information Strategy** asking students to think about times when they inferred implicit information using what somebody said or did. E.g., *My mother called me by my complete name and I inferred she is angry with me because she only does it when she is upset.*

Activity 10, p. 67: Use a variation of the **Four Corner Strategy** to give students the opportunity to express their points of view in a different way. Write the following phrases on different sheets of paper: *I think the first article is the most reliable. / I think the second article is the most reliable.* Post them in different sides of the classroom and invite students to stand up and walk to the side that expresses their point of view. Then, organize a brief debate between the two sides inviting them to support their arguments.

Product

Comparative Chart

As you may recall, in this unit students will create a chart in which they will compare two different versions of the same news that describe an identical fact. In this lesson, students will look for another news story that describe the same fact as the news story they selected. Once they have found it, they will use the charts to start identifying the differences and similarities among them. Monitor while they work offering help whenever they need it.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Reader's Book



Do the following activities to support this unit's social practice of the language. To compare news in different journalistic publications:

1. **Make a list of the most famous newspapers or magazines in your city. Are all of them serious publications? Are there any tabloids in that list?**

-
-
-
-

2. **Why do people like to read tabloids? Is it a common practice in your area?**

3. **How often do you read serious journalistic publications? What topics interest you?**

<http://www.bbc.com/news/health-12345678>
If you want to know more about the history of newspapers go to the link provided.

56 Unit 4

1. **Make a list of the most famous newspapers or magazines in your city. Are all of them serious publications? Are there any tabloids in that list?**
Tell students to work in groups of three. When they have their lists ready, they can write a "T" next to the ones they consider tabloids. If they write only serious publications, have all students mention the tabloids they know and write the names on the board.

2. **Why do people like to read tabloids? Is it a common practice in your area?**
Ask students to write their answers, and then compare them with a partner. Bring up the tabloids they mentioned in Activity 1, and have a class discussion about what they think about those publications.

3. **How often do you read serious journalistic publications? What topics interest you?**
Ask students to mention the newspaper or magazine they read. If they don't read any, ask them what topics they are interested in. Tell them to find some names of newspapers or magazines that publish those topics.

ICT Box

Read all the information on the link beforehand. In class, explain that the predecessor of newspapers is the *Acta Diurna*, which was like a daily gazette about businesses or legal procedures. It appeared around 131 BC during the Roman Republic. It was carved on stone or metal.

Then, have students make a time line with the information from the link.

Product and Assessing My Learning Process

Product

Comparative Chart

Now it's time to prepare your comparative chart. Get together with your team and do the following activities:

- **Consider your purpose and audience.**
Who will read the information included in your chart? What do you want them to reflect upon?
- **Create a draft of your comparative chart on a sheet of paper.**
Include:
 - explicit information and qualities
 - implicit information as well
 - the resources used to describe characteristics (date, and time)
 - your point of view
- **Check spelling, grammar, and punctuation.**
Check extra-T and indirect speech. Use check marks.
- **Copy your chart on a cardboard.**
Mix in different text and colors.
- **Present your chart.**
Exchange points of view with your classmates!

Ask your teammates to give you feedback about the performance you had during the preparation and presentation of your comparative chart. Follow the example from Unit 1, p. 22

Name	I'd liked very much that you...	I suggest that you...

Comparative Chart

Tell students that they will create their comparative charts following the steps described on page 70. Monitor to offer any suggestion that may improve their work. Once teams are ready, invite them to present in front of the class. Use the questionnaire provided to evaluate each student individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. **Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.**

Tell students to go back to page 57 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p. 60)		
The subproduct in this session was	Aspects I liked:	Aspects to improve:
Step 2 (p. 61)		
The subproduct in this session was	Aspects I liked:	Aspects to improve:
Step 3 (p. 68)		
The subproduct in this session was	Aspects I liked:	Aspects to improve:
Comparative Chart		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

2. **Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.**

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their comparative chart. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. **In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Questionnaire

Name: _____

Use the following questions to evaluate the charts.

1. Do they select appropriate language considering the audience? yes / no
2. Do they include explicit information? yes / no
3. Do they include implicit information they inferred? yes / no
4. Do they include resources that describe characters? yes / no
5. Do they include resources that describe places? yes / no
6. Do they include resources that describe time? yes / no
7. Do they include their point of view? yes / no
8. Do they avoid grammar and spelling mistakes? yes / no
9. Are the sentences correctly punctuated? yes / no
10. Are the charts visually attractive? yes / no

5

Can Improvising Monologues Be Fun?

Unit Overview

<p>Recreational and Literary Environment</p> <p>Communicative Activity Recreational expression</p>		<p>Social Practice of the Language To improvise a brief monologue on a subject of interest</p>	
<p>Achievements</p> <ul style="list-style-type: none"> • Revise genres of monologues. • Plan a monologue. • Present a monologue. • Encourage feedback. 		<p>Vocabulary</p> <ul style="list-style-type: none"> • audience • belly • breathe • expertise • extended • feelings • improvise • speech • topic • thoughts 	
<p>Language</p> <ul style="list-style-type: none"> • Simple past • Past progressive 	<p>Learning to Learn Monitoring a speech</p>	<p>Audio Tracks 16-18</p>	
<p>Skills Tips to improvise</p>		<p>Reader's Book "One Voice, Many Stories" pp. 57-70, Track 43</p>	
<p>Product "Improvvised Monologues" Game</p>		<p>Evaluation Tool Rubric</p>	

Analyze the pictures and answer the question

Recreational and Literary Environment

Social Practice of the Language
To improvise a brief monologue on a subject of interest

Achievements

- Revise genres of monologues.
- Plan a monologue.
- Present a monologue.
- Encourage feedback.

Product: "Improvvised Monologues" Game

In order to introduce the unit, tell students to look at the pictures and tell you what all of them have in common. Elicit that they all show only one actor or actress on stage. Ask: *Do you know what it's called when only one person speaks?* (monologue). Then write on the board the word *improvise* and elicit the meaning (to do something without any preparation). Ask them: *Have you ever improvised something?* Encourage them to share experiences in which improvised actions turned out to be better than planned actions; accept all types of answers, e.g., *One day my friends came to my house without warning and I had to improvise some snacks for them, which were delicious.*

Organize the class into teams of three and read aloud the title: *Can improvising monologues be fun?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Listen and fill in the graphic organizer.


Comic	Dramatic	Interior
Where did you see it?	Where did you see it?	Where did you see it?
What was the speaker's attitude?	What was the speaker's attitude?	What was the speaker's attitude?
What was the subject?	What was the subject?	What was the subject?

Recall an example for each type of monologue you have seen in the theater, in a film, or on TV. Write its title, date, and location.

Work in pairs. Share the information you wrote in the previous activity and identify the genre of each monologue.

Time to Shine!

What is the origin of monologues?



Reader's Book Read pages 57-61 from the Reader's Book.

Unit 5 73

Achievement

Revise genres of monologues

Teaching Guideline

Recognize different types of monologues (e.g., comic, dramatic, interior, etc.).

Development

- 1. Listen and fill in the graphic organizer.** Draw students' attention to the graphic organizer and read the information included in it. Ask students to tell you the meaning of the glossary words, which they may look up at the back of their books. Play Track 16 for them to work on the task. Check orally.
- 2. Recall an example for each type of monologue you have seen in the theater, in a film, or on TV.** Have students recognize different types of monologues by recalling monologues they have seen. Tell them to use the chart to register information about them. Monitor while they work to offer help if required. Ask the question in the Time to Shine! box and elicit the answer.

- 3. Work in pairs. Share the information you wrote in the previous activity and identify the genre of each monologue.**

Organize the class into pairs for them to share the information they wrote in the chart from the previous activity. Tell them they may use the information provided in the Appendix (p. 171) to identify the genre. Monitor while pairs work, encouraging students to speak in English all the time. After a few minutes, invite pairs to share what their partners told them by using indirect speech, which they learned in Unit 4.

If time allows, have students relax helping them learn the difference between interior and dramatic monologues. Explain to them that every time you say *interior* aloud, they will have to sit down and mime as if they were saying an interior monologue (no eye contact, introspective attitude) and when you say *dramatic* aloud, they should stand up and mime as if they were saying a dramatic monologue (establish eye contact, body language as if they were speaking to somebody else). Start at a slow pace and, as they get used to the instructions, continue faster.

Tell students they have to read pages 57-61 in their Reader's Book and think about the answer to the following question: *Is Praxagora's speech an interior monologue?*

Day 2

Lesson 1

Listen and read. Share if you have ever been in a similar situation.

Have you ever wanted to look like a movie star and you end up being a mess? Well, that was what happened to me today when I was on my way to meet the gorgeous guy that invited me for a date. I was walking down the street so happy that I began to sing loudly. I felt safe with my phone in my pocket. I felt my throat and I started coughing. I ran back to the store to get my eyes. I coughed so much that my friend, Alia, a few minutes, when she saw me like that, she said, "What's the 'thing' in your pocket?" I immediately looked for my mirror to check. My makeup was OK, but it was in my purse. It felt my fingers and then to clean the smeared eyeliner with them. I entered the restroom. He was waiting there. Alia and my friend started laughing faster and approached. I sneezed and then I looked there was a mirror in front of me. My hair was all messed up, my makeup ruined and a small black ringed insect hopped between my two front teeth.

Listen and read focusing on the emotions that the text makes you feel. Compare with the ones your classmates felt.

I don't understand what happened. I've always been a good friend to her, she was like a sister for me. Why has she turned her back on me? We used to have so much fun together, we're confident and she was mine. I don't understand why she doesn't love me. I'm my friend. I know that being popular is important for her and don't critic her decision of hanging out with some other people. I think that I feel alone, it's just that I'm sad because she doesn't even return my calls. I thought we were the best friends ever, but now I don't know what to believe.

Work in pairs. Compare the two monologues and fill in the chart.

	Monologue from Activity 4	Monologue from Activity 5
Who is the character talking to?	To an audience	To herself
What type of monologue is it?	Ballade	Interior
What is the situation?	The girl was trying to look fantastic and she ended up being a mess.	The girl is very sad because her best friend is no longer talking to her.
What genre is it?	comedy	drama

Share with your class which genre you prefer. Explain your reasons.

74 Unit 5

Choose a genre of monologue / Analyze characteristics of the chosen genre.

Reader's Book
Is Praxagora's speech an interior monologue?

Achievement

Revise genres of monologues.

Teaching Guidelines

- Choose a genre of monologue.
- Analyze characteristics of the chosen genre.

Development

4. Listen and read. Share if you have ever been in a similar situation.

Play Track 17 for students to listen and follow the reading. Before asking them to share if they have ever been in a similar situation, make sure they understand the monologue by telling them to circle the words they don't know. Ask students to read them to you and write them on the board. Encourage them to define the words by taking the context into account; if they can't, tell them to use a dictionary. Invite students to copy those words and their definitions in the class glossary. Once you're sure they understand the text, invite different students to share their own personal experiences to have them connect with the text they read.

5. Listen and read focusing on the emotions that the text makes you feel. Compare with the ones your classmates felt.

Read instructions aloud, tell students to close their eyes, and play Track 18 for them to listen. Tell them it is not necessary for them to understand every single word, but only to connect with the emotions the girl conveys by using prosodic resources. Once they have listened, ask them which emotions are connected to this monologue and what they think the girl is talking about. Invite different students to participate so they can compare their answers. Finally, play Track 18 again for them to follow the reading in silence and choose words for their class glossary.

6. Work in pairs. Compare the two monologues and fill in the chart.

Organize the class into pairs. Give them a few minutes to fill in the chart while you monitor to offer help in case they need it.

7. Share with your class which genre you prefer.

Explain your reasons.

After reading both examples, invite students to choose their favorite genre of monologue; tell them it can be any of the two they read or any other they have seen before. Have them analyze the characteristics of that genre asking them the questions in the chart from the previous activity so they may be able to give reasons for their choice.



Discuss the question related to the text from the Reader's Book. Ask them if Praxagora was talking to herself or to other people (to some men in an assembly; so it is not an interior monologue). As an extension activity, ask students to mention the other types of monologues (comic, dramatic). Point out that the actor says that Aristophanes wrote comedies. Ask them if this monologue is comic (no; the actor says it is compelling, serious, and emotional). Remind them that in Unit 2 they saw that drama is serious, but not tragic, and about common people with a conflict. In this case, the monologue is about women not being equal, so this part of the play might be considered dramatic.

Lesson 1

Work in teams. Think of a situation for each of the monologue genres below. Possible answers:

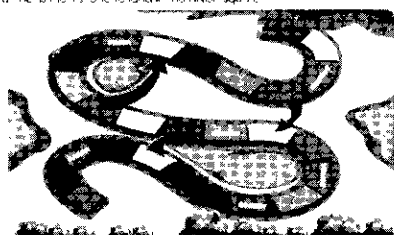
	Comedy	Drama
Situation:	An evil cat that can talk and wants to take revenge because its owner gives him nasty food.	An old woman revealing her dead husband.

Together with your team, write a list of words and phrases related to the situations you wrote in the previous activity. Possible answers:

- Comedy: owner, nasty food, boring, new pup, sick and tired, trying to be funny, the worst ever, I could only... I would be so happy if...
- Drama: her, love, such a good man, excellent father, We share happy and sad moments, such as... I still can remember... I really miss...

Observe the board game. Negotiate the rules to play and circle the options you choose.

- Think the dice is fun to play with a computer.
- If you play in Comedy or Drama board game, you must:
 - (a) write sentences for the situation; (b) write sentences for the coming ending in order to give a good or bad ending. (c) write sentences for the situation you will be in the game in 10 minutes.
- If you manage to do it: (a) you stay in that square; (b) you can throw the dice again; if you don't, you must return (a) to the square where you write; (b) to the START square.
- The winner is the first one to land in the FINISH square.



Negotiate rules to play

Achievement

Revise genres of monologues.

Teaching Guideline

Negotiate rules to play (e.g., shifts and times of participation, genre of monologue, etc.).

Development

8. Work in teams. Think of a situation for each of the monologue genres below.

Ask students: *Could you play a game with no rules? Why are rules important?* Encourage them to share their opinions.

Then, organize the class into teams. Read the instructions aloud and read the possible answers included in this guide for them to have an example to follow. Monitor while teams work and, when they have finished, invite them to read aloud their situations to the class.

9. Together with your team, write a list of words and phrases related to the situations you wrote in the previous activity.

Read aloud instructions and possible answers in this guide for students. Tell them to continue working in

teams to write their list of words using a dictionary. As it may be very challenging for them to write the phrases in English, you may give them the opportunity to write them in Spanish and use online translators if available. If not, you can help them with the vocabulary they may need. In case they are using an online translator, monitor to check that the translations are accurate.

10. Observe the board game. Negotiate the rules to play and circle the options you choose.

Students continue working in teams to observe a model of a game used to improvise monologues. Explain that the objective of this activity is to negotiate rules to play. Read each of the rules aloud stressing the words that show the options (in italics) of the aspects they have to negotiate. Also read the model provided and explain that they may follow it during their negotiation. Give teams some time to discuss while you monitor and encourage them to speak in English among themselves. Ask each of the teams to share the options they chose and the reasons why they chose them with the class. If time allows, they may play in teams at the end of the session.

Day 3

Lesson

Step 1 "Improvise Monologues" Game

In this unit, you will play a game in which you will improvise monologues. In order to start preparing your product, work in small teams to do the following activities:

- Choose a genre of monologue you all like and feel comfortable with.
- Draw a bubble map to write the characteristics of that genre.



Self-evaluation

- Can I revise genres of monologues?

Yes

No

How can I improve?

76 Unit 5

Product

"Improvise Monologues" Game

In this unit, students will create a game that they will use to improvise monologues. In this lesson, they will decide who they will work with (small teams, not more than four students) and the genre of monologue they will play with. After they have chosen it, give them some time to analyze its characteristics. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to read their answers aloud.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 6, p. 74: Instead of working in pairs, draw the chart on the board and use the **Choral Response Strategy** to elicit the answers to each of the questions. Encourage shy students to participate as this strategy helps them gain confidence.

Activity 7, p. 74: Use the **Four Corner Strategy** to help struggling students show their preferences, and kinesthetic students to relax. Write four different theater genres on sheets of paper, post them in the corners of the classroom, and invite students to stand up and move to the corner that shows their preference. Once they are together, encourage them to share why they prefer that genre.

Lesson 2

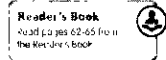
Recall the experience you shared in Lesson 1, Activity 4. Draw the body language you would use to talk about that situation. Then, work in pairs to value if the body language is appropriate.

gesture	facial expression
body movement and posture	
proximity to the audience	eye contact

Work in pairs to improvise some sentences to share your experience using the body language you drew. Use the text from Activity 4, page 74, as a model.

Present the sentences you improvised to your class.

Write in the Reader's Book pages 62-65 from the Reader's Book.



Unit 5 77

Achievement

Plan a monologue.

Teaching Guideline

Value the appropriate type of body language for a monologue (e.g., eye contact and proximity to the audience).

Development

Language 168

Go back to page 168 in the Activity Book to review non-verbal language with students.

1. **Recall the experience you shared in Lesson 1, Activity 4. Draw the body language you would use to talk about that situation. Then, work in pairs to value if the body language is appropriate.**

Ask students to go back to page 74 to recall the activity and the situation they shared. To have them visualize and include all the different aspects related to body language, tell them to draw one example of each category in the spaces provided. Then, organize the class into pairs and invite students to share details

about their experience and their drawings. Tell them to value if the body language is appropriate or not for talking about that experience.

2. **Work in pairs to improvise some sentences to share your experience using the body language you drew. Use the text from Activity 4, page 74, as a model.**

Students will continue working in pairs to improvise some sentences for a monologue that describes their personal experience. Suggest that they reread the monologue from Activity 4, page 74, and if they wish, use some of the expressions provided in that text to talk about their own experience. Monitor while pairs work to provide feedback.

3. **Present the sentences you improvised to your class:**

Invite students to present in front of the class using body language. Encourage the class to give respectful feedback.

If time allows, do the following activity to practice body language and facial expressions. Tell students to line up so that they are all facing one way. Tap the first student in the row and when he turns around, express an emotion using body language. This student should then tap the person in front of him on the shoulder and imitate the body language. Remind students that they should not turn around until they are tapped on the shoulder. Continue until the last student in the line sees the body language. Have students compare the first and last expression.

Tell students they have to read pages 62-65 in their Reader's Book and think about the answer to the following question: *What movements could an actor do in this monologue by Molière?*

Day 2

Lesson 2

Work in pairs. Reread the monologue in Lesson 1, Activity 5 and discuss your answers to the following questions. (Possible answers)

- What emotions are related to it?
Sadness, unhappiness, frustration
- Which body language would you use to transmit these emotions?
Soft hands touching the heart, sad expression, fallen shoulders, no eye contact, no proximity to the audience

Think of a situation in which you felt as the girl from the monologue you discussed about in Activity 4. Improvise some sentences to share your experience with your class. Use appropriate body language.

Work in small teams to play the Body Language Game.

- Think of an emotion.
- According to the number you get, you will use body language to transmit this corresponding emotion.
- You will have 10 seconds to do it.
- Every time you manage to do it, you score a point.
- The winner is the player who scores the most points after three rounds.

1	2	3	4	5	6
100	100	100	100	100	100

On a sheet of paper, create a catalogue of strategies for using body language taking into account the ones you used in the previous activities. Use the chart as a model. Illustrate it and file it in your portfolio. (Answers may vary.)

Emotion	Gesture	Facial Expression	Body Movement and Posture	Proximity to the Audience	Eye Contact
Anger					
Surprise					
Happiness					
Sadness					
Fear					
Disappointment					

78 Unit 5

Talk about how to apply body language to cause the desired emotion!

Time to Shine!

- Share an experience in which body language helped you understand what somebody was feeling.

Achievement

Plan a monologue.

Teaching Guideline

Talk about how to apply body language to cause the desired emotions.

Development

4. Work in pairs. Reread the monologue in Lesson 1, Activity 5 and discuss your answers to the following questions.

Ask students to reread the monologue in Lesson 1, Activity 5 in silence. When they have finished, organize the class into pairs to discuss their answers to the questions. Invite pairs to share their points of view.

5. Think of a situation in which you felt as the girl from the monologue you discussed about in Activity 4. Improvise some sentences to share your experience with your class. Use appropriate body language.

Read instructions aloud and before students start presenting, ask them to go back to page 74 and check the information they wrote in the chart from Activity

6. Stress that in this case, it is an interior monologue

so they can take this detail into account for the use of body language (e.g., it is not necessary to establish eye contact). Invite all students to present and encourage the class to provide respectful feedback.

6. Work in small teams to play the Body Language Game.

Organize the class into teams of three and read aloud the instructions for the game. Once you are sure everybody has understood the procedure to play, let them do it while you monitor. When all teams have a winner, talk with them about how to apply body language to cause the desired emotions.

7. On a sheet of paper, create a catalogue of strategies for using body language taking into account the ones you used in the previous activities. Use the chart as a model. Illustrate it and file it in your portfolio.

Draw students' attention to the chart in their books and have them copy it on a sheet of paper leaving enough space to write information for each of the emotions. Suggest that they check their drawings from the previous page and recall the body language they used to improvise in Activity 5 and to play in Activity 6 in order to fill in the chart. Tell them that they may also illustrate it if they wish. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer. Read the statement in the Time to Shine! box inviting students to link what they practiced during this session with their personal lives.



Discuss the question related to the text from the Reader's Book. Tell students that you are going to read some lines from the monologue, and they have to repeat them but using also gestures and movements to represent the idea. Show them how to do it with the first line. Read "Let me tell you a secret" leaning forward and speaking in a low voice. Have them imitate you. Then, do the activity with the following lines: "I had a terrible fight with my wife" / "I was badly hurt" / "This is the best profession" / "It doesn't matter if doctors are right or wrong."

Lesson 2

Work in pairs. Fill in the graphic organizer with suitable topics for the following audiences. (Use the answers.)

AUDIENCE	TOPIC
5-year-old kids	animals
teenagers	video games
business people	economy
seniors	classic movies

Choose a topic from the ones you wrote in the previous activity and prepare a monologue. (Possible answers)

Audience	Topic	Emotion	Ideas for the monologue
5-year-old kids	animals	excitement	I was sitting on the path. I saw an elephant walking around. It suddenly stepped from the zoo. It seemed to be scared. It looked at the

Work with another pair, improvise a short monologue for them using the ideas you wrote above. Then, listen to theirs and monitor their speech. (176, 175)

Take into account needs and expertise of the audience when choosing topics. Define strategies to monitor speech.

Learning to Learn
How do I monitor a speech?
p. 177

Unit 5 79

Achievement

Plan a monologue.

Teaching Guidelines

- Take into account needs and expertise of the audience when choosing topics.
- Define strategies to monitor speech (e.g., paraphrase and pauses).

Development

8. Work in pairs. Fill in the graphic organizer with suitable topics for the following audiences.

Ask students to share which topics they are interested in and what they know about them. Ask one volunteer to write a list of the five most popular topics in the class on a sheet of paper. Keep the paper with you so you can suggest to them those topics when planning their games.

Then, tell students to check the definitions of the words *topic* and *audience* in their glossary. Explain to students that it is very useful to take into account needs and expertise of the audience when choosing topics for monologues because, as it is often a long speech said by only one person, it is easy to lose the attention of the audience if the topic doesn't interest

them. Organize the class into pairs, read instructions aloud, and have them work while you monitor. When they have finished, invite pairs to read their answers aloud.

9. Choose a topic from the ones you wrote in the previous activity and prepare a monologue.

Students will continue working in pairs to perform this task. Read instructions aloud and guide them to fill in the chart by reading each of the headings and the possible answers provided in this guide for them to have a model. Monitor while they write their own answers and invite them to read them aloud to the class when they have finished.

Language 170 176

As it is very likely that students will use simple present, simple past, and past progressive while improvising their monologues, review these tenses with them. Check simple present on page 170, and simple past and past progressive on page 176 in the Activity Book.

Learning to Learn 177

Go to page 177 in the Activity Book to define strategies to monitor speech.

10. Work with another pair. Improvise a short monologue for them using the ideas you wrote above. Then, listen to theirs and monitor their speech.

Ask one volunteer to go to the front and improvise his/her monologue while you monitor his/her speech to show students how to do it. Then, organize the class into teams by joining two pairs together. Read instructions aloud and monitor while they work.

Day 3

Lesson 2

Step 2 "Improvised Monologues" Game

Remember that in this unit, you will play a game in which you will improvise monologues. In order to continue preparing your product, get in small teams and do the following activities:

- Define who your audience will be



- Reflect upon their interests and their level of

interests

Expertise

yes

no

- Write a list of possible topics for that specific audience. Copy it on a sheet of paper and file it in your portfolio

Self-evaluation

- Can I plan a monologue?

Yes

No

How can I improve?

Differentiated Instruction

Activity 7, p. 78: Use the **Jigsaw Strategy** to decrease student workload and encourage collaboration. Organize the class into small teams and assign each team only one of the emotions. Once all teams have their information ready, invite them to share it with the class so that the rest may include it in their own catalog.

Activity 9, p. 79: Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other to write ideas for their monologue.

Product

"Improvised Monologues" Game

As you may recall, students will create a game that they will use to improvise monologues. In this lesson, students will define their audience and analyze their interests and expertise to write a list of possible topics. Monitor while they work to offer help when required. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Lesson 3

Work in teams. Agree on an audience, choose a type of monologue for that audience, and brainstorm topics. *Answer key on p. 81.*

Type				
Audience				
Topic 1	Topic 2	Topic 3	Topic 4	

Choose one of the topics, write a situation related to it, and some words and expressions related. *Answer key on p. 81.*

Topic	Situation	Words and Expressions
-------	-----------	-----------------------

Use words and expressions from the previous activity to write notes for a monologue. *Answer key on p. 81.*

Review the information provided on page 168 and take turns to improvise the speech using prosodic resources. Monitor your teammates. *Answer key on p. 81.*

Reader's Book

Read pages 66-69 from the Reader's Book

Unit 5 81

Achievement

Present a monologue.

Teaching Guidelines

- Use proper register when speaking.
- Choose proper conventions (e.g., choose words and expressions, non-verbal language, etc.).

Development

- 1. Work in teams. Agree on an audience, choose a type of monologue for that audience, and brainstorm topics.**

Ask students: *Do you use the same words and expressions when you speak to your parents as when you speak to your friends?* Have them share some differences. Discuss with them about the importance of choosing appropriate language for different audiences.

Then, organize the class into small teams explaining to them that they will work with the same team during all the activities in this lesson. Draw their attention to the graphic organizer and have them fill it in to start planning their monologue.

- 2. Choose one of the topics, write a situation related to it, and some words and expressions related.**

Teams will fill in the chart to choose proper conventions, writing words and phrases that they are likely to use during their improvisations. Follow the same procedure that you used in Lesson 1, Activity 9 (p. 75).

- 3. Use words and expressions from the previous activity to write notes for a monologue.**

Tell students to write some notes, using the words and phrases from the previous activity that may guide their improvisation. Remind them that it is very important to consider who their audience is so they can use a proper register when speaking.

Skills 168

Go to page 168 in the Activity Book to review prosodic resources.

- 4. Review the information provided on page 168 and take turns to improvise the speech using prosodic resources. Monitor your teammates.**

Students will improvise a short monologue within their teams using the notes they wrote in Activity 3. Tell them to focus only on their speech (no body language will be used yet). Suggest that they review the information about prosodic resources provided on page 168 in their books and recall previous occasions in which they have used them to convey meaning (to create their PSA, to read theater plays). If time allows, do the following exercise to help students speak more naturally using idioms. Explain to them that when talking in an informal register, it is common to use idioms. Write the following idioms on the board and suggest the use of electronic devices to look up their meaning; if not possible, help them infer it: *sleep on it* (think about something before taking a decision), *24/7* (all the time), *Cat got your tongue?* (Can't you speak?), *fish out of water* (to be out of place), *give it a whirl* (try something), *let the cat out of the bag* (tell a secret). Walk around and encourage team members to monitor each other when improvising.

For homework, tell them to write five idioms with their definitions.

Tell students they have to read pages 66-69 in their Reader's Book and think about the answer to the following question: *What does the actor think about Hamlet's monologue?*

Day 2

Lesson 3

Think about appropriate body language for the monologue you planned in the previous session and rehearse it with your team.



Rehearse again adding prosodic resources. Exchange feedback to improve.

Present your monologue to your teammates. Use the chart to write notes about your teammates' presentations.

Name	He/She did it excellent when	He/She still can improve.

82 Unit 5

Help solve problems to improve performance. Value strengths regarding command and competence of English.

Reader's Book
What does the actor think about Hamlet's monologue?

Achievement

Encourage feedback.

Teaching Guidelines

- Help solve problems to improve performance.
- Value strengths regarding command and competence of English.

Development

5. Think about appropriate body language for the monologue you planned in the previous session and rehearse it with your team.

Invite students to share with the class the idioms they wrote for homework. Encourage them to include at least one of them in their monologues.

Then, ask students to get organized with the same classmates they worked during the last session. Have them reread the notes they wrote for their monologue in Activity 3 and practice it using appropriate body language for it.

6. Rehearse again adding prosodic resources. Exchange feedback to improve.

Read instructions aloud and have teams improvise their monologues using appropriate prosodic resources. Tell students to help their classmates who are presenting solve problems to improve their performance by giving them feedback when they have finished.

7. Present your monologue to your teammates. Use the chart to write notes about your teammates' presentations.

Tell students to use the feedback they received from their teammates to present their monologues. Explain that team members will use the chart to assess their classmates, valuing strengths regarding command and competence of English.

Finally, ask teams to sit in circles to give and receive feedback about their presentations. Tell them to use the notes they wrote in their charts from Activity 7. Encourage them to first tell positive aspects and then give advice on how to improve weak aspects. Monitor to check all comments are respectful and to encourage them to speak in English all the time.

Discuss the question related to the text from the Reader's Book. Have one student read the paragraph where the actor talks about this monologue. Ask students how the actor describes it (it's probably the most famous of all time, it's short but expressive and emotional), and how he feels about it (it's his favorite monologue, he likes it a lot, he even cried the last time he played Hamlet).

Lesson 3

Think about a game to improvise monologues about the topic you chose. Refer to the examples in Activity 10, page 75, and Activity 6, page 78. Write the rules to play. (Answers may vary.)

1. The first person to give a monologue will be the judge. The judge will give the monologue a score from 1 to 10. The person with the highest score will win the game.

Improvising in front of your classmates can be stressful. Follow the steps to relax and control your emotions.

- Take a moment to breathe.
- Close your eyes.
- Shake your hands or your feet.
- Breathe deeply. Inhale for 10 seconds and exhale for 10 seconds.
- Feel how the air goes in and out of your body.
- Put your hand on your forehead, inhale, and then exhale your breath again.
- Repeat 10 times.

Play the game with your teammates.

Time-to-Shine!

- Share other relaxation techniques you know. (Answers may vary.)



Control emotions

Unit 5 83

Achievement

Present a monologue.

Teaching Guideline

Control emotions.

Development

8. Think about a game to improvise monologues about the topic you chose. Refer to the examples in Activity 10, page 75, and Activity 6, page 78. Write the rules to play.

Encourage students to take turns to give one piece of advice to their classmates to present their monologues. Tell them to think about something that has worked for them to improve any of the following aspects: pronunciation, non-verbal language, use of prosodic resources, or control of emotions.

Then, ask students to check the games in Lesson 1, Activity 10 (p. 75) and Lesson 2, Activity 6 (p. 78) to review some models of games. Encourage them to use their creativity and imagination to create their own. Monitor while they work to offer help when required.

9. Improvising in front of your classmates can be stressful. Follow the steps to relax and control your emotions.

Explain to students that one of the most common difficulties when improvising is nervousness. Go to the first page in this unit and remind them of the title: "Can improvising monologues be fun?" Tell them that the main objective in this unit was to show them that improvising can be very fun and, in order to get prepared, they will practice some breathing exercises to control emotions. Guide them step by step and when you have finished, ask the question in the Time to Shine! box, encouraging students who know other techniques to guide their classmates to follow them.

Skills 177

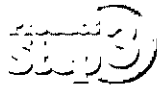
Go to page 177 in the Activity Book and read the tips to improvise aloud. Make your students feel confident by telling them that they have followed all the tips, so they are completely ready to present.

