

# Sunburst



3

Secondary

## Teacher's Guide

Mario Herrera



EDUCACIÓN  
SECRETARÍA DE EDUCACIÓN PÚBLICA



## **Estimado(a) maestro(a):**

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La Guía Didáctica que tiene en las manos es resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales para garantizar que los(as) alumnos(as) que cursan la asignatura de *Lengua Extranjera. Inglés* puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

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

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

Le deseamos éxito.

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Secondary

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**Dear teacher,**

Welcome to **Sunburst 3!** 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.

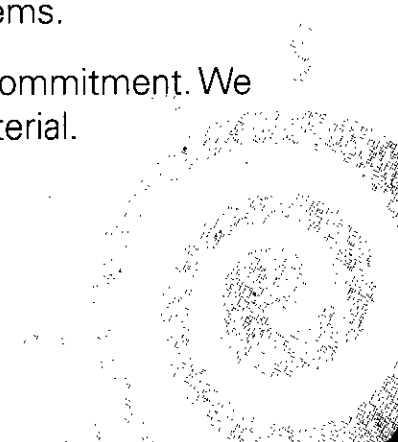
During this journey, students will develop their skills and language awareness to gradually become more accurate. Here you will find plenty of suggestions on how to work on each of the activities provided in the 10 units, and you will also find support to adapt the curriculum to different necessities 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. Each of the 10 units approaches one of the three learning environments following an alternate sequence with an increasing complexity level. However, you can tailor the use of the units according to the needs and reality of your classroom and students. 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	<b>Lesson 1</b>	<b>Lesson 1</b>	<b>Lesson 1</b>
Week 2	<b>Lesson 2</b>	<b>Lesson 2</b>	<b>Lesson 2</b>
Week 3	<b>Lesson 3</b>	<b>Lesson 3</b>	<b>Lesson 3</b>
Week 4	<b>Reader's Activities</b>	<b>Product</b>	<b>Product Presentation</b>



# 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)

### Family and Community Environment

#### Communicative Activity

Exchanges associated with specific purposes

### Social Practice of the Language

To talk about cultural habits of different countries

#### Achievements

- Negotiate the topic of a conversation.
- Exchange propositions and opinions to initiate a conversation.
- Formulate and answer questions to go deeper into the conversation.
- Use strategies to keep a conversation going about cultural habits and also conclude it.

#### Vocabulary

- bow
- burp
- concern
- cutlery
- doze
- host
- nap
- prayer
- slurp
- widespread

#### Language

- Words to determine qualities or properties
- Adjective order
- Interrupting an interlocutor appropriately

#### Learning to Learn

Tips to participate in a conversation

#### Audio

Tracks 2-5

#### Skills

- Differentiating facts from opinions
- Supporting arguments with examples and evidence

#### Reader's Book

"Are our Habits Completely 'Normal'?" pp. 5-16, Track 45

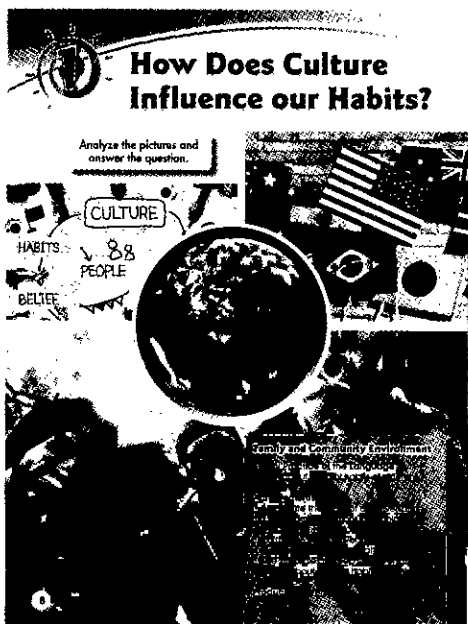
#### Product

Conversation

#### Evaluation Tool

Scale to Value Performance

### Activity Book






### Reader's Book

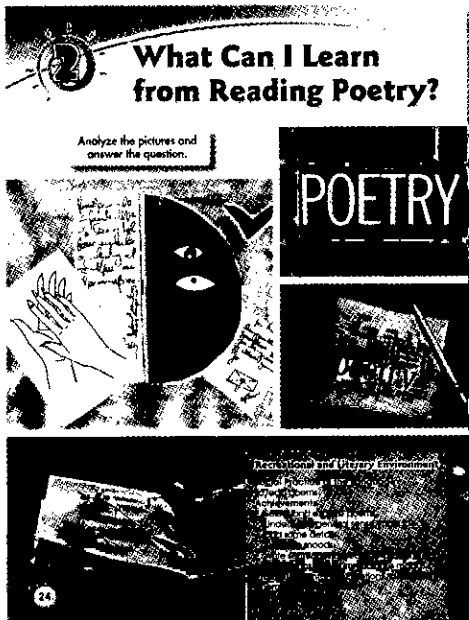


# Scope and Sequence

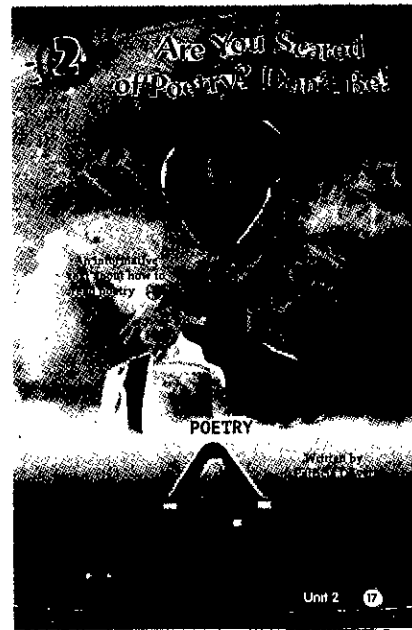
## Unit 2 (pp. T24-T39)

 <b>Recreational and Literary Environment</b>  <b>Communicative Activity</b> Literary expression		 <b>Social Practice of the Language</b> To read poems	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select and explore poems.</li> <li>Understand general sense, main ideas, and some details.</li> <li>Describe moods.</li> <li>Write sentences based on words and expressions that communicate moods.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>anvil</li> <li>burden</li> <li>dare</li> <li>diverged</li> <li>fair</li> <li>ominous</li> <li>sinews</li> <li>startled</li> <li>thy/thine</li> <li>thee</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Comparative and superlative adjectives</li> <li>Relative pronouns</li> <li>Reflexive pronouns</li> <li>Words to express emotions</li> <li>Homophones</li> </ul>		<b>Learning to Learn</b> Tips to read a poem	
		<b>Audio</b> Tracks 6-13	
<b>Skills</b> <ul style="list-style-type: none"> <li>Analyzing a poem's structure</li> <li>Identifying implicit and explicit information</li> </ul>		<b>Reader's Book</b> "Are You Scared of Poetry? Don't Be!" pp. 17-28, Track 46	
<b>Product</b> Inventory of Emotions to Recite a Poem		<b>Evaluation Tool</b> Self-evaluation Card	

### Activity Book






### Reader's Book

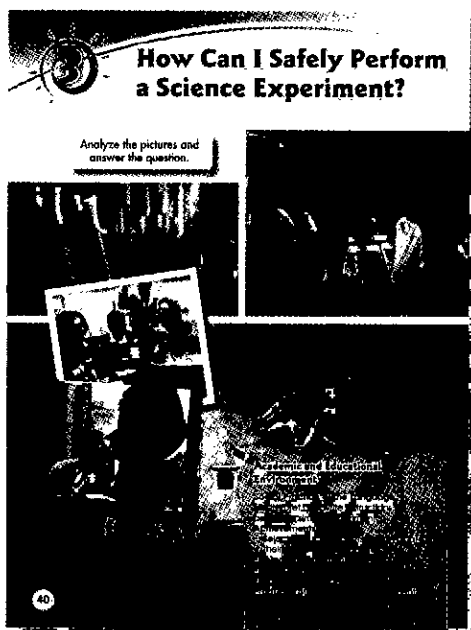


# Scope and Sequence

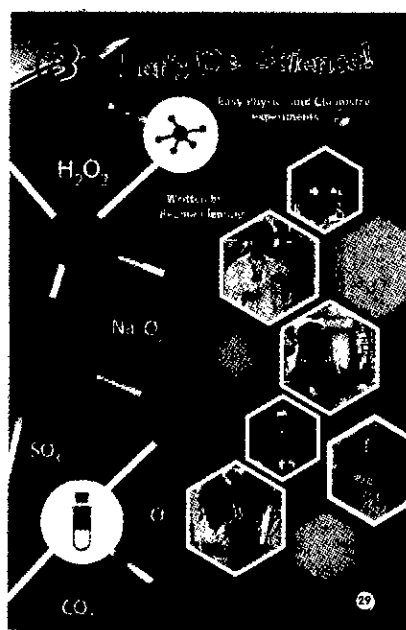
## Unit 3 (pp. T40-T55)

 <b>Academic and Educational Environment</b>		 <b>Social Practice of the Language</b> To interpret and write instructions to perform a simple experiment	
 <b>Communicative Activity</b> Interpretation and follow-up of instructions			
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select instruction sheets and evaluate their content and structure.</li> <li>Interpret instructions.</li> <li>Write instructions.</li> <li>Edit instruction sheets.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>baking soda</li> <li>commit</li> <li>cuff</li> <li>enforcement</li> <li>funnel</li> <li>guilty</li> <li>pour</li> <li>roll</li> <li>spoonful</li> <li>strap</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Imperatives</li> <li>Gerunds and infinitives</li> <li>Connectors</li> <li>Question words</li> </ul>	<b>Learning to Learn</b> Giving constructive feedback	<b>Audio</b> Tracks 14-15	
<b>Skills</b> Writing effective instructions		<b>Reader's Book</b> "Let's Do Science!" pp. 29-40, Track 47	
<b>Product</b> Instructions for an Experiment		<b>Evaluation Tool</b> Peer Evaluation Card	

### Activity Book



### Reader's Book





# Scope and Sequence

## Unit 4 (pp. T56-T71)

### Family and Community Environment

#### Communicative Activity

Exchanges associated with media

### Social Practice of the Language

To exchange emotions and reactions caused by a television show

#### Achievements

- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.

#### Vocabulary

- disdainful
- focused
- guilty
- perish
- pride
- sound effects
- soundtrack
- strayed
- subtitles
- tickers

#### Language

- Phrases to express emotions
- Cause and effect connectors
- Writing questions

#### Learning to Learn

Interpreting non-verbal language

#### Audio

Tracks 16-23

#### Skills

Language registers

#### Reader's Book

"And the Answer Is..." pp. 41-52, Track 48

#### Product

Interview

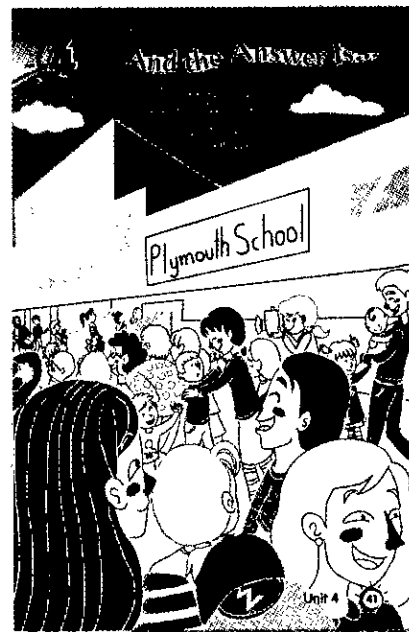
#### Evaluation Tool

Control Card

### Activity Book



### Reader's Book





# Scope and Sequence

## Unit 5 (pp. T72-T87)

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Recreational expression		<b>Social Practice of the Language</b> To guess and formulate hypotheses about past events	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Choose a past event.</li> <li>Describe enigmatic events.</li> <li>Formulate hypotheses to guess riddles that explain past events.</li> <li>Participate actively in a game to solve riddles and reflect upon its procedures and rules.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>hold</li> <li>Lying</li> <li>petrified</li> <li>railroad track</li> <li>realized</li> <li>suspension bridge</li> <li>realized</li> <li>defeated</li> <li>enigma</li> <li>failed</li> <li>flashlight</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Modals of deduction</li> <li>Third conditional</li> </ul>	<b>Learning to Learn</b> Formulating hypotheses	<b>Audio</b> Tracks 24-26	
<b>Skills</b> Deductive reasoning		<b>Reader's Book</b> "Looks Can Be Deceiving" pp. 53-66, Track 49	
<b>Product</b> Enigma Inventory		<b>Evaluation Tool</b> Anecdotal Record	

### Activity Book



### Reader's Book



# Scope and Sequence

## Unit 6 (pp. T88-T103)

### Academic and Educational Environment

#### Communicative Activity

Exchanges associated with specific purposes

### Social Practice of the Language

To write agreements or disagreements to participate in a debate about art

#### Achievements

- Look for a topic of interest in various sources.
- Read texts and interpret general sense, key ideas, and details.
- Assess agreements or disagreements about a topic of interest for writing arguments.
- Participate in a debate.

#### Vocabulary

- achieve
- canvas
- deny
- epicenter
- fumes
- springboard
- surrealist
- tagger
- two-edged
- vandalism

#### Language

- Passive voice
- Possessive genitive
- Paraphrasing
- Useful phrases for a debate

#### Learning to Learn

Participating in a debate

#### Audio

Tracks 27-29

#### Skills

- Writing arguments
- Textual organization

#### Reader's Book

"Can We Define Art?" pp. 67-78, Track 50

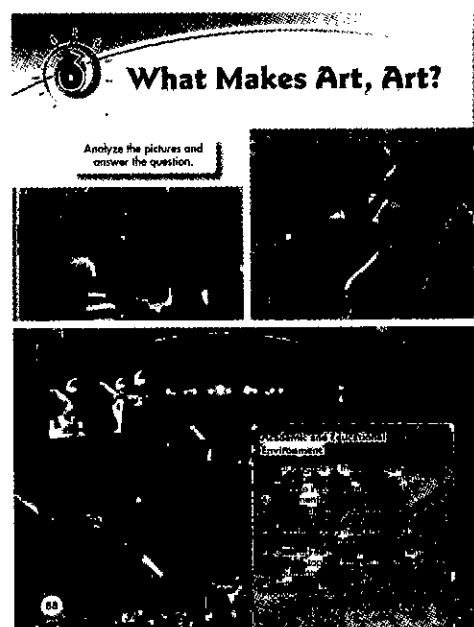
#### Product

Debate

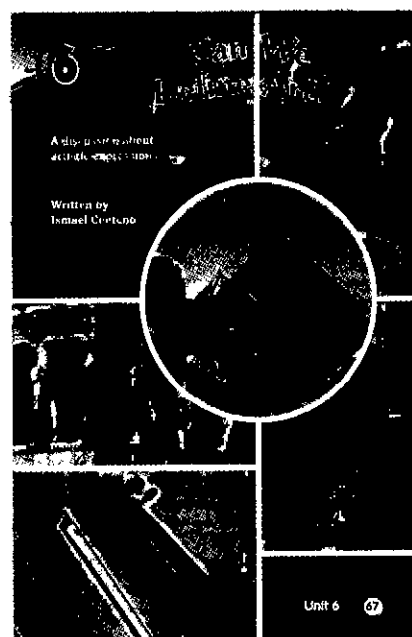
#### Evaluation Tool

Scale of Descriptive Assessment

### Activity Book






### Reader's Book

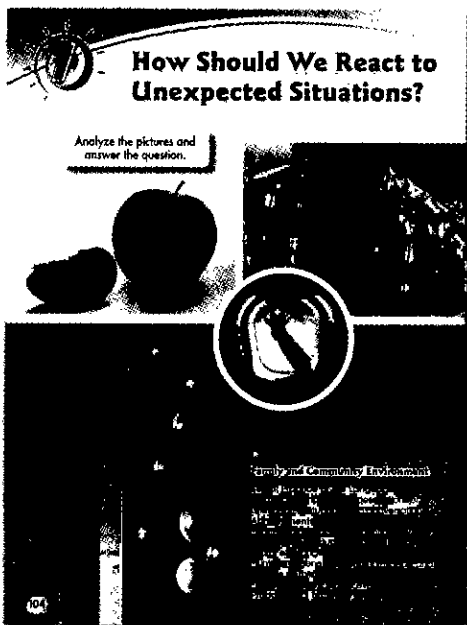


# Scope and Sequence

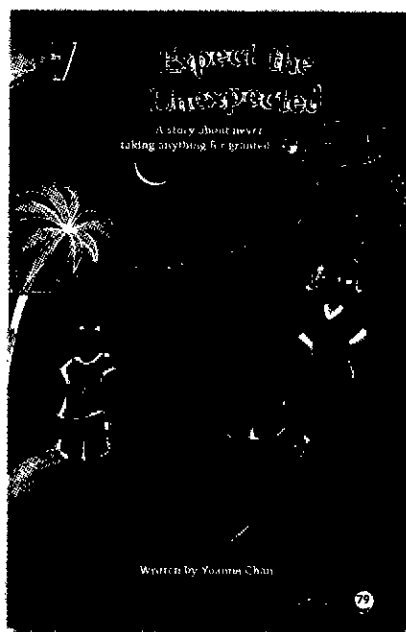
## Unit 7 (pp. T104-T119)

 <b>Family and Community Environment</b>  <b>Communicative Activity</b> Exchanges associated with information about oneself and others		 <b>Social Practice of the Language</b> To interpret and provide descriptions of unexpected situations in a conversation	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Listen to and assess descriptions of unexpected situations shared in an oral exchange.</li> <li>Interpret general sense, main ideas, and some details.</li> <li>Describe unexpected events.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>baggage</li> <li>calm down</li> <li>cheer up</li> <li>crowded</li> <li>get rid of</li> <li>literally</li> <li>sneakers</li> <li>spill the beans</li> <li>stuff</li> <li>take it easy</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Direct and indirect speech</li> <li>Double negatives</li> <li>Useful phrases to repair communication breakdowns</li> <li>More adverbs</li> </ul>	<b>Learning to Learn</b> Tips for dealing with unexpected situations	<b>Audio</b> Tracks 30-35	
<b>Skills</b> Tips to keep the attention of your audience		<b>Reader's Book</b> "Expect the Unexpected" pp. 79-92, Track 51	
<b>Product</b> Oral Testimony		<b>Evaluation Tool</b> Control Questionnaire	

### Activity Book






### Reader's Book

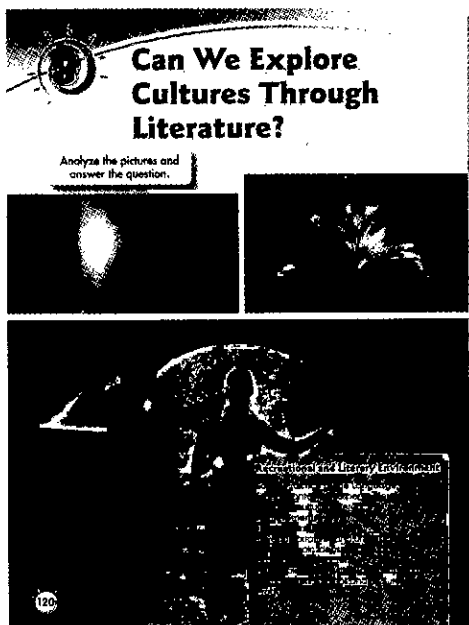


# Scope and Sequence

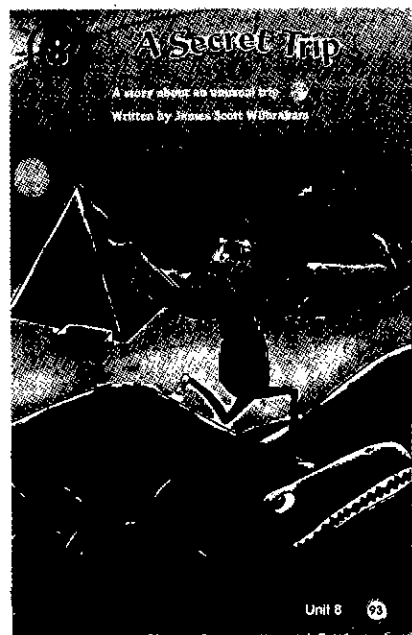
## Unit 8 (pp. T120-T135)

 <b>Recreational and Literary Environment</b>  <b>Communicative Activity</b> Understanding oneself and others		 <b>Social Practice of the Language</b> To read fantasy or suspense literature to evaluate cultural differences	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Select and revise narratives.</li> <li>• Read narratives and understand general sense, main ideas, and details.</li> <li>• Describe characters.</li> <li>• Complete and write statements from characters' actions and features.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• attempt</li> <li>• dreary</li> <li>• endeavor</li> <li>• fretwork</li> <li>• glimmer</li> <li>• infuse</li> <li>• neglect</li> <li>• overcome</li> <li>• stubborn</li> <li>• tame</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Perfect tenses</li> <li>• Verb forms</li> <li>• Conditionals</li> </ul>	<b>Learning to Learn</b> Express personal reactions	<b>Audio</b> Tracks 36-39	
<b>Skills</b> Understanding the plot		<b>Reader's Book</b> "A Secret Trip," pp. 93-106, Track 52	
<b>Product</b> Comic Strip		<b>Evaluation Tool</b> Rubric	

### Activity Book






### Reader's Book

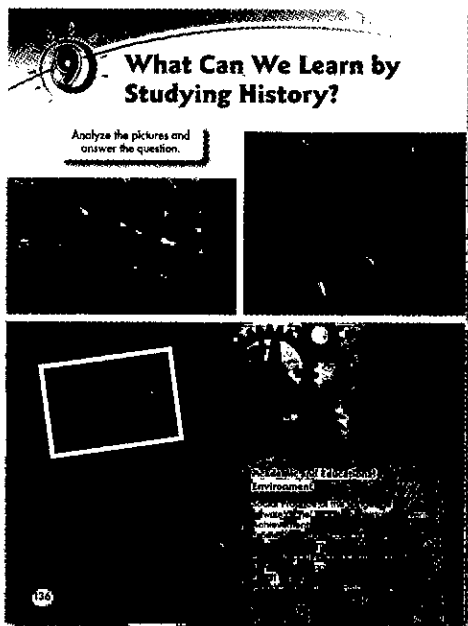


# Scope and Sequence

## Unit 9 (pp. T136-T151)

 <b>Academic and Educational Environment</b>  <b>Communicative Activity</b> Search and selection of information		 <b>Social Practice of the Language</b> To write a brief report on a historical event
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select and revise descriptions of historical events.</li> <li>Understand historical texts content.</li> <li>Write brief reports</li> <li>Edit reports.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>barricade</li> <li>cloak</li> <li>dye</li> <li>flax</li> <li>flee</li> <li>loincloth</li> <li>sheath</li> <li>shawl</li> <li>split</li> <li>wig</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>Use of auxiliaries</li> <li>Adverbs to specify information</li> <li>Connectors of time and sequence</li> <li>Double genitive</li> <li>Relative clauses</li> </ul>	<b>Learning to Learn</b> Designing concept maps	<b>Audio</b> Tracks 40-42
<b>Skills</b> <ul style="list-style-type: none"> <li>Differentiating main and secondary ideas</li> <li>Writing a research report</li> </ul>		<b>Reader's Book</b> "Building Walls," pp. 107-118, Track 53
<b>Product</b> Report on a Historical Event		<b>Evaluation Tool</b> Questionnaire

### Activity Book



### Reader's Book



# 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 discuss concrete actions to address youth rights

#### Achievements

- Present an initial proposition.
- Assume a personal posture and anticipate those of others.
- Offer counterarguments and defend their posture in a discussion.