10. Play the game with your teammates.

Ask teams to take turns to play in front of the class so that everybody can see their improvised monologues. Every time a team presents, ask them to briefly explain their game and rules.

Day 3

Lesson



"Improvised Monologues" Game

Remember that in this unit, you will play a game in which you will improvise monologues. In order to continue preparing your product, get in small teams and do the following activities (Answer this task).

- Think about a format for a game to improvise monologues. Describe it on the lines below.

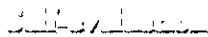
.....

- Write a list of materials you will need.

.....

- On a sheet of paper, write the rules of participation. File them in your portfolio.

- For homework, prepare some notes you may use during your improvisation following the procedure you learned in this lesson.



- Can I present a monologue?

Yes

No

How can I improve?

- Can I encourage feedback?

Yes

No

How can I improve?

Product

"Improvised Monologues" Game

As you may recall, students will create a game that they will use to improvise monologues. In this lesson, students will produce their games and write the rules of participation following the steps on this page. Monitor while teams work to offer any help they may need. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

For homework, students will prepare their notes individually. Tell them to leaf through the pages of this lesson so they may follow the same procedure they learned (identify their audience, write a situation for the topic, prepare words and expressions that they are likely to use). Suggest that they rehearse their monologue using prosodic resources and non-verbal language and, if possible, practice a relaxation technique.

Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, tell students to identify the activities from the lesson that helped them accomplish them (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activities 2 and 3 (p. 81): Use the **Individualized Feedback Strategy** to help struggling students fill in their charts with words and expressions related to their situation and to write their notes. Remember that especially in this unit you must help these students feel confident so they can express their ideas with no fear of making mistakes.

Activity 8, p. 83: Use the **Mini Lesson Strategy** if you notice students are struggling to write their rules. Remind them that imperative forms are very useful to write instructions or rules. You may suggest that they check the information on page 172 in the Appendix.

Reader's Book



1. **What do you think about Praxagora's monologue? Do you agree with it? Write a brief answer.**

Remind students that this monologue is about gender inequality. Ask them to write their answer and share it with a partner. Then, have a class discussion about women having jobs they didn't have in the past. Also discuss actions to accomplish gender equality in our society.

2. **Choose one of the monologues. Improvise a new monologue by paraphrasing the one you chose and by including your own ideas.**

Tell students that before they improvise the monologue, they can make some notes about their own ideas and their own words as a guide to retell the monologue. Then, they have to get together in teams of three and improvise the monologue. You can ask for some volunteers to perform their monologues again, but this time to the whole class.

3. **Improvise a monologue about a topic you like. Brainstorm some ideas below.**

Tell students to think of three topics that interest them, and then to choose one. Have them brainstorm some ideas about that topic and write them in the table. As the activity is about improvisation, just give them a few minutes to prepare. Tell them that their

Do the following activities to support this unit's social practice of the language. To improvise a brief monologue on a subject of interest:

1. **What do you think about Praxagora's monologue? Do you agree with it? Write a brief answer.**
2. **Choose one of the monologues. Improvise a new monologue by paraphrasing the one you chose and by including your own ideas.**
3. **Improvise a monologue about a topic you like. Brainstorm some ideas below.**

Topic:	
--------	--

If you want to know more monologues, go to the link provided.

70 Unit 5

monologue should be around four minutes. Make teams of four and have them present their monologue to the team.

ICT Box

Take a look at the website beforehand. Explain that monologues are very common in theater plays because it's the way to know what the characters are thinking. Have students look at the index. Ask them in which section they could find Molière's monologue (in "Comic Monologues for Men"). Then, have them browse through the sections to find playwrights they know (they should, at least, know Aristophanes, Molière, and Shakespeare).

Product and Assessing My Learning Process

Product

"Improvise Monologues" Game

Now it's time to play your "Improvise Monologues" game with your classmates. Get together with your team and do the following activities:

- **Check that the topics you chose fit your audience's interests.**
Ask most of your classmates interested in those topics?
Do they know about those topics?
Do they know words and expressions related to those topics?
- **Check the format of your game.**
Does it follow the guidelines of all of your classmates?
Is it fun and interesting?
- **Check your instructions.**
Are they clear enough?
- **Prepare the material you will need to play.**
If it's the case, make it interactive.
Be sure you have everything ready (dice, counters, flashcards, etc.)
- **Invite your classmates to play.**
Explain to them the format of the game and the instructions.
Guide them to play and have fun!

Ask your teammates to give you feedback about the performance you had during the preparation and presentation of your "Improvise Monologues" game. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you ...	I suggest that you ...

"Improvise Monologues" Game

Work as a whole class. Read aloud each step and the questions related to it. After you read each of them, give teams a few minutes to check the aspects mentioned. Once teams are ready, have them invite their classmates to play their games. Photocopy the rubric provided and use it to evaluate each student individually. Remember that a rubric sets out clear criteria and standards for assessing different levels of performance to make transparent the process of synthesizing evidence into an overall evaluative judgment.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 73 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary,

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p.73)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 2 (p.80)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 3 (p.84)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
"Improvise Monologues" Game		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their games. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Rubric

Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Game: Topic	The topic fits the audience's interests and expertise.	The topic fits the audience's interests, but not all of them know about it.	The topic doesn't fit the audience's interests.
Game: Format	The format of the game allows all students to participate. It is fun and interesting.	The format of the game allows all students to participate, but it doesn't catch their attention.	The format of the game doesn't allow all students to participate and it doesn't catch their attention.
Game: Rules	Rules were written clearly enough so that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but students had some difficulty figuring out the game.
Game: Creativity	The group put a lot of thought into making the game creative. Material used to play is meaningful and attractive.	The group put some thought into making the game creative. Material used to play is meaningful and somehow attractive.	The group tried to make the game creative, but it was hard to understand/enjoy the game.
Monologue Improvisation: Structure and Language	The monologue was fluent and well structured. All words and expressions were appropriate for the audience.	The monologue was well structured although it was not fluent. Most words and expressions were appropriate for the audience.	The monologue was not very fluent and lacked structure. Few words and expressions were appropriate for the audience.
Monologue Improvisation: Use of non-verbal language and prosodic resources	Non-verbal language and prosodic resources definitely helped convey emotions and meaning.	Most non-verbal language and prosodic resources helped convey emotions and meaning.	Non-verbal language and prosodic resources didn't convey emotions and meaning.

6

How Do Machines Make Our Life Easier?

Unit Overview

🌀 Academic and Educational Environment 🌀 Communicative Activity Search and selection of information		🌀 Social Practice of the Language To paraphrase information to explain the operation of a machine	
Achievements <ul style="list-style-type: none"> Select and revise materials. Read and understand information. Write information. Edit texts. 		Vocabulary <ul style="list-style-type: none"> gas hood lever pedal rearview mirror seat belt start steering wheel stick shift till 	
Language <ul style="list-style-type: none"> Connectors to show sequence Comparatives and superlatives Verbs in present Synonyms 		Learning to Learn Using what I learn to help my community	
		Audio Track 19	
Skills Identifying main ideas and complementary information		Reader's Book "Machines Set the Wheels in Motion," pp. 71-82, Track 44	
Product Computer Infographic		Evaluation Tool Anecdotal Record	

How Do Machines Make Our Life Easier?

Analyze the pictures and answer the question

Academic and Educational Environment
 Social Practice of the Language
 To paraphrase information to explain the operation of a machine
 Achievements
 • Select and revise materials
 • Read and understand information
 • Write information
 • Edit texts
 Product: Computer Infographic


In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *What do all of them have in common?* (they are all machines). Tell them that, in this unit, they are going to learn how some machines work.

Organize the class into teams of three and read aloud the title: *How do machines make our life easier?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.



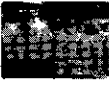

Photocopy the format for anecdotal record provided at the end of this unit. Use it to evaluate each student individually throughout each lesson. Remember they are notes about relevant conducts you observe in specific situations. Try to register conducts that are spontaneous and not very usual (positive and negative). In the first column just describe what the student is doing; in the second column, what that conduct means to you in terms of the way the student is accomplishing (or not) the achievements.

Lesson 1





Work in pairs to write three daily activities in which cars may be helpful. Follow the example. *My mother is old.*



Look at the following parts of a car. Use the words in the box to write their names.

steering wheel hood door

seat window engine wheel

Work in pairs to share what you know about cars. Write three interesting facts. *Cars are useful.*
There are 42 million cars in the world.
The first car was made in 1885.
There are 1.2 billion cars in the world.

Discuss why we should limit the use of cars.

Reader's Book
Read pages 71-74 from the Reader's Book.

Time-to-Shine!
What are the names of the pedestrian and the car?

Unit 6 89

Achievement

Select and revise materials.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

1. Work in pairs to write three daily activities in which cars may be helpful. **Follow the example.** Write on the board the Italian word *macchina* and elicit its meaning in English (car). Explain to students that *macchina* shares the same etymology (origin) with the word *machine*, which comes from the ancient Greek. Tell them that as they can imagine, a car is obviously a machine. Invite them to share their preferences about cars.
 Then, draw students' attention to the picture of the lady who is going to get into the car. Ask: *Why may a car be helpful in this situation?* (because not all public transportation has facilities for people with disabilities, and it can be more comfortable for her to travel in a car). Have them write some other situations in which a car can be helpful. Monitor while students work to

help them with vocabulary they may need. Once they have finished, ask volunteers to read their answers aloud.

2. **Look at the following parts of a car. Use the words in the box to write their names.**

Read instructions aloud and give students some time to work in the task. Encourage them to look up the words in the glossary to check their definition so it can be easier for them to match them with the pictures. Check orally.

Ask the Time to Shine! question and praise the student who answers it correctly.

3. **Work in pairs to share what you know about cars. Write three interesting facts.**

Organize the class into pairs and give them a few minutes to share interesting information they know about cars. Monitor to encourage students to speak in English among themselves. Invite pairs to share the facts they wrote with the class.

4. **Discuss why we should limit the use of cars.**

Explain that although cars may be very useful, as many other machines created by man, their emissions increase global warming, contributing to environmental damage. Due to this reason, we must be conscious about the way we use them. Invite students to share their ideas on some other problems caused by cars and how we may limit their use.

Finally, organize the class into teams of four. Have them discuss which options they would use to move around and transport things if there were not automotive vehicles (cars, trucks, motorcycles, etc.) to use.

Tell students they have to read pages 71-74 in their Reader's Book and think about the answer to the following question: *How long have humans been using simple machines like wedges and levers?*

Day 2

Lesson 1

Read the information in the computer infographic. Circle unknown words to include them in the class glossary. (190) (Answers may vary.)

How to Drive an Automatic Transmission Car

1. Adjust the car to your needs. Identify the controls and fasten your seatbelt.
2. Push down the brake pedal safely with your right foot. Insert the key and turn it clockwise to the car.
3. Keep your feet on the brake pedal and move the stick shift into "Drive."
4. Check your surroundings and slowly release pressure on the brake; use the same foot to step on the gas pedal gently.
5. Control the car using the steering wheel. Alternate brake and gas pedal to stop and move.

Remember: Driving without a driver's license is illegal.

Complete the first sentence; in the second, circle an option according to your opinion and give reasons.

The text in the infographic is sequential pattern. I think that organization is appropriate because it allows the reader to

Work in pairs. Answer the questions. (Answers may vary.)

- We may read these instructions if any person who wants to learn to drive an automatic car.
- We might want to get familiarized with the steps to follow.
- Do you think you can learn to drive by just reading the instructions? No, you just practice under supervision, but it may be a good start.

90 Unit 6

Evaluate text organization and determine patterns; express purpose and intended audience.

Reader's Book
How long have humans been using simple machines like wedges and levers?

Achievement

Select and revise materials.

Teaching Guidelines

- Evaluate textual organization and determine patterns (cause-effect, comparison-contrast, etc.).
- Express purpose and intended audience.

Development

5. Read the information in the computer infographic. Circle unknown words to include them in the class glossary. (190)

Invite students to observe the computer infographic and to give their opinion about the way information is organized in it; ask: *Is it clear and easy to read? Is it attractive for you?* Read the title aloud and ask students to read each of the steps in silence. Encourage them to circle unknown words so they may include them in the class glossary.

6. Complete the first sentence; in the second, circle an option according to your opinion and give reasons.

Form seven teams and assign each of them one of the following text patterns: *chronological, compare and*

contrast, order of importance, sequence, spatial, cause and effect, and problem and solution. Explain to teams that they will participate in a contest in which they should write a short text (80 words) following the text pattern that you assigned them. Monitor while they work and praise the team that finishes first. Once all teams have finished, invite them all to read their texts aloud.

Then, have students evaluate textual organization and determine patterns in the text from the previous activity. Guide them to do it by reading the statement in this activity aloud and inviting them to complete it. Encourage them to give their opinion and, in case they don't agree with the pattern used, to suggest another pattern that can organize the text in a logical way.

7. Work in pairs. Answer the questions.

Organize the class into pairs and have them answer the questions to express purpose and intended audience from the text they read in Activity 5. Monitor while pairs work and check by asking them to read their answers aloud.

If time allows, invite students to tell the difference between an automatic and a manual transmission car (number of pedals, stick shift) and encourage them to write instructions to explain how to drive a manual transmission car (e.g., step on the clutch pedal and move the stick shift into first gear).



Discuss the question related to the text from the Reader's Book. Have students find the ancient civilizations mentioned by the scientist (Egyptians, Greeks, Vikings). Tell them that the Egyptians are the most ancient of those. Write on the board that the Egyptian civilization began around 3150 BC. Have the students calculate how many years have passed since then. Tell them that this means that humans have used wedges and levers approximately for that number of years, which tells us that they have really helped to make life easier for thousands of years.

Lesson 1

Work in pairs. Go back to check the computer infographic in Activity 5 to evaluate the use of graphics and illustrations. (Answer in Activity 5)

- Are the pictures, text, and icons in the infographic appropriate? Is the color OK?
- Are graphic resources (lines, arrows) used effectively?
- Do the text and graphic resources help you know how to operate the machine?

• If you find your answers were "no," use the table below to reorganize the images or suggest new ones.

Reread the text from the computer infographic and use the checklist to assess it.

	Yes	This aspect can be improved by . . .
1. The infographic is readable and easy to understand.		
2. The infographic is visually appealing.		
3. The infographic is clear and specific.		
4. The infographic is easy to print out.		

Work in pairs to discuss if the information included in the computer infographic in Activity 5 is appropriate to reach the objective. (Answer in Activity 5)

Think about the use of images and/or illustrations. Define criteria to select information.

Unit 6 91

Achievement

Select and revise materials.

Teaching Guidelines

- Think about the use of images and/or illustrations (e.g., variation of size, position, number of images, approaches, lines, arrows, etc.).
- Define criteria to select information.

Development

8. Work in pairs. Go back to check the computer infographic in Activity 5 to evaluate the use of graphics and illustrations.

Invite volunteers who like to draw to go to the board by turns; choose one of the steps in the computer infographic from Activity 5 and draw it. They should not write or say any words so their classmates may guess the instruction only by looking at the drawing.

Then, organize the class into pairs, ask students to go back to Activity 5 to think about the use of images and/or illustrations in it. Tell them to use the questions to guide their analysis. Encourage them to reorganize graphic resources in case they think the use and distribution is not the most appropriate. Invite teams to share their versions with the class.

9. Reread the text from the computer infographic and use the checklist to assess it.

Now, have pairs evaluate the text by answering the questions provided. Invite them to discuss which aspects may be improved and write them in the corresponding column in the checklist. Encourage them to share their opinions with the class.

10. Work in pairs to discuss if the information included in the computer infographic in Activity 5 is appropriate to reach the objective.

Have students recognize the objective of the computer infographic from Activity 5 (give instructions on how to drive an automatic car). Based on their answers, have them define if the criteria to select information was adequate or if there is relevant information missing to accomplish the goal. Encourage them to add any detail they think might be missing in the infographic. In case they don't have enough space, they may redesign it on a sheet of paper. Invite pairs to share their suggestions with the class.

Day 3

Lesson 7



Computer Infographic

In this unit, you will design a computer infographic in which you will explain the operation of a machine. Work in small teams to start preparing your product! Do the following activities:

- Choose a machine that may be difficult to operate for a particular group of people.
.....
- Describe what it is used for.
.....
- Decide what your objective will be, make it simple.
.....
- Choose an organization pattern to structure your text.
.....
- For homework, find some instruction manuals for the machine you chose and on a sheet of paper write notes of the information related to your objective.



Self-evaluation

- Can I select and revise materials?
Yes
No
How can I improve?

92 Unit 6

Product

Computer Infographic

In this unit, students will design a computer infographic in which they will explain the operation of a machine. In this lesson, they will decide who they will work with (small teams, not more than four students) and they will choose one machine. Encourage them to choose a machine that may be difficult to operate for a particular group of people, e.g., sometimes seniors have troubles in operating digital machines. Explain to them that in this way their work may be socially useful as they will have the option to elaborate a bilingual version. In this session, they will also decide their objective; suggest that they keep it simple and try to avoid explaining advanced options. Finally, they will decide which text structure they will use to organize their information. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to share their answers.

For homework, students will search information concerning the functioning of the machine they chose. Using that information, they will write notes on a sheet of paper. This activity will be your first evidence in this unit; once they bring it to class, ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.


Differentiated Instruction

Activity 9, p. 91: Use the **Choral Response Strategy** to encourage all students to participate answering yes or no questions.

Activity 10, p. 91: Use the **Individual Response Card Strategy** to encourage shy students to participate writing the objective instead of saying it and show it to you. Do not forget to praise correct answers saying their names.

Lesson 2

Work in pairs to complete the text.



Read the instructions. Explain technical terms in bold.

Instructions to Operate a Tractor

Take Off **Power** steering wheel

stick shift

clutch pedal **brake pedal**

gas pedal

Infer what is the intention of the person who wrote the instructions besides explaining how to operate the tractor. Class discussion.

6. Write two safety recommendations for people who use a tractor. Write your recommendations in the Reader's Book.

Unit 6 93

Achievement

Read and understand information.

Teaching Guidelines

- Activate previous knowledge.
- Explain technical terms.
- Infer implicit information, considering plausible alternatives.

Development

1. Work in pairs to complete the text.

Invite students to share what they know about farming, which tasks must be done from planting to harvest, and how they are done.

Then, organize the class into pairs, draw their attention to the picture of the tractor and, to activate previous knowledge, ask: *What is this machine used for?* Elicit answers and give pairs some time to complete the paragraph. Check by asking pairs to read their answers aloud.

2. Read the instructions. Explain technical terms in bold.

Have students scan the text focusing on the technical terms in bold. Encourage them to use the book glossary and a dictionary to look them up and explain their meaning. If possible, invite them to use electronic devices to search for images so they can clarify their meaning as much as possible before explaining them.

3. Infer what is the intention of the person who wrote the instructions besides explaining how to operate the tractor.

To have students infer implicit information, ask them to read the text aloud. Guide them to pay attention on the details the author is stressing (e.g., always use mirrors, never sit on the hood, use seat belt, etc.) so they may consider plausible alternatives on what message the author is suggesting. Accept the answers that students can back up with evidence from the text and link to their own personal experience.


If time allows, organize the class into small teams. Have them choose a machine they use every day and write two safety recommendations while using it. Invite teams to present their information to their classmates and when all teams have presented, guide them to get to a conclusion on the importance of always operating machines with responsibility.

Tell students they have to read pages 75-77 in their Reader's Book and think about the answer to the following question: *How often do you use the inclined plane, the screw, and the wheel and axle?*

Day 2

Lesson 2

Listen and match the columns. Then, reflect upon similar examples in your native language.

British	American	
a) bonnet	f) side-view mirror	
b) petrol	g) highway	
c) accelerator	h) truck with	
d) gear level	i) hood	
e) motorcycle	j) gas	
f) wind mirror	k) gas pedal	

Work in pairs. Use the tractor instructions from Activity 2 to fill in the chart. Follow the example. (Use possible answers.)

Main Ideas	Complementary Information
Step on the clutch pedal to select the speed.	In some areas when the tractor is not under load, you may select Speed Four if you're trying to get up a steep hill or two.
Step on the gas pedal to move the tractor.	
1. Stop, push down the brake pedal.	Use the steering wheel to guide the tractor. Always use side-view mirrors.
2. Shut off the engine, turn the key, and apply the parking brake.	Before getting off the tractor.

Work in teams to discuss the questions.

- Which is it easier to operate, a tractor in your area?
- Which of the two would you prefer to drive?

Time to Shine!

- What other machines you do know that are used for agriculture?

Possible answers: harvester, crop sprayer, plow

Distinguish between terms and expressions used in British and American English. Evaluate main ideas and information complementing them.

Reader's Book

How often do you use the inclined plane, the screw, and the wheel and axle?

Achievement

Read and understand information.

Teaching Guidelines

- Distinguish between terms and expressions used in British and American English (e.g., *bonnet/hood*, *petrol/gas*, etc.).
- Evaluate main ideas and information complementing them.

Development

4. Listen and match the columns. Then, reflect upon similar examples in your native language.

Ask students if they have friends from other countries in which Spanish is spoken. Have them share some differences between terms and expressions used in those countries, e.g., España: *chaval*, Mexico: *niño*.

Then, play Track 19 once for students to identify the two different accents (British and American). Have them tell you what the man and the woman are talking about (a tractor's operation manual). Then, play the track again for them to distinguish between terms and expressions used in British and American English by working on this activity. Check orally. Finally, invite them to think about similar examples in their native

language, e.g., *cajuela* (Mexico) and *maletero* (Spain), or *volante* (Mexico) and *manubrio* (Spain).

Skills 179

Go to page 179 and ask volunteers to read aloud the information about identifying main ideas and complementary information. Encourage students to give examples.

5. Work in pairs. Use the tractor instructions from Activity 2 to fill in the chart. Follow the example.

Organize the class into pairs and read instructions aloud. Have them use the information from the Appendix to fill in the chart evaluating main ideas and the information complementing them. Monitor while they work and check by drawing the chart on the board and asking volunteers to write their answers.

6. Work in teams to discuss the questions.

Organize the class into teams, read aloud the instructions and the questions, and give them some time to discuss them to connect with the theme of this lesson. Monitor walking around to encourage them to speak in English among them, giving reasons and details to support their answers.

Read the question in the Time to Shine! box and praise the students who answer.

To have students reflect upon the diversity in languages, share with them that some years ago the BBC published an article with some phrases that only Mexicans understand. Organize the class into pairs, write three phrases on the board, and challenge students to use English to explain each of them: "Ya nos cayó el chahuistle" (something is spoiling your plans); "El que es perico donde quiera es verde" (a brilliant person will be so in any circumstance); "Ahí nos vidrios" (see you later).



Have some volunteers write on the board the modern examples of inclined plane, screw, and wheel and axle that are mentioned on these pages. Next, have them work in pairs to discuss which of those machines they use and how often. As an extension activity, review the answers to the quiz (page 76) to see how many they knew.

Lesson 2

Work in pairs to write short, concise statements using the main ideas you wrote in Activity 5.

Place the Power take OFF lever in the OFF position.	Push down the brake pedal to stop.
Move the clutch shift to neutral.	Get off the clutch.
Step on the clutch pedal to slow the speed.	Remove the key.
Step on the gas pedal to move the car forward.	Apply the parking brake.

Use the spaces below to draw an image for each of the statements you wrote in the previous activity.

Compare your images with another pair and, if necessary, adjust.

Learning to Learn
Do I use what I learn to help my community? p. 179

Work in teams. Reflect on how a computer infographic that explains how a machine is operated can help people. (Possible answer:

Instruction manuals are usually hard to understand, so a computer infographic with a clear objective and concise information may help others operate machines to make their lives easier. For example, people seniors who are not familiar with modern machines may operate them easily.

Establish relation between text and images.

Unit 6 95

Achievement

Read and understand information.

Teaching Guideline

Establish relation between text and images.

Development

7. Work in pairs to write short, concise statements using the main ideas you wrote in Activity 5.

Organize the class into pairs and ask students to go back to the chart from Activity 5 to read the main ideas they wrote. Guide them to use them to write statements using imperatives (they may review them on page 172). Monitor to check they are writing short and concise statements. To check, invite volunteers to read their answers aloud.

8. Use the spaces below to draw an image for each of the statements you wrote in the previous activity.

To have students establish relation between text and images, read instructions aloud and have them draw images to illustrate their statements. Monitor while they work and, if possible, play some music to help them relax.

9. Compare your images with another pair and, if necessary, adjust.

Organize the class into teams by joining two pairs together. Give them some time to compare their images. Explain that images in an instruction manual should aid to understand each of the steps. Encourage them to give themselves respectful feedback if they think any adjustment on their partner's images is needed.

Learning to Learn 179

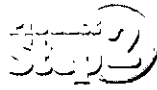
Go to page 179 and read together with students the information included in this section. Talk about the importance of learning things that may be useful to solve problems and have them share experiences in which they have used something they have learned to help somebody in their communities.

10. Work in teams. Reflect on how a computer infographic that explains how a machine is operated can help people.

Organize the class into teams and have them discuss about the usefulness of the product they will elaborate on this unit. Ask: *Is there any person at home who is having trouble in operating a machine that he/she needs to perform a task with? How does a computer infographic may help that person?* Elicit answers (as it is very simple and visual, it can give that person the opportunity to follow the steps to operate the machine very easily; probably, as he/she practices, the computer infographic will be no longer needed).

Day 3

Lesson 2



Computer Infographic

Remember that in this unit you will design a computer infographic in which you will explain the operation of a machine. Get in small teams to continue preparing your product. Do the following activities.

- Share your notes with your team and select the ones that may be useful.
- Identify main ideas and complementary information.

Main Ideas

Complementary Information

- Identify your audience.
Who will read your computer infographic?
- Write short, concise statements using the main ideas. Be sure to use appropriate language for your audience. Copy them on a sheet of paper and file it in your portfolio.

Self-evaluation

- Can I read and understand information?

Yes

No

How can I improve?

96 Unit 6

Product

Computer Infographic

As you may recall, students will design a computer infographic in which they will explain the operation of a machine. In this lesson, students will share the notes with the information they researched for homework and, following the same procedure they learned by working on the activities of this lesson, they will write the statements that they will include in their computer infographics. Monitor while they write to check their work. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 5, p. 94: Use the **Flow Map Strategy** to help visual students order the steps. You may ask volunteers who like to draw to illustrate each of them instead of writing text.

Activity 7, p. 95: Use the **Mini Lesson Strategy** to remind students how to write sentences using the imperative form.

Lesson 3

Look at the picture, unscramble the name of the machine, and explain what it can be used for. Possible answers:



1. This is a photocopier. It is used to make copies of documents. It is a very useful machine in schools and offices.

Work in pairs. Read the instructions and underline main ideas. Possible answers:

How to Use a Photocopier

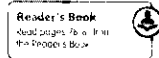
- 1. Place the original document on the copier.
- 2. Press the copy button on the control panel.
- 3. Adjust the number of copies you want to make.
- 4. Press the start button.
- 5. The copier will make the copies.
- 6. Collect the copies from the output tray.

1. Place the original document on the copier. 2. Press the copy button on the control panel. 3. Adjust the number of copies you want to make. 4. Press the start button. 5. The copier will make the copies. 6. Collect the copies from the output tray.

Work in pairs. Choose the most relevant steps and use your own words to rewrite the instructions. Follow the example.

- 1. Place the original document on the copier.
- 2. Press the copy button on the control panel.
- 3. Adjust the number of copies you want to make.
- 4. Press the start button.
- 5. The copier will make the copies.
- 6. Collect the copies from the output tray.

Multiple choice questions are provided for each of the main ideas in the text. Use a dictionary to help you.



Unit 6 97

Achievement

Write information.

Teaching Guidelines

- Paraphrase information, using a relevant range of expressions and linguistic resources (e.g., comparatives and superlatives, connectors, verbs in present, etc.).
- Use synonyms to express the same concept (e.g., *plane/aircraft*, *fast/quick*, etc.).

Development

1. Look at the picture, unscramble the name of the machine, and explain what it can be used for. Organize the class into teams of four. Explain they will have two minutes to write a list of machines that are used in the school. Monitor while they work and praise the team with a longer list.

Then, read the instructions aloud and give students some time to read the text in silence and perform the task individually. After a few minutes, elicit the answers by asking volunteers to write them on the board.

2. Work in pairs. Read the instructions and underline main ideas.

Organize the class into pairs. Suggest that they go back to page 179 to review the information about identifying main ideas. Give them some time to perform the task while you monitor to offer them help when required. Check orally.

Language 178

Go to page 178 in the Activity Book to review some language structures they learned in first grade (comparatives and superlatives, connectors of sequence) and this school year in previous units (verbs in present). Explain that they can use all these structures to paraphrase or use their own words to retell something. Have them check the information related to synonyms as well and encourage them to use a thesaurus to find them.

3. Work in pairs. Choose the most relevant steps and use your own words to rewrite the instructions. Follow the example.

Organize the class into pairs. Read the instructions and the example aloud and give students some time to paraphrase information, using a relevant range of expressions and linguistic resources. Encourage them to use synonyms as well to express the same concept. Monitor while they write to check.

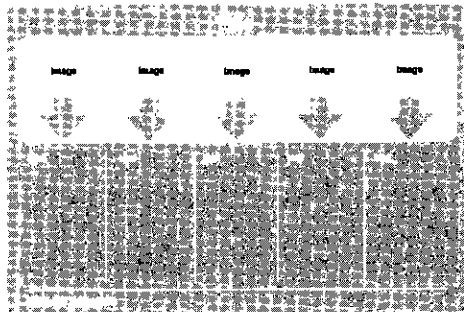
If time allows, organize the class into teams of three, tell them to think about a machine they used today or during this week, and challenge them to use all the connectors of sequence listed on page 178 to explain how to use it. Invite teams to read their instructions aloud to the class when they have finished.

Tell students they have to read pages 78-81 in their Reader's Book and think about the answer to the following question: *In your opinion, which machine from the timeline is the most important?*

Day 2

Lesson 3

Work in pairs. Use the space below to draft a computer infographic template to explain how to operate a photocopier. (Answers may vary.)



Write the statements from Activity 3 in your template. Be sure they follow a logical order.

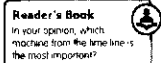
Add images to illustrate the procedure. Use lines and arrows to link ideas.

Write additional notes that may be useful to operate the machine. (Possible answer:

Always be sure to use staples or tape before making copies.)

98 Unit 6

Order and link ideas and explanations in a diagram. Write main ideas. Complete a diagram with notes that explain main ideas.



Achievement

Write information.

Teaching Guidelines

- Order and link ideas and explanations in a diagram.
- Write main ideas.
- Complete a diagram with notes that explain main ideas.

Development

4. Work in pairs. Use the space below to draft a computer infographic template to explain how to operate a photocopier. (Answers may vary.)
Go back to Lesson 1, Activity 5 (page 90) to have students check the computer infographic presented there. Explain to them that in this stage they will only design the template, that is, the format that will structure their text, ready to be filled in. Tell them that in order to design it, first they have to decide which text pattern they will use (sequences, cause-effect, problem-solution, etc.).

5. Write the statements from Activity 3 in your template. Be sure they follow a logical order.



Students will continue working in pairs to write main ideas in their templates. Have them go back to Activity 3 and use the statements they wrote there to fill in the template. Monitor while they work to offer help when required.

6. Add images to illustrate the procedure. Use lines and arrows to link ideas.



Now, pairs will order and link ideas and explanations in a diagram. Suggest that they check again the model on page 90 so they can realize the way in which lines and arrows are used to link concepts. Have them create these links in their own templates, e.g., an arrow to indicate sequence or effect, and a line to indicate it is a totally different step. Monitor while they work to offer feedback to improve their diagrams.

7. Write additional notes that may be useful to operate the machine.



Now, have them complete their diagram with notes that explain main ideas. Tell them to reread the information provided in Activity 2 to decide which information may be relevant to include, so that it can be easier for the user to operate the machine.

To stress the importance of collaborative work, ask students to talk about the advantages of preparing the text they will include in their computer infographic in pairs.



Have students choose the machine they consider the most important. Have them work in pairs to explain with their own words the information from the timeline. Ask them to mention other ways in which that machine has made our lives easier.