#### Vocabulary

- accommodation
- address
- ban
- covenant
- curriculum
- facility
- fulfill
- labor union
- public affairs
- refrain

#### Language

- Using tentative language
- Words and expressions to build arguments
- Comparing by using “as ... as”
- Useful phrases for a discussion

#### Learning to Learn

Public discussions

#### Audio

Tracks 43-44

#### Skills

Fact vs. opinion

#### Reader's Book

“You Can't Silence Us!” pp. 119-132, Track 54

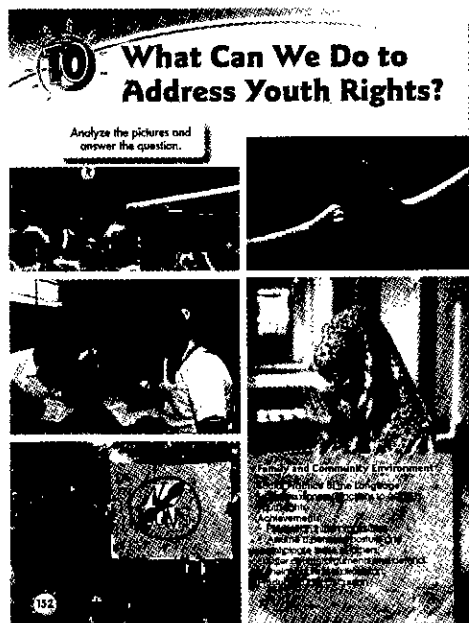
#### Product

Public Discussion

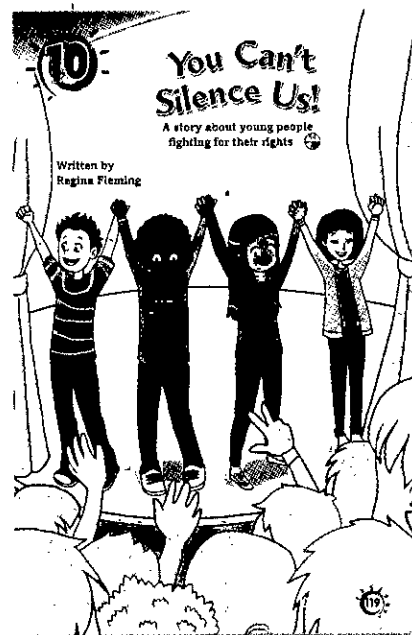
#### Evaluation Tool

Scale of Descriptive Assessment

### Activity Book



### Reader's Book





# Pronunciation Guide

You may use this section as a reference in case you want to check phonological and pronunciation aspects.

## Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
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/
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)





# Useful Expressions in the Classroom

56

You may use these expressions every day in the classroom to help your students be more familiar with the English language. They have also been recorded in case you want to check phonological and pronunciation aspects.

You could use *Tongue Twisters (She sells sea shells by the sea shore)* and songs lyrics, and you could suggest your students to record the new expressions they learn and then listen to themselves or to their classmates. This may greatly improve their pronunciation skills.

## 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. • Nombrar.  
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. • Saca la tarea.  
/Take out your pencils. • /Saquen sus lápices.  
/Take out your notebook. • /Saquen sus cuadernos.  
Take turns. • Túrñense.  
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.



# How Does Culture Influence our Habits?

## Unit Overview

**Family and Community Environment**

**Communicative Activity**

Exchanges associated with specific purposes

**Social Practice of the Language**

To talk about cultural habits of different countries

**Achievements**

- Negotiate the topic of a conversation.
- Exchange propositions and opinions to initiate a conversation.
- Formulate and answer questions to go deeper into the conversation.
- Use strategies to keep a conversation going about cultural habits and also conclude it.

**Vocabulary**

- bow
- burp
- concern
- cutlery
- doze
- host
- nap
- prayer
- slurp
- widespread

**Language**

- Words to determine qualities or properties
- Adjective order
- Interrupting an interlocutor appropriately

**Learning to Learn**

Tips to participate in a conversation

**Audio**

Tracks 2-5

**Skills**

- Differentiating facts from opinions
- Supporting arguments with examples and evidence

**Reader's Book**

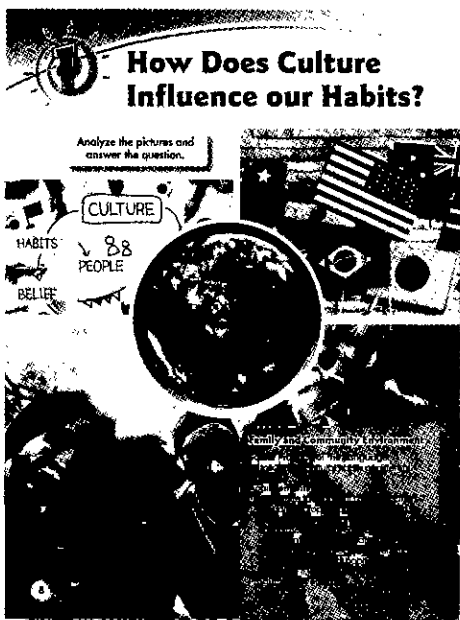
"Are our Habits Completely 'Normal'?" pp. 5-16, Track 45

**Product**

Conversation

**Evaluation Tool**

Scale to Value Performance



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask the class: *What do all the pictures have in common?* Elicit that all of them refer to cultural diversity.

Finally, organize the class into teams of three and read aloud the title: *How does culture influence our habits?* 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**  
1. Work in teams. Share information about your sleeping habits and reflect upon similarities and differences among them. Write your conclusions following the examples.



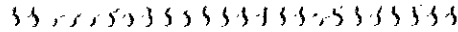
**Similarities**

All of us sleep at night.

**Differences**

Some of us sleep in beds, others in hammocks.

2. Reflect and discuss with your class.



- a. Do other members in your family have the same sleeping habits?
- b. Why did you start having these habits?
- c. Do you think that your culture influences these habits? How?



**LET'S TALK**

An argument includes reasons, examples and evidence. To know more about this theme, go to page 167.

167

**Reader's Book**  
Read pages 5-8 from the Reader's Book.

**Time-to-Shine!**

Which other habits are influenced by culture?

3. In pairs, reflect to answer the questions and analyze the argument.

All the members of my family sleep on the floor in a bedroll mat. We find this position helps us relax the muscles. Our mom and sister, their back pain, says that it is the best way to relieve it, and there are many doctors who recommend this practice to stop the pain.



What reason does the girl give for sleeping on the floor?  
Which details does she provide?  
How does she give strength to her argument?

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

Unit 1

## Achievement

Exchange propositions and opinions to initiate a conversation.

## Teaching Guidelines

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

## Development

1. **Work in teams. Share information about your sleeping habits and reflect upon similarities and differences among them. Write your conclusions following the examples.**

To engage students' attention and interest and have them connect the unit theme with their personal experience, read the instructions aloud. Before asking students, you could tell them about yourself. For example, tell them that you always go to sleep at (10) o'clock at night. That you (read in bed, watch television, listen to music, etc.) before sleeping. You can also add that you have a very small bed and you don't like pillows, and so forth. Then ask one or two volunteers to tell the class about their sleeping habits. You could ask students what the sleeping habits have in common and what their differences are. Write them

on the board. Ask students to work in teams of three or four and to follow the instruction. Suggest students could write their conclusions in their notebook and share them with the rest of the class.

2. **Reflect and discuss with your class.**

Students keep their same teams. Give them a few minutes to (individually) read questions **a** and **b** and suggest they could write some of their ideas in their notebook and share their answers. Then tell them to reflect, discuss, and come up with an answer for question **c**. Monitor and provide them with English vocabulary so they feel confident when they express themselves. Finally, tell them to choose a speaker for each team and share their conclusions with the rest of the group. Read the Time to Shine! statement and praise the students that answer.

3. **In pairs, reflect to answer the questions and analyze the argument.**

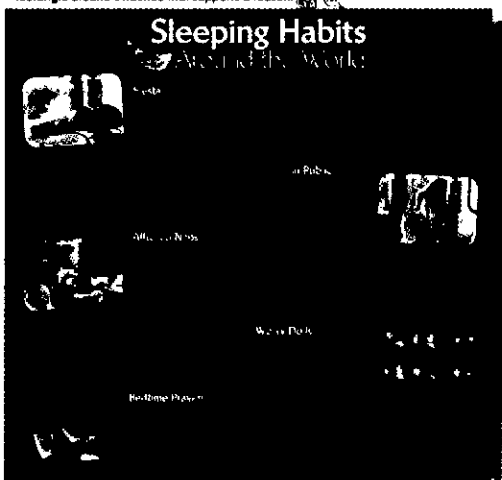
Students work in pairs. You could give them some time to read the argument box. You can all read it as a class if students feel better. Suggest them to go to the *Appendix* for Unit 1 to reinforce how to state their ideas and conclusions clearly. When they have finished answering the last question, they can share their answers with the group. If they need to interrupt, ask them to do it appropriately.



If time allows, ask students to read pages 5 to 8 in their Reader's and think about the answer to the following question: *What do you think about the habits mentioned on these pages?* If there is no time, they can read at home, which will help them keep in touch with English. Remember to always check their answers at the beginning of the following class.

**Lesson 1**

4. Work in pairs to read the text. Circle a reason, underline an example, and draw a rectangle around evidence that supports a reason.



5. Go back to the text and circle words and expressions that describe cultural habits. Compare your words with a partner and share their meaning.

For a thousand years... tradition

6. Share your opinions with your class about the sleeping habits described in the article. I think it is wonderful to take a siesta.

**Reader's Book**  
What do you think about the habits mentioned on these pages?

Unit 1 Express their points of view / Extend their repertoire of words and expressions about cultural habits.

**Achievement**

Negotiate the topic of a conversation.

**Teaching Guideline**

- Express their points of view.
- Extend their repertoire with words and expressions about cultural habits.

**Development**

**Skills 169**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**4. Work in pairs to read the text. Circle a reason, underline an example, and draw a rectangle around evidence that supports a reason.**

Organize the class into pairs. You could read the title aloud and, before reading each section of the text, ask volunteers to describe the picture that corresponds to each one. Then, invite different students to read aloud and identify the glossary words they learned in the


previous session. Finally, students could perform the task and you could check orally.

**5. Go back to the text and circle words and expressions that describe cultural habits. Compare your words with a partner and share their meaning.**

Students could work in pairs. Ask them to read the text again or you could read the text aloud together. Ask them to circle the words and expressions that they think describe cultural habits, such as: *tradition, afternoon nap, nap in freezing temperatures*, and so on. Then invite them to share the meaning of these words and expressions within a context; for example: *In Mexico, in very hot places it is a tradition to take a siesta.* You could monitor while students work and help them with any expressions or vocabulary they need.

**6. Share your opinions with your class about the sleeping habits described in the article.**

Once students are sure about the meaning of the expressions, ask them to share opinions about what they read. You could give them the first example: *I think it is wonderful to take a siesta.* Exemplify how to disagree with someone in a courteous way, for example: *Really? I don't agree. I think babies sleeping in freezing temperatures is dangerous.* Encourage students to express their points of view.

 Discuss the question related to the text from the Reader's Book. Ask students to recall some of the different habits they read about on the first three pages (e.g., nose-blowing in public and leaving the shoes outside). Then, ask them if those habits are very different from theirs and what they think of them (each student might have a different opinion). Remind them of expressing their points of view in a courteous way, as they did in the previous activity.

Lesson 1


7 Choose one of the sleeping habits described in the article you read in Activity 4. Prepare an argument to express your opinion about it; make sure to include examples and evidence. Write notes.

Handwriting practice lines with a decorative border of small 's' characters.

**Learning to Learn**

- Do you know how to participate in a conversation in English?
- Start talking confidently and naturally using notes may help.
- Don't get discouraged if you make mistakes; use expressions such as *I mean...* to repair false starts.
- Be a good listener and always be respectful towards different points of view.

To learn more tips, go to page 169.



8 Get in teams and share your opinion about sleeping habits.

- Take the floor naturally.
- Use expressions to repair a false start when necessary.
- Exchange points of views and propositions respectfully.



Support their points of view with reasons, examples, and evidence / Take the floor naturally / Use expressions to repair a false start

**Achievements**

- Negotiate the topic of a conversation.
- Exchange propositions and opinions to initiate a conversation.

**Teaching Guidelines**

- Support their points of view with reasons, examples, and evidence.
- Take the floor naturally.
- Use expressions to repair a false start.

**Development**

**7. Choose one of the sleeping habits described in the article you read in Activity 4. Prepare an argument to express your opinion about it; make sure to include examples and evidence. Write notes.**

Students can choose to work individually or with a partner. Ask them to choose one of the sleeping habits in the article they read, or they could talk about a different sleeping habit they know about. Be flexible. As they have been practicing how to express their opinions, they can write notes in the space provided for this, or just ideas or prompts that will help them prepare their arguments. You could walk around the class and make sure students can express a clear

argument which includes examples and evidence. For students that need more help, suggest they could write their complete ideas in their notebooks. This will help them to express their ideas more clearly because they will be feeling more confident. Show them how to do it if necessary.

For the *Learn to Learn* section, have students read and reflect on the question at the beginning. It is important that students have in mind how the language works (*Appendix*) as they will be more conscious on how to use the language, thus gaining more confidence when expressing their ideas and points of view.

**8. Get in teams and share your opinion about sleeping habits.**

Once students have completed their notes and their ideas, you could ask them to get in teams of four or six (depending on the size of your group). Encourage them to express their points of view and remind them that if they need to interrupt or disagree, they could express their ideas courteously. These expressions might be useful: *Excuse me, but I disagree. I think... I don't agree. I think... Really? I think that is not completely true because..., etcetera.*

Lesson 1

Product Step 1 Conversation



Get in pairs and do the following activities:

- Suggest other habits apart from sleeping that are influenced by culture. Choose five to write a list. Copy it on a sheet of paper and file it in your portfolio.
- From the list you wrote individually, choose the habit that interests you the most. On a sheet of paper, write reasons, examples, and evidence to build an argument to explain to your partner why you chose this habit.
- Use the information from the previous activity to discuss with your partner. Come to an agreement to determine what cultural habit you will talk about based on common interests. Once you have done so, file your sheet in your portfolio.
- For homework, research how people perform that activity in different countries around the world. Write down your notes on a sheet of paper.

Self-evaluation

- It was easy for me to negotiate the topic of a conversation because...
- I could express my points of view fluently.
  - I was able to support my points of view with reasons, examples, and evidence.

Other(s): \_\_\_\_\_

If it was not easy, you can improve by preparing your arguments previously and having your notes at hand.

Could I exchange propositions and points of view?    yes    no

If your answer was no, try the following tips:

- Use notes to start talking naturally.
- Use expressions to repair false starts.
- Have a list of useful words and expressions at hand.

Unit 1 Determine what cultural habit they will talk about, based on common interests

Product

Conversation

In this unit, students will participate in a conversation in which they will talk about cultural habits of different countries. In this lesson, they will work in pairs to determine what cultural habit they will talk about, based on common interests. In order to do so, first they will have to write a list of habits based on what they answered in the Time to Shine! question on page 9. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer. Then, they should work individually to choose the habit that interests them the most. Encourage them to use electronic devices to look up information to write reasons, examples, and facts. Monitor while they work to offer any help they may need. Once they have their information ready, they should work again in pairs to agree on the habit they will talk about by sharing the information they wrote. This will be your second evidence in this unit; also ask students to file them following the procedure you prefer; portfolios can be a physical file or online in digital form.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

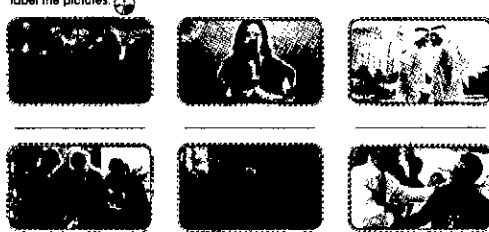
Differentiated Instruction

**Activity 2, p. 9:** Use the **Open-ended Statement Strategy** to help struggling students to answer the questions by saying: *The person who taught me to perform these activities this way was... I think that culture influences the way I perform these activities because...*

**Activity 4, p. 10:** Organize the class into small teams and use the **Task Card Strategy**. Assign each team to identify only one of the three pieces of information (evidence, example, reason) in the text. When all teams have identified them, ask them to share it with the class so that everybody may have the answers.

**Lesson**

1 Work in pairs to listen and decide in which country each greeting is performed. Then, label the pictures.



2 Describe the pictures considering the information you listened to. Express facts related to the way people greet each other around the world.

In Japan, people bow to greet each other.

A fact is a piece of information that can be verified. For some examples, go to page 169.

3 Work in teams. Interpret the following opinions and decide which country they are related to.

Elderly people deserve all our respect.

The greeting should come from the heart.

An opinion is a personal point of view that can be verified. For examples, go to page 169.

We think that lowering the torso and head is a way of showing respect.

Reader's Book  
Read pages 9-11 from the Reader's Book.


Express and interpret propositions and opinions.

Unit 1

they are going to listen to. If necessary, play track 2 two times. Then encourage students to express some of the facts they listened to and encourage the class to interrupt politely if they think something is wrong.

If students that need more help than others want additional information on facts and opinions, they could go to the *Appendix* where they can find structure support.

3. **Work in teams. Interpret the following opinions and decide which country they are related to.** You could ask students to work in teams of 3 or 4. Ask them to read the opinions and decide which country they are related to. Besides this, students could describe and give their opinion on greetings that belong to their own country or to another city or country. Ask students to share their answers and, after that, to state facts and express their opinion. You could ask students which greetings they liked the most and why.

 Have students read pages from 9 to 11 in their Reader's. If time does not allow, ask them to read them at home so they can keep in touch with the English language outside the classroom. Ask them to answer the following question: *How important are our hands for everyday communication?* They will discuss it in class the next day.

## Achievement

Exchange propositions and opinions to initiate a conversation.

## Teaching Guideline

- Express and interpret propositions and opinions.

## Development

- 1. Work in pairs to listen and decide in which country each greeting is performed. Then, label the pictures.**  
Organize the class into pairs. Draw students' attention to the pictures and ask: *What are all of them showing?* (people greeting each other). Invite them to predict what the listening activity will be about. Play Track 2 for them to label the pictures. Check orally.
- 2. Describe the pictures considering the information you listened to. Express facts related to the way people greet each other around the world.**  
You could ask students to look at the pictures in Activity 1 carefully. You could tell students that they are going to listen to some information about the pictures. Ask them to take notes as they are going to talk about some of the pictures and express some of the facts



Lesson 1

4 Listen and read the conversation. Circle a fact and underline an opinion. Then, compare answers with a partner.

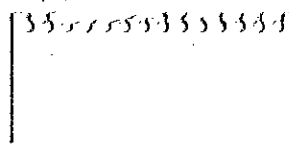
- Hi! How are you?
- First! Have you done the research about greetings in different countries?
- Yes, I watched a documentary program online...
- Sorry for the interruption, but I think you shouldn't believe everything you see online.
- You're right, but I obviously assessed the source, and I found out it was the result of some serious research done by a British university. I learned lots of interesting things, for example, that in India and Thailand they use a similar hand gesture to greet!
- Would you mind if I just say something here?
- Go on please.
- I read that in Tibet they use the same gesture, but monks also show their tongues while doing it.



- Really? Why do Tibetan monks do that?
- They do so to show they are not the reincarnation of King Dharma, a malevolent king that ruled Tibet in the 9th century and...
- As far as I understand, you mean that people in Tibet feared that king.
- Yes, historians say that he ordered all the monasteries to be closed; that's why Tibetan monks fear his reincarnation.
- Wow! I think it's amazing to realize how culture and history give shape to daily habits.

5 Work in pairs. Write the three phrases that were used to interrupt in the conversation from the previous activity.

6 Choose one way of greeting from this or the previous page. Write your opinion. Include reasons, examples, and evidence.



Time-to-Shine!

Do you know other greetings from around the world? Share them with your classmates.



Distinguish between facts and opinions, creating links to previous knowledge / interrupt the interlocutor appropriately and at the proper time.

Reader's Book: How important are the hands for everyday communication?

Achievement

Exchange propositions and opinions to initiate a conversation.

Teaching Guidelines

- Distinguish between facts and opinions, creating links to previous knowledge.
- Interrupt the interlocutor appropriately and at the proper time.

Development

Skills

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Listen and read the conversation. Circle a fact and underline an opinion. Then, compare answers with a partner.

Draw students' attention to the picture, invite one volunteer to describe it, and encourage students to predict what the conversation will be about. Play

Track 3 while students follow the conversation in their books. You could give them some time to perform the task individually so they can distinguish between facts and opinions, creating links to previous knowledge. Finally, organize the class into pairs and have them compare their answers.

5. Work in pairs. Write the three phrases that were used to interrupt in the conversation from the previous activity.

You could organize the class into pairs, read instructions aloud, and give them some time to analyze the conversation to identify the phrases used to interrupt. You could monitor while they work to provide help if required. When they have found the three phrases, they could go to their Appendix to find more examples. Remind them that they have been interrupting politely since the last lesson and they should be more familiar with it. Ask the Time to Shine! question and encourage students to act out the greetings they know.

Language

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6. Choose one way of greeting from this or the previous page. Write notes to express your opinion. Include reasons, examples, and evidence.


Encourage students to think of the greetings they learned about in the previous lesson and this one. Remind them that they expressed their opinion about greetings in their own country. Suggest them to work in teams of three to write why they chose this or that greeting and say the facts. To have a more fun class, you could suggest them that two students in the team can act out the greeting and the third one can express the team's opinion. Read the Time to Shine! question and praise the students that answer.



Discuss the question related to the text from the Reader's Book. Ask students to talk about the hand gestures mentioned, as well as their meanings. Then, have them work in teams to make a list of what they can communicate with their hands (ideas, feelings, and words). Tell them to avoid rude signs. Finally, have them share their ideas with the class.



Lesson

7. Listen to the conversation. Then analyze the questions asked in the dialogue. Underline the one that asks for information and circle the one that was modified according to the interlocutor reaction. 