Lesson 3

Exchange books with another pair. Use the checklist below to assess each other's draft.

Aspect	Yes	No	Comments
1. Read to check spelling and punctuation.			
2. Order statements in a sequence.			
3. Remove, add, or change information.			
4. Explain reasons to include or not include information.			
5. Adjust language according to intended audience and purpose.			
6. Develop final versions.			

Use the chart to decide which information you will remove or change considering the feedback you received.

Information We Will Change	Information We Will Remove	Reason

Create your final version.

Time to Shine!

- Share free apps to design computer infographics.



Read to check spelling and punctuation. 2. Order statements in a sequence. 3. Remove, add, or change information. 4. Explain reasons to include or not include information. 5. Adjust language according to intended audience and purpose. 6. Develop final versions.

Unit 6 99

Achievement

Edit texts.

Teaching Guidelines

- Read to check spelling and punctuation.
- Order statements in a sequence.
- Remove, add, or change information.
- Explain reasons to include or not include information.
- Adjust language according to intended audience and purpose.
- Develop final versions.

Development

8. Exchange books with another pair. Use the checklist below to assess each other's draft.

Have students recall some other times in which they have written a text. Tell them to describe what they usually do once their drafts are ready (evaluate the relevance of information; check spelling, grammar, and punctuation; adjust language according to their purpose). Explain that in this lesson, that is what they will do with the text they prepared during the previous session.

Then, tell students to get together with the same partner they were working in the previous session, and

create small teams by joining two pairs together. Read instructions aloud and each of the statements in the checklist to make sure everybody understands them. Explain that they will get together to read each other's drafts in order to check spelling and punctuation, order statements in a sequence, and adjust language according to intended audience and purpose with the aid of the checklist.

9. Use the chart to decide which information you will remove or change considering the feedback you received.

Once they receive their classmates' feedback, pairs will work together again to remove, add, or change information, explaining reasons to include or not include it. Monitor walking around and, if necessary, guide them to use the chart to organize their ideas.

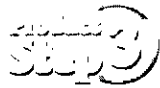
Read the statement in the Time to Shine! box and encourage students to share apps; in case they don't know any, you may tell them to use a search engine to look for some online free apps such as Visme, Google Charts, Vizualize, etc.

10. Create your final version.

If possible, have students use online free tools to develop the final versions of their computer infographics. If not available at school, they may do it for homework or even use material such as cardboards and markers to create them. Explain to students that it is necessary to include all the corrections they have done during the editing phase in this session. Invite them to present when they are ready.

Day 3

Lesson 3



Computer Infographic

Remember that in this unit, you will design a computer infographic in which you will explain the operation of a machine. Get in small teams to continue preparing your product. Do the following activities.

- Reread the statements you wrote and, on a sheet of paper, draft an illustration for each of them.
- Draft a template for your computer infographic and order the information and images.
- Use lines and arrows to link ideas.
- Write additional notes.
- File your graphic resources in your portfolio.



- Can I write information?

Yes

No

How can I improve?

- Can I edit texts?

Yes

No

How can I improve?

Product

Computer Infographic

As you may recall, in this unit students will design a computer infographic in which they will explain the operation of a machine. In this lesson, students will draft their texts using the statements they already have, prepare their templates, and create some graphic resources for it. Monitor while they work to check each step is completed. This activity will be the third evidence in this unit; ask students to file it following the procedure you prefer.

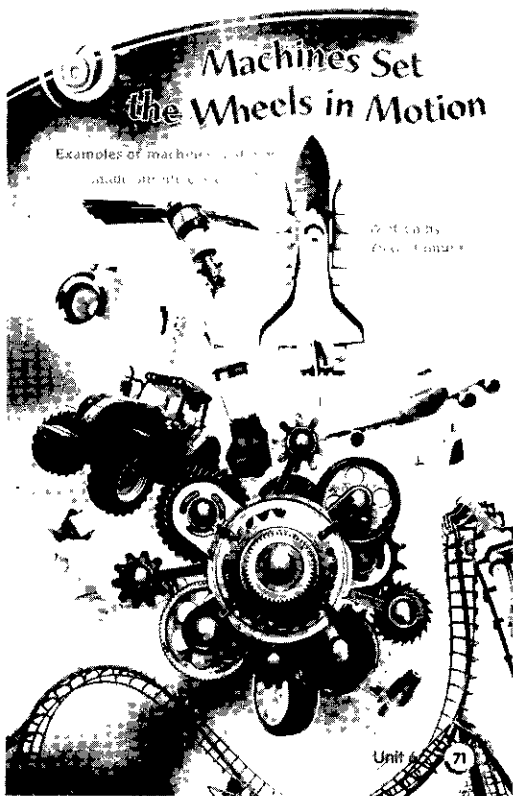
Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, tell students to identify the activities from the lesson that helped them accomplish them (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box; if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 3, p. 97: Use the **Individualized Feedback Strategy** if you notice pairs are struggling to paraphrase the information. Have them focus their attention on main ideas, one at a time, and guide students to explain them using their own words.

Activities 4, 5, 6, and 7, p. 98: Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students; e.g., one student tutors another to write the instructions, but the one being tutored draws beautifully.



Do the following activities to support this unit's social practices of the language: To paraphrase information to explain the operation of a machine.

1. **What simple machine do you use the most in your everyday life?**

Simple machine	Examples
----------------	----------

2. **Are machines very important in your life? Write some reasons below.**

3. **Find information about how a machine works. Paraphrase the process to a partner.**

<http://www.youtube.com/watch?v=311111111111>
 If you want to know some suggestions to learn more about how machines work, you can follow the link provided.

82 Unit 6

ICT Box

Explain to students that the best way to learn is by observing and exploring. Tell them that on the website there are eight steps to know more about machines. Ask them to go to the link provided and make a glossary of unknown words, so that they understand everything in case they want to follow the steps.

1. **What simple machine do you use the most in your everyday life?**

Remind students that simple machines can be used in different ways or as part of other machines. Tell them to find examples of simple machines in the text and circle the ones they use. Then, they can count how many they use on each section of the text and write them on the table.

2. **Are machines very important in your life? Write some reasons below.**

Ask students to think of three fields or situations in which they use machines very frequently (transportation, cooking, a hobby, homework, etc.). Then, they have to write the reasons why machines are important in those fields.

3. **Find information about how a machine works. Paraphrase the process to a partner.**

Tell students to think of a machine they use a lot and that is important to them. They have to find information about how it functions, and then tell a partner about it, using their own words.

Product and Assessing My Learning Process

Product

Computer Infographics

Now it's time to present your computer infographic to your classmates. Get together with your team and do the following activities:

- **Check the relevance of the information you included.**
 Is your content clear?
 Are all statements necessary?
- **Review your sequencing.**
 Are the steps ordered in a logical sequence?
 Are you including graphic resources to indicate the sequence?
- **Analyze the language you are using.**
 Is it appropriate for your audience?
 Are all your statements clear and concise?
- **Assess the images.**
 Are you including one image per step?
 Are all of them contributing to help the student understand how the machine is operated?
- **Check spelling and punctuation.**
 Did you use a dictionary to check spelling?
 Do you end your statements with a period?
 Did you separate ideas using commas?
- **Use an online free app to create your computer infographic.**
 Once it's ready, use a projector to share it with your class.

Ask your teammates to give you feedback about the performance you had during the preparation and presentation of your computer infographic. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

Computer Infographic

Work as a whole class. Read aloud each step and the questions related to it. After you read each of them, give teams a few minutes to check the aspect mentioned while you walk around to check their work and make suggestions to improve. Once teams are ready, have them present their computer infographics to the class. Use the format for anecdotal record provided to evaluate each student's presentation individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 89 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson Activity It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p. 92)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p. 93)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 3 (p. 100)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Computer Infographics		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them design their computer infographics. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Anecdotal Record

Name: _____

Lesson 1	
Description of the Situation	Interpretation

Lesson 2	
Description of the Situation	Interpretation

Lesson 3	
Description of the Situation	Interpretation

Product Presentation	
Description of the Situation	Interpretation

7

What Kind of Experiences Do You Like to Share?

Unit Overview

<ul style="list-style-type: none"> Family and Community Environment Communicative Activity <ul style="list-style-type: none"> Exchanges associated with information about oneself and of others 		<ul style="list-style-type: none"> Social Practice of the Language <ul style="list-style-type: none"> To comment one's own and others' experiences in a conversation 	
Achievements <ul style="list-style-type: none"> Listen and revise conversations about personal experiences. Understand general sense, main ideas, and details. Share personal experiences in a conversation. 		Vocabulary <ul style="list-style-type: none"> amused antique at ease dizzy fond interlocutor kid kinesthetic mood spin 	
Language <ul style="list-style-type: none"> Expressing lack of understanding Connectors to link ideas Expressions to show interest and surprise Language to give details 		Learning to Learn Tips to catch your interlocutor's attention	
Skills Knowing your audience to adapt your language		Audio Tracks 20-26	
Product Autobiographical Anecdote		Reader's Book "How a Ukulele Saved Our Lives", pp. 83-96, Track 45	
Evaluation Tool Observation Guide			

7 What Kind of Experiences Do You Like to Share?

Analyze the pictures and answer the question.

Family and Community Environment

Social Practice of the Language
 To comment one's own and others' experiences in a conversation.

Achievements

- Listen and revise conversations about personal experiences.
- Understand general sense, main ideas, and details.
- Share personal experiences in a conversation.

Product Autobiographical Anecdote


In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask the class if they have ever had similar experiences and encourage them to talk about them.

Organize the class into teams of three and read aloud the title: *What kind of experiences do you like to share?* Give them a few minutes to discuss their answers. Ask one person from each team to share their answers.

Photocopy the observation guide provided at the end of the unit and use it to evaluate each student individually throughout each lesson. Remember that observation is a flexible approach that gives you the opportunity to mix qualitative and quantitative data about a process within a natural context.

Lesson 1


Listen and circle the places that the students and teacher visited.



Think about the best experience you have had during a vacation and draw it below. Then, describe your drawing to a partner.

Ask *Wh-* questions about your partners' experience.

Work in pairs with the book. After the activity, read pages 83-87 from the Reader's Book with your partner, together.


Reader's Book
 Read pages 83-87 from the Reader's Book.

Unit 7 105

ever had during vacations and to draw it trying to include details (the place, the weather, who they were with, etc.). Finally, organize the class into pairs and give them some time to describe their drawings to each other.

3. Ask *Wh-* questions about your partners' experience.

Students will review the use of *Wh-* questions they learned in Unit 4 by asking each other details about their experiences. Monitor while they work to check they are using them correctly. Provide feedback.

If time allows, divide the class into two big teams. Give them some time to write a list of five places to visit during vacation. When they have them ready, toss a coin to see which team goes first to say the name of a place. The other team will have 30 seconds to describe the activities that can be done in that place. Teams will score points for each activity they mention.

Tell students they have to read pages 83-87 in their Reader's Book and think about the answer to the following question: *What was the first problem that Angel and Ismael had on their trip?*

Achievement

Listen and revise conversations about personal experiences.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

- Listen and circle the places that the students and teacher visited. ^{20'}
 Draw students' attention to the pictures. Explain that they will hear a conversation in which some students and a teacher will share where they have gone for vacation. Play Track 20 for them to circle the places mentioned. Check orally.
- Think about the best experience you have had during a vacation and draw it below. Then, describe your drawing to a partner.**
 Ask students: *Do you follow the same routine when you are on vacation?* Invite them to share what they usually do when they don't have to go to school, and encourage them to say what their favorite activities are. Tell them to recall the best experience they have

Day 2

Lesson 1

Listen and order the dialogue.

- Did the trip give you a bad memory of starting to feel...?
- Wasn't it a great experience?
- Ask the speaker about their very well. Everybody seemed to be there. You will find a nice? I would like to go. They say there are wonderful places for backpacking. Right? What they say, but we didn't go. We were really sorry to get together of the trip.
- On the one day?
- Well, yes. I was because my cousin accidentally kicked the ball one, by into my head so I referred not to go again.
- Good heavens!
- That's why, the decision to go soon. We were really... of the trip. My grandfather has some ideas. My... and even... the ground below. We started talking interesting stories related to... I sure it is very... of the... I have some pictures. Let me show you.
- Didn't you get bored?
- No way! We played board games, watched TV, and did a field and one day, we went to the bank to play soccer.
- Could you explain that? Could you give an example?

Reread the dialogue and identify two pairs of sentences that express the same thing using different words.

- We were really, really all together at the time. Everybody seemed to be at ease there.
- Local started to feel dizzy. He felt that the world started to spin around me.

Go back to the dialogue in Activity 4 and circle the questions that the boy used to ask for clarification. Write some others he could have used.

Use your partner's. Could you explain that? Could you give an example?

Time to Shine!

- Show the pictures from Activity 7 to your parents or grandparents, ask them to share an experience related to one of them with you.

(Answers may vary.)

Reader's Book

What was the first problem that Angel and Ismael had on their trip?

106 Unit 7 Ask questions about how ideas and people can be represented in different ways

Achievement

Listen and revise conversations about personal experiences.

Teaching Guideline

Ask questions about how ideas and people can be represented in different ways (e.g., *Suddenly, I started to feel dizzy* vs. *And then, the world started spinning*; *She seemed to be at ease there*; *She looked really comfy there*).

Development

- Listen and order the dialogue. Encourage students to share experiences they have had when visiting relatives who live in a different town. Then, elicit from students what was the conversation they heard in Activity 1 about (some students who shared where they went during their vacations). Explain that this time they will listen to some details about the experience that the girl who visited her grandparents in Jalisco had. Read instructions aloud and play Track 21 for them to perform the task. Finally, encourage students to look up the words included in the glossary and suggest some others for their class glossary.

- Reread the dialogue and identify two pairs of sentences that express the same thing using different words.

Write on the board: *My grandparents' home is enormous.* / *The house where my grandparents live is huge.* Ask students what happens with these sentences (the structure and some words are different, but they transmit the same idea). Read instructions aloud and have them look for similar examples in the dialogue they listened to. Check by asking volunteers to write the answers on the board.

Finally, explain to students that you will throw a soft ball (or paper ball) to different students randomly. Each time you do it, you will say a word and they should say a synonym, e.g., *analyze – evaluate*. You may use the following words: *created – invented, buddy – friend, educator – teacher, kids – children, cute – pretty, big – large*. You may also ask volunteers to lead the game.

Language 180

Go to page 180 in the Activity Book and read the expressions and questions used to express lack of understanding to help students identify them in the following activity.

- Go back to the dialogue in Activity 4 and circle the questions that the boy used to ask for clarification. Write some others he could have used.

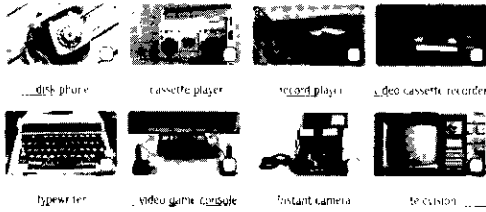
Read instructions aloud and give students a few minutes to go back to the conversation to identify the questions. Check orally. Then, to have them ask questions about how ideas and people can be represented in different ways, have them suggest some other questions that the boy might have used. Read the sentence in the Time to Shine! box, draw their attention to the pictures in Activity 7 on the next page, and assign the task for homework.



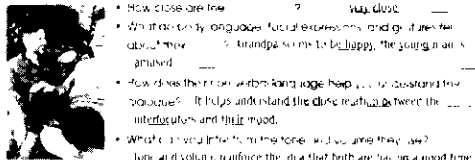
Discuss the question related to the text from the Reader's Book. Ask a student if the boys had a problem when they were planning the trip (no). Ask another student if they had a problem when they got to the airport in Italy (yes). Ask another student what the problem was (their suitcases didn't get to the airport). Now ask the class what the consequences were (Angel and Ismael had just a few clothes in their backpacks; their suitcases would be sent to Rome after three days).

Lesson 1

Work in pairs. Look at Grandpa's antiques, check (✓) the ones that you know, and write their names.



Work in pairs. Look at the picture, listen to Grandpa's story, and answer the questions.



Listen again and circle the correct answer.

a. How often I forget it? suggests that he has forgotten it. He usually remembers.

b. Grandpa's fond of the record player. suggests that he's usually thinks it's old and useless.

c. He's usually surprised about the story.

Share the story your parents/grandparents told you. Circle the modalities of communication they used to transmit their message; give details. (Answers may vary.)

Value the effect caused by non-verbal language. Analyze choice of expressions and repertoires used. Identify modality of communication. **Unit 7 107**

Achievement

Listen and revise conversations about personal experiences.

Teaching Guidelines

- Value the effect caused by non-verbal language (e.g., proximity among interlocutors, eye contact, voice volume, breaks, etc.).
- Analyze choice of expressions and repertoires used.
- Identify modality of communication.

Development

- Work in pairs. Look at Grandpa's antiques, check (✓) the ones that you know, and write their names. Remind students that the previous session they heard a conversation about a girl who visited her grandparents in Jalisco. Explain to them that these are the pictures of the grandpa's antiques that Amy was talking about. Organize the class into pairs and have them share their previous knowledge about these objects. Ask pairs to share their answers with the class.

- Work in pairs. Look at the picture, listen to Grandpa's story, and answer the questions.



To value the effect caused by non-verbal language, draw students' attention to the picture and ask: *Who do you think the people in the picture are? (Amy's grandpa and an older cousin or an uncle) What are they doing? (talking) How is their mood? (it seems they are having fun).* Play Track 22 for them to listen to the conversation. Then, work as a whole class, reading each of the questions aloud to elicit their answers. Write them on the board for students to copy them.

- Listen again and circle the correct answer.



Play Track 23 for students to analyze choice of expressions and repertoires used. Pause after each of the phrases is said and elicit the answer to each question.

Skills 181

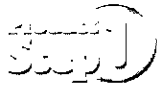
Go to page 181 in the Activity Book and have them read the information about adapting language when transmitting a message.

- Share the story your parents/grandparents told you. Circle the modalities of communication they used to transmit their message; give details.

To help students identify modality of communication, draw students' attention to the picture in Activity 8 again and ask: *Are they using words to communicate? (yes) Are they using gestures and facial expressions? (yes) Are they hugging or touching each other while speaking? (no)* Then, say: *They are using verbal and visual communication but not kinesthetic.* Invite them to look up *kinesthetic* in their glossary and read the definition aloud. Then, ask them to share the stories they brought for homework having them identify the modalities of communication their parents or grandparents used to tell their stories.

Day 3

Lesson 1



Autobiographical Anecdote

In this unit, you will share an autobiographical anecdote with your classmates. In order to start preparing your product, do the following activity:



- Fill in the chart with interesting personal anecdotes you would like to share. Copy it on a sheet of paper and file it in your portfolio.

Anecdotes	Place	How Old Were You?	Who Was with You?	Why Was it Special?
-----------	-------	-------------------	-------------------	---------------------

Self-reflection

- Can I listen and revise conversations about personal experiences?

Yes

No

How can I improve?

108 Unit 7

Differentiated Instruction

Activity 2, p. 105: Use the **Stimulate Student Senses Strategy**. After reading instructions, tell them to close their eyes and try to imagine that they are in that place and moment. Have them visualize every detail that was around them and to recall the sounds, odors, and every sensation they had while being there. Then, give them some time to draw trying to include it all.

Activity 5, p. 106: Use the **Mini Lesson Strategy** to help struggling students find the pairs of sentences. Tell them to use the information provided in the Appendix to identify the questions that are used to express lack of understanding and then have them read the sentence before and after each of them. Explain to students that the boy is asking those questions because he doesn't understand, so the girl is trying to explain using different words.

Product

Autobiographical Anecdote

In this unit, students will prepare and share an autobiographical anecdote in a conversation with their classmates. In this lesson, they will start thinking which personal anecdote to share. They will use the chart to write relevant information about different personal anecdotes so they can compare and decide. Walk around and monitor encouraging them to write as many details as they can. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

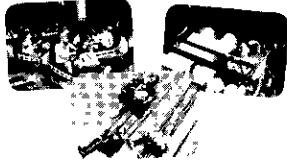
Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Day 2

Lesson 2

Work in pairs. Look at the pictures and share if you have ever had a similar experience.



- Where?
- Who did you go with?
- What is your favorite amusement park ride?
- How does it make you feel?

Work in pairs to fill in the blanks with an appropriate connector. Listen to the voice message to check.

Hi! So, this is Peter. Would you like to come with me to the amusement park? It's a little bit far from home, but it has the best amusements ever! Last Friday, we went and we were amazing. We went to the roller coaster. But, to the roller coaster, I rode it seven times. My little brother didn't like it so much, he got so scared that he began crying. I'm sure that if you go with me, we'll have a lot of fun together. Because you also like riding amusements, will you please call me back if you're interested.

Match each connector with its purpose. Then, use the connectors in sentences.

- | | | | |
|------------|---------|------------------|------------|
| a. add | e. if | h. conditional | b. but |
| c. however | g. that | f. synthetically | k. because |
| d. cause | l. and | g. result | d. then |
| h. acquire | i. as | | |

Write a short reply to the voice message showing interest. Then, rehearse saying it out loud.

Answer: I would love to go with you to the amusement park. It sounds like a lot of fun. I'll call you back when I can.

Reader's Book
What was the second problem that Angel and Ismael had?

Achievement

Understand the general sense, main ideas, and details.

Teaching Guidelines

- Analyze use of connectors to link ideas (e.g., *As we were arriving, we heard a loud sound coming from the house. I got so scared that it made me cry.*).
- Value structure of expressions.

Development

4. Work in pairs. Look at the pictures and share if you have ever had a similar experience.

Draw students' attention to the pictures and ask them: *What kind of place is this?* (an amusement park). Organize the class into pairs and have them share experiences they have had in amusement parks. After a few minutes, invite some pairs to talk about their partner's experiences using indirect speech to recycle what they learned in Unit 4.

Language 180

Go to page 180 in the Activity Book to read the information about connectors; elicit examples for each of them.

5. Work in pairs to fill in the blanks with an appropriate connector. Listen to the voice message to check. 25

Organize the class into pairs, read instructions aloud, and give them some time to perform the task while you monitor walking around. Play Track 25 pausing after each answer is said to check.

6. Match each connector with its purpose. Then, use the connectors in sentences.

Students will work individually on this task to analyze the use of connectors to link ideas. Tell them to use both the information from the Appendix and the examples they have in the previous activity to infer each connector's purpose. Check orally. Finally, say each of the connectors aloud and invite different students to use them in sentences in which they describe a vacation experience.

Language 180

Go to page 180 in the Activity Book and check the expressions to show interest and surprise. Elicit examples on how to use each of them during a conversation.

7. Write a short reply to the voice message showing interest. Then, rehearse saying it out loud. 3


Reread the voice message presented in Activity 5. For students to value the structure of expressions, invite them to use the expressions they read in the Appendix to write a reply to the message as in the example provided.

Finally, have students describe their favorite place in town.



Discuss the question related to the text from the Reader's Book. Ask students about the plans Angel and Ismael made before the trip (plane tickets, suitcases, itinerary, budget, accommodation). Ask them if there was something that they didn't plan (yes, they didn't buy train tickets from Venice to Rome). Ask them why they couldn't buy the tickets as soon as they arrived in Venice (they lost their wallets, where they had all their money and credit cards).

Lesson 2

Listen and explain what task the students should do.  Possible answer:

Visit these Instagram jobs and describe their experiences.

Read about the experiences from two different students. Use the flow charts to order the events in each case.



I went with my parents. We took the metro to get there. We decided to have breakfast in a very old restaurant. It was delicious! Then we went to the Cathedral, but we didn't stay for a long time. We continue our way to the National Palace and finally we went to the Templo Mayor, which was my favorite. I really liked the wall of murals! And the store, the guide told us about the Aztecs. Our day was fantastic. We all were in a very good mood.

Event 1
They took the metro to get there.
↓
Event 2
They had breakfast.
↓
Event 3
They went to the Cathedral.
↓
Event 4
They went to the National Palace.
↓
Event 5
They went to the Templo Mayor.

My favorite place was the National Palace, there were some amazing murals painted by Diego Rivera in which he portrayed historical scenes. My other day, not so much, we had to get there by trolley. It was really fun! Before the National Palace we visited the Cathedral and then the Templo Mayor. When we finished our itinerary, we ate some *chilaquiles* near the metro station.



Event 1
They took the trolley to get there.
↓
Event 2
They went to the Cathedral.
↓
Event 3
They went to the Templo Mayor.
↓
Event 4
They went to the National Palace.
↓
Event 5
They ate *chilaquiles* near the metro station.

Work in pairs to talk about an experience visiting a historic site. Use the sequence that you think will catch your listener's attention.

Time-to-Shine!

• Mention some historic sites near your town. (Answers may vary.)

Contrast sequences of enunciation.

Unit 7 111

Achievement

Understand the general sense, main ideas, and details.

Teaching Guideline

Contrast sequences of enunciation.

Development

8. Listen and explain what task the students should do.



Go back to page 105, draw students' attention to the pictures in Activity 1, and ask: *Do you recall what the teacher did during his vacation?* (he visited some interesting places in the city). Play Track 26 for students to identify details about the task that the teacher assigned. Check orally.

9. Read about the experiences from two different students. Use the flow charts to order the events in each case.

Explain to students that they will read the homework of two different students and they should identify the order in which the events in each case took place. Monitor while they work individually and finally, to have them contrast sequences of enunciation, ask: *Which text followed a chronological order?* (the first).

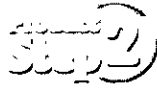
Which one was written in order of importance? (the second). *Do you understand both?* Remind them that there are many different text patterns and they are free to choose the one they think will catch their listener's attention. Read the sentence in the Time to Shine! box and encourage them to share some historic sites they know.

10. Work in pairs to talk about an experience visiting a historic site. Use the sequence that you think will catch your listener's attention.

Organize the class into pairs, read instructions aloud, and have them talk about their experiences while visiting historic sites. You may write the following questions on the board so they can take them as a guide: *Where did you go? What did you see? Who did you go with? What did you like the most? How did you feel?*

Day 3

Lesson 12



Autobiographical Anecdote

Remember that in this unit you will share an autobiographical anecdote with your classmates. In order to continue preparing your product, do the following activities.

- Go back to page 106 and choose one of the anecdotes you mentioned in the chart.
- Use the flow chart to clarify the sequence of events.

Event 1
Event 2
Event 3
Event 4
Event 5



- Use connectors to write a short narrative in which you describe your anecdote. If necessary, check the information provided on page 180.

Self-evaluation

- Can I understand the general sense, main ideas, and details?

Yes

No

How can I improve?

112 Unit 7

Product

Autobiographical Anecdote

In this unit, students will prepare and share an autobiographical anecdote in a conversation with their classmates. In this lesson, they will choose the anecdote they would like to talk about and the text pattern they will use to organize the events that took place during their experience. Finally, they will use connectors to link their ideas (p. 180) or to show sequence (p. 178). Monitor while they work and offer help when required.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 3, p. 109: Use the **Jigsaw Strategy**. Organize the class into six teams and assign one term to each team. Have them look for its equivalent in the chat conversation. Finally, draw the chart on the board and ask one member from each team to write their answer on it.

Activity 7, p. 110: Use the **Group Based on Goals Strategy**. Ask struggling students to only select suitable expressions from the Appendix, while advanced students write the complete reply.

Lesson 3

Read the anecdote. Circle the sentence that repeats the exact words somebody said and underline the one that reports them.



It was a quiet weekend last term. Apparently, they had seen a bright light just across the street, etc.).

Think about an anecdote you have had with your best friend. Order the main events on the lines below. Answers: 1, 2, 3, 4, 5

Use vivid language to describe the time, place, and the way in which the events occurred. Answers: 1, 2, 3, 4, 5

Time Place Way

1. Circle the sentence that repeats the exact words somebody said and underline the one that reports them.

Reader's Book
Pages 92-95 from
the Reader's Book



Unit 7 113

Achievement

Share personal experiences in a conversation.

Teaching Guidelines

- Compose statements and sort them into a sequence.
- Include details in main ideas, specifying time, place, and the way in which the events occurred (e.g., *It was a quiet weekend last term. Apparently, they had seen a bright light just across the street, etc.*).

Development

- 1. Read the anecdote. Circle the sentence that repeats the exact words somebody said and underline the one that reports them.**
Draw students' attention to the picture and ask: *What are the kids doing?* (playing, having fun together). Ask a volunteer to read the text aloud and give them some time to perform the task. Check orally.
- 2. Think about an anecdote you have had with your best friend. Order the main events on the lines below.**
Read instructions aloud and invite students to share an anecdote similar to the one they read in the previous

activity. Tell them to compose statements that show the main events and sort them into a sequence. Monitor while they work to provide them with vocabulary they may need.

Language 180.

Go to page 180 in the Activity Book. Invite volunteers to read the examples provided in the section Language to Give Details and elicit the meaning of each word.

3. Use vivid language to describe the time, place, and the way in which the events occurred.

Invite students to include details in main ideas, specifying time, place, and the way in which the events occurred. Explain to them that they may use the vocabulary provided in the Appendix to write their descriptions, but they are expected to look up some other words in their dictionaries. Monitor while they work to offer help when required.

Finally, ask students: *Why are friends important?* Encourage them to share their thoughts.

Tell students they have to read pages 92-95 in their Reader's Book and think about the answer to the following question: *Why does Ismael say that the true hero of their journey is the ukulele?*

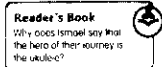
Day 2

Lesson

Work in pairs. Share the anecdote you wrote in the previous session. Use the lines below to write some questions to get more information about your partners' anecdote. Follow the examples. Answers in the box.

Listen to your partner's questions and write your own answers on the lines below. Answers in the box.

Link all the information you have written about your anecdote. Write at least one sentence that repeats the exact words somebody said and one that reports them. Check information provided on page 174. (Answers in the box.)



114 Unit 7 Ask questions to get more information and check understanding. Express personal experiences using direct and indirect speech.

Achievement

Share personal experiences in a conversation.

Teaching Guidelines

- Ask questions to get more information and check understanding (e.g., *So, when you arrived, there was nobody at home...? / And you enjoyed the trip?*).
- Express personal experiences using direct speech (e.g., *The team captain yelled: Everybody, get up!*) and indirect speech (e.g., *The team captain yelled for us to get up, at the top of his lungs.*).

Development

4. **Work in pairs. Share the anecdote you wrote in the previous session. Use the lines below to write some questions to get more information about your partners' anecdote. Follow the examples.**

Organize the class into pairs so they can orally share the anecdote they wrote in the previous session. After they have listened to their partner, have them write *Wh-*questions individually to ask for details.

5. **Listen to your partner's questions and write your own answers on the lines below.**

Tell students to get together with their partner again so they can ask questions to get more information and check understanding. Monitor while they speak to encourage them to speak in English all the time and to correct errors.

6. **Link all the information you have written about your anecdote. Write at least one sentence that repeats the exact words somebody said and one that reports them. Check information provided on page 174.**

Encourage students to put all the information about their anecdote together, including the answers to their partner's questions. In case they have doubts, they can check the information provided on page 178 in the Appendix, about connectors to show sequence. Ask them to use direct and indirect speech to express their personal experiences. Remind them they have learned this structure in Unit 4 and they have some useful information in their books on page 174, which they can use as a reference. Monitor while they work to check what they write.

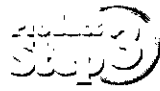
Finally, invite volunteers to share personal anecdotes about funny things they did when they were little kids.



Ask students what Angel and Ismael did after they lost their wallets (they went to the hotel to think of a plan, and Angel suggested singing songs). Ask them to mention where they played their songs and what they got in return (they played in the streets and at some cafés where they got tips and food; they also played at the train station, where they got the money they still needed for the train tickets). Point out that the ukulele made it possible to perform in different places. Also, because of their music, Francesca could find the boys.

Day 3

Lesson 3



Autobiographical Anecdote

Remember that in this unit, you will share an autobiographical anecdote with your classmates. In order to continue preparing your product, do the following activities:

- Go back to page 112 to read the anecdote you wrote. Add interesting information about the time, place, and way in which it occurred.

Time Place Way

- Write an interesting version of your anecdote. Choose an interesting sequence, including plenty of details and vivid language.
- Write questions you may use to interact with your classmates while they talk about their anecdote. Copy them on a sheet of paper and file them in your portfolio.



Self-evaluation

- Can I share personal experiences in a conversation?

Yes

No

How can I improve?

116 Unit 7

Product

Autobiographical Anecdote

As you may recall, in this unit students will prepare and share an autobiographical anecdote in a conversation with their classmates. In this lesson, students will add interesting information to the anecdote they have already written. Suggest that they check vocabulary provided on page 180 and encourage them to use a dictionary or online reference tools to look up new words and expressions. When they finish, they will write some questions they may use to interact with their classmates while they tell their own anecdotes. Remind them that on page 174, they can check the use of question words. Monitor while they work to offer any help they may require. This activity will be your second evidence in this unit; ask them to file it in their portfolio following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they

couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 113: Use the **Bubble Map Strategy** to help visual students organize their ideas. Write in the middle of the board: *Personal Anecdote with my Best Friend*, then draw some circles around with the following titles: *Place, Action, Time, Feelings*. Invite students to copy the bubble map in their notebooks or on a sheet of paper and fill it in. Once they have finished, they can use those ideas to work on the task in their books.

Activity 9, p. 115: Use the **Personalized Feedback Strategy** to work with each of the teams, giving them advice on how to improve the way in which they tell their anecdotes and the way in which they interact among themselves.

Reader's Book



Do the following activities to support this unit's social practice of the language: To comment on one's own and others' experience in a conversation.

1. What can you do to make an anecdote more interesting?
2. Imagine that the story in this text is something that happened to you. In pairs, retell it as your own anecdote.
3. Have you ever been in a situation in which you had to solve a problem? How did you do it? Tell the anecdote to a partner.

1. What can you do to make an anecdote more interesting?
2. Imagine that the story in this text is something that happened to you. In pairs, retell it as your own anecdote.
3. Have you ever been in a situation in which you had to solve a problem? How did you do it? Tell the anecdote to a partner.

96 Unit 7

1. What can you do to make an anecdote more interesting?

Divide the board into two halves. Ask students to mention what kind of information can be used to make an anecdote more interesting (descriptions of places and people, adjectives, a lot of details, etc.) and write it on the first half. Then, ask them how they can tell a better anecdote (use different intonation patterns, change volume and speed, make sound effects or different voices, etc.) and write it on the other half.

2. Imagine that story in this text is something that happened to you. In pairs, retell it as your own anecdote.

Have students get together with a partner. Tell them to imagine that they are the main characters of the story and a few years have passed after the journey. They have to “remember” what happened and tell the anecdote. Their “memories” can include feelings and dialogues that are not in the text. Write on the board “Do you remember when we went to Venice?” as the prompt to begin the anecdote. Remind them to use the elements they discussed in Activity 1.

3. Have you ever been in a situation in which you had to solve a problem? How did you do it? Tell the anecdote to a partner.

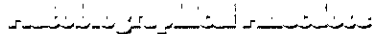
Give students some minutes to plan their anecdote. They can make only some notes, not necessarily write everything. Also tell them to take into account the information from Activity 1 when they tell the anecdote.

ICT Box

Take a look at the website beforehand to know the suggestions of what to do and what to avoid. Have students read the bullets on the “Do” section. Give some examples about one or two of those points (for instance, “Use adjectives and adverbs to make the story interesting—completely exhausted, absolutely terrifying, really embarrassed). Focus now on the “Don’t” section. Exemplify the last two bullets with a personal anecdote. Exaggerate the flat voice and look down all the time. Ask them if that makes the story interesting. Encourage them to be expressive when they tell anecdotes.

Product and Assessing My Learning Process

Product



Before you share your autobiographical anecdote with your classmates, do the following activities:

- **Analyze the expressions and repertoires of words you included.**
Are they appropriate for your audience?
Do they contribute to clarity in explanation?
- **Check your grammar.**
Are you using pronouns correctly?
Do you include direct and indirect speech?
- **Check your sequence of enunciation.**
Do you start with a strong, interesting statement?
Can your audience follow you easily?
- **Include plenty of details.**
Do you use adjectives to describe time, places, and actions?
Can your audience create a mental picture of each event?
Are you using different modalities of communication (verbal, visual, kinesthetic)?
- **Be sure to use prosodic resources adequately.**
Rehearse diction.
Choose appropriate tone, volume, and rhythm to emphasize meaning.
- **Rehearse non-verbal language.**
Decide what is the most appropriate distance for your interlocutors.
Establish eye contact.
Use gestures, facial expressions, and body language.
- **Have your questions of hand.**
Interact with your classmates, give the floor to others, and enjoy yourselves.

Ask your classmates to give you feedback about the performance you had during the preparation and presentation of your autobiographical anecdote. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

118 Unit 7

Autobiographical Anecdote

Work as a whole class. Read aloud each step and the questions related to it. After you read each of them, give students a few minutes to check the aspects mentioned while you walk around to check their work and make more suggestions to improve. Once students are ready, invite each one to the front to share his/her personal anecdote while the rest of the class act as interlocutors, asking questions and using expressions to show interest and surprise.

When everybody has presented, give students some time to exchange books with three of their classmates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 105 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure,

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step II (p. 102)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step III (p. 103)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step IV (p. 104)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Autobiographical Anecdote		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Unit 7 119

etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then, have them describe the different steps that helped them prepare and share their autobiographical anecdotes. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Observation Guide

Name: _____

Use **F** (frequently), **S** (sometimes), and **NY** (not yet) in the Evaluation column to document how often the listed behaviors are observed during each of the lessons. Don't forget to add qualitative evaluation in the Comments column.

Behavior	Evaluation			Comments
	F	S	NY	
Student asks questions to express lack of understanding when listening to others.				
Student uses non-verbal language to convey meaning and emotions.				
Student varies expressions and words when speaking.				
Student uses different modalities to communicate.				
Student uses connectors appropriately.				
Student identifies main ideas in others' speeches.				
Student sequences ideas adequately.				
Student includes details about the time, place, and the way in which events occurred.				
Student uses direct and indirect speech.				
Student uses strategies to interact with others in a conversation.				
Student uses strategies to emphasize meaning.				
Student adapts speech to different audiences.				

Additional Observations:



How Is My Culture Different or Similar to Other Cultures?

Unit Overview

Recreational and Literary Environment Communicative Activity Understanding oneself and others		Social Practice of the Language To read short literary essays for contrasting cultural aspects	
Achievements <ul style="list-style-type: none"> Revise short literary essays. Read and understand general meaning, main ideas, and details of literary essays. Describe and compare cultural aspects. 		Vocabulary <ul style="list-style-type: none"> amazing artistic belief cultural fabric heritage parade unique value weave 	
Language <ul style="list-style-type: none"> Adjectives Adverbs of degree Steps to paraphrase Ways of comparing and contrasting 		Learning to Learn Respecting different opinions	Audio Tracks 27-30
Skills Parts of an essay		Reader's Book "Eat, Dance, and Celebrate!" pp. 97-108, Track 46	
Product Comparative Chart		Evaluation Tool Questionnaire	



How Is My Culture Different or Similar to Other Cultures?

Analyze the pictures and answer the question.

Recreational and Literary Environment
 Social Practice of the Language
 To read short literary essays for contrasting cultural aspects
 Attainment
 • Recreate and identify words
 • Understand general meaning
 • Understand details of literary essays
 • Describe and compare cultural aspects
 Product: Comparative Chart

In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Elicit from the class that all of them are showing cultural expressions from around the world. Go one by one asking: *What does it reflect from the culture that it belongs to?* Accept all points of view allowing them to use some Spanish words to make them feel confident to express themselves, but always providing them with the words or phrases in English and have them repeat after you.

Finally, organize the class into teams of three and read aloud the title: *How is my culture different or similar to other cultures?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Look at the mind map and give examples for each of the cultural expressions in your community. Follow the example.

Draw the cultural expression from your community that you like the most and describe it to one of your classmates.

Work in teams to compare your drawings.

Compare drawings with the purpose of the unit and then draw it with the purpose of the unit.

Reader's Book
Read pages 97-101 from the Reader's Book.

Unit 8 121

Achievement

Revise short literary essays.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

1. **Look at the mind map and give examples for each of the cultural expressions in your community. Follow the example.**

To engage students with the theme of the unit and have them connect it with their personal experience, draw their attention to the mind map. Read aloud the title in the center, *Cultural Expressions*, and ask volunteers to read the titles of each of the branches to check if they know the meaning of the words.

Once you are sure they understand all the words included in the mind map, draw their attention to the example and ask one volunteer to read it aloud. Then, invite different students to give examples for each of the cultural expressions mentioned in the branches of the mind map.

2. **Draw the cultural expression from your community that you like the most and describe it to one of your classmates.**

Ask students to think about representative cultural expressions in their community. Tell them these cultural expressions can belong to any of the branches from the mind map they worked with in Activity 1 (art, food, language, beliefs, etc.); you may give them some examples: Guadalajara: Mariachi music, Mérida: *bombas*, Oaxaca: *mole negro*). Tell them to choose their favorite and draw it including as many details as they can. Then, organize the class into pairs and give them some time to describe the cultural expression they drew to each other. Monitor to provide them with the vocabulary they may need.

3. **Work in teams to compare your drawings.**

Organize the class into pairs. Give them some time to share their drawings and some information about the cultural expression they draw while you walk around and monitor encouraging them to speak in English all the time. Invite pairs to share similarities and differences they found between their preferences.

Finally, ask students: *Which cultural expressions interest you the most? What would you like to know about them?* Have them write their reflections in their notebooks as they may be useful for choosing the themes for the elaboration of their product.

Tell students they have to read pages 97-101 in their Reader's Book and think about the answer to the following question: *How does food give us identity?*

Day 2

Lesson 1

Work in pairs. Look at the pictures and comment your impressions.



Look at the following Index. Circle the essays that you would choose to read if you want to know about the Cow Parade.

Index
www.englishworks.com

Cultural Events in the World (2012)
 Cultural Values and Charities: A Great Combination (1996)
 Cow Parades: Art Enthusiasm that Inspires (2011)
 Sacred Cows: the Symbol of a Modernity Culture (2012)
 Walter Dill Scott's Cow Parade: A Futuristic Initiative (2009)

Work in pairs. Read the titles of the essays from the previous activity and fill in the chart (Possible answers)

	What do you think it is about?	What was it written for?	Who is more likely to read it?
Cultural Events in the World (2012)	cultural events in other countries	to give an opinion	cultural events in cities
Cultural Values and Charities: A Great Combination (1996)	a European enterprise	to inform or persuade	art enthusiasts
Cow Parades: Art Enthusiasm that Inspires (2011)	cows' vegetation	to inform	people interested in ancient cultures
Sacred Cows: the Symbol of a Modernity Culture (2012)	cows' suffering	to persuade	animal lovers
Walter Dill Scott's Cow Parade: A Futuristic Initiative (2009)	historical exhibits	to explain	philanthropists

Establish a purpose for reading an essay that includes information about the Cow Parade. (Possible answer)

To be informed, to know people's opinions about it.

Reader's Book
How does food give us identity?

122 Unit 8

Value the choice of texts from indexes and publication data / Use previous knowledge to recognize topic, purpose, and intended audience / Clarify purpose of reading

Achievement

Revise short literary essays.

Teaching Guidelines

- Value the choice of texts from indexes and publication data.
- Use previous knowledge to recognize topic, purpose, and intended audience.
- Clarify purpose of reading.

Development

4. Work in pairs. Look at the pictures and comment your impressions.

Ask: *What do cows symbolize to you?* After listening to their ideas, explain that in some cultures cows symbolize fertility or abundance, that some goddesses have been depicted as cows (in ancient Egypt and ancient Scandinavia, among others), and that Hindus consider them sacred animals.

Then, draw students' attention to the pictures, have them describe them, and ask: *Do you like them? Why or why not?* Encourage them to share their opinions and ideas giving reasons. Then, explain that all these cows are part of an exhibition called Cow Parade that started in 1999.

5. Look at the following index. Circle the essays that you would choose to read if you want to know about the Cow Parade.

To help students value the choice of texts from indexes and publication data, explain that an index is a database containing information about books, magazines, articles, essays, etc., in a library. Explain that by looking at the titles and publication data, they can choose the documents that are more likely to contain the information they need. Have them work individually on the task and once they have finished, check orally explaining incorrect answers (the first includes the word *cow* but focuses on milk production, the second was published before the year that the Cow Parade started, and the fourth focuses on the religious connotation of cows in some cultures).

6. Work in pairs. Read the titles of the essays from the previous activity and fill in the chart.

Guide students to fill in the chart encouraging them to use their previous knowledge to recognize topic, purpose, and intended audience. Read the first title on the left column and ask each of the three questions eliciting the answers from different students; help them by stressing key words in the title, e.g., *cultural*, *charity* and provide them with vocabulary they may need. Follow the same procedure for the rest of the titles. Once you have finished, invite them to select words for the class glossary.

7. Establish a purpose for reading an essay that includes information about the Cow Parade.

To clarify purpose of reading, ask: *What information would you like to know about the Cow Parade?* Listen to their answers and give them some time to write while you monitor to check. If time allows, organize the class into teams and have them create a design for a cow in the Cow Parade. Invite them to include a cultural aspect from their community in their designs.



Discuss the question related to the text from the Reader's Book. Write on the board the following phrases: *local cuisine/geography, specific flavors or ingredients, language, food choices*. Tell students that all these aspects are part of our identity. Then, ask students to give examples for each topic related to Mexico (traditional dishes and where they are from, such as *cochinita pibil* from Yucatan; common ingredients of Mexican food; phrases related to food like *ser pach comido, estar como un fideo, quedar como sopa, ponerse como tomate*; personal food habits).

Lesson 1

Read the essay. Circle a compare-contrast pattern, underline a cause-effect pattern, and draw a rectangle around a problem-solution pattern. Review the information provided on page 173.

Article

www.englishworks.com

Cows That Help

Cow is one of the most popular exhibits around the world. Since 1998 it has been staged in 79 cities worldwide. More than 250 million people have enjoyed their walk, but besides the value it also contributes to building a better world as it raises money for charitable organizations.

Mexico City was embroiled in 2005 by 250 people that found a temporary home in some of its alleys and streets. In the past few years, cow was far of them. It was not only a value. At the top there were some people who argued that many of the cows were just advertising the brand of the project's sponsors. I think we should focus on the positive aspects of this event.

As we know, unfortunately there are many kids who live in the streets and need help to have a better life. Considering the seriousness of the situation, part of the money that was raised by the auctioning of the cows at the end of the event was given to organizations that support them.

In conclusion, Walter Knapp, the creator of the Cow Parade, has left a wonderful artistic and social to the world.

Work in small teams. Share what you know about fundraising artistic events in your town.

Time-to-Shine!

Have you ever been in a public art exhibit? Share your experience.

Think about an initiative in which you may combine culture and charity. Explain it in the following lines. (Answers may vary.)

Analyze text for organization to determine patterns.

Unit 8 123

Achievement

Revise short literary essays.

Teaching Guideline

Analyze textual organization to determine patterns (e.g., comparison and contrast, cause and effect, problem and solution, etc.).

Development

8. Read the essay. Circle a compare-contrast pattern, underline a cause-effect pattern, and draw a rectangle around a problem-solution pattern. Review the information provided on page 173.

Organize the class into teams and have them write a list in which they mention the seven textual patterns they learned in Unit 3 (chronological, compare and contrast, order of importance, sequence, spatial, cause and effect, and problem and solution); ask them to give examples for each. Challenge them to do it without looking for the information in their books. Praise the team that finishes first. To check, invite them to look for the information on page 173.

Then, read instructions aloud and have students

perform the task individually to analyze textual organization to determine patterns. Check orally, have them read the meaning of glossary words, and invite them to suggest more for the class glossary.

Ask the question in the Time to Shine! box and invite students to share details about their experiences.

9. Work in small teams. Share what you know about fundraising artistic events in your town.

Organize the class into small teams and give them some time to share information about fundraising artistic events they know have taken place in their town. Monitor walking around to encourage them to speak in English.

10. Think about an initiative in which you may combine culture and charity. Explain it in the following lines.

Students will continue working in teams to perform this task. Read instructions aloud and once you are sure they understand what they should do, give them some time to discuss it among themselves. Invite teams to share their initiatives with the class and discuss the viability of them.

Day 3

Lesson

Step 1 Comparative Chart

In this unit, you will create a chart in which you will contrast cultural aspects. In order to start preparing your product, get in teams and do the following activities:

- Fill in the graphic organizer.



- Choose one of the cultural expressions you mentioned in the graphic organizer. Describe it giving as many details as you can, and include how you feel about it.

- For homework, look for literary essays that talk about the cultural expression you chose in at least two different cultures.

- Write some questions to guide your research; ask for specific aspects related to the cultural expression you chose. Follow the example.

Self-Evaluation

- Can I revise short literary essays?

Yes

No

How can I improve?

124 Unit 8

Product

Comparative Chart

In this unit, students will create a chart in which they will contrast cultural aspects. In this lesson, they will decide who they will work with (small teams, no more than four students), they will choose a cultural expression to work with, and they will write some *Wh*-questions to look up the information they would like to know about different aspects related to that expression. To make the tasks easier, invite them to check the notes they wrote in their notebooks for Activity 3 on page 121. Monitor while teams work and, when they have finished, invite them to share the cultural expressions they chose and their questions with the class.

For homework, ask students to look for essays that might have information to answer their questions.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the “Yes” box; if they couldn’t, tell them to check the “No” box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 121: Use the **Gather Background Strategy** to find out if any of your students comes from different backgrounds. Encourage them to draw cultural expressions from the places where they come from.

Activity 5, p. 122: Use the **Choral Response Strategy** to encourage shy students to participate saying the correct answers aloud.

Lesson 2

Listen and read the beginning of the essay and share a personal experience you have had with percussion instruments.

Continue listening and reading the essay. Write one sentence to summarize the information.

Finish listening and reading. Identify implicit information in the following fragment. Write a question to ask for it and share it with your class. Review information provided on page 175.

Make connections between personal experiences and information that is read. Monitor comprehension. Infer implicit information, asking questions about the text.

Reader's Book
Read pages 102-104 from the Reader's Book.
Unit 8 125

Achievement

Read and understand general meaning, main ideas, and details of literary essays.

Teaching Guidelines

- Make connections between personal experiences and information that is read.
- Monitor comprehension.
- Infer implicit information, asking questions about the text.

Development

1. Listen and read the beginning of the essay and share a personal experience you have had with percussion instruments.

Invite students to share which their favorite musical instrument is and why. Then, play Track 27 and ask students to follow the reading while they listen. Then, to have them make connections between personal experiences and information that is read, invite them to share their experiences. Encourage them to recall how they probably designed their own percussion instruments such as beating on their mother's pots and pans.

2. Continue listening and reading the essay. Write one sentence to summarize the information.

Play Track 28 and have students follow the reading in silence. To monitor comprehension, read instructions aloud and have them perform the task by paraphrasing the information they read. Check orally and ask volunteers to read the definitions of glossary words at the end of their books.

3. Finish listening and reading. Identify implicit information in the following fragment. Write a question to ask for it and share it with your class. Review information provided on page 175.

Play Track 29 for students to finish reading the essay in silence. Then, read instructions aloud and ask them to go to page 175 to review the information provided about the difference between implicit and explicit information. If necessary, check the examples from Unit 4, page 65. Then, organize the class into pairs and monitor while they write their questions about the text to offer help when required and check structure. Once everybody has finished, invite volunteers to read aloud their questions, and encourage the rest of the students to infer implicit information from the text to answer.

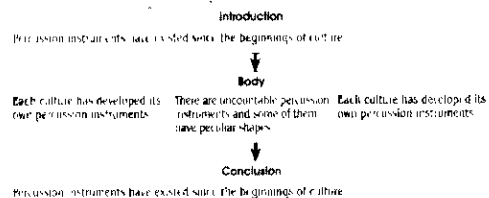
Tell students they have to read pages 102-104 in their Reader's Book and think about the answer to the following question: *What are some cultural purposes of dance?*

Day 2

Lesson 2

Identify your doubts about the essay on the previous page and reread it to solve them.

Work in pairs. Reread the essay on page 126 and use your own words to tell what was said in each of the parts of the essay. Possible answers:



Close your eyes and imagine the scene described in Activity 3. Draw it including as many details as you can.



126 Unit 8

Generate information to solve comprehension issues.
Create images from what has been read.

Reader's Book

What are some cultural purposes of dance?



Achievement

Read and understand general meaning, main ideas, and details of literary essays.

Teaching Guidelines

- Reread information to solve comprehension issues.
- Create images from what has been read.

Development

4. Identify your doubts about the essay on the previous page and reread it to solve them.

Ask students: *Do you have any doubts about the information presented in the essay? Is there a word you don't understand?* Elicit their answers and invite them to reread the information to solve comprehension issues. In the case of the words, encourage them to use the context to infer the meaning. Invite volunteers to share where they found the information they needed to clarify doubts. Finally, have them suggest words to include in the class glossary.

Skills 183

Tell students to go to page 183 and ask volunteers to read aloud the information included in this section to help them identify the parts of an essay.

5. Work in pairs. Reread the essay on page 125 and use your own words to tell what was said in each of the parts of the essay.

Tell students to open their books on page 125 and identify the parts of the essay they read (Activity 1: Introduction, Activity 2: Body, Activity 3: Body/Conclusion). This can be a very challenging activity in which students will need a lot of guidance. Reread the introduction aloud and have students underline key words, encourage them to use a thesaurus to find synonyms and then invite a volunteer to explain what they understand using their own words. Continue the same procedure with the rest of the paragraphs.

6. Close your eyes and imagine the scene described in Activity 3. Draw it including as many details as you can.

To have students create images from what has been read, tell them to close their eyes and read aloud the first paragraph in Activity 3 for them. Give them some time to draw the scene and invite volunteers to share their drawings.



Discuss the question related to the text from the Reader's Book. List on the board the following dance styles: 1. African dance, 2. Bon Odori, 3. Indian dance, 4. Dance of the Parachicos, 5. *Jarabe Tapatio*. Ask some students to come to the front and write the purpose of each one. They can ask for help from their classmates (1. to honor the creators, 2. to celebrate ancestors, 3. to tell a story, 4. to honor saints, 5. to represent a man courting a woman). As an extension activity, ask students to include other dances they know, as well as their purposes.

Lesson 2

Analyze the meaning of the following phrases from the essay. ¹⁸² Possible answers:

Some of them look really strange.

They look strange, but not extremely strange.

There is one that is becoming popular music, but it is not as popular as many Americans. The author would have been amazed if the percussion instrument did not get to judge it better.

Reread the body of the essay about percussion instruments and complete the missing information in the chart. (Possible answers)

Key Ideas	Examples	Explanations
The author uses the word "strange" to describe percussion instruments.	Bone drums, snare, and drum sets.	They are not as popular as many Americans.
The author uses the word "amazing" to describe percussion instruments.	They are becoming popular.	Almost every culture in the world has developed their own.
Perussion instruments have a firm cultural role in music.	They are essential for many cultures.	They have been very important for human beings since the first civilizations appeared.

Go back to the essay on page 125 and circle the expressions used to compare cultural aspects. ¹⁸²



Time-to-Shine!

- Do you know any unusual percussion instrument? Share the name and description with your classmates. If possible, share a video to listen to it.

(Answers may vary.)

Work in teams to discuss the beliefs and values behind the essay on page 125. Share the emotions they make you feel.

Analyze resources to describe cultural aspects. Distinguish examples and explanations of key ideas. Understand resources used to compare cultural aspects. Explicit beliefs or values behind the text and the emotions they cause in readers.

Unit 8 127

Achievement

Read and understand general meaning, main ideas, and details of literary essays.

Teaching Guidelines

- Analyze resources to describe cultural aspects (e.g., *An otherwise amazing dance, Quite strange for those not used to...*).
- Distinguish examples and explanations of key ideas.
- Understand resources used to compare cultural aspects (e.g., *On the one hand..., on the other..., as surprising as any other..., etc.*).
- Explicit beliefs and values behind the text and the emotions they cause in readers.

Development

Language 182

Ask students to go to page 182. Explain to students that to describe cultural aspects they can use adjectives, and that if they want to be more precise, they can use adverbs to modify the adjectives. Go through the information included in both sections on this page and elicit some examples from students.

7. Analyze the meaning of the following phrases from the essay.

To have students analyze resources to describe cultural aspects, read the instructions and the first phrase aloud. Have them check the information they just read in the Appendix and elicit the answer. Then, read the second sentence and have them reread the paragraph where it is mentioned so they can infer the meaning from the context.

8. Reread the body of the essay about percussion instruments and complete the missing information in the chart.

Have students fill in the chart to distinguish examples and explanations of key ideas. Monitor while they work and check by drawing the chart on the board and asking volunteers to write the answers.

Language 182

Ask students to go to page 182 and read the ways of comparing and contrasting. Explain that as they are going to create a chart in which they will compare and contrast cultural aspects, these phrases will be very useful.

9. Go back to the essay on page 125 and circle the expressions used to compare cultural aspects.

Read instructions aloud and have students perform the task individually to identify the resources used to compare cultural aspects in the essay they read. Make sure they understand how each one is used by asking them to link the information they read in the Appendix and the context in which they are used.

Read the Time to Shine! task and invite students to participate in order to reinforce the comprehension of the ideas presented in the essay.

10. Work in teams to discuss the beliefs and values behind the essay on page 125. Share the emotions they make you feel.

Organize the class into small teams and give them some time to discuss and share their points of view about explicit beliefs and values behind the text and the emotions they cause in readers. After a few minutes, ask one member from each team to share their conclusions with the class (possible answers: The author firmly believes that percussion instruments are essential for music and have been very important for human beings since the first civilizations appeared. They might arouse emotions related to the experiences they have had with percussion instruments: happiness, amusement, etc.).

Day 3

Lesson

Step 2 Comparative Chart

Remember that in this unit, you will create a chart in which you will contrast cultural aspects. In order to continue preparing your product, get in teams and do the following activities.

- Answer the questions you wrote using the information from the essays you selected. Include as many details as you can. Copy the answers together with the questions on a sheet of paper and file them in your portfolio.



Self-evaluation

- Can I read and understand general meaning, main ideas, and details of literary essays?

Yes

No

How can I improve?

128 Unit 8

Product

Comparative Chart

As you may recall, in this unit students will create a chart in which they will contrast cultural aspects. In this lesson, they will answer the questions they wrote using the information from the essays they looked for and selected for homework in the previous lesson. Monitor while they work to offer any help teams may need. Both questions and answers will be your first evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 125: Use the **Mini Lesson Strategy** to remind students who may need it how to summarize information. Work closely with them reading the two paragraphs aloud, have them underline key words, and then have them use those words to retell what the paragraphs say in one sentence.

Activity 5, p. 126: Use the **Jigsaw Strategy** to decrease students' workload and promote collaboration. Organize the class into five teams and assign one paragraph from the essay to each. Have them paraphrase the paragraph into one sentence. Draw the graphic organizer on the board and ask one person from each team to write their sentence. Finally, ask the class to reread the whole essay and check the sentences written on the board; invite them to suggest changes or add important information. Once all the sentences are correct, tell everybody to copy them in their books.

Lesson 3

Look at the picture below and share what you know about weaving.

Listen and read the essay. Circle the thesis statement. Underline topic sentences in each paragraph.

Weaving Culture

Read this paragraph and complete the example of a cultural feature. Write people around the world who have used this feature. In this way, they can help to preserve the symbols of their culture.

According to tradition, weaving was already known in the Middle East 20,000 years ago. It was developed in every culture and the world has seen the spread of weaving. Many cultures have used weaving to create different types of fabric. In the past, many of these fabrics were made from animal products. In the 19th century, in the Industrial Revolution, people began to use synthetic materials. Today, many people use synthetic materials to create beautiful pieces of art. In most parts of the world, for example, in Asia, in North America, people use synthetic materials to create beautiful pieces of art. In the past, many people used animal products to create beautiful pieces of art. In the past, many people used animal products to create beautiful pieces of art.



appear. In that way, many of the people who use a handloom to weave fabric are from the Middle East. In the Middle East, many people use handlooms to create beautiful pieces of art. In the Middle East, many people use handlooms to create beautiful pieces of art. In the Middle East, many people use handlooms to create beautiful pieces of art. In the Middle East, many people use handlooms to create beautiful pieces of art.

Work in teams. On a sheet of paper, write a short summary of the essay using your own words. Follow the example.

Reader's Book
Read pages 105-107 from the Reader's Book.

Read about real information.

Unit 8 129

Achievement

Read and understand general meaning, main ideas, and details of literary essays.

Teaching Guideline

Paraphrase read information.

Development

1. **Look at the picture below and share what you know about weaving.**

Ask students: *What cultural features does clothing reflect?* Encourage them to share their ideas (possible answers: it can be related to religion, festivities, jobs, etc.).

Then, draw students' attention to the picture below and ask: *What is the woman doing? Where do you think she is from? What instrument is she using? What material does she need to do her work? When did human beings started doing this activity? What for?* Elicit answers they know and tell them to keep in mind the questions that they could not answer as a purpose for reading the essay in the next activity.

2. **Listen and read the essay. Circle the thesis statement. Underline topic sentences in each paragraph.**

Ask students to review the information provided on page 183 again so they can easily recognize the structure of a literary essay to perform this task. Once they have done it, play Track 30 for them to follow the reading while listening. Suggest that they highlight with color the words they don't understand to include them in the class glossary. After they finish reading, give them some time to perform the task. Check orally. Have them share the words they highlighted and read the definitions of the ones included in the glossary at the end of their books.

Language 182

Ask students to go to page 182 and read the information provided in the Steps to Paraphrase section. Explain that they have already practiced paraphrasing in Lesson 2, Activity 5 with your guidance, so they can use the steps provided to work on the following activity on their own.

3. **Work in teams. On a sheet of paper, write a short summary of the essay using your own words. Follow the example.**

Organize the class into small teams. Explain that they should paraphrase the information of each paragraph in order to write their summaries. Read the first paragraph aloud and then the example provided so they can have a model of what they must do. Emphasize that they should avoid copying textual information from the text. This activity can be a great opportunity for you to check if they still need help or if they can do it on their own, so you should monitor teams very closely while they work.

Finally, ask: *Have you ever used a traditional piece of clothing or accessory?* Invite them to describe it and analyze what it reflects from the culture where it was made.

Tell students they have to read pages 105-107 in their Reader's Book and think about the answer to the following question: *What festivals are very famous around the world?*

Day 2

Lesson 3

Work in pairs. Write questions that may be answered with information included in the essay from Activity 2. Follow the example. Possible answers:

- What is a weaving machine? _____
in the Pacific Ocean.
- What happened in the 1850s? _____
Burlap was first placed by weavers.
- Why are textiles made by weavers expensive? _____
Because of the amount of work put into each piece.

Exchange your questions with another pair and answer them.

Work in small teams. Analyze what each aspect mentioned in the text may reflect about the culture. Possible answers:

Aspect	Analysis
1. Weaving machines	They were invented so they have to be practical and weave a piece of clothing that could be used in different ways.
2. Burlap	They use the wool of animals and sheepskin, which are the animals they domesticate.
3. Carpets	Carpets have been part of this culture for centuries. They even appear in traditional stories.
4. Men's shirts	Men's shirts are part of the traditional Scottish clothing, and they use tartan to produce them.

Research what the fabrics produced by weavers in your town are like. Think of a suggestive title and paste a picture. (Answers may vary.)

Material	_____
The fabric is	_____
Design	_____
Use	_____
Other Relevant Information	_____

130 Unit 8 Answer questions about cultural aspects. Analyze characteristics of cultural aspects. Propose titles for descriptions.

Achievements

- Read and understand general meaning, main ideas, and details of literary essays.
- Describe and compare cultural aspects.

Teaching Guidelines

- Answer questions about cultural aspects.
- Analyze characteristics of cultural aspects.
- Propose titles for descriptions.

Development

4. Work in pairs. Write questions that may be answered with information included in the essay from Activity 2. Follow the example.

Organize the class into pairs and have them reread the essay to write their questions. Encourage them to use *Wh*-questions (Appendix, page 174).

5. Exchange your questions with another pair and answer them.

Tell pairs to exchange books with another pair so they may be able to answer questions about cultural aspects. When pairs have their books back, they must check the answers and give feedback about wrong answers to the other pair.