- Do you remember you told me that Tibetan monks stick out their tongues to show that they are not the reincarnation of an evil king?
- Yes, that was what I said.
- I read an article in which they explain it differently.
- Did you assess the source? Mine was very serious.
- Of course! Yesterday I told you I always do it.
- Sorry, I didn't mean to be rude. Who wrote that article?
- It was written by a well-known anthropologist; he explains that monks used to do that to show they were not reciting black magic mantras.
- Wow! Maybe we should continue researching to learn which of the two versions is more accurate.
- That's a great idea!



8. Work in pairs to think about some other questions that can be used to exchange points of view about greetings.


What do you understand by... then?

**How can I become an active listener and speaker?**

It is important to be respectful and listen attentively to your interlocutor, but it is also important to interact, interrupt when necessary, ask questions about what was said, and express doubts. For example:

- If you don't understand, excuse me, what do you think?
- If you aren't sure what is said, do you really think so?

Remember to modify the questions according to your interlocutor's reactions! For more examples, go to page 168.

9. Work in pairs and share your opinion about the greeting you chose in Activity 6. Listen attentively but interrupt politely, and ask questions when necessary. 

Formulate questions based on what has been said by the interlocutor / Recall propositions to answer the interlocutor's questions / Modify questions according to the reactions of the interlocutor.

Unit 1 


**Achievement**

Formulate and answer questions to go deeper into the conversation.

**Teaching Guidelines**

- Formulate questions based on what has been said by the interlocutor.
- Recall propositions to answer the interlocutors' questions.
- Modify questions according to the reaction of the interlocutor.

**Development**

7. Listen to the conversation. Then analyze the questions asked in the dialogue. Underline the one that asks for information and circle the one that was modified according to the interlocutor reaction. 

In order for students to practice the formulation of questions based on what the interlocutor has said, tell them that they are going to listen to a conversation and do some activities. Play track 4 and suggest students read the text. There are three questions, but guide them to analyze which one asks for information. After they have found it, you could them to find the

other one. Play track 4 again if necessary. You may read with the students the box with the information about how to become an active listener and speaker to reinforce their work in this activity.

8. Work in pairs to think about some other questions that can be used to exchange points of view about greetings.

You could ask students to read the text again and identify questions. Explain that some questions can be used to clarify information and others have to be modified, according to the reaction in the interlocutor. You could ask what kind of reactions a person can have when they listen to an uncomfortable question (eyebrows up, rolling eyes, mouth downwards, etc.). Check the students answers as a group.

9. Work in pairs and share your opinion about the greeting you chose in Activity 6. Listen attentively but interrupt politely, and ask questions when necessary.

Suggest students they could work in pairs and share which greetings they chose. Encourage them to listen carefully and to interrupt politely, asking questions when they need to find out more information. If they think they see a reaction in the speaker, ask them to modify the question. You could ask some pairs to come to the front of the classroom and act out their dialogues. To encourage them to do so, you could act yourself one dialogue with a volunteer. For more expressions, they could see the *Appendix* for Unit 1.

**Lesson 1**

**Product Step 2 Conversation**

Work in pairs to perform the following activities:

- Share three interesting facts about the habit you chose in Step 1. Write propositions that express them on a sheet of paper and file it in your portfolio.

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- Share your opinion about the facts you researched. Be sure to include examples and evidence. Then write it on a sheet of paper and file it in your portfolio.



**Self-evaluation**

- I can express propositions about facts. easily I need help
- I can interpret opinions easily I need help
- I can distinguish between facts and opinions. easily I need help

Remember: facts are pieces of information that can be verified and opinions are personal points of view that cannot be verified.

Check (✓) what you were able to do:

- Interrupt the interlocutor appropriately and at the proper time.
- Formulate questions based on what has been said by the interlocutor.
- Recall propositions to answer the interlocutor's questions.
- Modify questions according to the reactions of the interlocutor.

If you cannot do it yet, continue practicing! Listen attentively and be confident; taking notes may help.

16 Unit 1

**Differentiated Instruction** 169

**Activity 5, p. 14:** Use the **Choral Response Strategy** to elicit the answers of this activity. Especially encourage shy or struggling students to participate.

**Activity 10, p. 15:** Use the **Mini Lesson Strategy** before working on this activity to remind students how to formulate closed questions and open questions using *Wh*-question words.

**Product**

**Conversation**

As you may recall, in this unit students will participate in a conversation in which they will talk about cultural habits of different countries. In this lesson, they will work individually to write propositions and opinions about the cultural habit they chose. Read instructions aloud and monitor while students work on the activities to offer help if they need it. Have students copy the propositions and opinions on different sheets of paper. These two activities will be the third and fourth evidence in this unit; ask students to file them following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

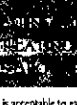




1 Read and underline the facts you find the most interesting.

**Lesson 3**

**1. Culture**

**1. Read and underline the facts you find the most interesting.**

- In India, it is acceptable to eat with the right hand, while using the left hand is considered an insult to one's host.
- In China, bumping is not considered rude, on the contrary, it can be a sign of appreciation and that you are completely satisfied.
- In Japan and India, people don't leave food on their plates to honor their hosts and to express they enjoyed the meal, while in China, it means that you were not well fed.
- In Chile, people never eat with their hands; they always use a spoon.
- People in Thailand never take the fork to their mouth; they always use the spoon. The fork is only used to push food from the plate to the spoon.
- When drinking tea in Britain, the spoon should never touch the sides of the cup to avoid the tinkling sound it produces.
- In Ethiopia, people practice *gursha*, a tradition of hand-feeding each other, this practice helps to build trust and social bonds between people at the food.

2 Choose one of the habits described in the text. Write notes to express your opinion including reasons, examples, and evidence. Make sure to use words to describe.



Do you know which words you can use to give your opinion about habits?

You may use adjectives such as: unusual, lovely, wonderful, interesting, amazing, etc.

You can also use adverbs, for instance: That is surprisingly odd!

To know more about this theme, go to page 168.

**Time-to-Shine!**

• Do you know other interesting eating habits? Share them with your class.

Use words and expressions that determine qualities or properties

Reader's Book Read pages 12-15 from the Reader's Book. Unit 1 17

## Achievement

Use strategies to keep a conversation going about cultural habits and also to conclude it.

## Teaching Guideline

Use words and expressions that determine qualities or properties.

## Development

1. Read and underline the facts you find the most interesting.

You could ask students to look at the pictures and then to read the title. Encourage them to say what they think the text is about. Ask them to predict, according to the pictures, if there are any particular issues the text is going to address. You could have some students read the text in a loud voice. This is good because they can hear themselves pronouncing. If a student has a pronunciation mistake, encourage others to correct that student. The first to correct is the one that continues with the reading. At the end, you could ask students to read the text silently and underline the facts they found most interesting.

## Language 168

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

2. Choose one of the habits described in the text. Write notes to express your opinion including reasons, examples, and evidence. Make sure to use words to describe.

Encourage students to find 5 adjectives in the text. Say students could find out more about adjectives and adverbs in the Appendix. This is a very useful tool to understand how the language works and is structured. You could ask what adjectives they found. Tell students to choose one of the eating habits in the text. Suggest they could write notes because afterwards, they will express their opinion including reasons, examples, and evidence. You could also suggest they use as many adjectives or adverbs as they can. When they finish, have different volunteers share their opinion with the class. Read the Time to Shine! question and praise the students that answer.



If time allows, ask students to read pages from 12 to 15 in their Reader's and answer the question: *Are wedding parties the same around the world?* If you don't have enough time, students will read the text at home. This is a good way of keeping in touch with the English language outside the classroom. Make sure to check their answers to the question the following class.





## Lesson

## Learning to Learn

Do you know what an information gap is? An information gap occurs when somebody is missing a piece of information to complete a task. It can happen when you are speaking with others. For example, sharing points of view. In this case, you may raise facts or evidence to support your reasons. To avoid information gaps, make sure to prepare your arguments including examples and reasons, and have notes at hand. When you detect an information gap when listening to an interlocutor, take notes and then, if you know the information missing, fill in the gap politely.

## 6. Analyze the conversation from Activity 3 and answer.

- a. What sentence shows that one of the interlocutors detected an information gap in the participation of the other? \_\_\_\_\_
- b. What sentence was used to engage another person in the conversation? \_\_\_\_\_
- c. What did one of the interlocutors do to avoid information gaps? \_\_\_\_\_

## 7. Evaluate the notes you wrote in Activity 2.

Can you use them to express an opinion about a fact?	yes	no
Do they describe qualities of the habit?	yes	no
Do they include examples?	yes	no
Do they include reasons?	yes	no

## 8. On a sheet of paper, write some expressions that you may be comfortable using for each of the following purposes:

Interrupt your interlocutor appropriately.	Fill in a conversation gap.
Engage others in the conversation.	End the conversation in a polite way.

## 9. Work in teams to share your points of view. Be sure to arouse your interlocutors' interest by using words and expressions that determine qualities.

## 10. Work with another team.

- Invite them to give their opinion about the topic.
- Listen to them carefully and if you detect an information gap, provide information to fill it in.
- End your conversation in a polite way.

Detect information gaps in the participations of others. / Develop basic control of what is said in order to avoid information gaps. / Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties. / Engage others in a conversation. / Detect information gaps in the participation of others. / End a conversation with expressions that show politeness and cordiality.

Unit 1 119

## Achievement

Use strategies to keep a conversation going about cultural habits and also to conclude it.

## Teaching Guidelines

- Detect information gaps in the participations of others.
- Develop basic control of what is said in order to avoid information gaps.
- Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties.
- Engage others in a conversation.
- Detect information gaps in the participation of others.
- End a conversation with expressions that show politeness and cordiality.

## Development

## Language

168

## 6. Analyze the conversation from Activity 3 and answer.

Before doing this activity, students can read the

Learning to Learn box. Read it together and support your class with an explanation if that is what students require. You could talk about the importance of structuring the language, how the English language works, and the difference and similarities with their mother tongue. Go back to Activity 6. You could analyze the sentences, one by one, with your students. Ask them to work in pairs to answer the questions. You could check with the whole class and make sure everybody has understood the intention of the sentences.

## 7. Evaluate the notes you wrote in Activity 2.

In this activity, students will continue analyzing the English language and evaluate their new skills. Ask them to go back to Activity 2 and check the notes they wrote about different eating habits. Encourage students saying that after this exercise, they will be able to write notes including examples, reasons, statements, and decide whether they are an opinion or facts.

## 8. On a sheet of paper, write some expressions that you may be comfortable using for each of the following purpose.

You could ask students to work in pairs or trios. Have them read the statements and write expressions that they understand and could use comfortably. You could suggest they read these expressions to each other and correct the pronunciation, if necessary.

## 9. Work in teams to share your points of view. Be sure to arouse your interlocutors' interest by using words and expressions that determine qualities.

You could organize the class into pairs to exchange their points of view about eating habits. Monitor to make sure they are using words and expressions that determine qualities or properties to arouse the interlocutor's interest.

## 10. Work with another team.

After a few minutes, invite pairs to engage others in a conversation. Have them follow the steps explained in their books so they may be able to detect information gaps in the participation of others, fill them up, and end a conversation with expressions that show politeness and cordiality. You could monitor while teams work to provide them with feedback that may help them improve.

Lesson 7

Product Step 3 Conversation

Work in pairs to perform the following activities:

- Go back to page 16 to recall the propositions and opinions you wrote.
- Use words and expressions to determine the qualities of the propositions you wrote. Remember they should arouse your interlocutor's interest.

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- Verify the order of the adjectives you used in your sentences.
- Write notes to participate in a conversation.

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Self-evaluation

- Can I use strategies to keep a conversation going about cultural habits?  
Yes  No

If your answer was no, evaluate the notes you wrote:  
 Do they include reasons, examples and evidence to support points of view?  
 Do they include adjectives to engage my interlocutor's attention?  
 Do they include some useful expressions?

Differentiated Instruction

Activity 2, p. 17: Use the Individualized Feedback Strategy to help struggling students to fill in the chart by providing support to write their propositions and opinions.

Activity 8, p. 19: Use the Speedometer Strategy to catch kinesthetic students' attention. Explain that they will use their arms to show if they could follow each of the steps described in this activity. Be sure to identify the students that need help so you may provide them with support before the presentation of their products.

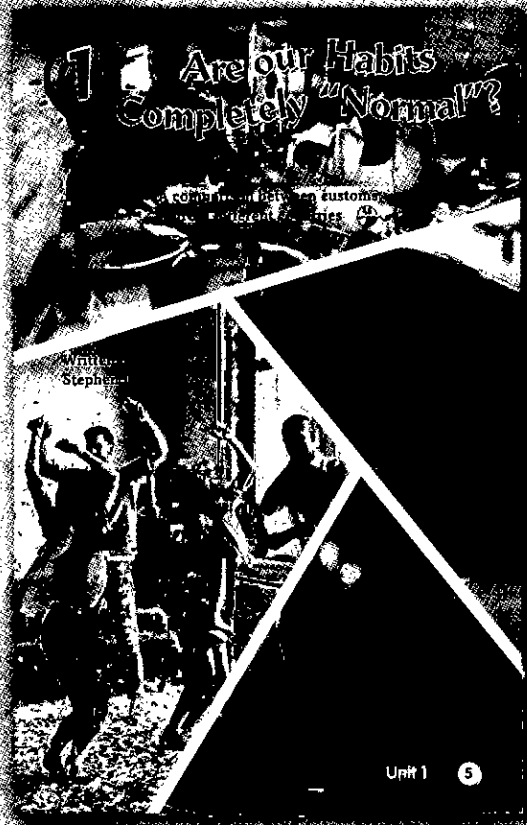
Product

Conversation

As you may recall, in this unit students will participate in a conversation in which they will talk about cultural habits of different countries. In this lesson, they will work individually to prepare some notes to participate in it. Read instructions aloud and have them practice the skills they developed during this lesson. Monitor while they work to check their notes.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the article with your students and then do the following activities together.

**1. In pairs, discuss which habits mentioned in the text seem a bit strange to you.**

Tell students to skim the text so they may remember some of the habits mentioned. Then, have them choose the one they think is a bit strange and tell a partner their reasons.

**2. In small teams, talk about punctuality in your country. Use the following questions as a guide. Write another question about the topic.**

First, have students reflect on the four questions individually, and also write one more question about the topic. Then, organize the class into teams of four or five and ask them to share their answers within their teams. Finally, tell them to discuss their answers to the fifth question each one wrote.

**3. Are there any habits in your country that foreigners might consider weird? Make a list below and share it within a small team.**

Tell students to think about their habits related to food, parties, driving, or any other situation. They have to choose some habits that could seem strange to foreign people and write a list on the space

Do the following activities to support this unit's social practice of the language: To talk about cultural habits of different countries.

**1. In pairs, discuss which habits mentioned in the text seem a bit strange to you.**

**2. In small teams, talk about punctuality in your country. Use the following questions as a guide. Write another question about the topic.**

- Are people usually punctual?
- How long can you wait for a person without thinking they are late?
- Does punctuality change depending on the situation?
- Are you unpunctual?

**3. Are there any habits in your country that foreigners might consider weird? Make a list below and share it within a small team.**

**ICT Box**

<https://bit.ly/2KMujMu>

If you want to know about other unusual habits in different countries, go to the link provided.

provided. Then, in small teams, they have to discuss if everybody agrees that those habits could be weird to other people.

**ICT Box**

Read all the information on the link beforehand, and choose one of the habits. In class, tell students about that habit, and say if it would seem very strange if you saw someone in your community behaving that way. Then, ask them to read the webpage, choose the habit they find most peculiar, and discuss within a small team if it would be weird to see someone in their communities behaving that way.

# Product and Assessing My Learning Process

## Product Conversation

Now it's time to participate in a conversation about cultural habits of different countries. Before you do so go through the following steps individually:

- **Prepare your information.**  
Have you done any research? Evidence? Examples?
- **Prepare strategies to take the floor naturally.**  
Have you identified the facts that are known by you and your interlocutor? Do you have any previous exchange of ideas on the topics you will talk about?
- **Be ready with useful words and expressions.**  
Do you have prepared expressions to repeat a false start? Do you have a wide repertoire of words and expressions related to the theme? Have you practiced applying the expressions to interrupt your interlocutor and to take the floor again?
- **Recall strategies to participate during the conversation.**  
Do you know strategies to engage the interest of classmates in your conversation? Do you know strategies to motivate your interlocutor to speak? Do you know how to formulate questions based on what your interlocutor says, and to answer them? Do you know how to detect information in the participation of others?
- **Reflect on prosodic resources and non-verbal language.**  
Do you know how to use intonation and volume, rhythm and intonation? Do you know how to use different facial expressions, body movements and gestures? Do you know how to use these resources to interact with your interlocutor?
- **Participate in the conversation.**  
Get together in pairs and take your preparation as a first opinion. After a while, take turns to present your product to your partner.

Ask your teammates to give you feedback about the participation you had during the conversation. Follow the example:

Name	I liked very much that you...	I suggest that you...
And	change the order of the topics	prepare a wide repertoire of words and expressions

## Conversation

Tell students that they will have 10 minutes to prepare their participation in the conversation. 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 participation. Once pairs 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 participating in the conversation. Once the product has been presented, give students some time to exchange books with the classmates they worked with 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. 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

## 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...
1	4	I learned new vocabulary words.

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

Lesson (p. 12)
In this lesson I learned to give a list of cultural habits and a description of the chosen habit.
It was easy for me to... I prepared a list of cultural habits and a description of the chosen habit.
It was difficult for me to... I prepared a list of cultural habits and a description of the chosen habit.

Lesson (p. 10)
In this lesson I learned to give descriptions of facts related to a cultural habit and my opinion about them.
It was easy for me to... I prepared a list of cultural habits and a description of the chosen habit.
It was difficult for me to... I prepared a list of cultural habits and a description of the chosen habit.

Lesson (p. 20)
In this lesson I learned to write notes to participate in a conversation.
It was easy for me to... I prepared a list of cultural habits and a description of the chosen habit.
It was difficult for me to... I prepared a list of cultural habits and a description of the chosen habit.

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. Don't be afraid to exchange. This is the only way to learn "clean".

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.

2. 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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.
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 have finished, 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 student used strategies to take the floor naturally.					
2. The student showed a wide repertoire of words and expressions related to the theme.					
3. The student used appropriate expressions to interact (repair false start, interrupt, end the conversation) with his/her interlocutor.					
4. The student used reasons, examples, and evidence to backup his/her points of view.					
5. The pair engaged other partners in their conversation.					
6. The student maintained control of what was said.					
7. The student formulated questions based on what his/her interlocutor(s) said.					
8. The student answered his/her interlocutors' questions.					
9. The student listened carefully to detect information gaps.					
10. The student used appropriate prosodic resources and non-verbal language during the conversation.					



# What Can I Learn from Reading Poetry?

## Unit Overview

☉ **Recreational and Literary Environment**

☉ **Communicative Activity**  
Literary expression

☉ **Social Practice of the Language**  
To read poems

### Achievements

- Select and explore poems.
- Understand general sense, main ideas, and some details.
- Describe moods.
- Write sentences based on words and expressions that communicate moods.

### Vocabulary

- anvil
- burden
- dare
- diverged
- fair
- ominous
- sinews
- startled
- thy/thine
- thee

### Language

- Comparative and superlative adjectives
- Relative pronouns
- Reflexive pronouns
- Words to express emotions
- Homophones

### Learning to Learn

Tips to read a poem

### Audio

Tracks 6-13

### Skills

- Analyzing a poem's structure
- Identify implicit and explicit information

### Reader's Book

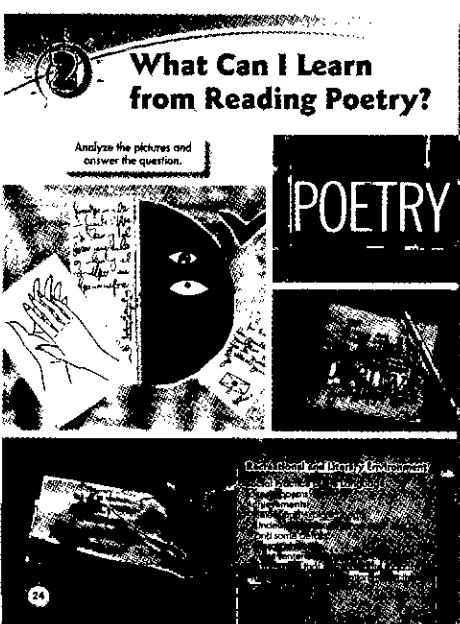
"Are You Scared of Poetry? Don't Be!" pp. 17-28, Track 46

### Product

Inventory of Emotions to Recite a Poem

### Evaluation Tool

Self-evaluation Card



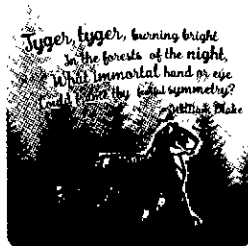
In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *Do you like poetry? Why or why not?* Encourage them to be honest and share their reasons. Invite those students who like poetry to share information about their favorite authors and/or poems. Explain to those who don't like it that in this unit they will develop some strategies to analyze poems and connect with them in order to enjoy reading poetry.

Finally, organize the class into teams of three and read aloud the title: *What can I learn from reading poetry?* 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.

1. Work in teams to share your answers to the following questions.

- Do you like poetry? If so, who is your favorite author / poem? Share the reasons. If not, explain why.
- Have you ever recited a poem? If so, which aspects did you consider to do it? If not, would you like to do it?

2. Read the poem in silence and write the words that are familiar to you; try to define them using your own words. Share them with your classmates.



forest: a place where there are many trees

3. Circle the words you don't know. Work in pairs to try to infer their meaning using the context.

5. With your partner, think of some words you would use to describe a tiger. Share them with your class.

4. Identify one word that seems to have a spelling mistake. Discuss with your partner why you think the author wrote it that way.

### Time-to-Shine!

• Mention some other English-speaking poets you know.

Value knowledge and familiarity with the topic. / Relate their own repertoire of words and expressions with poems.

Reader's Book  
Read pages 17-21 from the Reader's Book

Unit 2 25

## Achievement

Select and explore poems.

## Teaching Guidelines

- Value knowledge and familiarity with the topic.
- Relate their own repertoire of words and expressions with poems.

## Development

1. Work in teams to share your answers to the following questions.

Before this lesson, you could ask students to bring poems or poetry books that they have read in their own language. In addition, you could choose a poem you like and that you think your students might enjoy. You could read it aloud (recite) and ask them about its content: *What is it about?* Next, you could organize the class into small groups having students answer questions **a** and **b**. At this point, you could ask students to share the poems they brought and discuss their content and ask each other if they enjoyed them. Finally, you could ask each group to choose the poem they have enjoyed the most and read it aloud to the rest of the class in turns. This helps students value knowledge and familiarity with the topic.

2. Read the poem in silence and write the words that are familiar to you; try to define them using your own words. Share them with your classmates.

To create interest, you could tell your students that in their books they will find another poem. It might be good to draw their attention to the image of the tiger and the first word. Then ask them to read it silently. Then you ask them to write the words that they know in the box and their definitions using their own words. You may provide an example by writing one word and its definition on the board.

3. Circle the words you don't know. Work in pairs to try to infer their meaning using the context.

Ask students to work in pairs and compare the words they have circled. Ask them to try to guess the meaning by reading the words before or after those in the poem. Explain that this is a strategy we follow in our own language when we read so as to understand a text without looking up each word.

4. Identify one word that seems to have a spelling mistake. Discuss with your partner why you think the author wrote it that way.

You could write some words from the poem on the board as if you were to check meanings. Include the word *tyger*. Ask students if they know what word has a spelling mistake. Once identified, they discuss in pairs the possible reasons for that.

5. With your partner, think of some words you would use to describe a tiger. Share them with your class.

You could tell students about your favorite animal (different to tiger) and make sure they know it. For example: *My favorite animal is the eagle. Do you know what it is? We can find it in our flag.* Mention some adjectives to describe it; for example: *big, beautiful, and strong.* Act the words out if students do not recall them. Then ask students to work in pairs and think of at least three words to describe a tiger. Accept different opinions. Read the Time to Shine! statement and praise the students that answer.



You could read fast and aloud pages 17-21 in their Reader's Book and ask students to think about the answer to the following question: *What is the poem "The Crocodile" about?* Have them discuss their answers in groups and check as a class. For stronger groups, set the activity for homework and have the discussion the following day.

Lesson 1

Which words in English do you use to express emotions? You may use words such as: depressed, bored, happy, indifferent to express how you feel. For more examples, go to page 170.

6 Listen to the poem and share with your class how it makes you feel.

The Tyger by William Blake

Tyger Tyger, burning bright, In the forests of the night: What immortal hand or eye, Could frame thy fearful symmetry?	What the hammer? what the chain, In what furnace was thy brain? What the anvil? what dread grasp, Dare its deadly terrors clasp!
In what distant deeps or skies, Burnt the fire of thine eyes? On what wings dare he aspire? What the hand, dare seize the fire?	When the stars threw down their spears And water'd heaven with their tears: Did he smile his work to see? Did he who made the Lamb make thee?
And what shoulder, and what art, Could twist the sinews of thy heart? And when thy heart began to beat, What dread hand? and what dread feet?	Tyger Tyger burning bright, In the forests of the night: What immortal hand or eye, Dare frame thy fearful symmetry?

7 Work in pairs to analyze the structure of "The Tyger." Then, listen to it again focusing on the rhyme and rhythm. Share with your class what it makes you feel.

Form, rhyme, and rhythm are the three structural aspects that you can analyze in a poem. For more information about form, go to page 172.

**The Tyger**

Form	rhyme	rhythm
The poem has _____ stanzas of _____ lines each.	a skies _____ b aspire _____ c on _____ d beat _____ e chain _____ f grasp _____ g spears _____	a is "What dread hands or eyes" syllable is followed by an unstressed syllable b is "Did he who made the Lamb make thee?" syllable is followed by an unstressed syllable

Reader's Book: What is the poem the "crocodile" about?

Unit 2: Connect with their emotions. / Contrast rhythm in verses

Achievements

- Select and explore poems.
- Understand general sense, main ideas, and some details.

Teaching Guidelines

- Connect with their emotions.
- Contrast rhythm in verses.

Development

Language 170

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6 Listen to the poem and share with your class how it makes you feel.

Ask students to close their books and explain that they will listen to the six stanzas of William Blake's poem "The Tyger." Tell them to try to connect with their emotions while listening, and not to worry if they don't understand every single word. Invite them to close

their eyes and play Track 6 for them. Finally, give them some time to describe how they felt by using the words they learned on page 170. Invite volunteers to share their answers by reading them aloud.

5 Listen again and fill in the blanks with words from the box. Then, choose a word to say a sentence.

Draw students' attention to the words in the box and invite them to go to page 189 to read their definition. Play Track 7 to have them perform the task. Check orally by asking volunteers to read each of the six stanzas; encourage them to copy the intonation, rhythm, and volume from Track 7. Finally, have students choose one of the words to say a sentence using it.

Skills 170

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

7 Work in pairs to analyze the structure of "The Tyger." Then listen to it again focusing on the rhyme and rhythm. Share with your class what it makes you feel.

You could organize the class into pairs and give them some time to identify the number of stanzas and verses, the words that rhyme, and to contrast rhythm in two different verses. Monitor to provide help if required. Check by asking volunteers to write their answers on the board. If you consider it appropriate, you may explain to them that the pattern in the first case of the Rhythm column, in which the stressed syllable is followed by an unstressed syllable, is called trochee, and the pattern in the second case, in which the unstressed syllable is followed by a stressed syllable, is called iamb. Play track 7 again so that students have the opportunity of focusing on the rhyme and rhythm. You could have your students react physically as they listen to rhyme (clapping) and rhythm (stomping or snapping) to make them aware of them. Ask students to tell the class how the poem made them feel when they listened to it.

Discuss the question related to the text from the Reader's Book. First, let all students share their ideas about poetry and if they have ever read poetry (in English or Spanish). Then, ask them what they think the poem "The Crocodile" is about (it describes a crocodile eating fish). Have them work in pairs and then discuss it as a class.



Lesson 7

8. Reread the poem from Activity 7 and, with your teacher's guidance, answer the questions to analyze its content.

a. How does the author feel toward the tiger?

b. Why do you think the author wrote this poem?

c. Which details does the author want to know?

d. What does the line "Did he who made the Lamb make thee" mean?

e. What may the Lamb and the Tygar symbolize?



9. Work in teams. Reflect upon the answers you wrote in the previous activity and decide which emotions you will have to convey when reading this poem.

Learning to Learn

Don't know how to read a poem to convey emotions?

One of the most important aspects to consider when reading poetry is to convey emotions. You may follow these tips to practice:

- Identify which emotions you related to the poem.
- Recall personal experiences in which you feel that way and remember how you speak in those times: e.g., when you are sad, you normally talk slower and a little louder. Try reading the poem that way.
- Listen and visualize: record yourself experimenting with different tones, volumes, and paces until you are satisfied with the result. You will certainly enjoy the process! For more tips, go to page 171.



10. Choose one stanza of the poem from Activity 6 and read it aloud in front of your class making sure to convey feelings.

Identify types of sentences / Read and reread poems. / Use diversity of communication strategies / Enjoy and appreciate reading.

Unit 2 171

**Achievements**

- Select and explore poems.
- Understand general sense, main ideas, and some details.

**Teaching Guidelines**

- Identify types of sentences.
- Read and reread poems.
- Use a diversity of communication strategies.
- Enjoy and appreciate reading.

**Development**

8. Reread the poem from Activity 7 and, with your teacher's guidance, answer the questions to analyze its content.

Organize the class into small teams. Read aloud the instructions and each of the questions to make sure students understand them. Give teams some time to answer while you monitor to provide help with vocabulary they may need and to check the structure of their sentences. Once all teams have finished, invite one person from each team to share their answers. Encourage students to listen attentively to their classmates' answers as they may enrich their own points of view and interpretations of the poem.

9. Work in teams. Reflect upon the answers you wrote in the previous activity and decide which emotions you will have to convey when reading this poem.

Have students work in teams of three and discuss on the difference between the feelings or emotions they felt when they listened to the poem and the feelings they had after having analyzed the content of it. Monitor and help students recognize the diversity of emotions they could talk about. When checking answers, emphasize the importance of conveying the feelings when reading a poem aloud (reciting). You may play a game by asking teams to read stanzas of the poem in Activity 6 in different moods: happily, sadly, angrily, etc.

**Learning to Learn**

171

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

10. Choose one stanza of the poem from Activity 6 and read it aloud in front of your class making sure of conveying feelings.

Ask students to choose their favorite stanza from "The Tyger." You could ask students to think of any resource that might be useful to convey the meaning and emotions of the stanza they have chosen such as the use of props, masks, etc. Give them time to get prepared and when they are ready invite them to read it in front of the class. Be sure to create an atmosphere of trust, respect, and confidence to help students feel free to express themselves.



**Lesson 1**

**Product Step 1** **Inventory of Emotions to Recite a Poem**

In this unit, you will elaborate an inventory of emotions that will help you recite a poem. In order to prepare it, get in small teams and do the following activities:

- Look for poems online or in your school library.
  - a. Select three of them.
  - b. Analyze their structure.
  - c. Analyze their content.
- Fill in the following chart with the information of the poems you chose.

Title	Author	Structure Analysis	Content Analysis

- Copy the chart on a sheet of paper and file it in your portfolio.

**Self-evaluation**

Underline the aspects that you considered to select poems.

My knowledge of the topic.      The number of words I could understand.  
 The emotions that it made me feel.

Other(s): \_\_\_\_\_

Explain what you did to understand the topic main ideas of the poems that you selected.

In case it was difficult for you to do it, remember it is useful to:

- Reread poems.
- Analyze their structure (rhyme and rhythm)
- Analyze their content by asking questions about them.

**28** Unit 2

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 7, p. 26:** Use the **Think-Pair Share Strategy** trying to form pairs in which one of the students may tutor the other to analyze the poem's structure.

**Activity 8, p. 28:** Use the **Task Card Strategy** to help students focus on specific information. Assign each team only one of the questions and have them reflect on their answers encouraging students to support them with reasons and details from the poem. Once all teams have answered the question they are assigned, invite them to go to the front to share with their classmates and, as a class, analyze the content taking into account everybody's contributions.

**Product**

**Inventory of Emotions to Recite a Poem**

In this unit, students will elaborate an inventory of emotions that will help them recite a poem of their choice. In this lesson, they will choose who they will work with (small teams, not more than four students) and they will select their poems. Once they are organized, ask them to take out the poems they brought, read the instructions for the first activity aloud and, if necessary, provide some guidance to help them analyze them. You may tell them to go back to the activities in this lesson to review the concepts (Activity 7, p. 26: structure; Activity 8, p. 27: content). Walk around and monitor while teams work, encouraging them to speak in English. Once they have analyzed the poems, have them fill in the chart. Tell them to copy the chart on a sheet of paper, 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.

**Lesson 2**

**Which words are frequently used in poems?**

Normally, poets select the best adjectives to create mental images in their readers; they also tend to use their comparative and superlative forms, e.g.: *The fogst beautiful...*

It is also frequent that they use pronouns to avoid repetition. They can use personal pronouns such as *he, it, &c.* they; relative pronouns such as *who, whom, whose* or *that*, or even reflexive pronouns such as *myself* or *themselves*.

For more examples of each category of words, go to page 170.

**1. Read the poem. Identify as many adjectives as you can and words that are used more than once.**


**Fragment from "The Raven" by Edgar Allan Poe**

Startled of the stillness broken by reply so aptly spoken,  
 "Doubtless," said I, "what it utters is its only stock and store  
 Caught from some unhappy master whom unmerciful Disaster  
 Followed fast and followed faster till his songs one burden bore—  
 Till the dirges of his Hope that melancholy burden bore  
 Of 'Neve—nevermore!'"

But the Raven still beguiling all my fancy into smiling,  
 Straight I wheeled a cushioned seat in front of bird, and bust and door;  
 Then, upon the velvet sinking, I betook myself to linking  
 Fancy unto fancy, thinking what this

ominous bird of yore—  
 What the grim, ungodly,  
 ghastly, gaunt, and ominous  
 bird of yore  
 Meant in croaking  
 "Nevermore."

This I sat engaged in guessing, but no syllable expressing  
 To the fowl whose fiery eyes now burned into my bosom's core,  
 This and more I sat divining, with my head at ease reclining  
 On the cushion's velvet lining that the lamp-light gloated o'er,  
 But whose velvet-violet lining with the lamp-light gloating o'er,  
 She shall press, ah, nevermore!



**2. Listen to the poem with your eyes closed and pay attention to the mental images you create while listening. Then share them with your class explaining how they make you feel.**

**3. Follow the instructions.**

**Time to Shine!**

• What is "The Raven" about?

f. Read it aloud to a partner.  
 g. Ask your partner what he/she felt while you were reading.

Identify high-frequency words and adjectives / Create mental images based on the reading of poems.

**Reader's Book:**  
 Read pages 22-24 from the Reader's Book.

Unit 2 **29**

## Achievements

- Understand general sense, main ideas, and some details.
- Describe moods.

## Teaching Guidelines

- Identify high-frequency words and adjectives.
- Create mental images based on the reading of poems.

## Development


## Language

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

- 1. Read the poem. Identify as many adjectives as you can and words that are used more than once.**
- You could draw students' attention to the picture and invite a volunteer to describe it. As "The Raven" is a very popular poem that has been adapted and

parodied in cartoons and TV programs, there is a possibility that your students may know something about it; invite those of them who know to share with the class. Then, have them identify the glossary words and check their definitions on page 189. Finally, read the instructions to have students find high-frequency words such as adjectives and pronouns. Check orally and invite students to include some other words from these three stanzas in the class glossary.

- 2. Listen to the poem with your eyes closed and pay attention to the mental images you create while listening. Then share them with your class explaining how they make you feel.**
- Explain that they are going to listen to the poem and that they do not need to understand every single word to connect with the mood of it and to create mental images while they listen. Then, you could ask students to close their eyes and play track 8 and monitor that students keep their eyes closed while they listen to the poem. When it is over, ask students to open their eyes and discuss in pairs what images their minds created and the emotions they felt. Check as a class so that students share the experience. Ask the Time to Shine! question and praise the students who answer.
- 3. Follow the instructions.**
- You could ask students if they liked the poem or not and have a brief discussion on the reasons. Then, ask them to choose a stanza they particularly liked and to recall the images that it created and the emotions it provoked. Encourage students to read their stanza to themselves and then to each other. Create a respectful atmosphere so that students are able to connect their personal experiences and to help students express their feelings as part of the development of personal competence since they are self-aware of their own emotions and the effects on self-management skills.

 Tell students they have to read pages 22-24 in their Reader's Book at home and think about the answer to the following question: *Has your opinion of poetry changed? How?* They will discuss it in class the next day.

Lesson 2

**What are vowel clusters?**  
 Vowel clusters are groups of vowels that occur together in a word and represent a single sound. These vowel combinations are associated with specific sounds. Some vowel clusters that are spelled differently have the same sound, for example, *ear* in *bear* has the same sound as *ear* in *pear*. For more examples of vowel clusters, go to page 170.

4 Listen and read the poem focusing on the sounds. Underline three words with different vowel clusters that sound the same.

**The Phony (anonymous)**

It has been nearly an hour  
 our minds are not more in peace.  
 Peace by peace we're getting sour,  
 our fears continue to increase.

The scene is getting familiar,  
 we have seen it many times.  
 Our thoughts are loose and peculiar.  
 It's a phony, as he just mimics.



**Why are homophones frequently used in poems?**  
 Homophones are words that are spelled differently but sound the same. Poets sometimes use them to create rhythmic effects and to suggest different meanings in their poems. For more examples of homophones, go to page 170.

5 Listen to the poem again and notice which words are homophones. Tell which ones have vowel clusters that are spelled differently but sound the same.

6 Reflect with a partner why the author uses homophones in this poem and share if they had an effect on you.

7 Work in teams. Considering the aspects you analyzed about this poem, read it aloud conveying the emotions it make you feel.

Notice homophones / Classify clusters of letters that correspond to the same sound

**Reader's Book**  
 Has your opinion of poetry changed? How?

**Achievement**

Understand general sense, main ideas, and some details.

**Teaching Guidelines**

- Notice homophones.
- Classify clusters of letters that correspond to the same sound.

**Development**

**Language**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Listen and read the poem focusing on the sounds. Underline three words with different vowel clusters that sound the same.

It is suggested that you draw students' attention to the poem "The Phony" and tell them that they will listen to it. Brainstorm students to tell you the words they identify in the poem that have two vowels

together and write them on the board: *nearly, peace, piece, increase, scene, loose*. Then instruct that when they listen to the poem, they should pay attention especially to the pronunciation of these words so as to identify which sound the same. Play track 9. Have students compare answers in pairs and then check as a class orally.

**Skills**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

5. Listen to the poem again and notice which words are homophones. Tell which ones have vowel clusters that are spelled differently but sound the same.

You can write these two words on the board: *piece-peace* and ask students how they sound. Once they noticed they sound the same, explain that these are homophones and that they will listen to the poem again to identify two other pair of words that sound the same but that have different spelling. Play track 10 and check the other pairs. Have students notice that *piece* and *peace* have vowel clusters with different spelling but same sound.

6. Reflect with a partner why the author uses homophones in this poem and share if they had an effect on you.

Organize pair work to discuss the use of homophones in the poem and how their use makes them feel when listening to it.

7. Work in teams. Considering the aspects you analyzed about this poem, read it aloud conveying the emotions it make you feel.

Draw on the board three faces: one happy, one sad, and one angry. Ask students how they know how the faces feel. Then ask what happen to your voice tone when you are angry, happy, sad, etc. Organize students in teams and ask them to read the poem aloud to each other using body language and voice tone to convey how they feel when reading it.



Discuss the question related to the text from the Reader's Book. Ask students to discuss any metaphors or personifications they know in Spanish. Then, ask them if after reading these pages they have changed their opinion about poetry and how. Have them share their answers in pairs.





Lesson

8. Work in pairs. Read the poem and underline important details.

**If I Could Tell You** by W.H. Auden

Time will say nothing but I told you so  
Time only knows the price we have to pay:  
If I could tell you I would let you know.

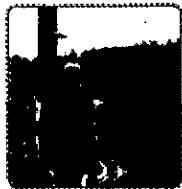
If we should weep when clowns put on their show,  
If we should stumble when musicians play,  
Time will say nothing but I told you so.

There are no fortunes to be told, although,  
Because I love you more than I can say,  
If I could tell you I would let you know.

The winds must come from somewhere when they blow,  
There must be reasons why the leaves decay:  
Time will say nothing but I told you so.

Perhaps the roses really want to grow,  
The vision seriously intends to stay:  
If I could tell you I would let you know.

Suppose the lions all get up and go,  
And all the brooks and soldiers run away:  
Will time say nothing but I told you so?  
If I could tell you I would let you know.



9. Use the graphic organizer to infer the main idea of the poem. (11)

Explicit information is clearly expressed in a text. Implicit information is not directly expressed in a text. For more information about this theme, go to page 171. (11)

<p><b>Details (explicit information)</b> The poem is written for somebody the author loves. The author regrets not having done something.</p>	<p><b>What you can say considering your own experience (implicit information)</b> The author is sad.</p>	<p><b>Main Idea of the Poem</b> The author regrets not having declared his love because now he is lonely and sad.</p>
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Have you ever lived a situation in which you felt this way?

10. Listen to the poem. Then choose one stanza and read it. Use the information you analyzed to convey emotions. (11)

Infer main ideas based on details / Listen to and recite a poem to convey emotion / Make connections within texts using explicit and implicit information

Unit 2 31

9. Use the graphic organizer to infer the main idea of the poem.

After students have checked the difference between implicit and explicit information, you could ask them to complete the graphic organizer individually and compare their answers in pairs. Check the answers as a class. Pay special attention to the question at the bottom of the organizer so that students can share their own experiences and their emotions with their partners. If it is possible, play a game with your group. Ask students to write the answer on a piece of paper and fold it. Put the papers on a bowl and have student take one from it. They read the situation and try to guess whose paper it is. When they guess, they can share the past experience with their partner.

10. Listen to the poem. Then choose one stanza and read it. Use the information you analyzed to convey emotions. (11)

You could ask students the difference between reading and reciting. When you recite, you actually know the poem by heart. Play track 11. Organize the class into teams and give them some time to get ready. Suggest that they assign one stanza or two to each team member. After some minutes, invite students to read the poems in front of the class and encourage some to recite their stanzas if possible. Make sure to create a relaxed atmosphere by telling your students that it does not have to be perfect. Give feedback to each team. You can talk about how successfully they conveyed emotions to their classmates.

**Achievements**

- Understand general sense, main ideas, and some details.
- Describe moods.
- Make connections within texts using explicit and implicit information.

**Teaching Guidelines**

- Infer main ideas based on details.
- Listen to and recite a poem to convey emotions.
- Make connections within texts using explicit and implicit information.

**Development**

8. Work in pairs. Read the poem and underline important details.

Ask students to read the poem "If I Could Tell You" silently. Then organize pairs to read it again and underline the information they consider is important. Check the answers as a class.

Lesson 3

**Product Step 2** Inventory of Emotions to Recite a Poem

Remember that in this unit you will elaborate an inventory of emotions that will help you recite a poem. In order to continue, get together with your team and fill in the chart with information from the poems you chose while working on page 28.



Poem's Title	Mood	Opinion

• Copy the chart on a sheet of paper and file it in your portfolio.

**Self-evaluation**

I could understand the poems better when I...

- Created mental images by paying attention to the descriptions that the author gives
- Paid attention to the details mentioned
- Analyzed implicit and explicit information.

Reflect about your experience while working in this lesson and circle the word that completes the statement.

It is easy / difficult for me to feel something when I read a poem.

If you find it difficult, you may try listening to other people reading them; concentrate on the rhythm and the musicality of the poem before analyzing its content.

**Differentiated Instruction**

**Activity 3, p. 29:** Use the **Choral Response Strategy** to check the activity. In this way, struggling and shy students will feel confident enough to answer as they are not being singled out.

**Activity 9, p.31:** Use the **Individualized Feedback Strategy** to give extra support to students who may need help to identify implicit and explicit information in the poem.

**Product**

**Inventory of Emotions to Recite a Poem**

As you may recall, students will elaborate an inventory of emotions that will help them recite a poem of their choice. In this lesson, they will create a chart with moods and opinions related to the poems they chose. Monitor while teams work to provide help when required. When all teams have finished, invite them to share the information they included in their charts with the rest of the class. Finally, tell them to file the chart in their portfolio. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

## Lesson

1. Work in teams to listen and read the poem. Answer the questions to identify and infer moods from implicit information.

The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler; long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth:

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

How did the author feel about not being able to travel both roads?

How did the author feel about his choice?

How did the author feel about the possibility of taking the other way later on?

How did the author feel about not being able to travel both roads?

How did you feel while reading the poem?

2. Think of a situation in which you felt the same way as the writer of "The Road Not Taken." Describe it on the lines below.

3. Work in pairs to share your experience; explain how you felt.

Reflect on and respond to questions to infer moods / Recall moments and memories to recognize feelings / Express personal answers / Associate their own moods with those expressed in poems.

Reader's Book  
Read pages 25-27 from the Reader's Book.

Unit 2 T33

## Achievement

Describe moods.