6. Work in small teams. Analyze what each aspect mentioned in the text may reflect about the culture.

Organize the class into small teams to have them analyze characteristics of cultural aspects. Suggest that they use electronic devices to research more information related to each of the cultures mentioned, so they can add more details to their answers in the chart. Monitor while they work giving them hints that appeal to their previous knowledge using the information provided in the possible answers in this guide, e.g., *Do you remember Aladdin who flew on a carpet? Where was he from?* Check one aspect at a time asking each team to share their analysis so students can compare and learn from others.

7. Research what the fabrics produced by weavers in your town are like. Think of a suggestive title and paste a picture.

Read instructions aloud and each of the aspects they should cover in their research. Assign this activity for homework. In case weaving is not a relevant activity in their town, have them choose a culture from the country in which it is relevant. Emphasize that they propose a title for their descriptions, which should be appealing for the reader.



Discuss the question related to the text from the Reader's Book. Have some students write on the board the celebrations mentioned in the text (Carnival in Rio de Janeiro, Thanksgiving in the US, Day of the Dead in Mexico, Chinese New Year, Holi Festival of Color in India). Ask them to share with the class any other information they have about those celebrations. Then, ask them to mention if there are other famous celebrations that happen only in Mexico. Write them on the board and have students describe them.

Lesson 3

Work in pairs to fill in the chart. Use the information you researched for homework and the one provided in the essay from Activity 2. (Answers at the right contain many variations.)

	Weaving in Ghana	Weaving in My Town
a. materials	cotton	
b. tools	silk and cotton	
c. techniques	kenke loom	
d. uses	geometric patterns for royal suits	

Write statements using the phrases from the box to describe how you feel toward the work weavers do in your town. (Possible answers:)

- You may fall in love with beautiful Mayan headdresses.*
Do I always value and respect different opinions? (p. 183)
- You may fall in love with beautiful Mayan headdresses.
 - A Mayan seven-year-old girl is visiting her siblings for the fourth time in her country.
 - The headdresses are the result of hours and hours of hard work.

Add details or examples to each of the statements you wrote in the previous activity to write one short paragraph for each. Follow the example. (Answers may vary.)

You may fall in love with beautiful Mayan headdresses.

Time-to-Shine!

• Share a myth or legend related to weaving.

Possible answers: The Odyssey, Anansi, The Spider

Unit 8 131

Achievement

Describe and compare cultural aspects.

Teaching Guidelines

- Contrast cultural aspects with those described in the text.
- Create statements to describe cultural aspects (e.g., *Music in my country has a deep vibe which can make anyone cry. / You may fall in love with those necklaces. / They are the result of hours and hours of hard work*, etc.).
- Order statements in paragraphs.

Development

8. Work in pairs to fill in the chart. Use the information you researched for homework and the one provided in the essay from Activity 2.

Have students open their books on page 130 and invite them to share the descriptions they wrote and show their drawings or pictures. Compare the titles.

Then, organize the class into pairs and have students share the information they wrote in Activity 7 to contrast cultural aspects with those described in the text. If possible, suggest that they use electronic devices to research more missing information about

weaving in their town. Ask pairs to read their answers aloud when they have finished.

Learning to Learn 183

Tell students to go to page 183 to read the information included in this section. Ask volunteers to read it aloud and invite students to share experiences they have had or seen in which somebody didn't respect a different opinion.

9. Write statements using the phrases from the box to describe how you feel toward the work weavers do in your town.

Students will continue working in pairs. Draw their attention to the phrases in the box and ask: *What might be the purpose of using them?* (to arouse emotions in the reader). Invite them to practice their use creating statements to describe the cultural aspects they researched (weaving in their town).

10. Add details or examples to each of the statements you wrote in the previous activity to write one short paragraph for each. Follow the example.

Read the instructions and the example aloud. Ask students to use the information they researched for homework and encourage them to use electronic devices to research additional information that may help them order their statements in paragraphs. Invite them to read them aloud in front of the class. Read the Time to Shine! sentence; if nobody knows the answer, invite them to read the ones mentioned in the possible answers in this guide.

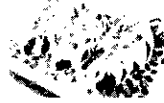
Day 3

Lesson 3



Comparative Chart

Remember that in this unit, you will create a chart in which you will contrast cultural aspects. In order to continue preparing your product, get in teams and do the following activities.



- Use the phrases from Activity 9 (page 131) to write statements to give more details about the cultural aspects you described above. Copy them on a sheet of paper and file it in your portfolio.

- Follow the example to create a chart using the information you researched

Aspect	Country A	Country B
Language	English	Spanish
Religion	Protestantism	Catholicism
Government	Democracy	Monarchy
Climate	Temperate	Tropical
Food	Beef	Pork
Music	Rock	Flamenco
Dance	Ballet	Salsa
Art	Impressionism	Modernism
Architecture	Colonial	Baroque
History	15th century	16th century
Geography	North America	South America
Population	300 million	400 million
Economy	Developed	Developing
Education	High	Low
Healthcare	Good	Poor
Environment	Forest	Desert
Transportation	Car	Motorcycle
Communication	Internet	Mobile phone
Work	9-5	12-12
Leisure	TV	Football
Family	Small	Large
Traditions	Halloween	Day of the Dead
Customs	Handshake	Bow
Etiquette	Direct	Indirect
Values	Individualism	Collectivism
Beliefs	Science	Religion
Attitudes	Open	Conservative
Interests	Sports	Art
Preferences	Fast food	Traditional food
Dislikes	Spicy food	Alcohol
Strengths	Technology	Tradition
Weaknesses	Corruption	Unemployment
Opportunities	Trade	Investment
Challenges	Globalization	Climate change

Self-evaluation

- Can I describe and compare cultural aspects?

Yes

No

How can I improve?

Differentiated Instruction

Activity 2, p. 129: Use the **Individualized Feedback Strategy** to help students who need more support to identify the thesis statement and topic sentences. If necessary, explain to them, paragraph by paragraph, what the text is about so they can understand the content and may solve the following activities easily.

Activity 6, p. 130: Use the **Speedometer Strategy** to catch kinesthetic students' attention. Explain that they will use their arms to show whether or not they could analyze the aspects mentioned in the chart.

Product

Comparative Chart

As you may recall, in this unit students will create a chart in which they will contrast cultural aspects. In this lesson, they will write statements using the phrases they learned in Lesson 3, Activity 9 to arouse emotions in the reader and they will follow the model provided to draft their charts. Monitor while they work and offer them your help when required. These statements will be your second evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Reader's Book



Do the following activities to support this unit's social practice of the language. To read short literary essays for contrasting cultural aspects.

1. How does food from your country give you identity? Write your ideas below.

2. What traditional dances from your country do you know? Write a list below.

- _____
- _____
- _____
- _____

3. What is your favorite celebration in your country? Write your reasons below.

If you want to know more about other incredible festivals around the world, go to the link provided.

108 Unit 8

1. How does food from your country give you identity? Write your ideas below.

Tell students to think about ingredients that originated from their country, how famous the local cuisine is in the world, and what foreign people think about it. Ask them if they feel proud of their food and why.

2. What traditional dances from your country do you know? Write a list below.

Ask them to write their list. They can do it individually or in pairs. Then, ask them to make teams of four or five and to compare their lists. Have them describe their dances (the region it comes from, what type of music it is, if it represents something, its costumes).

3. What is your favorite celebration in your country? Write your reasons below.

Tell students to write their reasons individually and then share their information with a partner. They have to mention the date, the traditions around the celebration, the food served on that special occasion, if they do anything special that day, and why they like it.

ICT Box

Take a look at the website beforehand. Choose one of the festivals (except the ones mentioned in the essay). In class, tell the students why the festival you chose is interesting to you. Direct the students to the webpage and ask them to browse quickly. Tell them to choose one festival, read the information, and tell a partner why it caught their attention.

Product and Assessing My Learning Process

Product

Comparative Chart

Edit your comparative chart with your classmates, do the following activities:

- **Check the aspects you included.**
Are they common to the cultures you selected?
Do you have enough information about each of them?
Or did you infer from them?
If necessary, rearrange the information or create extra columns or rows to add reflections or comments.
- **Include plenty of details in your chart.**
Are you creating images for your audience?
- **Write a title for your chart.**
Reflect your thoughts about this cultural present.
- **Write a brief introduction for your oral presentation.**
Explain why you chose this cultural aspect.
Include some of the statements you wrote to give context.
- **Write a brief conclusion to share with your classmates after you present your chart.**
Share what you learned by analyzing differences and a similar as between the cultures.
- **Design your chart on a recycled cardboard.**
Make it colorful and attractive.
Include images.
- **Rehearse the presentation using prosodic resources and non-verbal language.**
Rehearse tone, volume, rhythm, and pronunciation.
Use gestures, facial expressions and body language.
- **Present.**
Share what you learned and learn from others.

Ask your classmates to give you feedback about the performance you had during the preparation and presentation of your comparative chart. Follow the example from Unit 1, p. 22

Name	I'd liked very much that you...	I suggest that you...

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p. 124)

The subproduct in this session was	Aspects I liked	Aspects to improve

Step 2 (p. 125)

The subproduct in this session was	Aspects I liked	Aspects to improve

Step 3 (p. 122)

The subproduct in this session was	Aspects I liked	Aspects to improve

Comparative Chart

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Comparative Chart

Read the tips on page 134 together with students so they can edit the charts they created on page 132. Give teams some time to make necessary adjustments and create a final version of their charts. Once they have them ready, invite teams to present the information in front of the class. Photocopy the questionnaire provided to evaluate each student's presentation individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 121 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23

before they fill in the table. Monitor while they work to offer help if they need it.

2. Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their comparative charts. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Questionnaire

Name: _____

Use the following questions to evaluate the charts.

- | | |
|--|----------|
| 1. Do they include enough information about each of the aspects? | yes / no |
| 2. Do they include personal inferences? | yes / no |
| 3. Do they include plenty of details to create images? | yes / no |
| 4. Do they write a suggestive title? | yes / no |
| 5. Do they include an introduction? | yes / no |
| 6. Do they include a conclusion? | yes / no |
| 7. Is the chart colorful and attractive? | yes / no |
| 8. Does the chart include images? | yes / no |
| 9. Do they include non-verbal language in the presentation? | yes / no |
| 10. Do they use prosodic resources appropriately? | yes / no |

Comments and Observations:



How Can Discussion and Debate Enrich my Points of View?

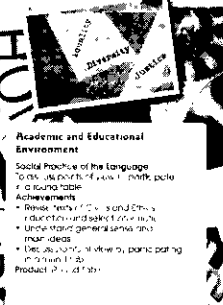
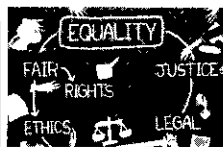
Unit Overview

Academic and Educational Environment Communicative Activity Exchanges associated with specific purposes		Social Practice of the Language To discuss points of view to participate in a round table	
Achievements <ul style="list-style-type: none"> Revise texts of Civics and Ethics Education and select information. Understand general sense and main ideas. Discuss points of view by participating in a round table. 		Vocabulary <ul style="list-style-type: none"> assess consult data plagiarism purpose research source subtopic veracious weblibliography 	
Language <ul style="list-style-type: none"> Affixes Unreal conditional 	Learning to Learn Participating in a round table discussion	Audio Tracks 31-33	
Skills Supporting a point of view		Reader's Book "Good Citizens, Good People," pp. 109-120, Track 47	
Product Round Table		Evaluation Tool Checklist	



How Can Discussion and Debate Enrich my Points of View?

Analyze the pictures and answer the question



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *In what subject do you study concepts and situations related to the ones shown in the pictures?* (Civic and Ethics Education). Encourage students to share what they have learned in that subject.

Finally, organize the class into teams of three and read aloud the title: *How can discussion and debate enrich my points of view?* Give them a few minutes to discuss the answer while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Work in teams. Read the following quote and discuss its meaning.

“The state is the only power that can be held in trust by the people.”
—Immanuel Kant

Listen and complete.

Theme: Civics and Ethics

Form of response: A written report on the importance of gender equality.

Work in pairs. Write four questions that may guide the research. Follow the example. Discuss the answers.

- Who participated in bringing the change?
- How did they do it?
- Which laws have changed?
- Why did the changes start?

Reader's Book
Read pages 09-11 from the Reader's Book.

Work in pairs to discuss which words best complete the notes. Then, fill in the gaps.

How to Do Research

- Define your purpose:** What are you looking for? What do you want to know?
- Write questions:** Ask a question that will lead to the information you need.
- Classify your questions:** Are they about a person, a place, a thing, or an event? Do they have a date, a subject, or a location?
- Locate adequate sources:** Look for books, articles, websites, or videos that will give you the information you need. Write down the names of the sources you find.
- Collect data:** Get the information you need from the sources you find.
- Create index cards:** Write down the information you need on small cards. Use the information on the cards to write your report.

Define purpose for finding information. Ask questions that guide the search for information. **Unit 9 137**

Achievement

Revise texts of Civics and Ethics Education and select information.

Teaching Guidelines

- Define purpose for finding information.
- Ask questions that guide the search for information.

Development

1. Work in teams. Read the following quote and discuss its meaning.

Divide the board into two halves, in the middle of one half write the word: *Civics* and in the middle of the other write *Ethics*. Invite students to stand up and write ideas related to both words. Once they finish, write a definition for each of the words using everybody's ideas (*civics*: deals with rights and duties of citizens and the way government works, *ethics*: moral rules or principles of behavior). Then, organize the class into teams of four. Read the quote aloud and give them some time to share their thoughts about it while you walk around encouraging them to speak in English. After a few minutes, ask one person from each team to share their conclusions with the class. Finally, ask: *Do you think the author is referring to Civics or to Ethics?*

2. Listen and complete.

Tell students that they will listen to a teacher telling their students what they need to do for their monthly research report. Draw their attention to the text and explain that they will listen to find out what the research theme is and to define the students' purpose for finding information. Play Track 31 for them to work on the task. Check orally.

3. Work in pairs. Write four questions that may guide the research. Follow the example.

Organize the class into pairs. Go back to the previous activity to read the information about the research project. Ask: *What is the importance of having a clear purpose when doing research?* (it establishes the limits of our research; e.g., in the previous activity, the evolution of laws is a very broad theme, but students will only have to research how laws have evolved to promote gender equality) Explain that once we have a clear purpose, it is very useful to ask questions that guide the search for information. Draw their attention to the example and encourage them to write four more questions. Monitor to check that all their questions refer to the purpose. Invite pairs to read their questions aloud.

4. Work in pairs to discuss which words best complete the notes. Then, fill in the gaps.

Organize the class into pairs and read instructions aloud; draw students' attention to the icon. Ask: *What tool from your book do you have to use?* (the glossary). Invite them to go to page 190 and read the definitions provided. Have pairs discuss which is the most suitable word for each gap and fill them in.



Tell students they have to read pages 109-111 in their Reader's Book and think about the answer to the following question: *How do civics and ethics help our society?*

Day 2

Lesson

Match the columns to define sources of information. Then, share previous experiences in which you have used them.

- | | |
|-----------------------------|---|
| a. textbooks | c. books that contain facts about nearly different subjects |
| b. articles | d. pieces that give a lot of words and explain their meanings |
| e. encyclopedias | e. information about a particular theme written down or stored on a computer that can be searched |
| d. directories | f. books about particular subjects that you use at school |
| e. records of organizations | h. pieces of writing that provide data about a particular event in a newspaper or magazine |

Listen and explain the following statement.  (Possible answer:)


There is far more to it than simply using search engines and scrolling through the first hits.

Not a lot of information is available especially in the Internet, so we should learn to assess it.

Work in pairs to decide what sources of information may be useful to answer the questions you wrote in Activity 3 and where you would look for them. (Possible answers)

What?	Where?
records of organizations	online - in the organization
history books	library, online
encyclopedias	library, online

138 Unit 9 Locate adequate sources

Reader's Book
How do civics and ethics help our society? 

Achievement

Revise texts of Civics and Ethics Education and select information.

Teaching Guideline

Locate adequate sources.

Development

5. Match the columns to define sources of information. Then, share previous experiences in which you have used them.

Read instructions aloud and give students some time to match the columns to define each of the sources of information. Once they finish, check orally, asking them for examples on how they have used each of the sources before, e.g., *Once I used an article from a scientific magazine to get information for a biology research project.*

6. Listen and explain the following statement. 

Read aloud the instructions and the statement. Tell them that they will listen to a person explaining the importance of locating adequate sources when performing research; tell them to focus on key words. Play Track 32 and elicit from different students the key

words they caught. While using them, have the class explain the statement.

7. Work in pairs to decide what sources of information may be useful to answer the questions you wrote in Activity 3 and where you would look for them.

Ask students to get together with their partner from the previous session. Tell them to go back to Activity 3 to check the questions they wrote and decide which sources from the ones listed in Activity 5 they consider adequate and where they would locate them. Have them fill in the chart while you monitor to offer help when required.

Finally, organize the class into teams of three. Give them a few minutes to write a list of aspects they consider important to check when choosing the sources they use when doing research work. When they have their lists ready, invite each team to read aloud what they wrote to create a class list (some aspects you may suggest that they check are: the author's educational background and experience with the topic, reputation of the publisher, references cited, date, spelling, or grammar mistakes).

For homework, ask them to look up information to answer the questions they wrote and bring notes to the next session.



Discuss the question related to the text from the Reader's Book. Write on the board *Civics* on one side and *Ethics* on the other one. Ask students to underline the phrases on page 110 that state how civics and ethics help society (in our society we have two things that help us prevent chaos: civics and ethics; they both guide us and protect us). Then, have some students write on the board what civics and ethics are about (civics: rights, duties, laws; ethics: tells us how to behave properly).

Lesson 1

Work in pairs. Reread the questions you wrote in Activity 3, page 137. Then, read the text below and underline the information that may be useful to answer them. Possible answers:

Some Laws Women Changed in the US


Some of the things women have done to change the way things are in the United States are to get the right to own property, to get the right to vote, and to get the right to have an abortion.

Property Ownership

In 1912, women in the United States were given the right to own property. Before that time, only men could own property in the United States.

Right to Vote

In 1920, women in the United States were given the right to vote. Before that time, only men could vote in the United States.



Glossary

glossary a list of words and their meanings that is included in a book or document

Webiography

Webiography a list of websites that are related to a topic

Work in pairs to infer the function of the text components and fill in the blanks.

- | | | | |
|-------------|-----------------------------------|----------------|--|
| a. title | It identifies the general topic. | d. glossary | It gives definitions of words or terms. |
| b. text box | It gives extra information. | e. webiography | It supplies references and sources. |
| c. heading | It identifies a part of the work. | f. quote | It reports the exact words someone said. |

Time to Shine!

- Tell one tip to write information on index cards.

Possible answer: Don't copy information with only key words.

Use index cards to register the information that answers the questions you wrote.

Select and register information that answers questions. Compare components involved in the textual organization.

in the text from the previous activity. Monitor while they work to offer help when required. Check orally. Read the Time to Shine! task and ask students to share what they do to take notes when performing research work. Write all the tips on the board so they can use them during the next activity.

10. Use index cards to register the information that answers the questions you wrote.

Students will continue working with the same partner to make some index cards out of recycled cardboard (have students cut them to 8 x 12 cm). Once they have them ready, invite them to register information that answers questions following the tips on the board. Tell them they may use both the information they brought for homework and the information provided in the text on Activity 8.

Achievement

Revise texts of Civics and Ethics Education and select information.

Teaching Guidelines

- Select and register information that answers questions.
- Compare components involved in the textual organization (e.g., *appendix*, *bibliography*, *footnotes*, *glossary*, *index*, etc.).

Development

8. Work in pairs. Reread the questions you wrote in Activity 3, page 137. Then, read the text below and underline the information that may be useful to answer them.

Tell students to get together with their partner from the previous sessions. Have them read the text in silence to select information that may help them answer the questions they wrote in Activity 3.

9. Work in pairs to infer the function of the text components and fill in the blanks.

Students will continue working in pairs to infer the answers by observing the function of each component

Day 3

Lesson 1

Step 1 Round Table

In this unit, you will prepare yourself to participate in a round table about a Civics and Ethics Education topic. In order to start preparing your product, get in small teams and work on the following tasks:

- On a sheet of paper, write a list of topics of your interest; file it in your portfolio. Vote for your favorite topic to select one and establish your purpose of discussion.

Individually,

- Write some questions that express what you would like to know about the topic you and your team chose.

- Identify the key words in your questions and write them down. Group similar ones to establish subtopics.

- Define what sources of information you will use to answer your questions.

- For homework, research veracious information to answer your questions. Avoid plagiarism by writing the bibliography or webibliography you consult.

Self-evaluation

- Can I revise texts of Civics and Ethics Education and select information?

Yes

No

How can I improve?

140 Unit 9

Product

Round Table

In this unit, students will prepare themselves to participate in a round table about a Civics and Ethics Education topic. In this lesson, they will decide who they will work with (small teams, not more than four students) and as a team they will write a list of topics so they can choose one topic from it and establish the purpose for discussion. Then, individually, they will practice what they learned during this lesson: write questions that will guide their research to obtain information to participate in the round table and define sources of information to answer those questions. Monitor closely, especially during individual work. The list of topics will be your first evidence in this unit; ask them to file it following the procedure you prefer.

For homework, tell students to research information to answer their questions.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they

couldn't, tell them to check the "No" box and to write what they can do to improve.

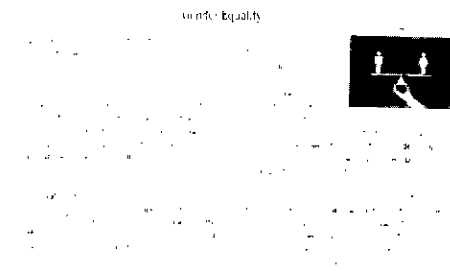
Differentiated Instruction

Activity 2, p. 137: Use the **Individual Response Card Strategy** to encourage shy students to participate without the fear of being heard. Give each student a recycled sheet of paper and have them cut it into two halves. Invite them to write their answers to the activity with big letters so they can show them to you when checking. Don't forget to praise correct answers by saying the names of the students aloud.

Activity 9, p. 139: Use the **Choral Response Strategy** to encourage all students to participate when checking the answers orally.

Lesson 2

Skim the text and write a title for it. (Possible answer: Gender inequality)



Work in pairs to read the text and write its main ideas. Follow the example.

(Possible answer:)

- a. There is a lot to be done to attain gender equality.
- b. Women in developed countries have more opportunities.
- c. Women should be self-confident.

Share with your class your own points of view about this theme. Follow the example to contrast them with the information provided by the text in Activity 1.

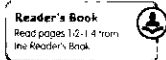
(Answers may vary.)

Don't think roles are determined by my experience.

Reread the text to find words that match with the following definitions. (184)

- | | | | |
|---------------|------------------|------------------|------------------------------|
| a. inequality | lack of equality | d. unfairness | the process of educating |
| b. illegal | not legal | e. participation | the process of participating |
| c. illudal | not legal | f. action | the process of acting |

Anticipate general sense. Contrast personal points of view with main ideas of a text. Detect meaning changes caused by variations in the words.



Unit 9 141

Achievement

Understand general sense and main ideas.

Teaching Guidelines

- Anticipate general sense.
- Contrast personal points of view with main ideas of a text.
- Detect meaning changes caused by variations in the words (e.g., *legal-illegal*, *act-action*, etc.).

Development

1. Skim the text and write a title for it.

Explain to students that when performing research work, it is very useful to *skim* the texts or read them quickly in order to find the main facts or ideas in them. Invite them to share what techniques they use for skimming texts (read title, headings, first sentence in each paragraph, looking at the pictures or illustrations).

Then, to have students anticipate the general sense of the text, guide them to skim the text by drawing their attention first to each of the headings. Ask volunteers to read the first sentence of each paragraph aloud. Then, have them describe the picture and, finally, agree on a title for the text; write it on the board.

2. Work in pairs to read the text and write its main ideas. Follow the example.

Organize the class into pairs and give them some time to read the text in silence. Tell them to underline the most important ideas and then to paraphrase them using their own words. Encourage them to use a thesaurus. Monitor while they work to provide any help they may need. Finally, invite pairs to read their sentences aloud.

3. Share with your class your own points of view about this theme. Follow the example to contrast them with the information provided by the text in Activity 1.

Ask one volunteer to read instructions aloud and draw students' attention to the example provided. Once you are sure they understand what to do, invite students to participate sharing their opinions about gender equality. Mention each of the main ideas from the text one at a time and encourage them to contrast their points of view with them.

Language 184

Go to page 184 in the Activity Book and ask some volunteers to read aloud the information about affixes.

4. Reread the text to find words that match with the following definitions.

Read instructions aloud and give students some time to work on the activity to detect meaning changes caused by variations in words. Walk around to monitor and check orally.

Tell students they have to read pages 112-114 in their Reader's Book and think about the answer to the following question: *What civic duties do citizens and the authorities have?*

Day 2

Lesson 2

Paraphrase the point of view expressed in the following paragraph. (Possible answer)

People often talk about gender equality, we have to focus on women forgetting that people equally affect both men and women's rights. It is a fact that men achieve higher education levels than women, they are paid less than men, and they are more likely to be laid off than men. According to Ronald A. Jensen and Kate Perkel, Norway on these issues, countries that ensure gender equality score much higher on well-being and lower depression among both men and women.

The paragraph affirms that gender equality leads to better men and women.

Circle the statistic in the following paragraph and write the statement that it supports. 185



During the 1970s, when women developed countries such as Australia, took a giant stride towards having equality with men. According to the April 2014 Human Rights Report, in 2014, the gender wage gap for women was only 82%. It is a fact that people benefit the most when they all enjoy the help to do it with each other.

Statement: Women in developed countries are achieving equality with men.

Work in pairs. Circle the examples in the following statement and write one more considering your personal experience.

One of the most common gender stereotypes is that women are supposed to have children and be mothers of children (or teachers or secretaries) which usually have low wages.

Other gender stereotypes: (Possible answer) Women are weaker than men.

Read the following paragraph and explain how quoting helps to support a point of view. (Possible answer)

During the first year of the 20th century, it was still common to believe that only men were responsible of the big things in a company. But fortunately, a woman was influenced by philosopher and writer such as Simone de Beauvoir who once said: "I am too intelligent, too demanding, and too resourceful for anyone to be able to take charge of me entirely." In addition, according to countries, both men and women, each makes their own contribution to equality.

It shows that the author has received texts written by experts on the subject.

Reader's Book What are the duties of citizens and the authorities here?

Achievement

Understand general sense and main ideas.

Teaching Guideline

Establish connections between personal points of view and additional supporting information.

Development

5. Paraphrase the point of view expressed in the following paragraph.

The activities on this page provide information to show your students how to establish connections between personal points of view and additional supporting information. Start by having them identify the point of view of an author. Read instructions aloud and, as you did during the previous session, encourage them to use a thesaurus to paraphrase. Monitor closely to offer help when required and check by asking one volunteer to write the answer on the board.

Skills 185

Go to page 185 in the Activity Book and ask volunteers to read the information provided in the section Supporting a Point of View.

6. Circle the statistic in the following paragraph and write the statement that it supports.

Ask one volunteer to read the text aloud and have students circle the statistic. Then, have them reread the text in silence to identify the statement that the statistic supports.

7. Work in pairs. Circle the examples in the following statement and write one more considering your personal experience.

Organize the class into pairs to work on this task. Encourage them to include an example of a common stereotype they still face. Monitor to provide them with vocabulary words they may need. Invite pairs to read their answers aloud.

8. Read the following paragraph and explain how quoting helps to support a point of view.

Read the paragraph aloud and invite students to identify the quote ("I am too intelligent, too demanding, and too resourceful for anyone to be able to take charge of me entirely."). Explain that Simone de Beauvoir was a French philosopher who fought for gender equality during the last century. Ask: *What criteria do you think is important to follow when choosing a quote?* (we must choose quotes from specialists or renowned personalities).

Finally, ask students to select words from the texts to include in their class glossary.

For homework, have them reflect upon gender equality and research information that may support their points of view.



Discuss the question related to the text from the Reader's Book. Emphasize that not just citizens must follow rules, but also the government and institutions. Ask students to work in pairs. One student will look for the duties of the authorities and institutions (provide education, health, security services; respect employees' contracts and provide appropriate facilities), and another student will find the duties of citizens (pay taxes, contribute to maintaining order, follow rules when they set up businesses). Have students share their answers. Finally, as a whole class, discuss the answers to the questions on pages 112 and 114.

Lesson 2

Write four statements to express your points of view about gender equality.
Answers may vary.

Gender Equality

Register evidence to support your points of view. (Answers may vary.)

Statistics

Examples

Quotes

Think about what you want to say
and how to say it.

Time-to-Shine!

• Do you know which are the world's
most gender-equal countries?

Iceland, Norway,
and Finland

Unit 9 143

Achievement

Understand general sense and main ideas.

Teaching Guideline

Think about what you want to say and how to say it.

Development

9. Write four statements to express your points of view about gender equality.

Give students some time to think about what they want to say concerning gender equality. To help them decide how they will say it, draw their attention to the graphic organizer and invite them to fill in each space with statements that express their points of view. Stress that gender equality is not only defending women's rights, but promoting the same rights and responsibilities for everyone.

10. Register evidence to support your points of view.

Have students practice what they learned during the previous session. Explain to them that they will use the information they brought for homework to perform this activity. Be sure to bring extra sources (magazines, books, online articles, etc.) related to the theme so you may provide them to students in case they need extra

information. Monitor closely and offer help whenever they require it to make them feel confident and to check their work. Ask the question in the Time to Shine! box. If students don't know the answer and it is possible, encourage them to use electronic devices to look for the answer. Praise the first student who finds the information, invite him/her to cite the source, and encourage the rest of the class to assess if it is reliable or not.

Day 3

Lesson 2

Step 2 Round Table

Remember that in this unit you will prepare yourself to participate in a round table about a Civics and Ethics Education topic. In order to continue preparing your product, work on the following activities. *At work they work*

- Write four statements to express your points of view concerning the topic you chose. Copy them on cards and file them in your portfolio. *They work they work*

1	_____
2	_____
3	_____
4	_____

- Use the information you researched about the topic to register evidence to support your points of view. *At work they work*

Statistics

Examples

Quotes

Self-evaluation

- Can I understand general sense and main ideas?

Yes

No

How can I improve? _____

144 Unit 9

Product

Round Table

As you may recall, in this unit students will prepare themselves to participate in a round table about a Civics and Ethics Education topic. In this lesson, they will prepare cards with personal points of view. First, have them work on the activities on this page so they can establish not only the points of view but also supporting evidence. Monitor while they work to check and, once they have finished, suggest that they cut recycled cardboard or paper (8 x 12 cm) to create their cards where they will copy the information. This will be your second evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 141: Use the **Jigsaw Strategy**. Form five teams and assign one paragraph to each. Have teams paraphrase only the assigned paragraph and invite them to write one sentence that synthesizes its content on the board. As a class, decide which are the main ideas.

Activity 6, p. 142: Use the **Open-ended Statement Strategy** if you notice it is hard for your students to write the statement. You may help by telling them the first part of it and elicit the second part from them.

Lesson 3

Listen and complete the sentences. Then, share your opinions about them with your class.

- Example: I wish I could be a doctor.
- Example: I wish I could be a teacher.
- Example: I wish I could be a scientist.
- Example: I wish I could be a musician.
- Example: I wish I could be a professional athlete.

Work in pairs to write five sentences to express what you think would happen if gender equality were a fact worldwide. Follow the example. Use the words in the box.

Write notes to participate in a round table. Include evidence and hypothetical situations to influence the opinions of others. Follow the example. Use the words in the box.

Time to Shine!

- Suggest ways to participate in group discussions.

Use strategies to influence the opinions of others.

Use strategies to influence the opinions of others. Use the words in the box.

Reader's Book
Read pages 15-19 from the Reader's Book.

Unit 9 145

Achievement

Discuss points of view by participating in a round table.

Teaching Guideline

Use strategies to influence the opinion of others (e.g., to propose hypothetical situations: *if this were a problem, everybody would recognize it; if anybody could act like she/he wanted, there would be terrible consequences*).