## Teaching Guidelines

- Reflect on and respond to questions to infer moods.
- Recall moments and memories to recognize feelings.
- Express personal answers.
- Associate their own moods with those expressed in poems.

## Development

1. Work in teams to listen and read the poem. Answer the questions to identify moods from explicit and infer others from implicit information.



Have students work in teams to scan the poem to identify glossary words; invite them to read their definition on page 189. Then, play Track 12 for them to follow the reading. Once they have listened, read each of the questions aloud to make sure they understand them. Give students some time to respond to questions to infer moods in each of the stanzas and to reflect on how they felt while reading the whole poem. Suggest that they check the words to express emotions included in the Appendix of their books.

Monitor to offer help if required and check by asking volunteers to read their answers aloud.

2. Think of a situation in which you felt the same way as the writer of "The Road Not Taken." Describe it on the lines below.

Invite students to recall moments and memories that are similar to the situation expressed in the poem from the previous activity. Have them recognize feelings related to those situations, and encourage them to express personal answers by working on this task. Monitor while they write to provide help if required. Ask volunteers to share their answers by reading them aloud.

3. Work in pairs to share your experience; explain how you felt.

Organize students in pairs. Give them some time to share the experiences they wrote about in the previous activity. Monitor while they speak to make sure they are associating their own moods with those expressed in "The Road Not Taken."



Tell students they have to read pages 25-27 in their Reader's Book at home and think about the answer to the following question: *What are some ways one can have fun with poetry?* They will discuss it in class the next day.

Lesson 1

- 4 Listen to the poem from Activity 1 again and then read it aloud.
- Listen to the poem again.
  - Pay special attention to how the reader makes pauses and stresses intonation due to punctuation marks and uppercase letters.
  - Read the poem, trying to convey feelings.

- 5 Work in pairs to fill in the chart. You may use the phrases provided or similar ones.

"I felt quite joyful because that description stressed the very mood."  
 "That usage was a... impression."  
 "I was as surprised as..."

The Road Not Taken	
First Stanza	
Second Stanza	
Third Stanza	
Fourth Stanza	

- 6 Organize the sentences you wrote in the previous activity in short paragraphs to describe how "The Road Not Taken" made you feel.

Reader's Book: When an author uses the (or) how did it affect you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Analyze the effect that punctuation marks and uppercase letters have on the wording of sentences to convey feelings / Write sentences to describe moods / Organize sentences into paragraphs to describe feelings and emotions.


letter to start each verse (although it is not always the beginning of a sentence) to create an effect on the wording of the poem. Play Track 13 and have them analyze the effect that punctuation marks and uppercase letters have to convey feelings. Then, invite the class to chorally read the poem aloud emphasizing the effect of punctuation marks.

5. Work in pairs to fill in the chart. You may use the phrases provided or similar ones.

Organize the class into pairs. Read instructions aloud and draw their attention to the phrases provided. Explain to them that they may use those phrases or modify them using different words to express feelings (e.g., *I felt quite confused because the description was not clear.*). Monitor while pairs write sentences to describe the moods that each stanza makes them feel.

6. Organize the sentences you wrote in the previous activity in short paragraphs to describe how "The Road Not Taken" made you feel.

Students will continue working in pairs to organize the sentences they wrote in the previous activity into paragraphs to describe their feelings and emotions. Monitor to check their work and when they have finished, invite pairs to read their sentences aloud.

 Discuss the question related to the text from the Reader's Book. Ask students to get into pairs and discuss how they feel about poetry now, after reading the whole text. Then, ask them to recall from the text some fun ways to approach poetry, or to think about new ones. After a few minutes, have them share their answers with the rest of the class.

**Achievement**

Write sentences based on words and expressions that communicate moods.

**Teaching Guidelines**

- Analyze the effect that punctuation marks and uppercase letters have on the wording of sentences to convey feelings.
- Write sentences to describe moods.
- Organize sentences into paragraphs to describe feelings and emotions.

**Development**

4. Listen to the poem from Activity 1 again and then read it aloud.

Draw students' attention to the poem from Activity 1 and tell them to identify punctuation marks (periods, commas, colon, semicolons, dash, exclamation mark). Then, ask: *When do we usually use capital letters?* (to start a sentence, in proper nouns). *In this case, how are capital letters used?* (to start each verse). Have them recall that poets may play with words and that, in this case, the author chose to use a capital

Lesson

7 Work in teams. Choose one poem from this unit and analyze its structure.

Poem's Title: \_\_\_\_\_

Form	Rhyme	Rhythm
The poem has _____ stanzas of _____ lines each.		

8 Analyze how this poem makes you feel and state your opinion about it.



**Time-to-Shine!**

Which are the most effective ways to capture emotions while reading poetry?

9 Leaf through the pages of the unit to choose the activity you liked the most. Perform that same activity with the poem you chose.

E.g. I liked working on Activity 9 from Lesson 2 because I prefer to analyze the content of the poem instead of the structure, so I will use a graphic organizer to analyze the content of the poem I chose.

10 Rehearse different ways of saying your poem. Pay attention to your intonation, pace, volume, and body expressions. Once you feel ready and confident, read or recite it in front of your class. Enjoy!

Enjoy and appreciate reading.

Unit 2 T35

**Achievement**

Select and explore poems.

**Teaching Guideline**

Enjoy and appreciate reading.

**Development**

**7. Work in teams. Choose one poem from this unit and analyze its structure.**

Ask students to leaf through the pages of this unit to choose their favorite poem. Once they have it, tell them to get together with three other students who have chosen the same poem. Then, suggest that they check Activity 6 on page 26 and the information included on page 171 so they can recall how to analyze the structure of a poem. Give them some time to work as a team as you monitor to provide any help they may need.

**8. Analyze how this poem makes you feel and state your opinion about it.**

Students will continue working in teams to analyze the content of the poem they chose. Have them state their opinions and identify the emotions that it makes them feel to perform this task. Monitor while

they work to offer help in case they require it. Read the Time to Shine! question, encouraging different students to participate.

**9. Leaf through the pages of the unit to choose the activity you liked the most. Perform that same activity with the poem you chose.**

You could give students some time to choose their favorite activity as you monitor and help them by asking questions like: *Did you like analyzing the content of the poem? Did you like analyzing the structure? Did you like using a graphic organizer?* in order to guide them. Then have them perform the activity as they chose it. Give feedback individually.

**10. Rehearse different ways of saying your poem.**

**Pay attention to your intonation, pace, volume, and body expressions. Once you feel ready and confident, read or recite it in front of your class. Enjoy!**

Remind students that the main objective of this unit was to help them develop strategies that will help them enjoy and appreciate reading poetry. Then you could organize small groups for the presentation of poems. Invite students to recite or read their poems in front of their groups trying to convey emotions successfully. Discuss the importance of intonation, pace, volume, and body expressions while reading or reciting. Monitor and give feedback on their performance.

Lesson 3

**Product Step 3** Inventory of Emotions to Recite a Poem

Remember that in this unit you will elaborate an inventory of emotions that will help you recite a poem. In order to continue, get together with your team and do the following activities:

- Select one of the three poems you analyzed.
- Individually, on a sheet of paper, write some questions to find out how that poem makes your teammates feel.
- Ask the questions to your teammates, listen to their answers, and write them down to create your inventory of emotions. File the sheet of paper in your portfolio.
- On a sheet of paper, create a checklist to assess yourselves while reciting the poem you chose. Make sure to convey the feelings you wrote in your inventory. File it in your portfolio.



**Self-evaluation**

- I could infer moods by responding to questions. yes no
- It was easy for me to associate my own moods with those expressed in a poem. yes no

If you couldn't infer moods by responding to questions, remember there are other ways to do it, such as creating mental images or paying attention to the rhythm. To associate your own moods to those of the poems, you may try to recall similar moments you have lived.

**Product**

**Inventory of Emotions to Recite a Poem**

As you may recall, students will elaborate an inventory of emotions that will help them recite a poem of their choice. In this lesson, students will choose one of the three poems they analyzed together with their team and write some questions to find out how this poem makes their teammates feel. The answers to these questions will help them create their inventory of emotions. Read each of the steps aloud and monitor while teams work. Once they have finished, tell them to file their questions and answers in their portfolio. This activity will be your third evidence in this unit. Finally, have teams design a checklist to help them assess themselves when reciting their poems; they may take the checklist on page 35 as a model. This activity will be your fourth evidence in this unit; ask them to file it following the procedure you prefer.

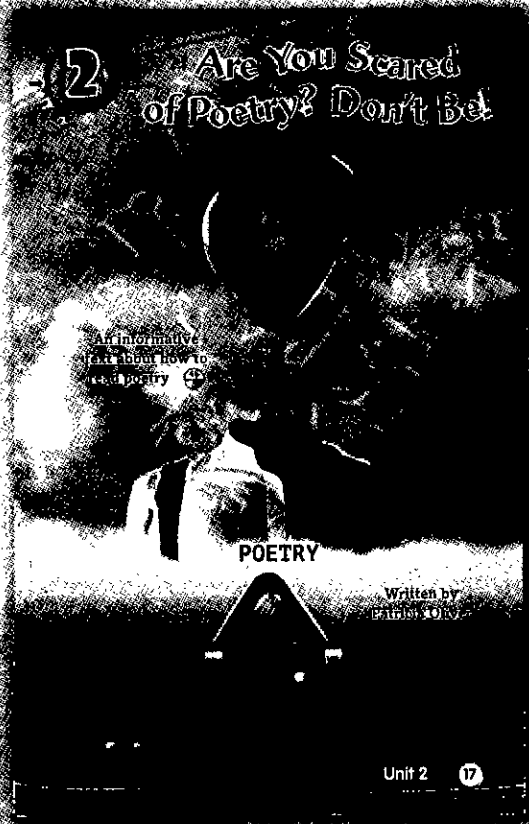
**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 6, p. 34:** Use the **Mini Lesson Strategy** to remind students how to organize sentences in paragraphs. Tell them to group sentences that have a similar content together and use appropriate connectors to link them (contrast: *in spite, although*; reason: *because, due to*; purpose: *in order to, so that*; consequence: *therefore, so*; addition: *besides, as well as*; example: *such as, for example*).

**Activity 10, p. 35:** Use the **Group Based on Goals Strategy** if you feel it is too challenging for some of your students to recite the poem. In these cases, you may suggest that they only read it aloud.



If time allows, read the text with your students and then do the following activities together.

1. Write one or more rhyming words for each word. Then, reread the poems in the reading and write the rhymes you find. Compare them with a partner.

First, remind students what rhyme is and how it works in English. Brainstorm possible answers for *cat*. Give them some time to complete the rhyming lists. Help them as needed. Then, ask them to reread all the poems in the reading and write the rhyming words. Remind them that this time, they only have to worry about rhyming words at the end of the lines or verses. You can help them identify one or two rhymes, or you can do the search as a class, depending on the class English level.

2. Reread page 23 and explain to a partner what alliteration is. Then, write three alliterative phrases. They don't need to make sense. Follow the examples.

Have students go to page 23; reread the information about alliteration, and explain it to a partner. If possible, give them an example in Spanish to ensure understanding. Then, write the examples provided on the board (Try a traffic train. / I change my chocolate chip). Tell students the sentences don't necessarily

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

1. Write one or more rhyming words for each word. Then, reread the poems in the reading and write the rhymes you find. Compare them with a partner.

a. cat: \_\_\_\_\_  
b. round: \_\_\_\_\_  
c. late: \_\_\_\_\_


2. Reread page 23 and explain to a partner what alliteration is. Then, write three alliterative phrases. They don't need to make sense. Follow the examples.

Try a traffic train. / I change my chocolate chip.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

3. In groups or as a class, reread the verses and find the rhythm following the example in the first verse. Then, write the name of the meter used in each verse.

How doth / the l/lie cro/coddlle \_\_\_\_\_ iambic tetrameter\_\_\_\_  
Improve his shining tail, \_\_\_\_\_  
And pour the waters of the Nile \_\_\_\_\_  
On every golden scale! \_\_\_\_\_

#### ICT Box

← → <https://goo.gl/aZatU6>

Do you want to learn more about poetry? Maybe even write your own poems? Check the link provided.



Unit 2

have to make sense, they just need to have the same sound at the beginning of the main words. Have them write three alliterative phrases.

3. In groups or as a class, reread the verses and find the rhythm following the example in the first verse. Then, write the name of the meter used in each verse.

Read the verses out loud for students, emphasizing the iambic rhythm. Help them separate and count the first line's feet (4) and then the rhythm (iambic). Tell them that poems usually follow the same rhythm in all their verses, but that this is not always the case, so they should always check all of the lines. Help them cut the verses into feet and identify the meter. They can do it in groups or you can do it as a class, depending on the class level.

#### ICT Box

Explain to students that this was just an introduction to poetry, that there are many more things they can learn about it, that they can read poetry and they can read about poetry. Have them go to the link provided and choose a topic of their interest. If time allows, have each student do a little presentation about the topic they read.

# Product and Assessing My Learning Process

## Product Inventory of Emotions to Recite a Poem

Now it's time to recite your poem in front of your class. Get together with your team and do the following activities:

- **Check your inventory of emotions.** Are you putting into account punctuation marks and capitalization for the first line of the first stanza?  
Are you aware of the mood of the poem?  
Are you using prosodic resources (stress, intonation, pitch) to convey non-verbal information as intensely as possible?
- **Assess yourselves using the checklist you filed in your portfolio.** Be attentive to each other's terminations and write comments to improve.
- **Check the list of aspects that you can improve.** Remember for the last time to go into account those aspects.
- **Recite your poem, if possible, present to other groups in your school.** Try to smile as much as you can and have fun!

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

Name	Read my poem that you	I suggest that you

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### Inventory of Emotions to Recite a Poem

Tell students that they will have 10 minutes to prepare before they recite their poem (remember you may use the Group Based on Goals Strategy and allow struggling students to read the poem instead of reciting it). 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. Photocopy the self-evaluation card and give one to each of your students so they may use it to assess themselves after their presentation. Explain to them that self-evaluation will help them increase their responsibility and autonomy and to reflect critically about their own performance.

Once the product has been 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 three activities they think were more useful for them

## Assessing My Learning Process

Review the activities in this unit and choose the three activities that helped 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.

Activity	How it helped me

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

**Recall (L&L)**  
In this lesson I learned to analyze the structure of poems and to connect with the emotions they convey.  
It was easy for me to find a way for me to be confident.  
It was difficult for me to identify the author's context, theme, and purpose.

**Learn (L&L)**  
In this lesson I learned how authors use responses such as metaphors and similes to convey emotions. I also analyzed implicit and explicit information.  
It was easy for me to find a way for me to be confident.  
It was difficult for me to identify the author's context, theme, and purpose.

**Reflect (L&L)**  
In this lesson I learned to identify ideas expressed in poems, relate them to my own moods and write paragraphs to express what I feel when reading poetry.  
It was easy for me to find a way for me to be confident.  
It was difficult for me to identify the author's context, theme, and purpose.

**Invite your friend to share your product.**  
In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. Remember that the most important thing when you read poetry is to enjoy it!

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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.**

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, invite some of them to share their reflections with the class.



# Evaluation Tool

## Self-evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. I was familiar with the structure of the poem we chose.			
2. I was able to give an opinion about the content of the poem.			
3. I was aware of the mood of the author in each stanza.			
4. I clearly identified the emotions that the poem made me feel.			
5. I could express those emotions with words.			
6. I could use a checklist to detect aspects that need to be improved before my presentation.			
7. I used prosodic resources appropriately to convey emotions while reciting the poem.			
8. I used body language, facial expressions, and gestures to convey emotions while reciting the poem.			
9. I considered punctuation marks and capitalization to make pauses and stress intonation.			
10. I enjoyed reciting the poem we chose.			

I think that reading poetry helped me learn

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# How Can I Safely Perform a Science Experiment?

## Unit Overview

**Academic and Educational Environment**

**Communicative Activity**

Interpretation and follow-up of instructions

**Social Practice of the Language**

To interpret and write instructions to perform a simple experiment

**Achievements**

- Select instruction sheets and evaluate their content and structure.
- Interpret instructions.
- Write instructions.
- Edit instruction sheets.

**Vocabulary**

- baking soda
- commit
- cuff
- enforcement
- funnel
- guilty
- pour
- roll
- spoonful
- strap

**Language**

- Imperatives
- Gerunds and infinitives
- Connectors
- Question words

**Learning to Learn**

Giving constructive feedback

**Audio**

Tracks 14-15

**Skills**

Writing effective instructions

**Reader's Book**

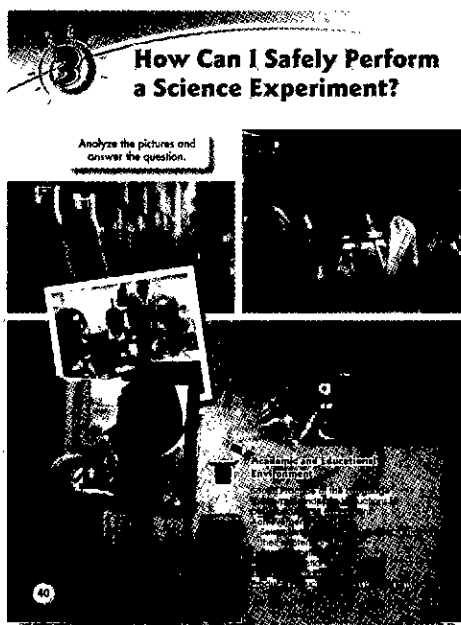
"Let's Do Science!" pp. 29-40, Track 47

**Product**

Instructions for an Experiment

**Evaluation Tool**


Peer Evaluation Card



In order to introduce the unit, draw students' attention to the pictures and ask volunteers to describe them. Ask: *Have you ever participated in a science fair?* Invite them to share their experiences and details about the experiments they presented.

Finally, organize the class into teams of three and read aloud the title: *How can I safely perform a science experiment?* 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.

1. Work in pairs to match each picture to its instruction sheet.



**Building Circuits**  
Metals are good electrical conductors. Let's demonstrate the ability of different objects to conduct electricity. You will need:

**Scientific Gardening**  
Would you like to discuss what plants need to live and grow better? Can they survive without soil? Let's do this experiment! First,

**Amazing Volcano**  
Do you know what an acid-base reaction is? If you don't, then performing this experiment will help you understand. You will need:

2. Work in pairs to define the topic and purpose of each of the experiments in the previous activity. Then, answer the questions.

<p>• Topic: _____</p> <p>• Purpose: _____</p>	<p>• Topic: _____</p> <p>• Purpose: _____</p>	<p>• Topic: _____</p> <p>• Purpose: _____</p>
---	---	---

Which of the three experiments would you choose to perform? Why?

3. Work in teams. Share details about a science experiment you have done.

- Which materials did you use?
- What was its purpose?
- In which class did you perform it?
- Did you have to follow specific steps?

### Time-to-Shine!

- Why are science experiments performed?

Anticipate general sense. / Select instruction sheets according to topic and purpose

**Reader's Book**  
Read pages 29-32 from the Reader's Book.

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that part, check orally and ask the first question aloud so students may select instruction sheets according to topic and purpose; then, have them explain their reasons for their preferences. Finally, ask the Time to Shine! question aloud encouraging students to share their opinions.

### 3. Work in teams. Share details about a science experiment you have done.

Organize the class into small teams. Read aloud the instructions and the questions to ensure comprehension and give them some time to share details about previous experiences they have had with science experiments. Encourage them to use a dictionary in case they don't know the words in English. Monitor while they work and finally invite one member from each team to share with the class their team's experiences.

Organize the class into small teams and, for homework, ask each team to bring the material to perform the experiment described in Activity 4 on the next page.



Tell students to read pages 29-32 in their Reader's Book and think about the answer to the following question: *Does the author think that doing science is difficult?* They will discuss it in class the next day.

## Achievements

- Select instruction sheets and evaluate their content and structure.
- Interpret instructions.

## Teaching Guidelines

- Anticipate general sense.
- Select instruction sheets according to topic and purpose.

## Development

### 1. Work in pairs to match each picture to its instruction sheet.

To have students anticipate the general sense of the unit, organize them into pairs and give them some time to perform the task while you monitor walking around. Check orally and ask: *What is the purpose of the three texts?* (to introduce science experiments).

### 2. Work in pairs to define the topic and purpose of each of the experiments in the previous activity. Then, answer the questions.

Students will continue working in pairs to analyze what the topic and purpose of the experiments in the previous activity are. Once all pairs have finished

Lesson 1

4. Work in pairs to scan instructions. Circle words or expressions you don't understand and try to deduce their meaning.

Amazing Volcano

Do you know what an acid-base reaction is? If you don't, performing this experiment is the best way to understand.

You will need:

- a 2 liter plastic bottle
- 250 ml of water
- 4 drops of red food coloring
- 250 ml of vinegar
- 1 spoonful of liquid dish soap
- 1 spoonful of baking soda
- a funnel
- a clay volcano

What to do?

1. Remove the bottle cap.
2. Place the volcano over the bottle.
3. Mix the vinegar, water, soap, and food coloring; then, use a funnel to pour the mix inside the bottle carefully.
4. Put the baking soda in a napkin and roll it (make sure it fits the bottleneck).
5. Drop the roll inside the bottle.
6. Eruption time! Step back quickly and observe the reaction!

5. Look at the abbreviations used in the materials section. Discuss with a partner what their meanings are and share them with your class.

6. Share with your classmates how textual organization and pictures helped you understand the instructions better.

Reader's Book

Does the author think that doing science is difficult?



Unit 3

Use their repertoire of words and expressions to deduce and clarify the meaning of words and expressions. / Classify abbreviations by their meaning. / Observe how textual organization and graphic components help to the understanding of the content.

Achievements

- Select instruction sheets and evaluate their content and structure.
- Interpret instructions.

Teaching Guidelines

- Use their repertoire of words and expressions to deduce and clarify the meaning of words and expressions.
- Classify abbreviations by their meaning.
- Observe how textual organization and graphic components help to the understanding of the content.
- Follow instructions to check understanding.

Development

4. Work in pairs to scan instructions. Circle words or expressions you don't understand and try to deduce their meaning.

Organize the class into pairs and ask them to scan the text to look for unknown words (if necessary, remind them that when you scan a text you only look for a specific piece of information; in this case, unknown words). Once all pairs have identified them, work as a class and ask them to dictate the words to you; write

them on the board. Encourage students to use their own repertoire of words and expressions to deduce and clarify the meaning of each of the unknown words (e.g., *vinegar, think of a word in Spanish that is similar: vinagre*). Finally, invite them to go to page 189 to read the definitions of glossary words included in this activity and compare them with the ones they said.

5. Look at the abbreviations used in the material section. Discuss with a partner what their meanings are and share them with your class.

You could write the abbreviation of milliliters on the board and brainstorm with the students on its meaning. Then explain that it is easier to use abbreviations than a long word to talk about quantities of ingredients or materials. Then instruct students to work with a partner to deduce and then clarify the meaning of these abbreviations and words. Check as a class.

6. Share with your classmates how textual organization and pictures helped you understand the instructions better.

It is suggested that you bring different brochures with instructions to the class (for assembling things, recipes, lab experiments, etc.). They could be in students' own language. Some may have drawings and others may have no pictures or images. Organize groups and distribute the brochures (manuals) to each group. Have them tell you which brochure seems easier to follow. Then, the same teams can reflect on how pictures help them understand. Show the real brochures again and have students look at the bullet points or numbers to follow a procedure. Have them reflect on the importance of organization, too. Give them some minutes and check as a class.



Discuss the question related to the text from the Reader's Book. Ask students to recall the steps for doing basic science (observing, having an idea [hypothesis], testing the hypothesis, describing the results [developing a theory]) and if they think these steps must be followed in a lab. Then, read this line from the author: "And we don't necessarily have to create elaborate procedures." Ask students what the author means by that (that science is not really or not always difficult) as well as what they personally think.



Lesson

7 If you have the materials available, perform the Amazing Volcano experiment following the instructions. If not, mime the actions.

**How are actions expressed in instructions?**  
 When writing instructions, you can express actions in many different ways. You can use:  
 • Imperative forms like *Take out your materials.*  
 • Present tense like *Put the water in the bowl.*  
 • Gerunds or infinitives: *Placing it slowly is better.*  
 Make sure to use adverbs to give details on how to perform the actions (for example: *Wait patiently*) and to link your actions with appropriate connectors (*first and remove*).  
 For more information about these themes, go to page 172.

8 Read the paragraph and underline the actions, then answer the question.

Mix the water and soap with the vinegar, the baking soda, and the food coloring. Water and soap form a lot of bubbles providing foam for the eruption. To mix it well, stir gently.

Which word tells how to perform an action?

9 Listen to the Amazing Volcano experiment instructions. Identify how all the actions are expressed. Share your answer with your class.



10 Work in pairs. Choose one of the steps from the experiment in Activity 4 and add additional information to it. Use your experience to explain what happens, give details, or explain how to perform the actions. Remember to link them appropriately.

Follow instructions to check understanding / Read instructions and recognize forms of expressing actions, specify them, and link them

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**Achievement**

Interpret instructions.

**Teaching Guidelines**

- Follow instructions to check understanding.
- Read instructions and recognize forms of expressing actions, specify them, and link them.

**Development**

**Language**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the *Appendix* if needed.

7. If you have the material available, perform the Amazing Volcano experiment following the instructions. If not, mime the actions.

Before this class, organize teams for performing the experiment. To promote collaboration and communication, ask students to get organized to bring the materials for the experiment. A practical option can be to ask for one material to a team and another

to another team, subsequently. This can be done if there are enough teams. If not, each team member can be responsible for bringing only one or two. Talk about safety measures, letting your student know that they could wear old clothes or a robe during the experiment. In case students have brought all the material perform the experiment in teams. If not, mime the steps or do only one experiment for the whole group.

8. Read the paragraph and underline the actions, then answer the question.

Read together the instructions and emphasize the verbs so that students find them easily. Then go over the question. If it is difficult for them to recognize the adverb, use questions to guide the answer: *Do you do it quickly? slowly?* Students could relate the words to the answer: *gently*.

9. Listen to the Amazing Volcano experiment instructions. Identify how all the actions are expressed. Share your answer with your class.



You could brainstorm the instructions for the experiment because students have seen them. Check orally. Then explain that they will listen to the instructions. As a pre-listening activity and to create interest, tell them to see if the instructions they hear are the same. Instruct them to write them down and then have students analyze the structure. You can guide them by asking: *Is there a subject? Who performs the activity? Is it a command? Is it an instruction?*

10. Work in pairs. Choose one of the steps from the experiment in Activity 4 and add additional information to it. Use your experience to explain what happens, give details or explain how to perform the actions. Remember to link them appropriately.


You could organize students in pairs and ask them if they think any step of the experiment was interesting. Choose one step and write it on the board. Ask students for collaboration to enrich it or add additional information. For example: *Remove the bottle cap carefully*. Have them notice that they can add adverbs to say how an action is performed or another action or instruction, such as: *Observe what happens and take notes*. These examples can help them to give more details. Give them enough time and then check as a class.

**Lesson 1**

**Product Step 1** Instructions for an Experiment

In this unit, you will write instructions to perform a science experiment. In order to start preparing them, get in small teams and do the following activities:

- Share your science preferences.
- Decide on a topic for your experiment.
- For homework, look for experiments on the topic you chose.



**Self-evaluation**

To evaluate instructions sheets, I...

- identify the topic and purpose.
- observe how the text is organized.
- pay attention to the pictures and graphic components.

It was easy for me to interpret and follow instructions. yes no

If your answer was no, try focusing your attention on pictures or visual elements that may give you additional information on what you have to do. Also, use the words you already know to clarify the meaning of unknown words and expressions.

44 Unit 3

**Differentiated Instruction**

**Activity 7, p. 42:** Use the **Speedometer Strategy** to catch kinesthetic students' attention. Explain that they will use their arms to show whether or not they could follow each of the steps to perform the experiment.

**Activity 8, p. 43:** In case you notice that students had troubles while working on Activity 8, use the **Mini Lesson Strategy** to explain the structures/parts of speech.

**Product**

**Instructions for an Experiment**

In this unit, students will write instructions to perform a science experiment. In this lesson, they will decide who they will work with (small teams, not more than four students) and share their preferences to decide the topic for their experiment. Once they are organized, read each of the steps aloud and have them discuss while you monitor to make sure they speak in English among themselves. Once they have finished, invite teams to share the topic they chose and encourage them to look for experiments on that topic so they can continue working on their product the following week.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



## Lesson 2

1 Listen and read the text. Work in teams to brainstorm ideas on how a biology experiment to detect lies may be.

### Lie Detectors

In ancient China, when they suspected that somebody had committed a crime, they made them hold rice in their mouths during their testimony. If the person ended up with a dry mouth, they declared that person guilty. They believed that when people got nervous, less saliva was produced. In many other parts of the world there were similar practices based on the observation of physiological changes.



Based on this principle, John Larson invented the lie detector or polygraph in 1921. Law enforcement agencies rely on it to determine whether criminal suspects are telling the truth. The apparently complicated machine measures simple physiological indices such as blood pressure, pulse, breathing, and skin conductivity while a person is asked a series of questions. You may become an expert in detecting lies if you perform this Biology experiment!

2 Read and order the recommendations to perform the Lie Detector experiment.

### Time-to-Shine!

• Which kind of body language does a nervous person display?

- After you have finished asking the questions, you should analyze the data you registered and determine the question in which each subject lied.
- You should explain to your test subjects that you will ask them three questions, and that they have to lie on purpose when answering one of them.
- You should register blood pressure each time you ask a question.
- You should prepare a list of three yes/no questions, a blood pressure monitor, pen and paper.
- You should strap the cuff around the subject's upper arm and follow the instructions of your blood monitor to measure blood pressure.
- At the end, verify your results with your test subjects.
- You should choose your test subjects and question them separately.
- You should also register other details you observe, such as the way they breathe, move their hands, blink, etc.

Organize statements in sequence according to the procedure.

Reader's Book  
Read pages 33-36 from the Reader's Book.

Unit 3 45

## Achievement

Organize statements in sequence according to the procedure.

## Teaching Guideline

Ask questions about procedures.

## Development

1. Listen and read the text. Work in teams to brainstorm ideas on how a biology experiment to detect lies may be.

Read the instructions aloud and draw students' attention to the picture; invite one volunteer to describe it and ask: *Do you know this instrument? What is it for?* (Polygraph, to detect when somebody is lying), *Do you know how it works?* Brainstorm ideas on the possible way it works. Then direct students to the text they will read and read the words in orange aloud. Have students identify them in the glossary words, ask them to go to page 189 to read the definitions. Organize the class into pairs and play track 15. Have students follow the text as they listen. Have them

discuss the answer in pairs and then check orally as a class (by measuring and recording some psychological indices such as blood pressure, pulse and breathing). Ask students to answer the question in Time to Shine!

2. Read and order the recommendations to perform the Lie Detector experiment.

Ask students if they think a Lie detector is easy to make. Then tell them that the steps to construct one are in Activity 2 and that they just have to put them in the correct order. Read aloud the words in orange and ask them to check them in the glossary. Then read each step aloud and encourage students to infer the meaning of words they do not know; if possible, let them use a dictionary. Organize pairs and give them some time to discuss the probable order. Monitor walking around to offer help if required. Check orally.



Tell students they have to read pages 33-36 in their Reader's Book at home and think about the answer to the following question: *How can we make things float?* They will discuss it in class the next day.

Lesson 1

3 Work in pairs. Read the statements from Activity 2 and ask questions about the aspects that you don't understand well. Follow the example. (172)

Why do the test subjects have to lie when answering one of the questions?

What can I do to understand instructions better? Ask questions about them to understand details. For information about question words that you can't use, go to page 172.



4 Try to answer the questions you wrote with your partner; if you can't, perform some research to do it.

If they don't lie, the data will be the same and the experiment will not work.

5 Choose one of the statements from Activity 2 and make it simple. Follow the example. (173)

After you have finished asking the questions, you should analyse the data you registered and determine the question in which each subject lied.

- Analyse the data you registered.
- Determine the question in which each subject lied.

How can I write clearer instructions? The most important thing you should have in mind is that instructions should be simple. Write clear commands by using the imperative form. • Keep things short and avoid details that are not important for the procedure. • Divide or combine skillsheets for more information about this topic, go to page 173.

Unit 3

Set number of steps / Ask questions about procedures / Write statements both simple and complex.

Reader's Book How can we make things float?

Achievement

Write instructions.

Teaching Guidelines

- Set number of steps.
- Ask questions about procedures.
- Write statements both simple and complex.

Development

3. Work in pairs. Read the statements from Activity 2 and ask questions about the aspects that you don't understand well. Follow the example.

You could keep students working in pairs as in the previous activity and ask them to go over the steps in Activity 2 once more. Read the first step aloud and tell students that you have a question about it. Write the question on the board: *Why do we need three questions?* Then ask them to check every step and write questions about the things that are not totally clear. Have them write them down in the space provided.

Language 172

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Try to answer the questions you wrote with your partner; if you can't, perform some research to do it.

Ask students to work with another pair and exchange their questions to answer them. If they or their partners cannot answer them, go with another pair and so on. There will be a collaborative atmosphere trying to answer the questions. If the questions are not all answered in the class, you could ask students to do some research on the Internet or library, as suitable.

Skills 173

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

5. Choose one of the statements from Activity 2 and make it simple. Follow the example.

Read one of the long instructions in Activity 2 and ask students to make it simpler. Or show the example: *After you have finished asking the questions, you should analyse the data you register and determine the question in which each subject lied.* Simpler sentences could be: *Analyse the data registered. Determine the question in which each subject lied.* This way students can see a model of what you expect them to do. Instruct that they need to separate the actions of the instruction they chose and then write a simple sentence.



Discuss the question related to the text from the Reader's Book. Elicit key words from both experiments on these pages (weight, heavy, light, hot air, float, dense) and, when they mention "density," ask them to explain it in their own words (the number of particles in a space). Have a class discussion about which experiment seemed more surprising and why (answers may vary). You could even demonstrate the experiments in class.





Lesson

6 Work in pairs. Use the statements from Activity 2 to write simple instructions; add any additional information you think might be important. Use bullets, numbers or words to indicate sequence.

Handwriting practice lines with five bullet points on the left side.

7 Draft illustrations for each of your steps.

A 3x3 grid of empty boxes for drawing illustrations.

Set number of steps / Use bullets, ordinal numbers, or words that indicate sequence. Unit 3 47

**Achievement**

Write instructions.

**Teaching Guidelines**

- Set number of steps.
- Use bullets, ordinal numbers, or words that indicate sequence.

**Development**

6. Work in pairs. Use the statements from Activity 2 to write simple instructions; add any additional information you think might be important. Use bullets, numbers or words to indicate sequence.

As students have already discussed on how to make the sentences simpler, you could ask them to work with the same partner which they worked with the previous session. Have them now work on simplifying the instructions. First ask them to see which they consider too complex and then ask them to make them simpler. In addition, have students check the instructions provided in Lesson 1, Activity 2, page 42 so that they observe the use of bullets, ordinal numbers, or words that indicate sequence. Tell them they can follow that model to organize their own steps in order. Monitor while pairs work to check and help if necessary.

7. Draft illustrations for each of your steps.

Ask students: *How important were illustrations to understand the procedure in the Volcano experiment?* (very important because they clarify the instructions). Have students use the spaces provided to draft the illustrations they will include in their instruction sheets. Suggest that they make their illustrations as simple as they can. Monitor to check.

**Lesson 1**

**Product Step 2** Instructions for an Experiment

Remember that in this unit you will write instructions to perform a science experiment. In order to continue working, get together with your team and do the following activities:

- Share the information about the experiments you researched for homework and vote for one to work with.
- Write a list of the materials that are needed to perform that experiment.

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• Copy the list of materials you wrote on a sheet of paper and file it in your portfolio.

**Self-evaluation**

Use numbers to show the procedure you would follow to write instructions.

- Use bullets or numbers to indicate sequence.
- Ask questions about procedures.
- Simplify the statements.
- Order statements.

Is any of these steps difficult for me?  
 If your answer is yes, remember you can start practicing with easy and short procedures you are familiar with. Start by writing simple sentences using the imperative form.

48 Unit 3

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 2, p. 45** Suggest that students use the **Flow Map Strategy** to help them visualize the order of the procedure. This will make it easier to decide the number of steps they will need to perform the experiment.

**Activity 3, p. 46:** Use the **Individualized Feedback Strategy** with struggling students who may need help to write their questions.

**Product**

**Instructions for an Experiment**

As you may recall, students will write instructions to perform a science experiment. In this lesson, they will choose the experiment and write the list of materials. Have them get together with their teams and share the information they brought about the experiments that relate to the topic they chose. Ask teams to choose one experiment to work with and, once they have done so, to write the list of materials they will use to perform it. Encourage them to use a dictionary to look up the words in English. Monitor while teams work and offer help when required. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

1. Work cooperatively with another pair to test if your instructions are easy to follow.

- Get together with another pair.
- Exchange books and try to follow the steps the other pair wrote in Activity 5 on page 46.
- Write feedback about the steps that you consider difficult to follow; give reasons.
- Read and analyze the feedback you received.

Handwriting practice lines with a small icon on the left side of each line.

2. Remove, add, change, or substitute information considering the feedback you received.

Handwriting practice lines with a small icon on the left side of each line.

3. Verify the sequence considering the feedback you received. Use numbers to make necessary changes.

Remove, add, change, and/or substitute information to improve instruction sheets / Verify the order of statements in the sequence.

**Reader's Book**  
Read pages 37-39 from the Reader's Book.

Unit 3 149

**Learning to Learn**  
Do I know how to give constructive feedback?  
When giving feedback, make sure to:  
• Be direct and specific.  
• Give positive feedback first.  
• Be respectful when mentioning areas of opportunity.  
To extend this information, go to page 173.

knows what to do, give pairs some time to give constructive feedback to their classmates. Monitor to offer advice when necessary.

## 2. Remove, add, change, or substitute information considering the feedback you received.

Read instructions aloud and give students some time to work on the activity together with their partner to remove, add, change, and/or substitute information to improve their instruction sheets. Check orally.

## 3. Verify the sequence considering the feedback you received. Use numbers to make necessary changes.

Students will continue working in pairs to verify the order of statements in the sequence. Suggest that they use ordinal numbers to make the sequence clearer. Monitor to check their work.



Tell students they have to read pages 37-39 in their Reader's Book at home and think about the answer to the following question: *How interesting is doing experiments for you?* They will discuss it in class the next day.

## Achievement

Edit instruction sheets.

## Teaching Guidelines

- Remove, add, change, and/or substitute information to improve instruction sheets.
- Verify the order of statements in the sequence.

## Development

## Learning to Learn 173

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

## 1. Work cooperatively with another pair to test if your instructions are easy to follow.

Tell students to get together with the same partner they have been working with in the previous sessions to write their instructions. Explain to them that this time they will get together with another pair to test their instructions. Invite volunteers to read the procedure aloud and once you are sure everybody

Lesson 9

4. Work in pairs. Use the checklist to edit your instructions.

	Yes	No
Do all our sentences start with capital letters?		
Do all our sentences end with a period?		
Do we separate items from lists with a comma?		
Did we check spelling?		

**Time to Shine!**

How do you check spelling?

5. Create a final version of your instructions including graphic components. Make sure that text organization is clear.



Unit 3

Check spelling and punctuation / Make final versions

Reader's Book  
How interesting is doing experiments for you?



adjustments they made after their feedback session with their classmates. Monitor while teams work giving them any suggestion that may be useful to improve their instruction sheets.



Discuss the question related to the text from the Reader's Book. Ask students if they would like to see the last experiment. If you can't perform it in class, encourage them to try it at home. Have a class discussion about doing experiments (if they like them, if they think they are educational, etc.), and about their interest in science, particularly in technology, Chemistry, and Physics.

**Achievement**

Edit instruction sheets.

**Teaching Guidelines**

- Check spelling and punctuation.
- Make final versions.

**Development**

**4. Work in pairs. Use the checklist to edit your instructions.**

Tell students to get together with their partners and have them check spelling and punctuation. Read instructions aloud and each item in the checklist. Before they start working, ask the Time to Shine! question to help them recall the tools they can use to check spelling. Monitor while pairs work to provide any help they may need and check.

**5. Create a final version of your instructions including graphic components. Make sure that text organization is clear.**

Read instructions aloud and explain to students that they will make their final versions including the illustrations they drafted in Activity 9, page 47. Tell them to make sure they are including all the



## Lesson

6 Work in pairs to reflect on the aspects you may consider to adapt your lie detector instructions for eight-year old kids.

a Reread your instructions and determine the procedures they will not be able to do. Think of an alternative they may perform.

They may not be able to measure blood pressure, but they may focus on observing the number of times a person blinks or notices involuntary face movements.

b Circle the words that they may not understand and use a thesaurus or a dictionary to find easier options for them.

blink – open and close their eyes

c Consider simplifying the tasks.

Prepare a list of three yes/no questions. – Write three questions

7 Write your instructions for a different audience.

Adapt instruction sheets for different audiences.

Unit 3 51

### Achievement

Edit instruction sheets.

### Teaching Guideline

Adapt instruction sheets for different audiences.

### Development

#### 6. Work in pairs to reflect on the aspects you may consider to adapt your lie detector instructions for eight-year old kids.

To introduce the activity, you could have students write a list of aspects they could change. Invite some volunteers to read their answers. Check as a class. Then instruct students to follow the steps **a**, **b**, and **c** to do the editing of their instructions by adapting its complexity.

Remind them that checking grammar, punctuation, and spelling is very important, too.

#### 7. Write your instructions for a different audience.




Tell students that before adapting their instructions for a different audience, they must consider the purpose that the audience they chose will have for performing that experiment (maybe elementary students would


perform it as a part of their science class and the purpose would be to observe physiological changes due to different emotions, while law students might perform it if they are interested in criminal justice and law enforcement). Also tell them to take into account that the vocabulary each audience is familiarized with is different. Give pairs some time to compare the instructions they wrote in Activity 5 with the ones they wrote in Activity 7. Have them write a list of aspects they changed and the reasons for doing so. Once pairs have finished, invite them to share their answers with the class by reading them aloud.

Lesson 3

### Product Step 3 Instructions for an Experiment

Remember that in this unit you will write instructions to perform a science experiment. In order to continue working, get together with your team and do the following activities:

- On a sheet of paper, create an instruction sheet for the experiment you chose:
  - Write a brief appealing introduction.
  - Include the materials.
  - Decide the number of steps.
  - Write a statement for each step considering your audience.
  - Use bullets or numbers to determine the sequence.
  - Illustrate each statement.
- Check punctuation and spelling.
- File your instruction sheet in your portfolio. 



### Self-evaluation

Circle the answers.  
What should you consider when editing your instructions?

the feedback you receive    writing sentences    checking spelling and punctuation

verifying order of statements    asking questions    removing, adding or changing information

Remember that editing is the last stage of the writing process, so when working on it, you should focus your attention on verifying that your information is clear and understandable for your audience.

52 Unit 3

## Differentiated Instruction

**Activity 5, p. 50:** 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.

**Activity 7, p. 51:** Use the **Group Based on Goals Strategy** to differentiate the task for struggling students. While advanced students work adapting the instructions for an audience of their choice, use the possible answer provided to guide struggling students on how to write the instructions for elementary students. Try to elicit the answers from your students giving them hints.

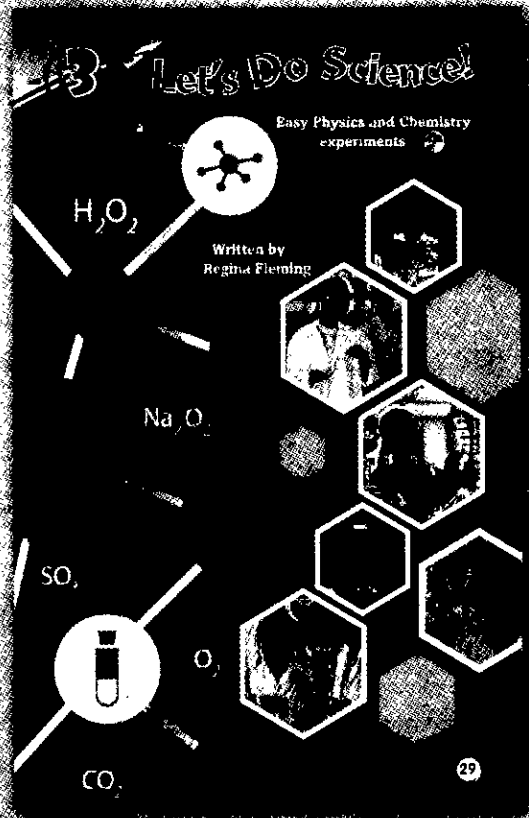
## Product

### Instructions for an Experiment

As you may recall, students will write instructions to perform a science experiment. In this lesson, students will write the sequence of instructions. Read aloud each of the activities they must follow. Tell students to get in teams and give them some time to put into practice everything they have learned throughout the unit. Monitor while they work to offer any help teams may require. This will be your second evidence in this unit; ask students to file them following the procedure you prefer.

## Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the experiments with your students and then do the following activities together.

1. Which of the experiments from the text was the most interesting to you? Tell a partner about its purpose and procedure.

Organize the class into pairs. Tell students to skim the text to remember the experiments mentioned. Have them choose the one they think is the most interesting and read it again. Then, they have to describe the experiment to a partner with their own words.