Development

1. Listen and complete the sentences. Then, share your opinions about them with your class.

Read instructions and the beginning of the sentence aloud. Have volunteers complete it to elicit their points of view. Play Track 33 for students to complete the sentences. Play it again pausing after each answer is given and ask different volunteers to write them on the board to check. Finally, ask students to reflect upon the statements and share their opinions about them.

Language 184

Go to page 184 in the Activity Book and read aloud the information provided in the Unreal Conditional section. Explain to students that this structure will be very useful for them to express their points of view concerning hypothetical situations. Draw their attention to the sentences from the previous activity so they can recognize the structure.

2. Work in pairs to write five sentences to express what you think would happen if gender equality were a fact worldwide. Follow the example.

Organize the class into pairs. Read instructions and the example aloud and have them perform the task while you monitor. Tell them to follow the models provided in both the Appendix and the previous activity. Invite pairs to share their answers by reading them aloud.

3. Write notes to participate in a round table. Include evidence and hypothetical situations to influence the opinions of others. Follow the example.

Explain to students that as it will be the first time they will participate in a round table, it might be useful to prepare some notes so they can have information related to the theme on hand. Encourage them to include relevant information they wrote in Activity 10 (p. 143) in unreal conditionals as a strategy to influence the opinions of others. Read the Time to Shine! task and praise students who answer. Finally, ask students to talk about the experiences they have had participating in group discussions. Tell them to share the things that have worked for them and the ones that have not.

Tell students they have to read pages 115-119 in their Reader's Book and think about the answer to the following question: *What are some examples of unethical behaviors?*

Lesson

Work in small teams. Discuss your points of view of a round table. Use the following chart to receive feedback from your teammates.

Aspects	Points
1. How do you participate in a round table?	
2. How do you receive feedback from your teammates?	
3. How do you give feedback to your teammates?	
4. How do you manage the discussion?	
5. How do you use non-verbal language and prosodic resources to create an effect?	

Learning to Learn
How do I participate in a round table? (p. 185)

Based on the feedback you received, write some adjustments to improve your participation. Then, work with different classmates at another round table. Follow the example.

Aspects	Points
1. How do you participate in a round table?	
2. How do you receive feedback from your teammates?	
3. How do you give feedback to your teammates?	
4. How do you manage the discussion?	
5. How do you use non-verbal language and prosodic resources to create an effect?	



Use non-verbal language and prosodic resources to create an effect.

Unit 9 147

Achievement

Discuss points of view by participating in a round table.

Teaching Guideline

Use non-verbal language and prosodic resources to create an effect.

Development

Learning to Learn 185

Go to page 185 in the Activity Book and ask some volunteers to read aloud the information provided in this section. Question students to make sure they understand. Explain to them that the model of round table discussions comes from the legend of King Arthur, which tells the adventures of the king and his knights. In this legend, it is said that the king had a round table made so that none of the people seated at it could claim to be superior to the others. Invite students to share what they know about this legend.

9. Work in small teams. Discuss your points of view at a round table. Use the following chart to receive feedback from your teammates.

Organize the class into teams of four. Read instructions aloud and invite one team to the front to model the activity. Ask the team in the front to decide who the moderator will be. Also, have them decide how much time each participant will have to present their points of view. Once they agree, ask the moderator to present the table saying what they will talk about and the names of the persons who will participate. Then, ask him/her to open the discussion giving one of the participants their turn to speak. Remind the moderator to keep time and, when it is over, politely give the next turn to somebody else. When everybody has spoken, encourage the moderator to invite the participants to respectfully discuss the points in which they didn't agree. Finally, explain that the moderator must give a brief conclusion. Ask teams to follow the same procedure on their own while you monitor walking around and giving them feedback. When teams finish discussing, tell them to exchange books and use the chart provided to write respectful comments about their teammates' participation in the round table just as shown in the example.

10. Based on the feedback you received, write some adjustments to improve your participation. Then, work with different classmates at another round table. Follow the example.

Give students some time to read the feedback they received and plan the adjustments they will make. Monitor walking around to give extra feedback based on what you observed during the previous activity. Then, organize the class into different teams and give them some time to decide who the moderator will be and how much time they will have to speak. Once they are ready, invite by turns all the teams to the front to present their round table to the class. Encourage students to use non-verbal language and prosodic resources to create an effect during their participation.

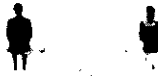
Day 3

Lesson 3

Step 3 Round Table

Remember that in this unit you will prepare yourself to participate in a round table about a Civics and Ethics Education topic. In order to continue preparing your product, work on the following activities: *Activities and Tips*

- Write two conditional sentences that may be used to influence the opinions of others.
- Decide how you will use prosodic resources
- Record yourself, listen to your speech, and make necessary adjustments.
- Express your opinions in front of a mirror using non-verbal language.
- Reflect upon the way you monitor the use of prosodic resources. On a sheet of paper write some tips to share with your classmates. File it in your portfolio.



Self-evaluation

- Can I discuss points of view by participating in a round table?

Yes

No

How can I improve? _____

148 Unit 9

Product

Round Table

As you may recall, in this unit students will prepare themselves to participate in a round table about a Civics and Ethics Education topic. In this lesson, they will include some phrases to influence and decide how to use prosodic resources during their speeches. Once they have practiced, they will share some tips with their classmates to monitor the use of prosodic resources. If possible, ask them to record a short video; if not, they may write the tips on a sheet of paper as suggested in the Activity Book. This will be your third evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 2, p. 145: Use the **Group Based on Goals Strategy** with struggling students. Instead of five statements, you may ask them to write only one or two. Monitor them closely to offer them help. Make sure they feel proud of their achievements.

Activity 10, p. 147: Use the **Individualized Feedback Strategy** to offer more support and guidance to struggling students to make them feel more confident when presenting their product. You may go through each of the aspects mentioned in the chart from Activity 9 and show them how they may improve by first saying their speech yourself and then encouraging them to repeat it.

Product and Assessing My Learning Process

Product

Round Table

Now it's time to discuss and debate your points of view in a round table, but before, do the following activities:

- **Check your notes**
Are they including enough evidence? Including phrases to influence? If you are missing something, it is time to include it!
- **Check your verbal language.**
Is your volume OK? Are you carrying your tone? Is your rhythm appropriate? Is your diction clear? Make necessary changes.
- **Check your non-verbal language**
Are you conscious of your body posture? Are you making eye contact? Are your gestures transmitting confidence? If necessary, adjust.
- **Be ready to participate actively in your round table**
Listen attentively, and be respectful. Share and learn from your classmates.

Ask your teammates to give you feedback about the performance you had during your participation in the round table. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

150 Unit 9

Round Table

Tell students that they will have five minutes to check their notes, prosodic resources, and non-verbal language they will use to participate in the round table following the suggestions provided in their books. Monitor while they work to give any suggestions you think may improve their participation based on what you observed during the unit. Once students are ready, invite teams to present their round table in front of the class. Photocopy the checklist provided to evaluate each student's participation individually. This checklist is intended as an organizer of key aspects to be considered before and during the presentation of the round tables. It will help you emit a qualitative evaluation, as you will be able to write any comment or observation concerning each of the aspects.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. **Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.**

Tell students to go back to page 137 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p. 140)	
The subproduct in this session was:	Aspects I liked
	Aspects to improve
Step 2 (p. 141)	
The subproduct in this session was:	Aspects I liked:
	Aspects to improve:
Step 3 (p. 142)	
The subproduct in this session was:	Aspects I liked:
	Aspects to improve
Round Table	

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Unit 9 151

the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. **Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.**
If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then, have them describe the different steps that helped them prepare themselves for their round table. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.
3. **In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Checklist

Name: _____

	Yes	No	Comments
Do the notes include phrases to influence?			
Do they include evidence?			
Did the student speak with appropriate volume?			
Did the student vary the tone of voice during his/her participation?			
Did the student maintain an adequate rhythm while speaking?			
Did the student show that he/she practiced his/her pronunciation before participating in the round table?			
Did the student use appropriate non-verbal language during his/her participation?			
Did the student listen attentively to his/her teammates?			
Did the student show respect toward different opinions?			

10

How Can I Express Dissatisfaction About Products I Buy?

Unit Overview

<p>Family and Community Environment</p> <p>Communicative Activity Exchanges associated with the environment</p>		<p>Social Practice of the Language To express complaints about a product</p>	
<p>Achievements</p> <ul style="list-style-type: none"> Listen and revise complaints about products. Interpret general sense, main ideas, and details of complaints. Make oral complaints. 		<p>Vocabulary</p> <ul style="list-style-type: none"> amount claim complaint customer hesitate purchase satisfied submit state supplier 	
<p>Language</p> <ul style="list-style-type: none"> Words to describe emotions Phrases to establish reasons for a complaint Phrases to propose solutions Phrases to repair failed communication 		<p>Learning to Learn Steps to becoming a wise consumer</p>	
<p>Skills Anger management</p>		<p>Audio Tracks 34-38</p>	
<p>Product Oral Complaint</p>		<p>Reader's Book "The Customer Is Always Right... Right?" pp. 121-134, Track 48</p>	
		<p>Evaluation Tool Interview</p>	

10 How Can I Express Dissatisfaction About Products I Buy?

Analyze the pictures and answer the question.

Complaints

Complaint Form

REJECTED

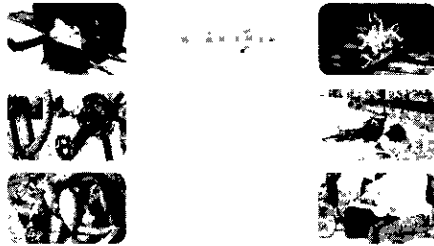
Family and Community Environment
Social Practice of the Language
Listening and Interpreting
Achievements
• Listen and evaluate complaints about products.
• Interpret general sense, main ideas, and details of complaints.
• Make oral complaints.
• Product: Oral Complaints

In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *Do these pictures remind you of any personal experience?* Encourage students to share their experiences with the class.

Finally, organize the class into teams of three and read aloud the title: *How can I express dissatisfaction about products I buy?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

Lesson 1

Observe the pictures. Discuss why it is important to complain about defective products.



Work in pairs. Use the questions to share your experience as a customer.

- How do you feel about the product?
- How do you feel about the service?
- How do you feel about the price?
- How do you feel about the quality?

Learning to Learn

What can I do to be a wise consumer? p. 187.

Discuss with your class the importance of being a wise consumer.

Complete the text using the words from the box.

Just a few days ago, I had a bad experience when I bought a new bicycle. I went to the store and saw a very nice bicycle. I bought it and took it home. But when I went to ride it, I found that the battery was leaking. I was very angry because I had to stop riding it. I went back to the store and complained. The store manager was very helpful. He gave me a new battery and a new handle. I was very happy because I got a new bicycle. I will never buy a bicycle from that store again.

Use the words to complete the text. Write the words in the correct form.

Reader's Book
Read pages 121-125 from the Reader's Book.

Unit 10 153

Achievement

Listen and revise complaints about products.

Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

Development

1. Observe the pictures. Discuss why it is important to complain about defective products.
Draw students' attention to the pictures, ask: *What is the relation between each pair of pictures? (cause and effect)*. Ask volunteers to describe each pair, telling what the defect in the product is and what may be the result of using or consuming it (defective battery may cause fires, defective pedal/chain may cause accidents, spoiled fish may cause sickness). Have students reflect that realizing we have bought a defective product and complaining about it is important because sometimes this can prevent risky situations for themselves and for others.
2. Work in pairs. Use the questions to share your experience as a customer.
Organize the class into pairs. Read each of the

questions aloud to make sure all the students understand them. Have pairs share their experiences while you monitor encouraging them to speak in English all the time. Invite volunteers to report what their partners share, using indirect speech.

Learning to Learn 187

Read the question in the Learning to Learn box and elicit answers from different students. Then, go to page 187 in the Activity Book to read the tips provided.

3. Discuss with your class the importance of being a wise consumer.

Ask students if they have ever used any of the tips they read in the Learning to Learn section. Encourage them to share details about their experiences as consumers and have them reflect that sometimes we complain about things that we are responsible for, like a product malfunctioning for not following instructions or guidelines properly. Also, have them identify the tips that are important to follow in case they need to complain about a defective product such as keeping sales receipts or understanding refund or exchange policies.

4 Complete the text using the words from the box.

Read instructions aloud and invite students to check the definitions of the words in the glossary (p. 190). Monitor while they work and check orally. Explain that the word *purchase* may be used as a verb or as a noun. Ask: *How was it used in this text? (as a noun)*.

Tell students they have to read pages 121-125 in their Reader's Book and think about the answer to the following question: *What confusion did the customers experience?*

Lesson 1

Listen and write a T if the statement is true or an F if it is false. If it is false, change it to make it true. Discuss in teams if Cesar's way to complain is appropriate. Possible answers:

1. Even the customer service manager seems to be indifferent about the complaint. **F**
She seems concerned about the request.



2. Cesar bought the laptop on the Internet. **T**
He bought a laptop.

3. Cesar is angry because of the way he was treated in the store. **T**

4. The problem is that the product does not do what the offer said. **T**

5. Eva didn't give Cesar a solution. **F**
She offered to replace the product.

Contrast the attitudes adopted by the interlocutors in the dialogue from the previous activity. Then, discuss the question. Possible answers:

Eva: kind, patient, concerned.

Cesar: furious, frustrated, pessimistic.

It is not easy to see the effect of the tone in the quality of a communication. Compare from the two modalities: a) modality? Face-to-face gives the opportunity to show emotions more openly affecting the way in which the message is transmitted.

Work in pairs to discuss how Cesar could adjust the way he speaks and listens while complaining. Write your conclusions. Possible answers:

He could be more kind and respectful by changing his tone of voice and selecting other types of words to express his complaint. It would also try to listen to Eva because it seemed that he was not paying attention to what she was saying at the end.

Time-to-Shine!

- What public institution protects consumers in your country? PROFECO

Contrast attitudes adopted by interlocutors. Detect ways to adjust the action of speaking and listening.

Unit 10 155


Achievement

Listen and revise complaints about products.

Teaching Guidelines

- Contrast attitudes adopted by interlocutors.
- Detect ways to adjust the action of speaking and listening.

Development

8. Listen and write a T if the statement is true or an F if it is false. If it is false, change it to make it true. Discuss in teams if Cesar's way to complain is appropriate. 


Ask: How does a defective product make you feel?

Elicit answers from different students. Then, read instructions aloud and give students some time to read the statements in silence. Also draw their attention to the picture and have them describe it. Ask: What can you predict about the dialogue you are about to listen to? (a man is very angry because he bought a defective product in an electronics store). Play Track 35 for them to work on the task. Check orally and, in the case of false statements, ask volunteers to write true statements on the board. Finally, organize the class into small teams and give them some time to discuss

if the way Cesar complained is appropriate or not. Encourage them to give reasons (e.g., no, because he was rude with the customer service manager, and that is completely unnecessary).

Language 186

Go to page 186 in the Activity Book to read the words that describe emotions. Encourage students to use a dictionary to look up the meaning of unknown words.

9. Contrast the attitudes adopted by the interlocutors in the dialogue from the previous activity. Then, discuss the question. 

Read instructions aloud and invite students to contrast attitudes adopted by interlocutors in the dialogue they just listened to. Encourage them to use the words in the Appendix to describe both attitudes. Finally, read the question aloud. Ask them to recall the complaints they listened to and read about in the last session (p. 154, activities 5 and 6), and have them value the effect of each modality of communication. Read the question in the Time to Shine! box and praise the students who answer.

Skills 187

Go to page 187 in the Activity Book to read the information related to anger management. Explain that it is totally normal to feel frustrated or angry when you buy a defective product, but that most of the time the person that receives our complaint is not responsible for it, so these tips may be very useful to calm down and always be respectful.

10. Work in pairs to discuss how Cesar could adjust the way he speaks and listens while complaining. Write your conclusions.

Organize the class into pairs, read instructions aloud, and give them some time to work on the task. Monitor to help with any vocabulary they may need. Invite pairs to read their answers aloud.

Day 3

Lesson 1

Step 1 Oral Complaint

In this unit, you will prepare yourself to make an oral complaint. In order to start preparing your product, do the following activities.

- Choose one product that may be defective when you buy it.
- Draw it and the possible consequences that the defect may cause. Take Activity 1 as a model.

- Write a list with reasons for complaints about the product you chose. Copy it on a sheet of paper and file it in your portfolio.

1.
2.
3.
4.



Self-evaluation

- Can I listen and revise complaints about products?

Yes

No

How can I improve?

156 Unit 10

Product

Oral Complaint

In this unit, students will work individually to prepare an oral complaint. In this lesson, they will choose a product that may be defective and write a list with motives or reasons for complaints. Tell them to use a dictionary to look up technical terms they may need to state their reasons. Monitor while they work in order to check. This will be your first evidence in this unit; ask them to file the list following the procedure you prefer.

For homework, encourage students to investigate vocabulary that may be related to the product they chose (parts, functions, etc.).

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 7, p. 154: Use the **Open-ended Statements Strategy**. Instead of working in small teams, work as a whole class to engage all your students to answer the questions by providing them with the first part of the answer: *I think that the most effective is... because... / The modality which was more formal is... I know it was because...*

Activity 9, p. 155: Use the **Individual Response Card Strategy** to help shy or struggling students to participate. Have students take out a recycled sheet of paper and cut it in two halves, one for Eva and one for Cesar. Invite them to write their answers and show them to you instead of saying them.

Listen and fill in the blanks.

- Encourage students to use electronic devices to look up the meaning of the following phrases: *to be out of something* (the product is no longer available), *to be afraid I can't do something* (I don't have the skill or resources to do something), *to be out of something* (the product is no longer available), *to be afraid I can't do something* (I don't have the skill or resources to do something).
- Give them a minute to think about what they would say if they were in the customer's shoes. Encourage them to use the phrases they just learned to describe the situation.
- Ask students to share their responses with a partner.
- Ask students to write a short paragraph about what they would say if they were in the customer's shoes.
- Ask students to share their responses with a partner.
- Ask students to write a short paragraph about what they would say if they were in the customer's shoes.
- Ask students to share their responses with a partner.
- Ask students to write a short paragraph about what they would say if they were in the customer's shoes.
- Ask students to share their responses with a partner.



Time-to-Shine!

- What phrase did the customer use to repair failed communication?
- What did she say?

Explain the meaning of the customer's words.

Read the instructions and the sentences aloud. Ask students to reread the dialogue so they can find the words in context and give them some time to clarify the meaning of words. Invite volunteers to share their answers by reading them aloud.

Listen again. In your notebook, draw a chart like the one below to infer why the customer didn't accept the solution offered. Follow the example.

+ →

Phrases to Explain

Clarify the meaning of words. Circle, underline, or highlight the words in the original text.

Reader's Book
Read pages 126-127 from the Reader's Book.

Unit 10 157

Achievement

Interpret general sense, main ideas, and details of complaints.

Teaching Guidelines

- Clarify the meaning of words.
- Establish the motive or reason for a complaint (e.g., *I got myself this book, but when I opened it I saw there were blank pages.*).
- Infer general sense.

Development

Language 186

Go to page 186 in the Activity Book. Ask volunteers to read the following sections: Phrases to Establish Reasons for a Complaint, Phrases to Propose Solutions, and Phrases to Repair Failed Communication.

1. Listen and fill in the blanks.

Encourage students to use electronic devices to look up the meaning of the following phrases: *to be out of something* (the product is no longer available), *to*

charge for something (to ask to pay for something). If electronic devices are not available, you may give some examples for them to infer the meaning: *I'm afraid I can't bake the cake, I'm out of flour. / They charged me for the service and it was very expensive.* Then, explain to students that they will use phrases from the Appendix to establish the motive or reason for a complaint and to propose a solution. Play Track 36 for them to perform the task; check orally. Ask the question in the Time to Shine! box to check what expression the customer used to repair failed communication.

2. Explain the meaning of the customer's words.

Read the instructions and the sentences aloud. Ask students to reread the dialogue so they can find the words in context and give them some time to clarify the meaning of words. Invite volunteers to share their answers by reading them aloud.

3. Listen again. In your notebook, draw a chart like the one below to infer why the customer didn't accept the solution offered. Follow the example.

Draw students' attention to the example. Have them recall the last conversation they listened to (Activity 8, page 155) and tell them that there are some details that are not explicit but can be inferred. Explain to them that one way to infer is to connect the explicit details with their personal experience, as shown in the example. Before you play the track, give students a few minutes to draw a similar chart in their notebooks and ask them to pay attention to details such as the customer's tone and rhythm of voice. Play the track and have them write those details in the first circle. Then, have students reflect on which situations they speak like that and describe them in the second circle. Guide them to use the information they wrote in both circles to infer the general sense of the situation and why the woman didn't accept the solution.

Tell students they have to read pages 126-127 in their Reader's Book and think about the answer to the following question: *Why were the diners distressed?*

Day 2

Lesson 2

Listen and order the dialogue.

1. —I'm kidding.
2. —I thank you for your patience.
3. —Directly.
—I appreciate on behalf of my chef.
—Would you mind telling me who the chef is?
4. —What's wrong, sir? Maybe I can help you.
5. —Don't worry, it's just that I'm afraid of blood.
6. —Excuse me?
—The problem is I ordered a well-done steak and it's medium rare. Could you please replace it?
—Certainly. I'll bring you a well-done steak in a moment.



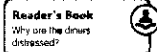
Circle the picture that shows the cause of the complaint.



Work in pairs to fill in the chart.

	Expression Used to Propose a Solution	Customer's Purpose
1. I'm kidding. (A, B, C, D)	I just hope you don't charge for this stew.	not paying for a product that didn't satisfy her
2. Don't worry, it's just that I'm afraid of blood. (A, B, C, D)	Could you please replace it?	getting another product that satisfies him

Work in pairs. Discuss which of the two solutions you would choose if you were in a similar situation.



Achievement

Interpret general sense, main ideas, and details of complaints.

Teaching Guideline

Compare expressions to propose solutions (e.g., *I would like a full reimbursement, I strongly demand a free replacement, etc.*).

Development

4. Listen and order the dialogue.

Ask students to share if they have ever complained about a dish when eating out. Invite them to tell if they proposed a solution and what it was. Then, tell them they will listen to another complaint in a restaurant. Play Track 38 for them to order the statements. Check orally. Have students pay attention to the fact that there are different ways of complaining and that they don't always need to have a serious face when expressing a complaint. Ask: *What is the mood of this customer?* (he is relaxed and even makes jokes when complaining).

5. Circle the picture that shows the cause of the complaint.

Draw students' attention to the pictures and ask them to reread the dialogue to find the terms that describe the steak (well done and medium rare). Ask: *Which of the two pictures show blood?* (the second). *Which one is the customer complaining about?* Ask them to mention the term that describes it (the medium rare one). Have them circle the picture.

6. Work in pairs to fill in the chart.

Organize the class into pairs. Have them fill in the chart to compare expressions to propose solutions. First, they must reread the dialogues to identify the expressions and then they must infer the purpose and write it down in the second column. Monitor while pairs work and, when they have finished, invite them to read their answers aloud.

7. Work in pairs. Discuss which of the two solutions you would choose if you were in a similar situation.

Students will continue working in pairs to discuss which of the two solutions is the best for them. Monitor to encourage them to speak in English between themselves and after a few minutes invite volunteers to report what their partner told him/her. Finally, organize the class into pairs. Have them choose one of the dialogues (Activity 1 or 4) and practice reading it aloud using different expressions to establish the reason for the complaint and to propose a solution.



Discuss the question related to the text from the Reader's Book. Ask students to underline the questions that the man in the third story asked (What do you mean you don't serve hamburgers? What kind of restaurant is this? Don't Italians eat hamburgers too?) and the phrases that show his attitude (he asked in an angry tone, he was absolutely furious). Have a student ask those questions out loud and with the same tone. Then, have students give their opinions.

Lesson 2

Read the online reviews and match them with the complaints you listened to in this lesson.

← → www.wouldtravel.com

1 The restaurant is very nice. The only problem was that I was quite hungry, but the food I ordered took about 20 minutes to arrive. I had to wait for a long time at the beginning, but the waiter was very attentive and they recovered my food quickly. At the end, I was very satisfied.

2 The hotel is disappointing with the room that I ordered as it did not fulfill my expectations. The water was very dirty, but I do believe that the room was clean. I was frustrated because I would not stay.

3 The review corresponds to the dialogue presented in Activity 4.

4 This review corresponds to the dialogue presented in Activity 1.

Work in pairs. Reread the reviews in the previous activity, identify the expressions used to convey emotions, and classify them in the chart below.

Positive Emotions	Negative Emotions
I was very satisfied.	I felt a bit annoyed.
	I felt totally disappointed.
	I was frustrated.

Work in small teams. Analyze the complaints from this and the previous lesson and answer. (Answers may vary.)

- The best way to express discomfort is to take a message along distance.
 Because _____
- For long-distance complaints, we think the best is to write a message.
 Because _____
- The best attitude you can have when you express your complaints is to be polite.
 Because _____

Classify, by their meaning, expressions to convey emotions when speaking. Unit 10 159

Achievement

Interpret general sense, main ideas, and details of complaints.

Teaching Guideline

Classify, by their meaning, expressions to convey emotions when speaking (e.g., *disappointment: I felt disappointed when the coffee maker did not heat water; trouble: It was so delicate I couldn't even touch it, etc.*).

Development

8. Read the online reviews and match them with the complaints you listened to in this lesson.

Elicit if students have ever read any online reviews of products, stores, or services. Ask: *Was the review useful for you? Why or why not?* Then, read instructions aloud and have them work on the task individually while you monitor walking around. Check orally. Ask: *What do you think is the purpose of expressing a complaint in an online review?* (possible answer: to share an experience that may help others choose a product or a service).

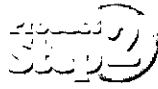
9. **Work in pairs. Reread the reviews in the previous activity, identify the expressions used to convey emotions, and classify them in the chart below.** Organize the class into pairs to have them classify, by their meaning, expressions to convey emotions when speaking. Suggest that they check the words on page 186 to easily identify them in the texts and use a dictionary if they have doubts about their meaning. Check by drawing the chart on the board and inviting volunteers to write their answers.

10. Work in small teams. Analyze the complaints from this and the previous lesson, and answer.

Organize the class into teams of four persons. The objective of this activity is to have them express their preferences for the best way to express a complaint (modality and attitude). Tell them to discuss and agree on one answer for each question per team; encourage them to write reasons to explain their choice. Monitor while teams work to provide them with vocabulary they may need. When they have finished, invite teams to share and compare their conclusions.

Day 3

Lesson 2



Oral Complaint

Remember that in this unit you will prepare yourself to make an oral complaint. In order to continue preparing your product, do the following activities.

- Go back to page 156 to recall the reason for your complaint.
- Follow the examples to fill in the following chart with expressions you can use to state your complaint. Copy them on a sheet of paper and file it in your portfolio.



To Establish the Reason for Your Complaint

To Propose a Solution

To Convey Emotions

Self-evaluation

- Can I interpret general sense, main ideas, and details of complaints?

Yes

No

How can I improve?

160 Unit 10

Product

Oral Complaint

As you may recall, in this unit students will prepare themselves to make an oral complaint. In this lesson, students will create a chart with expressions they can use to state their complaint. Suggest that they check the models provided in this and the previous lesson and the phrases on page 186 to write their own. This will be your second evidence in this unit; ask them to file it following the procedure you prefer. As students are working individually this time, monitor them closely, especially those struggling, to offer any help they may need.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activity 7, p. 158: Instead of working in pairs, modify the **Four Corners Strategy** to help shy students give an opinion and kinesthetic students to relax. Post two recycled sheets of paper on opposite classroom walls; one of them says: *Not paying for an unsatisfactory product*, the other: *Getting a replacement*. Ask: *Which of the two solutions would you choose if you were not satisfied with a product?* Ask students to stand up and walk to the wall where their answer is expressed. Once the group is divided, have students on both sides explain their reasons for their choice.

Activity 10, p. 159: Use the **Bubble Map Strategy** before students start working on this activity so they can visually recognize the different modalities to express a complaint. Draw a big circle in the middle and write as a title: *Complaints*; then, draw two circles near it and elicit the titles: *Face to Face* and *Long Distance*. From the "Long Distance" circle, draw three more circles and elicit the titles: *Voice Message*, *E-mail*, and *Online Review*. Once you have the Bubble Map ready, organize the class into teams and follow the instructions provided in this guide.

Lesson 3

Work in pairs. Imagine you bought a defective smartphone, describe the problem giving as many details as you can. Follow the example. (10 minutes)

Prepare a face-to-face and a phone call complaint. Mention the problem and details about the purchase (supplier, date, amount you claim). (10 minutes)

Face to Face	Phone Call
--------------	------------

Show different attitudes in each of your complaints. Write a sentence to convey emotions according to each of them. (10 minutes)

Face to Face (Annoyed)	Phone Call (Friendly)
------------------------	-----------------------

Propose a solution for the problem according to each attitude. (10 minutes)

Face to Face (Annoyed)	Phone Call (Friendly)
------------------------	-----------------------

Unit 10: The Smartphone (186-190) | Reader's Book: Read pages 128-133 from the Reader's Book | Unit 10 161

Achievement

Make oral complaints.

Teaching Guidelines

- Choose relevant repertoire of words and expressions to raise complaints.
- Express motive or reason and create expressions to propose solutions.

Development

- Work in pairs. Imagine you bought a defective smartphone; describe the problem giving as many details as you can. Follow the example.**

Have students write the answers of the activities from this page in their notebooks if you consider that the space is not enough. Organize the class into pairs. Encourage them to use present progressive and past simple, as shown in the example, to express the motive or reason for their complaint. Monitor while they write to offer help when required.

- Prepare a face-to-face and a phone call complaint. Mention the problem and details about the purchase (supplier, date, amount you claim).**

Students will continue working in pairs. Read instructions aloud and ask: *What differences are there between a phone call and a face-to-face complaint?* (in a face-to-face complaint you can show the product to the other person and it is easier to transmit emotions; in the phone call complaint you have to give more details). Have them write one or two sentences for each modality while you monitor checking they are including the data requested (supplier, date, amount claimed).

- Show different attitudes in each of your complaints. Write a sentence to convey emotions according to each of them.**

Elicit from students what attitudes the customers in the previous lessons had while expressing their complaints (aggressive, annoyed, relaxed). Tell them that the attitude and the reason for the complaint will determine the repertoire of words and expressions they will choose to raise their complaint. Draw their attention to the chart and suggest that they use the expressions on page 186 to fill it in. Monitor to check they are using appropriate vocabulary for each case.

- Propose a solution for the problem according to each attitude.**

Encourage students to create expressions to propose solutions for each case. They may use the ones on page 186 as a model. If time allows, invite volunteers to choose one of the complaints they wrote and act it out for the class to guess which modality and attitude it corresponds to.

Tell students they have to read pages 128-133 in their Reader's Book and think about the answers to the following question: *Why did the author make a big mistake when he complained?*

Day 2

Lesson 2

Work in pairs. Check the information you wrote during the last session and decide who you will direct each complaint to. Adjust the language if necessary. (Answers may vary.)

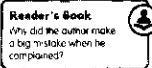
We may direct the face-to-face complaint to _____
and the phone call complaint to _____.

Prioritize the information to write a short paragraph to express the annoyed complaint. Use the dialogue on Lesson 2, Activity 1 as a model. (Answers may vary.)

Repeat the procedure to write a short paragraph to express the friendly complaint. Use the dialogue on Lesson 2, Activity 4 as a model. (Answers may vary.)

162 Unit 10

Work in register with intended audience. Prioritize the information to write a complaint.



Achievement

Make oral complaints.

Teaching Guidelines

- Match register with intended audience.
- Prioritize information to be used in complaints.

Development

5. **Work in pairs. Check the information you wrote during the last session and decide who you will direct each complaint to. Adjust the language if necessary.**

Have students leaf through the pages of this unit to check the complaints presented as models. Tell them to identify who they were directed to (the sales manager, the customer service manager, a waiter) and to give more details about these people: *Were they young? old? attentive? serious?* Then, ask: *Do these details determine the language you will use?* (yes, although we should always be respectful).

Next, tell them to get together with the same partner they were working during the last session. Have them recall the complaints they wrote and decide who they will direct them to. Then, encourage them to adjust the language if it is necessary.