2. Have you ever done a simple experiment before? Write its purpose and the steps you remember.

Give students some time to remember an experiment they have done. Ask them to write the purpose of the experiment and the instructions they remember on the table. Remind them to write the steps in imperative form. Help them with any necessary vocabulary. Finally, they have to tell a partner about their experiment.

Do the following activities to support this unit's social practice of the language: To interpret and write instructions to perform a simple experiment.

1. Which of the experiments from the text was the most interesting to you? Tell a partner about its purpose and procedure.
2. Have you ever done a simple experiment before? Write its purpose and the steps you remember.

Purpose:
Procedure:

3. In teams of four, find a simple experiment that looks interesting. List the materials you need and write the instructions in your own words.

Materials:	Procedure:
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#### ICT Box

<https://bit.ly/2PoXoQo>

If you want to know more experiments and practice your scientific skills, go to the link provided.

3. In teams of four, find a simple experiment that looks interesting. List the materials you need and write the instructions in your own words.

Organize the class into teams of four. Have them look for simple experiments online and choose one as a team. Then, they have to list the materials and write the instructions in the table. Tell them not to copy-paste them. They have to try to write their own. If possible, do the experiments in class under your supervision.

#### ICT Box

Check the link beforehand and choose one experiment that can be done easily. In class, share what it is about and encourage students to go to the link provided and see the large number of experiments. If they cannot do the experiments, at least ask them to make a glossary of verbs unknown to them, which appear on the instructions.

# Product and Assessing My Learning Process

## Product

### Instructions for an Experiment

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

- Consider your audience.
  - Is your level of content and technical material appropriate for them?
  - Is your presentation attractive for that audience?
- Vary the sequence of the instructions.
  - Determine the number of steps.
  - Use bullet points or ordinal numbers to project sequence?
- Consider that your instructions are easy to follow.
  - Write so you want them to say, "My statements were clear and concise?"
  - Do not use imperative form incorrectly?
- Check spelling and punctuation.
  - Use a dictionary and an accessible tool or app.
- Design your instruction sheet.
  - Create an attractive design.
- Present your instruction sheet to your classmates.
  - Try to get them to perform your experiment.

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

Name	I did very much that you...	I suggest that you...

54 Unit 3

## Instructions for an Experiment

Work as a whole class. Read aloud each step and the questions and tasks related to it. After you have 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, invite them to present their instruction sheets to the class. Photocopy the peer evaluation card provided and explain to them that peer evaluation will probably provide them with relevant feedback as it is generated by someone who "speaks the same language." Read each of the aspects aloud to make sure everybody understands what each of them refers to. Assign one classmate (from a different team) to each of your students for the peer evaluation and explain they should be extremely respectful with their comments.

Now, give students some time to exchange books with their teammates to receive the usual 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.

Tell students to go back to page 41 and guide them to leaf through the pages of the unit recalling what they

## Assessing My Learning Process

Remember the activities in this unit that you considered most useful 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.


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

Lesson 1 (p. 44)		
In this lesson I learned to: Understand the content and structure of instruction sheets by identifying topic, purpose, and types of words that are used.	It was easy for me to learn the structure.	It was difficult for me to understand the content.
Lesson 2 (p. 47)		
In this lesson I learned to: write instructions by ordering statements, asking questions to clarify information, and simplifying the information.	It was easy for me to order the statements.	It was difficult for me to ask questions to clarify information.
Lesson 3 (p. 52)		
In this lesson I learned to: write instructions by giving and receiving feedback, paying attention to details in the text and adapting instructions for different audiences.	It was easy for me to give feedback.	It was difficult for me to pay attention to details.

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. When writing, make it simple and clear.

Unit 3 55

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: writing, 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.

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

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

- 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 have finished, invite some of them to share their reflections with the class.



# Evaluation Tool

## Peer Evaluation Card

Name: \_\_\_\_\_

Aspect	Yes	No	Comments
1. My classmate included an appealing introduction.			
2. My classmate used appropriate language for the audience.			
3. My classmate included attractive graphic material.			
4. My classmate used bullets and/or ordinal numbers to show a clear sequence.			
5. My classmate wrote simple and concise statements.			
6. My classmate used the imperative form correctly to write his/her instructions.			
7. My classmate checked spelling.			
8. My classmate checked punctuation.			
9. My classmate created an attractive design for his/her instruction sheet.			
10. The instructions were easy to follow.			



# How Do TV Shows Make Me Feel?

## Unit Overview

**Family and Community Environment**

**Communicative Activity**

Exchanges associated with media

**Social Practice of the Language**

To exchange emotions and reactions caused by a television show

### Achievements

- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.

### Vocabulary

- disdainful
- focused
- guilty
- perish
- pride
- sound effects
- soundtrack
- strayed
- subtitles
- tickers

### Language

- Phrases to express emotions
- Cause and effect connectors
- Writing questions

### Learning to Learn

Interpreting non-verbal language

### Audio

Tracks 16-23

### Skills

Language registers

### Reader's Book

"And the Answer Is..." pp. 41-52, Track 48

### Product

Interview

### Evaluation Tool

Control Card




In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Have them focus on the emotions shown by the people in each picture. Ask: *Do you like watching TV? What kind of TV shows do you usually watch? Why?* Encourage different students to share their answers.

Finally, organize the class into teams of three and read aloud the title: *How do TV shows make me feel?* 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

1. Read the text and share with your class how you usually watch TV shows.



**Watching TV Shows**  
Yesterday and Today

Many years ago, around the 1950s, most families had no televisions at home. During that time, neighbors gathered together in the houses where there was one to watch TV shows such as *The Twilight Zone* or *The Lone Ranger*. Little by little, televisions were more accessible and by the 1970s there was a television in almost every home around the planet. Anyway, for many years, people could only see local television unless they paid for satellite services.

Nowadays, you can watch TV shows from every country and in every language through streaming live TV services. You only need an electronic device connected to wi-fi.

2. Work in pairs to share information about your favorite TV shows. Use the questions as a guide.

- What are the shows about?
- Why do you like them?
- How often do you watch them?
- Who do you watch them with?
- What do you learn by watching them?

3. Share the information your partner told you with the rest of the class.

**Time-to-Shine!**

- When did TV shows start?

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

Reader's Book  
Read pages 41-43 from the Reader's Book.

Unit 4 157

## Achievement

Examine television programs.

## Teaching Guideline

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

## Development

### 1. Read the text and share with your class how you usually watch TV shows.

You could draw students' attention to the photos on this page and brainstorm ideas of what they show. Accept answers and discuss about TV and the programs they show on the photos. Tell them that they will read information about the TV history. To create expectation, ask them to complete a KWL chart: What they know, want to know, and learned after reading about TV history. This could be done in their notebooks individually. Before reading the text, they complete the K and W columns. After reading the text, ask them to complete the third column (L). Then ask them to share their findings in pairs.

Finally ask them to answer the question: *How do you watch TV shows?* Check their answers as a class.

2. Work in pairs to share information about your favorite TV shows. Use the questions as a guide. If possible, talk about the different TV shows there are on national and international TV (game shows, documentaries, soap operas, sports, movies, news, etc.) and give examples and include one you like. Describe what it is about and give your opinion. Read together the questions. Give the answers to the questions in the bullet points. For example: *It is about animals living in Africa. / I like it because I love lions and elephants. / I watch it every week. / I can learn about animals' customs and the actions countries are taking for their protection.* Organize pairs and give them time to answer the questions. Monitor walking around to help if necessary.

### 3. Share the information your partner told you with the rest of the class.

Once students have finished answering the questions in Activity 2, have them prepare their answers to present them in front of the class in turns. Remember to create a respectful atmosphere so that students feel confident and willing to share. There are not correct or incorrect answers. Ask the question in the Time to Shine! box and praise the students who answer. If time allows, ask questions: *Have you ever seen old TV shows? Has TV changed a lot?*

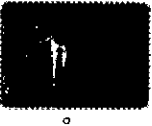




You could ask to read pages 41-43 in their Reader's Book and think about the answer to the following question: *Why were the contestants so nervous?* They will discuss it in class the next day.

**Lesson 1** 175

What is language register? It is the way in which a speaker uses the language depending on the circumstances. It is determined by different factors including the context, the purpose and the audience. (Language registers are also known as register, style, and register. To know the characteristics about each of them, go to page 175.)

3. Work in pairs. Look at the pictures, listen, and fill in the chart. 175

	a	b	c
Topic			
Purpose			
Intended Audience			
Language Register			

4. Analyze visual resources. 175

a. Which TV show uses tickers? \_\_\_\_\_  
What are they for? \_\_\_\_\_

b. Which TV show uses subtitles? \_\_\_\_\_  
What are they for? \_\_\_\_\_

5. Listen and answer. 175

a. The TV show that matches with this soundtrack and sound effects is: \_\_\_\_\_

b. What is the purpose of using them? \_\_\_\_\_

**Unit 4**

Compose topics, purposes, and intended audience / Analyze language register used by participants / Value function and purpose of visual and sound resources

**Reader's Book**

Why write the conversations so nervously?

**Achievement**

Examine television programs.

**Teaching Guidelines**

- Compare topics, purposes, and intended audience.
- Analyze language register used by participants.
- Value function and purpose of visual (e.g., ticker, subtitles, etc.) and sound resources (soundtrack, sound effects, etc.).

**Development**

**Skills 175**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**3. Work in pairs. Look at the pictures, listen, and fill in the chart.** 175

Draw students' attention to the pictures and explain that they are still images from different TV shows. Invite volunteers to describe them. Organize the class into pairs and, to have them compare topic,

purpose, and intended audience, give them some time to fill in the first three rows in the chart. Then, tell them they will listen to a fragment of each of the TV programs to check their answers and to fill in the last row by analyzing the language register used by the participants. Play Track 16 for them to complete the task. Check by drawing the chart on the board and asking different students to fill it in.

**4. Analyze visual resources.** 175

Students will continue working in pairs to identify the glossary words in this and the following activity (tickers, subtitles, soundtrack, and sound effects). Invite them to read their definition on page 189 and ask: *What kind of resources are they?* (tickers and subtitles are visual resources, while soundtrack and sound effects are sound resources). To have students value the function and purpose of visual resources, give them some time to answer the questions. Check orally.

**5. Listen and answer.** 175

Explain to students that they will listen to the soundtrack and sound effects of one of the TV shows shown in Activity 3, and they should identify which of them it is. Play Track 17 for them to perform the task and then, to have them value the function and purpose of sound resources, ask: *What is the purpose of including this kind of music and sound effects on a children's TV show?* (to catch and maintain little children's attention).



Discuss the question related to the text from the Reader's Book. Tell students to recall a situation or occasion in which they felt very nervous or anxious. Have them share in groups of four. Then, ask them why the contestants from the text were so nervous and have them answer in the same groups. Finally, have students discuss how their own stories were similar or different to the one depicted in the text.



Lesson

6. Work in pairs. Look at the picture and interpret each person's non-verbal language.



- Male presenter
- Female presenter
- Contestant

**Learning to Learn**  
 What is non-verbal language?  
 It refers to body movements or facial expressions that convey a message. For example, taking the lips covered in nervousness. For more examples, go to page 175.

7. Listen and fill in the chart to compare pauses, rhythm, and intonation used by participants.

	Pauses		Rhythm		Intonation SINGS...
	Yes	No	Fast	Slow	
a. Male Presenter					
b. Female Presenter					
c. Contestant					

8. Read the dialogue and circle unknown words. Listen to the track again focusing on contextual clues to clarify the meaning of those words. Once you understand them all, share with a partner how it made you feel.

— Ted, what would you do with the money if you win?  
 — Well... I don't know yet... maybe... maybe I will use it for my children's tuition... they are wonderful students.  
 — It's time to announce the winner! The winner today is... Ted!  
 — How do you feel, Ted?  
 — I... Wow! I can't believe it!

9. Work in teams. Discuss how pictures, dialogues, and sound resources relate to create an effect.

Interpret non-verbal language and attitude of interlocutors / Compare pauses, rhythm, and intonation used by participants / Clarify the meaning of words using key words or contextual clues / Reflect on the relations between actions, pictures, dialogues, and sound resources.

6. Work in pairs. Look at the picture and interpret each person's non-verbal language.

Organize the class into pairs and read instructions aloud. Tell them they should carefully observe each person in the picture to interpret his/her non-verbal language and attitude taking into account the information they have just read in the Learning to Learn section. Monitor while pairs work and when they have finished, invite them to share their interpretations by reading them aloud. Encourage students to compare their own answers with the ones their classmates wrote.

7. Listen and fill in the chart to compare pauses, rhythm, and intonation used by participants.

Students will continue working with the same partner to compare pauses, rhythm, and intonation used by the participants of the TV show they analyzed in the previous activity. Draw their attention to the chart and instruct them on how to fill it in (draw a check mark or a cross in the square that corresponds, and write the emotion that their intonation transmits). Play Track 18 for them to perform the task and check orally.

8. Read the dialogue and circle unknown words. Listen to the track again focusing on contextual clues to clarify the meaning of those words. Once you understand them all, share with a partner how it made you feel.

You can tell students they will read again the dialogue of the participants on the TV show, but this time ask them to circle the words they do not understand. Once they have them circled, encourage contextual guessing of meaning. Guide students to do the guessing by understanding the words that are before or after the unknown ones (e.g. *tuition*, key word: *student*). When they have clarified the meanings, ask them to share how this made them feel. Prompt emotions like: satisfied, relieved, happy, etc., in order to show what you expect from them.

9. Work in teams. Discuss how pictures, dialogues, and sound resources relate to create an effect.

Organize the class into small teams. Guide them to reflect on the relations between actions, pictures, dialogues, and sound resources by having them review their answers to the activities on this page. If time allows, invite some teams to improvise a similar scene of a TV game show taking into account the relevant aspects that help to transmit emotions (intonation, rhythm, volume, body language, sound effects, etc.).

**Achievements**

- Examine television programs.
- Interpret general sense and some details.

**Teaching Guidelines**

- Interpret non-verbal language and attitude of interlocutors.
- Compare pauses, rhythm, and intonation used by participants.
- Clarify the meaning of words using key words or contextual clues.
- Reflect on the relations between actions, pictures, dialogues, and sound resources.

**Development**

**Learning to Learn**

175

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

Lesson 1

Product Step 1 Interview

In this unit, you will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In order to start, do the following activities individually.

- Go back to Activity 2, page 57.
- Recall the dialogue of that show.
- Fill in the chart to compare the register of speech that the participants of that show use.

Participant	Register of Speech

- Copy the chart on a sheet of paper and file it in your portfolio.

Self-evaluation

Circle the answer.

- I could compare topic, purpose, and intended audience.      yes no
- I could analyze language register used by participants.      yes no
- I could compare the way in which participants speak.      yes no
- I could use contextual clues to understand better.      yes no
- I could interpret non-verbal language and attitude of interlocutors.      yes no

If you answered no in any of the previous items, think about your favorite TV show and answer the following questions:  
 What is the show about?  
 Who was it created for?  
 How do the protagonists / participants speak?  
 How can their attitude and actions be interpreted?

Differentiated Instruction

**Activity 1, p. 57:** Use the **Choral Response Strategy** to encourage struggling or shy students to participate when checking the activity. Instead of asking volunteers to write answers on the board, elicit the answers from the class chorally and write them yourself.

**Activity 3, p. 58:** Use the **Jigsaw Strategy**. To promote collaboration, organize the class into small teams and assign each team only one column from the chart. Play Track 16 and have teams focus on filling in only the column they were assigned. Finally, invite teams to share their answers with the class by writing them on the board so everybody can copy them in their books.

Product

Interview

In this unit, students will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In order to do so, they will prepare their product individually, practicing what they learned in each of the lessons through guided activities and working with peers. In this lesson, they will fill in a chart in which they will identify the participants of their favorite TV show and the register of speech each of them use. Read the instructions provided to develop each of the steps and monitor while students work to offer help if required. This activity will be your first evidence in this unit; ask students to copy the chart on a sheet of paper and file it following the procedure you prefer.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



## Lesson

### 1. Work in pairs to share information about educational TV shows you have seen.

- What were they about?
- Who did you watch them with?
- What did you learn?
- Did you like them? Why or why not?

### 2. Listen and circle specialized information in the script below.

The life of the Panthera leo, commonly known as the lion is not as easy as one might think. Lions, which belong to the *Chordata* phylum and the *Carnivora* order, are natural predators. Lions must hunt and find food for their cubs if they don't want them to perish from hunger. The pride are waiting for their prey to appear, survival is far from guaranteed.



This dry season has been one of the worst in recent years. Rains have not yet come and animals in the savannah don't have any water to drink or to bathe in and refresh themselves.

The lions have taken down a young elephant that has strayed from the herd. This prey will feed the pride for a week, making the difference between life and death.

### 3. Listen and read the interview below, and fill in the chart. Then, work with a partner to improvise a short conversation about animal documentaries. Pretend that one of you is British and the other is American. Use at least one of the expressions from the chart.

British English	American English
the pride were	
	take baths
had got	

- Which are your favorite TV shows?
- Animal documentaries.
- Have you seen one recently?
- Yes, I saw one about lions. I felt very sad to see that the pride were very hungry.
- Why was the pride hungry?
- There was a drought and there weren't any animals around. They didn't even have water to drink or to bathe in.
- Do animals take baths?
- If you're talking about getting clean, yes, they need to stay clean, but not all animals have baths for that.

- Well, if lions are similar to cats, they surely don't need water to clean themselves.
- You're right, maybe that wasn't a big deal. The problem was they couldn't find prey to hunt, but at the end they managed to hunt an animal unfortunately, they had got a young elephant.
- Poor baby elephant! That's also sad. I wish they had gotten a different prey, don't you think?

Recognize technical or specialized information, / Identify grammatical differences between British and American variants

Reader's Book  
Read pages 44-47 from the Reader's Book.

Unit 4 61

## Achievement

Interpret general sense and some details.

## Teaching Guidelines

- Recognize technical or specialized information.
- Identify grammatical differences between British and American variants (e.g., *the team is/are, had got/ gotten, etc.*).

## Development

### 1. Work in pairs to share information about educational TV shows you have seen.

Organize the class into pairs. Read aloud the instructions and each of the questions to ensure understanding and give pairs some time to share the experiences they have had with educational TV programs. Monitor while they work to encourage them to speak in English all the time and provide them with English vocabulary they may need to express themselves.

### 2. Listen and circle specialized information in the script below.

Draw students' attention to the picture and ask: *What type of TV show do you think is this?* (animal

documentary). Then, have students identify glossary words in this activity and give them some time to read their definition on page 189. Before you play the track, explain to students that technical information refers to the words or phrases that are used in a specific line of work or profession such as the language doctors use. Elicit examples from different fields of knowledge and, when you are sure they have understood, play Track 20 for them to recognize technical or specialized information in this text. Check orally.

### 3. Listen and read the interview below, and fill in the chart. Then work with a partner to improvise a short conversation about animal documentaries. Pretend that one of you is British and the other is American. Use at least one of the expressions from the chart.

Tell students that they will listen to an interview that an American girl does with a British girl. Ask: *Do you remember any words or expressions that are different in American English and in British English?* Elicit examples they have learned in previous grades such as *color/colour, theater/theatre, hood/bonnet, truck/lorry, etc.* Draw their attention to the chart so they can identify the terms for which they should find its equivalent. Play Track 21 for them to follow the interview and fill in the chart, identifying grammatical differences between British and American variants. Check by drawing the chart on the board and inviting students to write the answers. Explain to them that the case of pride extends to other collective nouns such as *team, government, family, etc.* (in American English the singular form of the verb is used, while in British English it can be used either a plural or a singular verb). Then organise pairs and give them time to create a conversation about animal documentaries. Assign the roles of British and American so that they include expressions accordingly.


After some minutes ask for volunteers to perform their role play in front of the class. If necessary, use the framed- dialogue technique to guide students on what to do more in detail. Writing on the board the turns of participation and aims at each one.



Ask students to read pages 44-47 in their Reader's Book and think about the answer to the following question: *How did the audience feel? Why?* They will discuss it in class the next day.

**Lesson**

4 Work in pairs. Look at the picture, listen, and answer the questions.



a. What kind of TV show is it?  
\_\_\_\_\_

b. What is the purpose and intended audience?  
\_\_\_\_\_

c. Who are the interlocutors?  
\_\_\_\_\_

d. What is the relation between them?  
\_\_\_\_\_

e. Where are they?  
\_\_\_\_\_

f. What is the language register between them?  
\_\_\_\_\_

**Reader's Book**  
How did the audience feel?  
Why?  
\_\_\_\_\_

5 Listen again. Circle the words related to the main idea, underline the ones that show examples, and draw a rectangle around the ones that explain.

—Where should I take you, today? It's time to celebrate our anniversary!  
—Hmm... Why don't we go to that Italian restaurant near the river? It's so romantic.  
—The one where we went last year? Let's do something new!  
—OK. What about a picnic in the park?  
—That sounds great!  
—We can order a pizza, for example, and those chocolate muffins you love!  
—And lemon strawberry soda?  
—Lemon strawberry soda is a great idea!  
—OK! To central park then...  
—That's why I love you! You always surprise me!

6 Reread the words you circled and share with your class what the main idea of the conversation is.

7 Write how the dialogue from the previous activity made you feel. Then, work in pairs to compare.

62 Unit 4 Analyze the communication situation. / Discriminate main ideas from information that broadens them.

**Achievement**

Interpret general sense and some details.

**Teaching Guidelines**

- Analyze the communication situation (e.g., place, participants, relationship between them, etc.).
- Discriminate main ideas from information that broadens them.

**Development**

**4. Work in pairs. Look at the picture, listen, and answer the questions.**

Organize the class into pairs. Draw their attention to the picture and have them describe it. Invite volunteers to predict what type of TV show this is and what the theme of the conversation between the interlocutors is. Then, play Track 22 for them to listen and analyze the communication situation by answering each of the questions provided. Check orally.

**5. Listen again. Circle the words related to the main idea, underline the ones that show examples, and draw a rectangle around the ones that explain.**

Read instructions aloud and elicit the difference

between main idea (it gives an overall description of a situation) and information that broadens the main idea (this information gives details that may be classified in examples and explanations). Play Track 23 for students to follow the conversation so they can discriminate main ideas from information that broadens them.

**6. Reread the words you circled and share with your class what the main idea of the conversation is.**

You could ask students to read again the words that they have circled in Activity 5. This time ask them to use them to identify what the main idea is (celebrate an anniversary). Check the answers as a class.

**7. Write how the dialogue from the previous activity made you feel. Then, work in pairs to compare.**

Read instructions aloud and invite students to use the words to express emotions they learned while working in Unit 2 (page 170) to express how this scene makes them feel. Monitor while students write to check they are including reasons and details to explain. Finally, organize the class into pairs so they can share and compare their answers.