6. **Prioritize the information to write a short paragraph to express the annoyed complaint. Use the dialogue on Lesson 2, Activity 1 as a model.**

Have students go to page 157 to reread the complaint presented in Activity 1. Ask: *What order does it follow?* (first the customer expresses the reason for the complaint and gives details; then, she proposes a solution). Have them prioritize the information to be used in the complaints that they wrote last session (Activity 2) by writing a short paragraph in which they will order the information according to its importance and they will add a possible solution. Monitor to offer help when required.

7. **Repeat the procedure to write a short paragraph to express the friendly complaint. Use the dialogue on Lesson 2, Activity 4 as a model.**

Have students write another paragraph prioritizing the information for the phone call complaint. Finally, ask pairs to share which of the two complaints was easier for them to prepare.



Discuss the question related to the text from the Reader's Book. Ask students to describe how the author reacted when the technician didn't arrive and he called customer service for the third time (he was furious; he demanded his money back and also to talk to the manager). Ask them if his reaction was positive (no). Finally, have a student say whose fault it was (the author's, because he didn't plug in the monitor).

Day 3

Lesson 3

Step 3 Oral Complaint

Remember that in this unit you will prepare yourself to express an oral complaint. In order to continue preparing your product, do the following activities

- Go back to page 160 to recall the expressions you wrote
- Decide the following aspects:
 - a. modality of communication (modality: how to communicate)
 - b. recipient of the complaint (to whom will direct your complaint to)
 - c. attitude while expressing it
- Write a short paragraph to express your complaint prioritizing the information you already have and decide how you will use prosodic resources
- On a sheet of paper, draw a sketch that shows how you will use body language while expressing your complaint. Write some notes to explain and file it in your portfolio

Self-evaluation

Can I make oral complaints?

Yes

No

How can I improve?

Product

Oral Complaint

As you may recall, in this unit students will prepare themselves to make an oral complaint. In this lesson, students will choose the modality of communication, decide who they will direct their complaint to, and the attitude they will have while expressing it. Using all the information they had from the previous sessions (p. 156 and p. 160), they will write a short paragraph prioritizing the information and they will also plan the use of prosodic resources.

Finally, they will draw a sketch showing how they will use non-verbal language and write some notes to explain it. This will be your third evidence in this unit; ask them to file it following the procedure you prefer.

Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, tell students to identify the activities from the lesson that helped them accomplish it (you have the reference in this guide) and to reflect if they could perform those tasks without any problems. If they could, tell them to check the "Yes" box; if they couldn't, tell them to check the "No" box and to write what they can do to improve.

Differentiated Instruction

Activities 1 to 4 (p. 161), 5 to 7 (p. 162), and 8 (p. 163): Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students, e.g., one student tutors another to write the complaints, but the one being tutored draws the sketches beautifully.

Activity 9, p. 163: Use the **Group Based on Goals Strategy** with struggling students. Have them focus only on describing the reason for their complaint and proposing a brief solution so they don't feel overwhelmed.

Product and Assessing My Learning Process

Product

Oral Complaint

It is time to present your oral complaint! To make sure you have everything ready, do the following activities:

- **Check the language you are using.**
Does it match with modality or communication level appropriate for the person or organization you will direct the complaint to? Does it match the mood you selected to express your complaint?
- **Revise your information.**
Does it include details about the purchase? Does it include details about the problem? Does it propose a solution?
- **Revise details on how to express it!**
Do the use of phrases, resources and non-verbal language influence the meaning? Did you prepare phrases to repair failed communication?
- **Once everything is ready, present it to your class!**

Ask three of your classmates to give you feedback about the performance you had during the presentation of your oral complaint. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you ...	I suggest that you ...

Oral Complaint

Tell students that they will have five minutes to finish preparing their complaints following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their presentation. Once they are ready, invite them to present in front of the class. Use the interview format provided as an evaluation tool to collect information about students' self-assessment of their performance during this school year. This format provides a structured interview, but you feel free to modify it in case you need additional information. Don't write anything while performing the interview, remember that the advantage of evaluating this way is that you may obtain subtle information such as the perception of emotions, beliefs, and interests, so try to wait until you finish to write general comments and reflections. At this point of the course, the information you obtain will also help you a lot to self-assess your own teaching skills concerning different learning styles.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

Assessing My Learning Process

1. **Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.**

Tell students to go back to page 153 and guide them to

Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson Activity It helped me because...

Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.

Step 1 (p. 153)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 2 (p. 160)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 3 (p. 134)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Oral Complaint		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. **Use the graphic organizer to identify each subproduct that led you to present your product. Reflect upon your results.**
If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then, have them describe the different steps that helped them prepare their oral complaints. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their results in the future to prepare similar activities.
3. **In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.**

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.

Evaluation Tool

Interview

Name: _____

Use the following questions to interview each of your students individually.

1. Do you feel confident to express support and solidarity while facing an everyday problem? How would you do it?
2. Have you read theatre plays in English during the school year? Which ones?
3. Can you give instructions for an environmental emergency? Give two examples.
4. Have you read journalistic news in English during the school year? What were they about?
5. Would you feel confident to improvise a short monologue? Why or why not?
6. Are you able to paraphrase information to explain the operation of a machine? How would you do it?
7. Do you feel confident to share personal anecdotes in English? Why or why not?
8. Are you able to compare cultural aspects in English? Give an example.
9. Can you support your points of view when participating in a round table? How?
10. Do you feel confident to express a complaint and ask for a solution? Give an example.
11. What do you think about your general performance during this school year?
12. What are your commitments for the next school year?

Comments on student's learning style:

Aspects I should pay attention to:

Audio Scripts

TRACK 1

Copyright

UNIT 1

TRACK 2

Listen to the conversations and complete the chart. Copy it on a sheet of paper and file it in your portfolio.

Conversation number 1

Teen boy: Are you OK, Mom?

Young woman: Not really, I feel stressed!

Teen boy: Why?

Young woman: There isn't enough time for me to do everything I'm supposed to: take care of your baby sister, work, go to the supermarket, do all the household chores

Teen boy: I can help you! Tell me, what can I do?

Conversation number 2

Teen girl: I'm very worried about Sara, she has been absent very often and she looks sad.

Teen boy: I think she's having problems at home.

Teen girl: We must find a way to cheer her up. What can we do?

Teen boy: Yes, you're right, we should think of something.

Teen girl: I'll tell the others...

Conversation number 3

Young man: Hi, kids! My name is Tomas and I work in an elderly care home.

Teenagers: Hi, Tomas! Nice to meet you!

Young man: I'm here because we have some seniors who don't have anybody who will pay them a visit, and they're getting very sad.

Teen boy: How can we help?

Young man: That's a great attitude! I need some ideas...

TRACK 3

Listen and order the pictures.

Announcer: Are you ready for time travel?

1 Girl: Mike, what did you bring for lunch today?

Boy: Doughnuts, a bag of chips, and a soda!

Girl: My mother says it is a good idea to eat fruit in the morning.

Boy: Well, maybe... but doughnuts are delicious!

2 Boy: Let's order some pizzas!

Girl: How about a salad?

Boy: Yuck! I don't like vegetables!

Girl: Me neither! I was kidding!

3 Man: I brought some hamburgers!

Woman: Why don't you start eating healthier? You eat hamburgers every day!

Man: Hamburgers are healthy, they have protein.

4 Doctor: What have we got?

Nurse: Heart attack, 32 years old, 96 kilograms...

Announcer: We are sure you don't want to be in the same situation. What if you start eating healthy today? This public service announcement is brought to you by the Ministry of Health.

TRACK 4

Work in pairs. Use the words in the box to fill in the blanks.

(same audio from Track 3)

UNIT 2

TRACK 5

Listen and fill in the chart.

Boy: Have you heard there's going to be a Shakespeare Festival in town next week?

Girl: Really? I love Shakespeare's plays!

Boy: I know! That's why I'm telling you, but I don't know which one is your favorite. Let me guess... Romeo and Juliet!

Girl: Of course not! There's too much love in it.

Boy: I read it was intended for teenagers, especially for girls who like love stories. Times have changed, there's no doubt. So, which is your favorite then?

Girl: Hamlet! To be or not to be, that is the question!

Boy: In that scene, Hamlet is holding a skull in his hand and gives a speech about mortality, right? It gives me goose bumps; those themes are for adults.

Girl: So, which is your favorite?

Boy: A Midsummer Night's Dream!

Girl: My little brother also likes it! It's like a fairy tale.

Boy: Yes, children like it because it's very funny. But if you analyze the dialogues, you will notice that what Shakespeare was trying to show is that sometimes it can be difficult to distinguish between illusion and reality, things are not always what they seem to be...

Girl: I should see it again. Would you like to come with me?

Boy: Of course!

TRACK 6, page 26

TRACK 7, page 27

TRACK 8

Listen and circle the correct answer.

We can find the origins of the theater in Ancient Greece. Most Greek cities had a theater although it was most developed in Athens. Theaters were built in the open air and were usually bowl-shaped arenas on a hillside. Some theaters were very big, with room for more than 15,000 people in the audience.

At that time, all the actors were men or boys, and most of them were part of a chorus that performed on a flat area called the orchestra. There were also solo actors who performed on a raised stage. The actors changed their costumes in a hut called the "skene." Painting the walls of the hut made the first scenery.

Some plays, the comedies, were funny and made fun of rulers most of the time. Others were sad and serious with terrible endings and lessons about right and wrong; those were called tragedies.

TRACK 9, page 30
TRACK 10, page 31
TRACK 11, page 33

TRACK 12

Listen to the fragment again and pay special attention to the pronunciation of the words you wrote. Write five strategies that you will use to pronounce those words correctly.

(same audio from Track 11)

UNIT 3

TRACK 13

Listen to the radio clip and fill in the gaps.

Man: In our capsule today, I'll explain to you what we have to expect during an earthquake. The first thing is that the ground or floor will move, in some cases violently. You may see swaying buildings or hear a roaring sound. Inside a house, unsecured objects and ceiling panels may fall, windows may break, and power may go off. On the street, constructions, such as bridges and utility wires, may also fall creating hazardous situations. So, once you manage to go out, check your surroundings and stay in a safe place.

TRACK 14

Listen and fill in the blanks with expressions that show generic facts. Then, work in teams and reflect upon the reasons for each instruction.

Interviewer: As you know, extreme weather is affecting our city with another heat wave. We're here with Dr. Salinas who will give us some instructions on how to deal with this environmental emergency.

Dr. Salinas: Thanks for inviting me. Taking care of ourselves is very easy: It's important that you wear light clothing. You should also use sunscreen and drink

plenty of liquids.

Interviewer: Any other suggestion?

Dr. Salinas: It's dangerous to be outdoors during heat waves. If it's not absolutely necessary, don't go out because you may get heat stroke.

Interviewer: What is that?

Dr. Salinas: It's a very serious illness that may cause death, so it's advisable to monitor symptoms such as red, dry skin, rapid pulse, or difficulty breathing. If you notice any of them, go to the hospital immediately.

Interviewer: Thanks a lot for your advice, I'm sure it will be very helpful for our audience.

Dr. Salinas: Thank you and please take care!

UNIT 4

TRACK 15

Work together with another pair. Give or receive feedback.

Girl: Have you heard Diana Jones is coming to give a concert this week? I'm so excited!

Boy: Yes, I've read it in the news! They said she's on a tour to raise funds for the victims of an earthquake. Besides being a great singer, she's a very generous person; she often donates a lot of money for many different causes.

Girl: Really? So, this concert will be a way to help as well.

Boy: That's right. They also said she'll give other concerts in Guadalajara and Monterrey on February 26 and 27. The cheapest tickets are 150 pesos and the most expensive 700 pesos.

Girl: Do you want to go with me?

Boy: Of course!

UNIT 5

TRACK 16

Listen and fill in the graphic organizer.

Teacher: Hi, kids! Today we are going to listen to some examples of monologues, but before we start, do you know what a monologue is?

Boy 1: I know! I know! A monologue is when only one person speaks, right?

Teacher: Exactly! The word has a Greek origin, *mono* means "alone" and *logos* "speech." Do you know which types of monologues there are?

Boy 2: The funny ones!

Teacher: Of course! Those are comic monologues. Any other?

Girl 2: Sometimes in movies, characters give a speech about what they're thinking or feeling.

Teacher: That one is an example of an interior monologue, very good!

Girl 1: What about the ones where, in a play, a character gives a very, very long speech to another character or to the audience?

Teacher: That kind is called a dramatic monologue. Very good, kids! Now we're ready to start...

TRACK 17

Listen and read. Share if you have ever been in a similar situation.

Have you ever wanted to look like a movie star and you end up being a mess? Well, that was what happened to me today when I was on my way to meet this gorgeous boy that invited me for a date. I was walking down the street so happy that I began to sing. Suddenly, I felt something fly directly into my mouth. It hit my throat and I started coughing; tears began to fall like rain from my eyes. I coughed so much that my belly ached. After a few minutes, which seemed like an eternity to me, I didn't feel the "thing" in my throat anymore. I breathed deeply and looked for my mirror to check if my makeup

Audio Scripts

was OK, but it wasn't in my purse. I trusted my fingers and tried to clean the smeared eyeliner with them. I entered the restaurant, he was sitting in the corner and my heart started beating faster as I approached. I smiled and then I realized there was a mirror in front of me. My hair was all messed up, my makeup ruined and a small black winged insect trapped between my two front teeth.

TRACK 18

Listen and read focusing on the emotions that the text makes you feel. Compare with the ones your classmates felt.

I don't understand what happened. I've always been a good friend to her; she was like a sister for me. Why has she turned her back on me? We used to have so much fun together, I was her confidant and she was mine. I don't understand why she doesn't care about my feelings. I know that being popular is important for her and I don't criticize her decision of hanging out with some other girls. It's not that I feel jealous; it's just that I'm sad because she doesn't even return my calls. I thought we were the best friends ever, but now I don't know what to believe.

UNIT 6

TRACK 19

Listen and match the columns. Then, reflect upon similar examples in your native language.

Woman: Hi, Peter! Thank you for sending me the tractor's operation manual.

Man: You're welcome! I hope it will be useful.

Woman: Sure! I just want to check some terms with you; for example, hood.

Man: It's the metal cover over the engine at the front; I think you call it a bonnet.

Woman: Yes, we call it a bonnet.

And the stick shift is the gear lever, right?

Man: Exactly!

Woman: And you call the accelerator "gas pedal" and the wing mirror you refer to as "side-view mirror;" don't you?

Man: Wing mirror! I didn't know it was called that!

Woman: And there are some others. For example, instead of gas, we say petrol, and instead of highway, motorway.

Man: Wow! It seems you speak a different language!

UNIT 7

TRACK 20

Listen and circle the places that the students and teacher visited.

Teacher: Welcome back! It's great to be together again.

Pete: Yippee!

Teacher: Are you glad to be back to school?

Pete: Yes!

Amy: To be honest, not really... I'm already missing my vacation.

Teacher: What did you do?

Amy: I went to Jalisco, to my grandparents' house. It was great because all the family got together and I shared a lot of time with my cousins.

Teacher: And what about the rest? Would you like to share what you did?

Sara: I went to the beach, and it was amazing because we went camping this time.

Teacher: That sounds terrific!

Sara: And what did you do, teacher?

Teacher: I stayed here in the city, but it was also nice because I visited lots of interesting places, such as art galleries.

Pete: I also stayed here and it was great. I went three times to the amusement park!

Teacher: Well, after having so much fun and rest we should get back to work.

Students: Aw!

TRACK 21

Listen and order the dialogue.

Pete: So, you went to Jalisco?

Amy: I would like to go; they say there is a wonderful zoo in Guadalajara.

Amy: That's what they say, but we didn't go. We were really comfy all together at the house.

Pete: What do you mean by comfy?

Amy: Well, my grandparents treat us very well. Everybody seemed to be at ease there.

Pete: Didn't you get bored?

Amy: No way! We played board games, watched TV, ate delicious food and, one day, we went to the park to play soccer.

Pete: Only one day?

Amy: Well, yes, it was because my cousin accidentally kicked the ball directly into my head, so I preferred not to go again.

Pete: Did he hurt you?

Amy: Not really, I just started to feel dizzy.

Pete: Could you be more explicit?

Amy: I felt that the world started to spin around me.

Pete: Good heavens!

Amy: That's why I decided not to go again. We were really amused at home, my grandpa has some beautiful antiques and every time he showed us one, he started telling us interesting stories related to it; I'm sure he is very fond of them. Here I have some pictures, let me show you...

TRACK 22

Work in pairs. Look at the picture, listen to Grandpa's story, and answer the questions.

Grandpa: Do you remember the record player I showed you? The portable one?

Young man: How can I forget? It has been there since I was a kid.

Grandpa: It was not always there. When I was young, there were no MP3s so I used to carry that

beautiful old thing everywhere. And it was thanks to it that your grandmother married me!

Young man: You're kidding! Tell me more!

Grandpa: It was 1968, we were at a party, and I started playing romantic music. I asked her to dance and, as you know, I'm an incredibly good dancer so she immediately fell in love with me and never let me go.

Young man: Ha, ha, ha! I would like to listen to her version of the story.

Grandpa: You should ask her!

TRACK 23

Listen again and circle the correct answer.

(same audio from Track 22)

TRACK 24

Listen and write a T if the statement is true or an F if it is false. If false, explain why. Then, discuss which of the two types of statements are easier to identify.

Teacher: Tell me more about your experience camping at the beach. Where did you go?

Sara: I went to a beautiful beach in Oaxaca. It was great!

Teacher: Who did you go with?

Sara: With my uncles and cousins, who are scouts.

Teacher: So, you should have learned a lot from them about camping, right?

Sara: Yes, it's not as easy as it seems. Now I know how to set up a tent and build a fire.

Teacher: Did you meet interesting people there?

Sara: People from all around the world; I made friends with some British girls.

Teacher: You can stay in touch with them to practice your English skills.

Sara: That's exactly what I'm doing! We chat at least once a week.

Teacher: I should start planning my beach camping vacation.

Sara: I strongly suggest that you do it! You won't regret it!

TRACK 25

Work in pairs to fill in the blanks with an appropriate connector. Listen to the voice message to check.

Hi, Sara, this is Pete. Would you like to come with me to the amusement park? It's a little bit far from home, but it has the best attractions ever! Last Friday, as we were arriving, we went to spin in the swing carousel, then to the roller coaster. I rode it seven times! My little brother didn't like it so much; he got so scared that he began crying. I'm sure that if you go with me, we'll have a lot of fun together because you also like strong emotions and adrenaline. Call me back if you're interested.

TRACK 26

Listen and explain what task the students should do.

Teacher: As I told you, during my vacation I stayed in the city and visited some wonderful places, three of which I want you to visit as well: the Cathedral, the Templo Mayor, and the National Palace. Please don't bring an academic report; I just want you to narrate your experience. You will tell me how you got there, what you learned, what you ate, and most importantly, what you liked the best. Don't forget to include some pictures.

UNIT 8

TRACK 27

Listen and read the beginning of the essay and share a personal experience you have had with percussion instruments.

Percussion Instruments, the Heartbeat of Music

We cannot talk about human culture without mentioning percussion instruments. They are the oldest and

largest musical instrument family. And they have been present since the very first civilizations appeared.

TRACK 28

Continue listening and reading the essay. Write one sentence to summarize the information.

There are uncountable types of percussion instruments in the world. From frame drums in ancient Mesopotamia to modern drum sets used by rock groups, each percussion instrument has a unique history.

Consequently, musicologists have declared that they can't tell how many percussion instruments there are, as almost every culture in the world has developed their own. Some of them look quite strange for those not used to some peculiar shapes. On the one hand we have, for example, the hang, originated in Switzerland and constructed from two half shapes of steel creating a UFO shape. On the other, the berimbau from Angola, which resembles a bow and an arrow.

TRACK 29

Finish listening and reading. Identify implicit information in the following fragment. Write a question to ask for it and share it with your class. Review information provided on page 175.

Percussion instruments have a fundamental role in music. Imagine, for example, that you're having dinner in a restaurant. There's an otherwise amazing guitar music but, suddenly, a percussion instrument joins in. You hear a steady beat in the background that almost replicates your heartbeat. The rhythm is driving the song, and soon you find yourself tapping your foot.

Overall, percussions are the heartbeat of music, as surprising as any other instrument. Maybe that's why they have been so necessary for human beings throughout history.

Audio Scripts

TRACK 30

Listen and read the essay.
Circle the thesis statement.
Underline topic sentences in each paragraph.

Weaving Culture

Traditional weaving is an exceptional example of cultural heritage.

Craftspeople around the world devote their lives to weaving. In this way, they contribute to preserving a symbol of identity in their communities by creating unique fabrics.

According to historians, weaving was already known in the Paleolithic era, 27,000 years ago. It was developed in every culture around the world as an answer to replacing animal skins with textiles. As with every other cultural expression, weaving evolved in different ways depending on the particularities of each culture, transforming fabrics into artistic products, full of color and symbolism.

In the 18th Century, with the Industrial Revolution, weavers were replaced by machines. Fortunately, you can still find traditional weavers that create beautiful works of art in almost every part of the world. For example, Navajo Indians in North America weave blankets with distinctive geometric patterns; in Guatemala, Mayan women use a special loom and add embroidery to the cotton fabrics they weave; in the Andes Mountains in Peru, people weave the wool of llamas and alpacas. In Ghana, men are the ones who use a *kente* loom to weave, from silk and cotton, colorful geometric fabrics for royal suits. In the Middle East, they still weave Persian carpets; in India, beautiful saris; and we cannot forget China, famous for its silk designs. Even in Scotland, tartan weaving is still practiced to produce fabrics used in the traditional kilts.

Of course, these textiles are quite a bit more expensive than

industrial goods because of the amount of work and detail put into the creation of each piece. Never bargain with weavers, as they are not selling you only fabrics. Their designs are made with lots of care and effort, and preserve their values and a traditional cultural heritage.

UNIT 9

TRACK 31

Listen and complete.

Teacher: Look at the picture and tell me, what do you think will be the theme of your research report this month?

Boy: Balance between men and women?

Teacher: More or less; it will be about the evolution of laws. Your purpose will be to explain how laws have evolved to promote gender equality.

Girl: What sources do we use?

Teacher: Encyclopedias, books, and online articles may provide you with reliable information.

Girl: That sounds interesting!

Teacher: And it will be more interesting when you have your information ready to participate in a round table...

TRACK 32

Listen and explain the following statement.

Investigating information for a school assignment is not always easy; you should be able to locate appropriate sources. Right now, we have plenty of information available, but we should be careful because not all of it is reliable. Choosing the most adequate sources for your research and learning to assess the information is an important skill to develop. There is far more to it than simply using search engines and going with the first hits.

TRACK 33

Listen and complete the sentences. Then, share your opinions about them with your class.

We don't know what the world would look like if women ruled it.

Some people say they would make it a better place to live; others believe that they would surely care more about equality. There are also people who say that they would never go back to being victims.

What I believe is that they would be the same as men; it all depends on the person and not on the gender.

UNIT 10

TRACK 34

Listen and circle the correct answer. Then, discuss in pairs what you would do if you were in a similar situation.

Hello, I purchased a table from your online store on May 18. I was amazed and very happy because I received it in only two days, but then the problems started. Unfortunately, I had to assemble the table and it was very difficult. The first major complaint I have is that the instruction manual included with the table was only in French, which I don't think is very helpful for the customers in this country. I managed to follow the diagrams and assembled the table in about three hours, but when I was about to place the glass over it, I noticed it was scratched. When I bought the table, I thought it was great to find it with that incredible price, but now I know why it cost only \$1,950. I leave you my contact information and I would appreciate if you can get in touch with me as soon as possible. My name is Tom Ackerman, that is A-c-k-e-r-m-a-n and my home phone number is 349-28831. I will also submit a letter to your sales manager to ask for a full reimbursement. Thanks in advance.

TRACK 35

Listen and write a T if the statement is true or an F if it is false. If it is false, change it to make it true. Discuss in teams if Cesar's way to complain is appropriate.

Eva: Good morning, I'm Eva, the customer service manager. Please come with me and take a seat. Don't hesitate to give me all the details about your purchase.

Cesar: Ummm...

Eva: Your name is...

Cesar: Cesar, Cesar Lopez.

Eva: Okay. Cesar, make yourself comfortable. As the customer service manager I'd like to help you. I understand you are having some problems with the product you bought. Could you explain to me what happened?

Cesar: What happened? That your store and your employees are the worst! I can't believe the way I was treated...

Eva: Could you be more specific?

Cesar: I bought this laptop computer here one week ago. As soon as I got home, I turned on the computer and I realized that the operating system was not installed in it, although the offer said it was included.

Eva: Didn't you come before?

Cesar: Of course I did, I came back to the store and told the salesman about the problem, and instead of giving me a solution, he told me that probably I was the one who didn't know how to use it because the operating system was certainly installed. I'm a systems engineer, for God's sake! But that was not all, as soon as I arrived home, I submitted a complaint letter to you and I still haven't received a reply.

Eva: I see. I'm sorry about this,

Mr. Lopez. Please, fill in this form stating your complaint so we can replace the laptop. Our main concern is that our customers feel completely satisfied.

Cesar: I shouldn't be wasting my time on this...

TRACK 36

Listen and fill in the blanks.

Customer: Excuse me, are you out of beef today?

Waiter: I'm sorry, I don't understand.

Customer: What I mean is that I ordered a beef stew, but there is no beef in it. There are only vegetables.

Waiter: I apologize for that. Please, let me offer you something else to replace it.

Customer: No, that's alright. I'm in a rush. I just hope you don't charge for this stew.

Waiter: Don't worry, we won't. And I assure you it won't happen again.

Customer: I hope so. Can I have the check please?

Waiter: Sure, I'll come back in a moment.

TRACK 37

Listen again. In your notebook, draw a chart like the one below to infer why the customer didn't accept the solution offered. Follow the example.

(same audio from Track 36)

TRACK 38

Listen and order the dialogue.

Man: Would you mind telling me who the cook is.

Waiter: What's wrong, sir? Maybe I can help you.

Man: The problem is I ordered a well-done steak and it is medium rare. Could you please replace it?

Waiter: I'm sorry. I'll bring you a well-done steak in a moment.

Man: Great!

Waiter: I apologize on behalf of my chef.

Man: Don't worry, it's just that I'm afraid of blood.

Waiter: Excuse me?

Man: Just kidding!

Waiter: Thank you for your patience.

TRACK 39, Reader's Book pp. 5-17

TRACK 40, Reader's Book pp. 19-31

TRACK 41, Reader's Book pp. 33-43

TRACK 42, Reader's Book pp. 45-55

TRACK 43, Reader's Book pp. 57-69

TRACK 44, Reader's Book pp. 71-81

TRACK 45, Reader's Book pp. 83-95

TRACK 46, Reader's Book pp. 97-107

TRACK 47, Reader's Book pp. 109-119

TRACK 48, Reader's Book pp. 121-133

TRACK 49, Teacher's Guide, p. xxii, Pronunciation Guide

TRACK 50, Teacher's Guide, p. xxiii, Useful Expressions in the Classroom

Worksheet 1

1. Circle the word that fits each definition. Then, complete the sentence.

a. Applying more or less force on certain words.

- i. rhythm ii. volume iii. tone

b. The correct pronunciation of words, taking time to sound all vowels and consonants clearly.

- i. diction ii. rhythm iii. volume

c. The use of fluency and pauses to ensure a successful speech.

- i. tone ii. rhythm iii. diction

d. Level of sound that depends on the characteristics of the place where the speech is said.

- i. tone ii. rhythm iii. volume

All of the above are examples of _____.

2. Use the words from the box to label each picture.

posture

gesture

eye contact

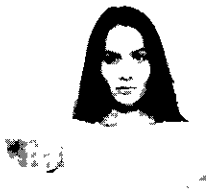
facial expression

a

b

c

d



3. What do each of the examples of non-verbal language from the previous activity express?

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

4. Write a sentence or question in which you use a phrase to influence.

Worksheet 2

1. Add appropriate punctuation marks.

- a. Wow ____ That is amazing.
- b. If he had ____ Oh, it doesn't matter.
- c. The students who are participating are ____ Ana, Luis, and Pedro.
- d. Well ____ I'm not sure.
- e. That's wonderful ____

2. Choose a word from the box to complete each sentence.

where who when which

- a. The old man _____ is wearing a hat is the main actor.
- b. He likes to act in plays _____ tell stories about ancient heroes.
- c. He studied theater in New Delhi, the place _____ he was born.
- d. He told us that it was a time _____ he was very poor.

3. Write an adverb in the space provided to give details of the actions.

- a. We must practice _____ (time)
- b. The kids are rehearsing _____ (place)
- c. She speaks very _____ (manner)
- d. They have _____ finished the scenery. (time)
- e. Push _____ because it is very delicate. (manner)

4. Complete the sentences using the verbs in parentheses.

- a. He (read) _____ a Greek tragedy in this moment.
- b. We (study) _____ drama for six years.
- c. I (go) _____ to the theater at least once a month.
- d. My sister (take) _____ piano lessons two times a week.
- e. They (sing) _____ a beautiful song right now.

Worksheet 3

1. Match the columns to define the words that explain, expand, or clarify.

- | | |
|-----------------|--|
| a. as | ___ gives examples |
| b. besides | ___ explains why a situation exists |
| c. for instance | ___ adds emphasis to a reason |
| d. precisely | ___ adds a strong reason to support what you just said |
| e. since | ___ adds similar information |
| f. such as | ___ gives the reason for something |

2. Unscramble the words to write imperative sentences.

What to Do in an Earthquake

a. away / from / windows / Stay / . /

b. not / use / Do / elevators / . /

c. under / Do / not / drive / bridges / . /

d. head / Protect / and / your / neck / . /

e. phone / Use / for / the / only / emergencies / . /

3. Order the following statements using sequence words.

alert others stay calm go out call 911 get the fire extinguisher

4. Write one sentence that shows generic facts to give advice for emergency situations.

Worksheet 4

1. Read the text and ask *Wh-* questions about it.

From 2005 to 2015, a team of scientists from the University of Florida performed a research on the effects of sleep disorders. They affirmed that not having enough sleep may shorten our life because this affects the brain's ability to function. They also said that the problem may be solved by consulting a doctor.

- a. Who _____ ?
- b. What _____ ?
- c. Where _____ ?
- d. When _____ ?
- e. Why _____ ?
- f. How _____ ?

2. Use direct speech to quote one of the scientists' affirmations from the text in the previous activity.

3. Complete the sentences using indirect speech.

- a. "It is too late."
I said that _____
- b. "I cannot call you."
Sara said that _____
- c. "I am sleeping well."
Tom said that _____
- d. "I suffered from insomnia."
Tina said that _____

4. Complete the dialogue with suitable phrases to request and share points of view.

_____ the research about sleep disorders?
_____ we must seriously pay attention to our rest.

Worksheet 5

1. Complete the chart.

	Present	Past
a.		was/were
b.	feel	
c.	say	
d.		gave
e.	take	
f.		met
g.		sat
h.	go	
i.		found
j.	lose	

2. Fill in the gaps using verbs from the previous activity.

- I _____ my favorite author a year ago.
- We _____ to the museum yesterday.
- She _____ the bus last Friday.
- He _____ sick last week.
- My mom _____ me some money to buy my lunch this morning.

3. Complete the sentences using the verbs in parentheses.

- I (sing) _____ while my brother was dancing.
- He (play) _____ video games when we arrived.
- I (take) _____ a nap when you called.
- We (have) _____ dinner at 8 o'clock yesterday.
- The cat (jump) _____ to the tree when I saw it.

4. Choose one sentence from Activity 2 and one sentence from Activity 3. Write them in interrogative and negative forms.

- Activity 2
Interrogative: _____
Negative: _____
- Activity 3
Interrogative: _____
Negative: _____

1. Order the steps to operate a microwave to heat food using sequence connectors.

- a. _____, remove food carefully and allow it to cool before eating.
- b. _____, close the door and set heat time as suggested for that food.
- c. _____, open the microwave door.
- d. _____, place the container with food inside the microwave.
- e. _____, check food; if not hot, restart microwave.

2. Use the adjectives in parentheses to complete the sentences.

- a. The car is _____ (fast) than the tractor.
- b. That is the _____ (efficient) machine I ever used.
- c. A computer is _____ (practical) than a typewriter.
- d. The dryer is _____ (large) than the washing machine.

3. Unscramble the words to form sentences in simple present.

a. every / the / I / use / day / blender / . /

b. by / you / Do / travel / car / usually / ? /

c. doesn't / to / She / like / drive / . /

d. always / machines / how / He / knows / to / operate / . /

4. Match the words with their synonyms.

- | | | |
|----------|-------|---------|
| a. put | _____ | operate |
| b. tune | _____ | arrange |
| c. order | _____ | turn on |
| d. work | _____ | place |
| e. start | _____ | adjust |

Worksheet 7

1. Complete the anecdote with connectors to link ideas.

Last weekend, I went with my family to El Chico, Hidalgo. It is a wonderful place (a) _____ you can do many different activities. (b) _____ my parents went trekking, my sister and I practiced mountain biking. (c) _____ you want to be in contact with nature (d) _____ practice your favorite sport, (e) _____ you should go there. It is an experience (f) _____ you will never forget!

2. Fill in the chart placing the following words under the correct category.

directly late dirty charming early
creepy happily carefully slow creatively
ancient aggressively empty rapid messy

Time	Place	Way

3. Complete the dialogues using appropriate expressions or questions to express lack of understanding.

a. Last summer we went to Akureyri.

Akureyri is a beautiful city in Iceland.

b. I went camping with my uncle who is an entomologist.

Entomology is the scientific study of insects.

4. Write four expressions to show interest and surprise during a conversation.

Worksheet 8

1. Match each adverb with its definition.

- | | | |
|-----------|-------|-------------------------|
| a. almost | _____ | more than is acceptable |
| b. just | _____ | to a great degree |
| c. too | _____ | the necessary degree |
| d. very | ===== | not completely |
| e. enough | ===== | exactly |

2. Use adjectives from the box to describe traditional music in your country.

rhythmic melodious calm lively beautiful instrumental

3. Write one sentence to compare traditional music in your country with traditional music in another country. Draw them in the spaces provided.

In my country

In another country

4. Paraphrase the following paragraph.

Music is extremely important for the Mexican culture and it is always part of every celebration. Mexican music sings of love, country, history, among many other themes, and there are plenty of genres and styles from classical music to the traditional mariachi.

Worksheet 9

1. Match the columns.

- | | | |
|----------|-------|------------|
| a. anti- | _____ | understand |
| b. il- | _____ | view |
| c. mis- | _____ | write |
| d. pre- | _____ | biotics |
| e. re- | _____ | legal |

2. Fill in the blanks using the words from the previous activity.

- During an epidemic, everybody must have access to _____.
- I was invited to the _____ of the documentary film.
- Discrimination is _____ in most countries around the world.
- The teacher told me to _____ the notes for my speech.
- Sometimes conflicts occur because we _____ what others say.

3. Add suffixes to the words from the box to form new words that fit each definition.

walk act happy glory help

- _____. having or deserving praise and honor
- _____. a state of joy
- _____. suitable or safe for walking
- _____. the process of doing something
- _____. of service or assistance

4. Complete the conditional sentences.

- If all people followed laws, _____.
- If we helped each other, _____.
- _____, we would surely live in peace.
- _____, everybody would be happy.

Worksheet 10

1. Write a word to describe the emotion shown in each picture.

a.



b.



c.



d.



2. Answer the questions using words from the previous activity.

How do you feel when you...

a. ... prepare well for an exam?

b. ... see a horror film?

c. ... don't understand something?

d. ... are waiting for someone who is late?

a. Establish reasons for a complaint:

b. Propose solutions:

c. Repair failed communication:

3. Fill in the graphic organizer writing one phrase for each category.

4. Use the phrases you wrote in the previous activity to write a complaint.

Activity Book Answer Key

Unit 1

- p. 9, act. 1 Answers may vary.
- p. 9, **Time to Shine!** Possible answer: The problem they are facing may become worst.
- p. 9, act. 3 Answers may vary.
- p. 10, act. 4 e, d, b, c, a
- p. 10, act. 5 **Conversation 1** house (kitchen) / mother and son / The mother needs help to do all her chores. / **Conversation 2** school yard / friends: a boy and a girl / The kids noticed Sara is sad and want to help her. / **Conversation 3** classroom / Tomas and students / Tomas needs help to cheer up some seniors.
- p. 10, act. 6 Answers may vary.
- p. 11, act. 7 teenagers / to invite them to help friends who may suffer from this addiction
- p. 11, act. 8 increases loneliness and depression / intensifies attention disorders / fuels stress and anxiety / decreases ability to concentrate
- p. 11, act. 9-10 Answers may vary.
- p. 13, act. 1 3, 1, 4, 2
- p. 13, act. 2 Diction, tone, Volume, Rhythm
- p. 14, act. 4 ...it is a good idea to..., How about..., Why don't you..., What if you...
- p. 14, act. 5 Possible answers: disapproval, attract good luck, solidarity, approval, stop, okay, turn-taking, peace and love, hand greeting, that way
- p. 14, **Time to Shine!** Possible answer: No. In France, the OK gesture means zero or worthless; in Japan it means money.
- p. 15, act. 6 Possible answer: The boy failed an exam and now he must study instead of going to a party. His mom is very angry with him and he is sad.
- p. 17, act. 1 Possible answers: The boy is frustrated because he doesn't understand what he is reading. / showing him that reading can be an enjoyable activity
- p. 17, act. 2 development, surrounds, fosters, broaden, improves
- p. 17, **Time to Shine!** Possible answers: public libraries, Conaculta
- p. 17, act. 3 Possible answers: a How about inspiring our younger fellows to read more? b It is a good idea to

help a child to enjoy reading. c Why don't you join us in this adventure? d You could well enjoy doing it! e What if you start sharing what you know with others? f We think everybody might be part of the solution!

- p. 18, act. 4-5 Answers may vary.
- p. 19, act. 7 Possible answers: interesting books, notebooks, board, markers
- p. 19, act. 8 Answers may vary.

Unit 2

- p. 25, **Time to Shine!** Possible answers: Oscar Wilde, Tennessee Williams, Bernard Shaw
- p. 25, act. 2 *Romeo and Juliet*, *Hamlet*, *A Midsummer Night's Dream*
- p. 25, act. 3 Possible answers: **Theme** love, mortality, reality and illusion **Intended Audience** teenagers, adults, children
- p. 25, act. 4 Answers may vary.
- p. 26, act. 5 playscript, acts, scenes, Characters, costumes, scenery, Props, dialogues, stage directions, actors
- p. 26, act. 6 [JULIET enters. She leans on the balcony and sighs.], [ROMEO enters. He is beneath the balcony looking around. Finally, he looks up.], [ROMEO surprises JULIET. She can't see who it is.]
- p. 27, act. 8 3, 1, 4, 2
- p. 27, act. 9 **red** [QUINCE and BOTTOM turn to the front; BOTTOM has now a donkey's head.] / [BOTTOM sings off-key and TITANIA wakes up.] **blue** [QUINCE and the other three actors ran away, PUCK is laughing.] / [The woods. We can see TITANIA, the Fairy Queen who is lying asleep; PUCK, a playful goblin, is jumping and playing around the trees.] / [The actors haven't noticed PUCK'S presence; he speaks showing his head from behind a tree.] / [BOTTOM and the three actors are in the front acting awkwardly. QUINCE looks very mad.] **green** After a little while, QUINCE, the stage director, BOTTOM and another three actors enter.] / [QUINCE and BOTTOM turn back; then, PUCK speaks from back stage.]
- p. 27, act. 10 Tragedy (tragic love story) / Comedy

- p. 29, act. 1 Possible answers: Religion: Polytheism, there were human-like gods who had direct relation with human beings. / Government: democracy / Culture: developed science, philosophy, architecture, etc. / Daily Life: Men were often away from home, women managed household. There were slaves.
- p. 29, act. 2 a i, b ii, c ii, d iii, e 1
- p. 29, act. 3 Possible answers: Ancient Greek Culture: polytheism; Both: democracy; My Culture: monotheism
- p. 30, act. 4 a He is the king of Thebes. b People in Thebes are sick. c He sent his brother-in-law to ask the god Apollo's advice. d to banish a man e Answers may vary. f Answers may vary.
- p. 30, act. 5 c, a, b
- p. 31, act. 7 now, clearly, already, gently, here, out
- p. 31, act. 8 Possible answers: The action takes place in Thebes, an ancient Greek city. / When Laius was alive, Oedipus was not a king.
- p. 31, act. 9 Oedipus, Creon, Apollo, Teiresias
- p. 31, act. 10 Oedipus has been King of Thebes since Laius' death. / Citizens in Thebes suffer from a plague. / Oedipus is trying to find a solution.
- p. 33, act. 1 ahh, errr, hmmm
- p. 33, act. 2 Ebenezer Scrooge, friends and partners, Jacob Marley
- p. 33, act. 3 Scrooge has been stingy and selfish. / Jacob Marley is dead. / Marley is visiting Scrooge to warn him.
- p. 34, act. 4 a Marley calls Scrooge with a hand movement. b Scrooge opens his eyes widely. c Scrooge begins to tremble. d Scrooge looks directly to the audience as looking for help.
- p. 34, act. 5-6 Answers may vary.
- p. 34, act. 7 Possible answers: a Listen more carefully. b Pay attention to the movement of my mouth and lips. c Pay attention to my tongue. d Break words into sounds. e Record myself.
- p. 35, act. 8 Possible answer: Surprise-6, Fear-10, Confusion-5, Affection-3
- p. 35, **Time to Shine!** Possible answer: *pastorelas*

Unit 3

- p. 41, act. 1 natural disasters, severe weather, chemical and oil spills, radiation exposure
- p. 41, Time to Shine! PROFEPA (Procuraduría Federal de Protección al Ambiente)
- p. 41, act. 3 Possible answers: injury; dehydration, hypothermia; intoxication; disease
- p. 42, act. 4 (from left to right and top to bottom) illustration, instruction, title
- p. 42, act. 5 move, hear, fall, break, go off
- p. 42, act. 6 Possible answers: to avoid getting stuck because power may go off, to protect from unsecured objects that may fall, to avoid constructions that may fall
- p. 42, act. 7 Possible answer: to give instructions that can avoid injury or death during an earthquake
- p. 43, act. 8 Circle the images, underline the texts. / Answers may vary.
- p. 43, act. 9 Possible answers: a All of them are written in imperative form. b The words are easy to understand. c everybody
- p. 43, act. 10 sequence / Possible answer: the actions suggested should be done in a specific order.
- p. 45, act. 1 Possible answers: hurricanes, severe storms, tsunamis, dams breaking
- p. 45, act. 3 Possible answers: Valuables, furniture, and important documents may be lost. / Hazardous materials such as chemicals can spill into the water. / Electricity may cause serious accidents. / Basements and lower floors may be covered with water. / Pets can get lost or drowned. / Family members can get separated. / Gastrointestinal diseases may occur. / Communicable diseases such as dengue and malaria may spread.
- p. 45, Time to Shine! Possible answers: Gastrointestinal diseases occur because people may swallow polluted water; communicable diseases because of mosquito proliferation due to the water.
- p. 45, act. 4 Answers may vary.
- p. 46, act. 5 Possible answer: What to Do Before a Flood
- p. 46, act. 6 Answers may vary.
- p. 47, act. 8 Possible answers:

Agriculture may be affected. / It may reduce water supplies. / It may affect people's health. / Fires may occur.

- p. 47, act. 9 a It's important that c If it's not...necessary d It's advisable to e If you notice any
- p. 47, act. 10 Possible answers: a Use sunscreen. b Drink plenty of liquids. c Don't go out. d Monitor heat stroke symptoms. e Go to the hospital if you notice any of them.
- p. 49, act. 1 Possible answer: houses and streets may flood, trees may fall, windows may break, etc.
- p. 49, act. 2 Possible answers: for instance, precisely, such as, since/as, since/as, Besides
- p. 49, act. 3 Possible answers: Then, / First, / Next, / After that, find evacuation routes. / Finally, be alert for further instructions.
- p. 50, act. 5-6 Answers may vary.
- p. 51, Time to Shine! Possible answer: by using digital tools or apps

Unit 4

- p. 57, act. 1 Possible answers: Local News, International News, Sports, Entertainment, Science, Technology, Weather
- p. 57, act. 2 Answers may vary.
- p. 57, Time to Shine! Possible answer: the reputation of the authors, newspapers, or news agencies
- p. 58, act. 4 World News, Business Review, Morning News, Daily News
- p. 59, act. 8 f, e, a, d, c, b
- p. 59, act. 9 Possible answers: a sites, b dates, c prices
- p. 61, act. 1 Possible answers: a Nugget Festival, b Stock Market Data Today, c Powerful Rocket Launched Today
- p. 61, act. 3 b, c, a
- p. 62, act. 4, 6, Time to Shine! Answers may vary.
- p. 63, act. 7 a A young girl said, "When I saw the car floating in space, it was hard not to feel that we were part of a science fiction movie!" b One of its organizers said, "We will be in London on August 11 and in Manchester on September 22."
- p. 63, act. 8 a Paul Adams affirmed

that this kind of rockets might become the most efficient way of carrying things and people into our solar system. b The organizers said there will be also a chicken nugget eating competition.

- p. 63, act. 10 Answers may vary.
- p. 65, act. 1 Headline: Mental Illness Controlled by Video Games; Lead paragraph: (the first paragraph)
- p. 65, act. 2 Possible answers: a Patients who were part of a pilot scientific study in London were trained to land a rocket in the game. b This action stimulated the brain region sensitive to human voices.
- p. 65, act. 3 Possible answers: the author likes video games, he/she seems to be happy to know that not all people consider that this kind of games affect people's behavior and mental health.
- p. 66, act. 5 Possible answer: that nobody should play video games.
- p. 66, act. 6 video games are being used to treat mental illnesses.
- p. 66, act. 7 Possible answers: **News in Activity 1** Recent serious studies have proved that video games can greatly benefit patients with schizophrenia. / Although it is a small pilot study, it gives a great hope for this kind of patients. **News in Activity 5** Recently, there have been attempts to affirm that video games could treat mental issues. / But don't be misled; the findings with the patients involved in this small pilot study still need to be confirmed.
- p. 67, act. 8 **News in Activity 1** patients who were part of a pilot scientific study / King's College in London / recent serious studies / ...it gives a great hope for this kind of patients. **News in Activity 5** patients involved in this small pilot study / the study center in London / recently / the findings (...) still need to be confirmed.
- p. 67, act. 9, Time to Shine! Answers may vary.

Unit 5

- p. 73, act. 1 comic, interior, dramatic
- p. 73, act. 2-3 Answers may vary.
- p. 73, Time to Shine! ancient Greek theater
- p. 74, act. 6 Monologue from



Activity Book Answer Key

Activity 4 to an audience / dramatic / The girl was trying to look fantastic and she ended up being a mess. / comedy

Monologue from Activity 5 to herself / interior / The girl is very sad because her best friend is no longer talking to her. / drama

- p. 75, act. 8 Possible answers: **Comedy** An evil cat that can talk and wants to take revenge because its owner gives him nasty food. **Drama** An old woman recalling her dead husband.
- p. 75, act. 9 Possible answers: **Comedy** owner, nasty food, boring, revenge, sick and tired, trying to be funny, the worst ever, if I could only..., I would be so happy if... **Drama** true love, such a good man, excellent father, We share happy and sad moments such as..., I still can remember..., I really miss...
- p. 77, act. 1 Answers may vary.
- p. 78, act. 4 Possible answers: a sadness, loneliness, frustration b both hands touching the head, sad expression, fallen shoulders, no eye contact, no proximity to the audience
- p. 78, act. 7 Answers may vary.
- p. 79, act. 8 Possible answers: animals / video games / economy / classic movies
- p. 79, act. 9 Possible answers: 5-year-old kids / animals / excitement / I was sitting in the park. I saw an elephant walking around. It probably escaped from the zoo. It seemed to be scared. He looked at me.
- p. 81, act. 1-3 Answers may vary.
- p. 83, act. 8, **Time to Shine!** Answers may vary.

Unit 6

- p. 89, act. 1 Answers may vary.
- p. 89, act. 2 stick shift, steering wheel, hood, gas tank, pedals, side-view mirror, rearview mirror, seat belt
- p. 89, act. 3 Possible answers: There are around one billion cars currently in use on Earth. / The average car has 30,000 parts. / Self-driving cars already exist.
- p. 89, **Time to Shine!** clutch, gas

pedal, and brake

- p. 90, act. 5 Answers may vary.
- p. 90, act. 6 sequence / Answers may vary.
- p. 90, act. 7 Possible answers: any person who wants to learn to drive an automatic car / to get familiarized with the steps to follow / No, you must practice under supervision, but it may be a good start.
- p. 91, act. 8, 10 Answers may vary.
- p. 93, act. 1 tractor / Possible answer: they move in different terrains and their purpose is different; tractors are used for pulling and cars are used for transportation.
- p. 93, act. 3 Possible answer: to give safety recommendations so people may be able to avoid accidents when operating a tractor
- p. 94, act. 4 f, e, d, a, b, c
- p. 94, act. 5 Possible answers: **Main ideas** Step on the clutch pedal to select the speed. / Step on the gas pedal to move the tractor. / To stop, push down the brake pedal. / Shut off the engine, remove the key, and apply the parking brake.
- Complementary Information**
To drive across when the tractor is not under load you may select speed four; if you're tilling, you may select speed one or two. / Use the steering wheel to guide the tractor. Always use side-view mirrors. / before getting off the tractor
- p. 94, **Time to Shine!** Possible answers: harvester, crop sprayer, plow
- p. 95, act. 7 Place the Power Take Off lever in the "OFF" position. / Move the stick shift to neutral. / Step on the clutch pedal to select the speed. / Step on the gas pedal to move the tractor. / Push down the brake pedal to stop. / Shut off the engine. / Remove the key. / Apply the parking brake.
- p. 95, act. 10 Possible answer: Instruction manuals are usually hard to understand, so a computer infographic with a clear objective and concise information may help others operate machines to make their lives easier. For example, some seniors who are not familiarized with modern machines

may operate them easily.

- p. 97, act. 1 Possible answers: photocopier / reproducing material such as exercises and exams.
- p. 97, act. 2 Possible answers: Make sure the original is clean / Unplug the machine and clean the glass / Select standard weight blank sheets with high brightness / Press the "start" button to turn the machine on / Place blank sheets in the paper tray / put your original face down / use the automatic document feeder / Tune contrast selecting the contrast option on the menu / do a test copy / select the quantity
- p. 97, act. 3 Possible answers: a Turn on the machine. b Put blank sheets in the paper tray. c Place your original over the glass. d Select the number of copies you need and press start.
- p. 98, act. 4 Answers may vary.
- p. 98, act. 7 Possible answer: Always be sure to remove staples or tape before making copies.

Unit 7

- p. 105, act. 1 Circle tent in the beach, colonial city, amusement park, and museum.
- p. 106, act. 4 5, 2, 1, 4, 7, 3, 6
- p. 106, act. 5 a We were really comfy all together at the house. / Everybody seemed to be at ease there. b I just started to feel dizzy. / I felt that the world started to spin around me.
- p. 106, act. 6 Circle: What do you mean by comfy? / Could you be more explicit? / Possible answers: I beg your pardon? / Could you explain that? / Could you give an example?
- p. 106, **Time to Shine!** Answers may vary.
- p. 107, act. 7 disc phone, cassette player, record player, video cassette recorder, typewriter, video game console, instant camera, television
- p. 107, act. 8 very close / Grandpa seems to be happy, the young man is amused. / It helps understand the close relation between the interlocutors and their mood. / Tone and volume reinforce the idea that both are having a good time.

- p. 107, act. 9 a ii, b i, c ii
- p. 107, act. 10 Answers may vary.
- p. 109, act. 2 a T, b F The girl went camping with her uncles and cousins. c T, d F The girl made friends with some British girls. e F The girl strongly suggests that the teacher go camping in the beach.
- p. 109, act. 3 in university, motorway, lorry, lift, flat, pyjamas
- p. 110, act. 5 but, as, then, that, if, because, and
- p. 110, act. 6 e, g, a, f, b, c, d
- p. 110, act. 7 Answers may vary.
- p. 111, act. 8 Possible answer: Visit three historic sites and narrate their experiences.
- p. 111, act. 9 **Event 1** They took the metro to get there. **Event 2** They had breakfast. **Event 3** They went to the Cathedral. **Event 4** They went to the National Palace. **Event 5** They went to the Templo Mayor. / **Event 1** They took the trolley to get there. **Event 2** They went to the Cathedral. **Event 3** They went to the Templo Mayor. **Event 4** They went to the National Palace. **Event 5** They ate *tlayudas* near the metro station.
- p. 111, **Time to Shine!** Answers may vary.
- p. 113, act. 1 Circle: "Now, I'm a Boeing 997 and you're a jet." / Underline: Once, somebody asked me who my best friend was.
- p. 113, act. 2-3 Answers may vary.
- p. 114, act. 4-6 Answers may vary.
- p. 115, act. 10 Answers may vary.
- Unit 8**
- p. 121, act. 1 Answers may vary.
- p. 122, act. 5 c, e
- p. 122, act. 6 Possible answers: **What do you think is about?** cultural events in which people donate money, a European enterprise, cows' veneration, cows' suffering, fundraising exhibits / **What was it written for?** to give an opinion, to inform or persuade, to inform, to persuade, to explain / **Who is more likely to read it?** cultural events seekers, art enthusiasts, people interested in ancient cultures, animal lovers, philanthropists.
- p. 122, act. 7 Possible answer: to be informed, to know people's opinions about it
- p. 123, act. 8 Circle: Although there were some people who argued that many of the cows were just advertising the brand of the project's sponsors, I think we should focus on the positive aspects of this event. / Underline: Mexico City was embellished in 2005 by 250 cows that found a temporary home in some of its streets and avenues attracting tourism. / Draw a rectangle: unfortunately there are many kids who live in the streets and need help to have a better life. Considering the seriousness of this situation, part of the money that was raised by the auctioning of the cows at the end of the exhibit was given to organizations that support them.
- p. 123, **Time to Shine!**, act. 10 Answers may vary.
- p. 125, act. 2 Possible answer: There are many types of percussion instruments and some of them have peculiar shapes.
- p. 125, act. 3 Possible answer: How does the author feel about percussion instruments? The author seems to love them.
- p. 126, act. 5 Possible answers: **Introduction** Percussion instruments have existed since the beginnings of culture. **Body** Each culture has developed its own percussion instruments. / There are uncountable percussion instruments and some of them have peculiar shapes. / Each culture has developed its own percussion instruments. **Conclusion** Percussion instruments have existed since the beginnings of culture.
- p. 127, act. 7 Possible answers: They look strange but not extremely strange. / The guitar music would have been amazing if the percussion instrument didn't join (to make it better).
- p. 127, act. 8 Possible answers: **Examples** frame drums, modern drum sets **Explanations** Almost every culture in the world has developed their own. **Key Ideas** Percussion instruments have a fundamental role in music.
- p. 127, act. 9 On the one hand / on the other / as surprising as any other instrument
- p. 127, **Time to Shine!** Answers may vary.
- p. 129, act. 2 Circle: Traditional weaving is an exceptional example of cultural heritage. / Underline: According to historians, weaving was already known in the Paleolithic era, 27,000 years ago. / In the 18th century, with the Industrial Revolution, weavers were replaced by machines. Fortunately, you can still find traditional weavers that create beautiful works of art in almost every part of the world.
- p. 129, act. 3 Answers may vary.
- p. 130, act. 4 Possible answers: a When did weaving start? b What happened in the 18th century? c Why are textiles made by weavers expensive?
- p. 130, act. 5 Possible answers: a in the Paleolithic era b Weavers were replaced by machines. c because of the amount of work put into each piece
- p. 130, act. 6 Possible answers: They were nomads so they have to be practical and weave a piece of clothing that could be used in different ways. / They use the wool of llamas and alpacas, which are the animals they domesticate. / Carpets have been part of Persian culture for centuries, they even appear in traditional stories. / Kilts, or men skirts, are part of the traditional Scottish clothing, and they use tartans to produce them.
- p. 130, act. 7 Answers may vary.
- p. 131, act. 8 men, silk and cotton, kente loom, geometric pattern, for royal suits / Answers in the right column may vary.
- p. 131, act. 9 Possible answers: a You may fall in love with beautiful Mayan *huipiles*. b A Mayan seven-year-old girl devoting her efforts to the loom can inspire anybody. c The *huipiles* are the result of hours and hours of hard work.
- p. 131, act. 10 Answers may vary.
- p. 131, **Time to Shine!** Possible answers: The Odyssey / Anansi the Spider

Activity Book Answer Key

Unit 9

- p. 137, act. 2 evolution of laws / promote gender equality
- p. 137, act. 3 Possible answers: a Who participated in promoting the changes? b How did they do it? c Which laws have changed? d Where did the changes start?
- p. 137, act. 4 Research, purpose, subtopics, sources, veracious, assess, data, webliography, consult, plagiarism
- p. 138, act. 5 c, d, e, a, b
- p. 138, act. 6 Possible answer: Not all information available, especially in the Internet, is reliable so we should learn to assess it.
- p. 138, act. 7 Possible answers: **What?** records of organizations, History books, encyclopedias **Where?** online / in the organization, library / online, library / online
- p. 139, act. 8 Possible answers: women's rights movement / Property ownership / in the US / Right to Vote
- p. 139, act. 9 a title b footnote c heading d glossary e webliography f quote
- p. 139, **Time to Shine!** Possible answer: Don't copy information, write only key words.
- p. 141, act. 1 Possible answer: Gender Equality
- p. 141, act. 2 Possible answers: There is a lot to be done to attain gender equality. / Women in developed countries have more opportunities. / Women should be self-confident.
- p. 141, act. 3 Answers may vary.
- p. 141, act. 4 a inequality, b illogical, c illegal, d education, e participation, f action
- p. 142, act. 5 Possible answer: gender equality benefits both men and women.
- p. 142, act. 6 Circle: 18.2% / Statement: Women in developed countries are achieving equality with men.
- p. 142, act. 7 Circle: teachers, nurses, or secretaries / Possible answer: Women are weaker than men.
- p. 142, act. 8 Possible answer: It shows that the author has revised texts written by experts on the subject.

- p. 143, act. 9-10 Answers may vary.
- p. 143, **Time to Shine!** Iceland, Norway, and Finland
- p. 145, act. 1 would / would surely care / would never go back / would be the same as men.
- p. 145, act. 2-3 Answers may vary.
- p. 145, **Time to Shine!** Possible answers: Listen attentively to others, be respectful, express gratitude for others' contributions.
- p. 146, act. 4 c, d, b, a
- p. 146, act. 5-7 Answers may vary.

Unit 10

- p. 153, act. 4 complaint, hesitate, customer, satisfied, submit, stating, supplier, purchase, amount, claiming
- p. 154, act. 5 a i, b i, c i, d i, e i f ii g ii
- p. 154, act. 6 a a complaint about a table b to ask for a full reimbursement
- p. 154, act. 7 Possible answers: the e-mail, because of the language the customer used, e.g., Dear Sales Manager, Yours truly / the e-mail, because it is addressed to a specific person
- p. 155, act. 8 a F She seems concerned about the request. b F He bought a laptop. c T d T e F Eva offered to replace the product.
- p. 155, act. 9 Possible answers: Eva: kind, patient, concerned / Cesar: furious, frustrated, pessimistic / Face-to-face gives the opportunity to show emotions more openly, affecting the way in which the message is transmitted.
- p. 155, act. 10 Possible answer: He could be more kind and respectful by changing his tone of voice and selecting other type of words to express his complaint. He could also try to listen to Eva because it seemed that he was not paying attention to what she was saying at the end.
- p. 155, **Time to Shine!** PROFECO
- p. 157, act. 1 I ordered a beef stew, but there is no beef in it. / I just hope you don't charge for this stew.
- p. 157, **Time to Shine!** What I mean is...
- p. 157, act. 2 Possible answers: a The woman is asking if there is no longer any beef in the restaurant.

b She is not willing to pay for the stew.

- p. 157, act. 3 Possible answers: Details from the conversation: The customer speaks fast and sounds annoyed. / Personal experience: I speak fast when I'm in a rush. / Inference: She doesn't have time to wait for a replacement. And she is annoyed.
- p. 158, act. 4 5, 3, 1, 4, 2
- p. 158, act. 5 Circle b
- p. 158, act. 6 **Expressions Used to Propose a Solution** I just hope you don't charge for this stew. / Could you please replace it? **Customer's Purpose** not paying for a product that didn't satisfy her / getting another product that satisfies him
- p. 159, act. 8 4, 1
- p. 159, act. 9 **Positive Emotions** I was very satisfied. **Negative Emotions** I was a bit annoyed..., I felt totally disappointed..., I was frustrated...
- p. 159, act. 10 Answers may vary.
- pp. 161-163, act. 1-8 Answers may vary.

Worksheets Answer Key

Worksheet 1

1. a-iii, b-i, c-ii, d-iii, prosodic resources
2. a-gesture, b-facial expression, c-posture, d-eye contact
3. (Possible answers) a-stop, b-sadness, c-self-confidence, d-respect
4. (Possible answer) Why don't you come and help us?

Worksheet 2

1. a-I, b-..., c-:, d-..., c-I
2. a-who, b-which, c-where, d-when
3. (Possible answers) a-today, b-out, c-quickly, d-already, e-gently
4. a-is reading, b-have studied, c-go, d-takes, e-are singing

Worksheet 3

1. c, e, d, b, f, a
2. a-Stay away from windows. b-Do not use elevators. c-Do not drive under bridges. d-Protect your head and neck. e-Use the phone only for emergencies.
3. (Possible answers) First, stay calm. / Then, alert others. / Next, get the fire extinguisher. / After that, call 911. / Finally, go out.
4. (Possible answer) It is important that you have an emergency plan.

Worksheet 4

1. (Possible answers) a-Who performed the research? b-What did they affirm? c-Where are the scientists from? d-When did they perform the research? e-Why is it important to have enough sleep? f-How can the problem be solved?
2. "The problem may be solved by consulting a doctor," the scientists said.
3. a-it was too late. b-she couldn't call me. c-he was sleeping well. d-she had suffered from insomnia.
4. a-What is your opinion on / b-It seems that

Worksheet 5

1. a-am/is/are, b-felt, c-said, d-give, e-took, f-meet, g-sit, h-went, i-find, j-lost
2. a-met, b-went, c-took, d-felt, e-gave
3. a-was singing, b-was playing, c-was taking, d-were having, e-was jumping
4. (Possible answers) a-Did she take the bus last Friday? She didn't take the bus last Friday. b-Was he playing video games when we

arrived? He wasn't playing video games when we arrived.

Worksheet 6

1. (Possible answers) a-Finally, b-Next, c-First, d-Then, e-Afterwards
2. a-faster, b-most efficient, c-more practical, d-larger
3. a-I use the blender every day. b-Do you usually travel by car? c-She doesn't like to drive. d-He always knows how to operate machines.
4. d, c, e, a, b

Worksheet 7

1. a-because, b-As, c-If, d-and, e-then, f-that
2. Time (slow, early, ancient, late, rapid) Place (messy, creepy, dirty, empty, charming) Way (happily, carefully, directly, creatively, aggressively)
3. (Possible answers) a-I am not quite sure I follow you. b-What do you mean by entomologist?
4. (Possible answers) Oh, I see. / That's interesting. / Amazing! / Wow!

Worksheet 8

1. c, d, e, a, b
2. (Possible answer) Mexican traditional music is beautiful. From lively *sones* to rhythmic *corridos*, we have a variety of instrumental pieces that include many different genres.
3. (Possible answer) The marimba is a traditional instrument in Chiapas as it is also in Guatemala.
4. (Possible answer) Mexicans always play music in their parties. There are many different styles and themes.

Worksheet 9

1. c, d, e, a, b
2. a-antibiotics, b-preview, c-illegal, d-rewrite, e-misunderstand
3. a-glorious, b-happiness, c-walkable, d-action, e-helpful
4. Answers may vary.

Worksheet 10

1. a-fearful, b-frustrated, c-impatient, d-confident
2. a-confident, b-fearful, c-frustrated, d-impatient
3. (Possible answers) a-I bought this ____, but... b-I strongly demand a free replacement. c-What I mean is...
4. Answers may vary.



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