Discuss the questions related to the text from the Reader's Book. Ask students how the audience reacted when the presenter introduced the contestants or every time any of the contestants answered. Have them discuss the answers in pairs. Accept all possible answers but try to make them realize the contest was so exciting that even the audience was nervous, not just the contestants. Then, ask them if something nerve-racking has ever happened to them. Tell them to share the story with a classmate.





How can I find out information related to my interlocutor's favorite TV show? Ask questions for them to talk for details about the content. For example, What is the show about? Or you can also ask for details related to your interlocutor's reactions, for example, How does it make you feel? For more details on how to ask questions, go to page 174.

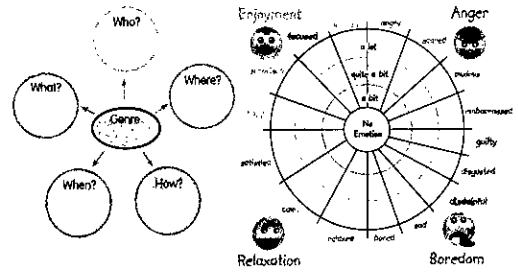
Lesson

8 Write five questions to find out about the content and the emotions that a TV show can generate.

a \_\_\_\_\_  
 b \_\_\_\_\_  
 c \_\_\_\_\_  
 d \_\_\_\_\_  
 e \_\_\_\_\_

**Time-to-Shine!**  
 Which genre of TV shows is the most popular in your class?

9 Leaf through the pages of this unit and choose one of the TV shows presented. Fill in the graphic organizer with information about it. Then, color the emotions that this program made you feel in the emotion diagram.



- 10 Work in pairs. Ask your partner the questions you wrote in Activity 7 and answer his/hers with the information from the graphic organizer in the previous activity.
- 11 Discuss similarities and differences in the way you asked and answered questions in English and in your mother tongue.

Formulate and respond to questions about the content and emotions generated by a TV program. / Consider similarities and differences between their mother tongue and English, when writing questions and answers.

**Achievement**

Write notes about emotions and reactions to participate in an exchange of views.

**Teaching Guidelines**

- Formulate and respond to questions about the content and emotions generated by a TV program.
- Consider similarities and differences between their mother tongue and English, when writing questions and answers.

**Development**

**Language 174**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

8. Write five questions to find out about the content and the emotions that a TV show can generate.



Students will work individually to formulate questions about the content and emotions generated by a

TV program. Monitor while they work to check their question structure and that they are using the appropriate *Wh*-question words. Check by asking volunteers to write them on the board. Ask the Time to Shine! question, encouraging students to conduct a quick survey to find out the answer.

9. Leaf through the pages of this unit and choose one of the TV shows presented. Fill in the graphic organizer with information about it. Then, color the emotions that this program made you feel in the emotion diagram.

Invite students to choose one of the TV shows presented in the previous pages of this unit. Explain that they will use the information they already have about its content to fill in the graphic organizer. Then, draw their attention to the emotion diagram. Ask students to check the definition of glossary words on page 189 and invite students to act them out using facial expressions and body language. Finally, have students color the sections that correspond to the emotions they felt with the program they chose in the emotions diagram.

10. Work in pairs. Ask your partner the questions you wrote in Activity 7 and answer his/hers with the information from the graphic organizer in the previous activity.

Organize the class into pairs. Tell them to take turns as interviewers and interviewees asking each other the questions they wrote in Activity 7 and sharing the information they wrote in Activity 8 to respond to questions about the content and emotions generated by a TV program. As this will be their first attempt at an interview, monitor to take notes on the areas of opportunity of each of your students so you can give them individual feedback to improve their participation in the following attempts.

11. Discuss similarities and differences in the way you asked and answered questions in English and in your mother tongue.

As a class consider similarities and differences between their mother tongue and English, when writing questions and answers. Draw a Venn Diagram on the board and have students brainstorm ideas about the structure of the questions, the vocabulary they use, etc.



Lesson 3

Product Step 2 Interview

Remember that in this unit, you will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In order to continue, do the following activities individually:

- Go back to page 60 to recall the information you wrote about your favorite TV show.
- On a sheet of paper, design an emotions diagram to show how this TV show makes you feel; you may use the one in Activity 8, page 63 as a model.
- On a sheet of paper, write six questions to ask for the content and the emotions that a TV show can generate.



Self-evaluation

Circle the aspects that helped you understand the general sense of TV shows.

Understand technical information.      Analyze the situations.      Identify main ideas.

Other(s): \_\_\_\_\_

Circle the answer:  
It was easy / difficult for me to exchange emotions and reactions about a TV show with a partner.

If it was difficult, you can prepare some notes with questions and useful expressions or words related to feelings, that way you may feel more confident.

Differentiated Instruction

**Activity 8, p. 63:** Use the **Mini Lesson Strategy** if you consider it necessary to review the use of auxiliaries when asking *Wh*-questions. On the board, write examples of sentences in different tenses and invite students to identify the tense. Say the auxiliary that corresponds to each tense and write a question asking for information given in that sentence (e.g., *Luis will be the main character of the soap opera. Who will be the main character of the soap opera?*).

**Activity 9, p. 63:** Use the **Individualized Feedback Strategy** to help struggling students fill in their graphic organizers. Instruct them to write complete sentences that they will be able to use when answering the questions in Activity 10.

Product

Interview

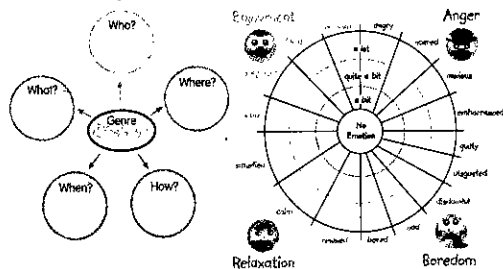
As you may recall, in this unit students will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In this lesson, they will design an emotions diagram to show how their favorite TV program makes them feel. Have them follow the model in Activity 8, page 63, or design one of their own. Once they have finished their diagram, they will write six questions to ask their partner during their interview. These activities will be your second and third evidence in this unit; ask students to file them following the procedure you prefer.

Self-evaluation

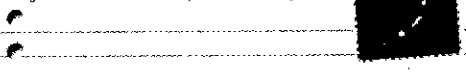
You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



1 Work in pairs. Agree on a TV show you both watch. Fill in the graphic organizer and color the emotions diagram with information about it.



2 Using the information from the graphic organizer, exchange statements about the content of the TV show with your partner. Follow the example. In this game show contestants answer questions to win money.



3 Use suitable phrases to share with your partner how the TV show you chose makes you feel.

Reader's Book  
Read pages 48-51 from the Reader's Book.

Unit 4 65

## Achievement

Write notes about emotions and reactions to participate in an exchange of views.

## Teaching Guidelines

- Include explanations of main ideas in exchanges.
- Write expressions to share emotions.
- Take into account grammatical particularities of the English language (e.g., nouns and adjectives do not have gender in English), when writing expressions.

## Development

1. **Work in pairs. Agree on a TV show you both watch. Fill in the graphic organizer and color the emotions diagram with information about it.** Organize the class into pairs and explain that they will start preparing for a second interview. This time they will not only pay attention to the content of their answers, but they will also practice some strategies they can use to transmit emotions while answering the questions. Tell them that to start getting ready, they should choose a TV show they both watch (whether they like it or not) and register the information about its content and how it makes them feel. Monitor while pairs work to offer any help they may need.

2. **Using the information from the graphic organizer, exchange statements about the content of the TV show with your partner. Follow the example.**

You could recall students that the main idea gives an overall description of a situation. Read the instruction aloud and have pairs use the statements that can be formed using the information they completed in Activity 1 about a TV show or program. They might say what it is about, how they feel when they watch it, where they watch it, where the program is made, when they watch it, etc. Prompt or elicit ideas or the first statement so that you demonstrate how to do it and they know what you expect them to do.

## Language 174

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

3. **Use suitable phrases to share with your partner how the TV show you chose makes you feel.**

Invite students to use some of the expressions provided in the Appendix to share the emotions that the TV program they chose makes them feel. Have them write the expressions on the lines provided. Monitor to make sure they take into account grammatical particularities of the English language, when writing expressions by checking that they don't include gender when writing nouns or adjectives.



Tell students to read pages 48-51 in their Reader's Book and think about the answer to the following question *Would you like to participate in a show like that? Why?* They will discuss it in class the next day.

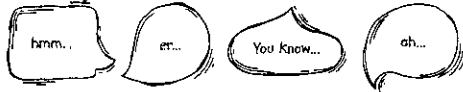
Lesson 1

How can I link the reactions that explain how a TV show makes me feel? Use the link sentences provided for example (watched a documentary about milk production that made me feel great because it showed how cows suffer in farms. To check my work and see cause-effect connectors, go to page 376.)

4 Work in pairs. Use connectors to explain why the TV show you chose in the previous session makes you feel the way you expressed in Activity 3. Follow the example. (174)

When the winner is announced, I cannot see what all the fuss is about because I think everything is arranged beforehand.

5 Rehearse the conversation with your partner sharing the information you wrote about the TV program in the previous session. Use the expressions provided in case you need to make time.



6 Use the chart provided to monitor voice use.


7 Make necessary adjustments varying intonation, rhythm, and volume to transmit emotions.

Reader's Book: Would you like to participate in a show like that? Why?



Unit 4

Link sentences to express emotions and explain what caused them / Use resources to make time / Monitor voice use / Vary intonation, rhythm, and volume.

Achievement

Share emotions and reactions.

Teaching Guidelines

- Link sentences to express emotions and explain what caused them.
- Use resources to make time.
- Monitor voice use (e.g., volume, speed, etc.).
- Vary intonation, rhythm, and volume.

Development

Language 174

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Work in pairs. Use connectors to explain why the TV show you chose in the previous session makes you feel the way you expressed in Activity 3. Follow the example.

Organize the class into pairs. Read aloud the instructions and the example, and then have students

link sentences to express emotions and explain what caused them. Monitor while pairs work to offer help if required.

5. Rehearse with your partner sharing the information you wrote about the TV program in the previous session. Use the expressions provided in case you need to make time.

Explain to students that before working with another pair to perform their interview, they will rehearse using the information they wrote about their chosen TV program to say a short speech. Draw their attention to the expressions provided in the speech bubbles and explain that they can use those resources to make time when they don't remember something. Give them an example on how to use them: *The main character of that sitcom is... hmm... Luis Balboa.* Monitor while pairs practice to give them feedback.

6. Use the chart provided to monitor voice use.

Draw students' attention to the chart and instruct them how to fill it in (draw a check mark or a cross in the square that corresponds, and write the emotion transmitted by the intonation). Tell them they will take turns to orally describe their chosen TV show content and the emotions it makes them feel, while the other monitors his/her voice use and registers information about it in the chart. Once both have finished, they should check their chart to notice their areas of opportunity.

7. Make necessary adjustments varying intonation, rhythm, and volume to transmit emotions.

Have students vary intonation, rhythm, and volume of their speech by considering the feedback they received in the previous activity. Monitor while they practice giving them advice on how they can use their voice to transmit emotions more effectively.

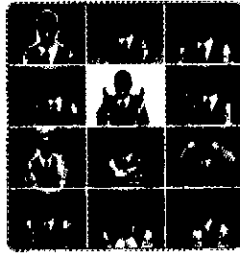


Discuss the question related to the text from the Reader's Book. Ask students to share with a partner their favorite TV genre and to explain why they prefer that particular genre. Then, ask them if they would like to participate in a show like the one described in the story and have them discuss their ideas in small groups.



Lesson 17

8. Work in pairs to rehearse the conversation you prepared in the previous session. This time, add body language, facial expressions, and gestures to reinforce the emotions that the TV show makes you feel.



9. Now, prepare to share with more people the reactions and emotions that the TV show you chose causes on you. Write notes that may help you feel more confident (for example: questions to ask others, explanation of main ideas, vocabulary to express emotions, etc.).

Three sets of horizontal dashed lines for writing notes, each preceded by a small sun icon.

**Time-to-Shine!**

• What can help you feel confident to participate in a conversation with more than one person?

10. Work in teams to exchange the emotions and reactions about the TV show you chose. Have your notes at hand.

Adopt body postures and use facial expressions that indicate emotions.

Unit 4 67

**Achievement**

Share emotions and reactions.

**Teaching Guideline**

Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.).

**Development**

8. Work in pairs to rehearse the conversation you prepared in the previous session. This time, add body language, facial expressions, and gestures to reinforce the emotions that the TV show makes you feel.

Draw students' attention to the picture and elicit some of the emotions that the boy is showing through his body language and facial expressions. Then, organize the class into pairs, read instructions aloud, and give students some time to rehearse the speech they prepared last session including body language, facial expressions, and gestures that correspond to the emotions they wrote. Monitor to provide feedback.

9. Now, prepare to share with more people the reactions and emotions that the TV show you chose causes on you. Write notes that may help you feel more confident (for example: questions to ask others, explanation of main ideas, vocabulary to express emotions, etc.).

Ask students to use the space provided to write questions, explanations or vocabulary to express emotions that they consider useful to exchange reactions or emotions that TV programs convey. Suggest that they check the information on page 174 to check the structure of their questions. Ask the question in the Time to Shine! box and elicit strategies that can be useful to improvise. Tell students to take them into account while working on the following activity.

10. Work in teams to exchange the emotions and reactions about the TV show you chose. Have your notes at hand.

Organize the class into small teams by joining two pairs together so they can exchange the content of their notes. Remind them to use the content of Activities 2 and 3 (page 65) to answer questions or add more ideas. Encourage students to share information by speaking without reading. Monitor walking around and making sure they are able to perform the exchange. When they have finished, ask for volunteers to share their findings to the rest of the class.

Lesson 3

## Product Step 3 Interview

Remember that in this unit, you will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In order to continue, do the following activities individually:

- Write information about your favorite TV show; include the main idea and plenty of details to explain what it is about.
- Look at the emotions diagram you filed in your portfolio and write phrases that express the emotions you colored.
- Use connectors to link those emotions with their causes.
- Copy your sentences on a sheet of paper and file them in your portfolio. These will be the notes you will use during your presentation.

### Self-evaluation

When I prepared my notes to participate in the oral exchange, I found it very useful to include:

<input type="checkbox"/> expressions to share emotions	<input type="checkbox"/> questions to ask others
<input type="checkbox"/> explanation of main ideas	<input type="checkbox"/> resources to make time

Other(s): \_\_\_\_\_

I could use body language and facial expressions naturally while speaking.    yes    no

If your answer was no, don't worry, practice makes the master. Good notes may help a lot to make you feel more confident and speak naturally.

68 Unit 4

## Differentiated Instruction

**Activities 4-8, pp. 66 and 67:** Use the **Think-Pair Share Strategy** forming pairs in which both may contribute in a different way to attain the achievement, e.g., one of them may tutor the other to write the questions, while the other may tutor his/her partner using body language to express emotions.

**Activity 9, p. 67:** Use the **Group Based on Goals Strategy** to differentiate the task depending on students' abilities. Advanced students may ask more than six questions or write more words, ideas, and struggling students may ask only two or three.

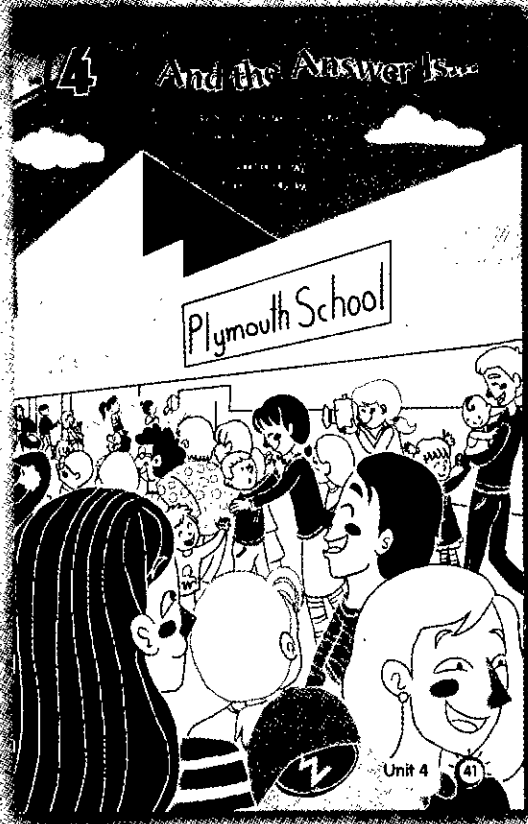
## Product

### Interview

As you may recall, students will be interviewers and interviewees asking for and sharing the emotions and reactions caused by a television show. In this lesson, students will write sentences to express the emotions that their favorite TV show makes them feel. Read the instructions provided in each of the steps and monitor while students perform the activities to make sure they are including enough reasons and details to support their answers. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

### Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the story with your students and then do the following activities together.

1. **Identify and write words related to emotions and reactions in the text. Then, choose and use one of them to tell a partner about a situation in which you felt that way.**

First, have students name some emotions and reactions in general. Remind them that those words are usually adjectives, but they can also be nouns (joy, anger, enthusiasm). Then, ask them to remember any words for emotions and reactions in the story. Have them page through the story to find the words. Give them some time to write their answers (some of them are: nervous, shaky, sweaty, excited, focused, ashamed, nerve-racking, exciting, breathtaking, dramatic, not bored). Finally, have them think about a real-life situation in which they felt one of those emotions. Have them share the stories in pairs.

2. **Get into groups of four and write four emotions on cards or pieces of paper. Fold the papers, put them together in a bag, and shuffle them. Take turns to pick a piece of paper, read the emotion, and pantomime it. The rest of the group has to guess which emotion it is.**

Explain that they will have to pantomime an emotion and that the rest of the group will have to guess which

Do the following activities to support this unit's social practice of the language: to exchange emotions and reactions caused by a television show.

1. **Identify and write words related to emotions and reactions in the text. Then, choose and use one of them to tell a partner about a situation in which you felt that way.**

2. **Get into groups of four and write four emotions on cards or pieces of paper. Fold the papers, put them together in a bag, and shuffle them. Take turns to pick a piece of paper, read the emotion, and pantomime it. The rest of the group has to guess which emotion it is.**

3. **Imagine you are in Martin and Lin's situation. How do you think you would feel? Discuss with a partner.**

#### ICT Box

<https://goo.gl/VupWnkM>

Do you want to learn more words for types of TV shows? Go to this link and do the word search.



Unit 4

emotion it is. Remind them they cannot say a word, only pantomime. Model the game "charades" with an easy emotion (happy). Make a happy face and have the class guess. Give them some time to write the four emotions per group and to play. Monitor and help as necessary.

3. **Imagine you are in Martin and Lin's situation. How do you think you would feel? Discuss with a partner.**

Explain that there are people who do not like to stand in front of an audience and get all nervous and sweaty like Lin and Martin. Then, explain that other people love to be in front of an audience and are natural entertainers. Have students identify which type they are and discuss with a partner how they would feel in Lin and Martin's situation. Tell them that if they are the nervous type, they don't have to worry, there are many ways to improve and relax.

#### ICT Box

Brainstorm with students all the types of TV programs they remember. Then direct them to the link and have them complete the word search in class or as homework. If you do it in class, set a time limit and see who finishes first.

# Product and Assessing My Learning Process

## Product

### Interview

Now it's time to prepare yourself for your interview. Work individually to perform the following activities:

- **Check your questions.**  
Are you using enough WH- words to start them?  
Did you use proper punctuation?  
Did you start each question with a capital letter?  
Did you end each question with a question mark?  
Do you check your spelling?
- **Review general sense and details of the TV show you chose.**  
Are you familiar with the vocabulary related to the details of the program?  
Can you identify technical or specialized information?  
What communication situation is best for you?  
Can you express the main theme of the program and its details?
- **Check your notes.**  
Do you have suitable phrases to express the emotions the TV show or its chosen genre evokes?  
Can you explain the emotion to a reader?  
Can you express the reasons and details to back up your reasons.
- **Rehearse your speech.**  
Do you read your notes only if necessary, don't read them.  
Use a camera to watch, monitor your volume, and vary intonation according to the emotion you feel.  
Use body language, gestures, and facial expressions according to your emotions.
- **Organize the pair and interview each other.**  
Share information about your interview activity if you are asked to share it.

Ask your partner to give you feedback about the performance you had during the interview. Follow the example from Unit 1, p. 22.

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

### Interview

Explain to students that it is time to present their interview. Work as a whole class to read aloud each step and the questions/statements related to it. After you have read each of them, give students a few minutes to check the aspects mentioned. Once students are ready, assign each of them a partner to perform his/her interview in front of the class. Photocopy the control card provided and use it to evaluate the performance of each student individually. Remember that a control card is intended as an organizer of key aspects to be considered before and during the presentation of the interview. 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 the partner they worked with 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

## Assessing My Learning Process

Review the activities in this section. Choose the three activities that helped you the most to develop your English skills.

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

Activity	How it helped me

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

**Lesson 1 (p. 63)**

In this lesson I learned to examine television programs by analyzing the verbal and non-verbal language used by the participants as well as visual and sound resources.

It was easy for me to analyze non-verbal language.

It was difficult for me to understand the use of sound and visual resources.

---

**Lesson 2 (p. 64)**

In this lesson I learned to interview the general sense of television programs by identifying main ideas and analyzing communication situations.

It was easy for me to...

It was difficult for me to...

---

**Lesson 3 (p. 65)**

In this lesson I learned to write notes about emotions and reactions to participate in an exchange of views.

It was easy for me to...

It was difficult for me to...

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. Never stop practicing and you will improve day by day!

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.**  
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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future, to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.
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 have finished, invite some of them to share their reflections with the class.



# Evaluation Tool

## Control Card

Name: \_\_\_\_\_

	Yes	No	Comments
Did the student use appropriate <i>Wh</i> -question words and auxiliaries to write his/her questions?			
Did the student start each question with a capital letter and end it with a question mark?			
Do the notes include information related to the main idea of the TV show?			
Do the notes include examples and details about the TV show?			
Do the notes include appropriate phrases to express emotions linked to a reason?			
Did the student use appropriate rhythm while answering the questions?			
Did the student use appropriate volume while answering the questions?			
Did the student use appropriate intonation according to the emotions he/she mentioned?			
Did the student use body language, gestures, and facial expressions to reinforce the content of his/her answers?			



# What Might Have Happened?

## Unit Overview

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Recreational expression		<b>Social Practice of the Language</b> To guess and formulate hypotheses about past events	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Choose a past event.</li> <li>Describe enigmatic events.</li> <li>Formulate hypotheses to guess riddles that explain past events.</li> <li>Participate actively in a game to solve riddles and reflect upon its procedures and rules.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>hold</li> <li>lying</li> <li>petrified</li> <li>railroad track</li> <li>realized</li> <li>suspension bridge</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Modals of deduction</li> <li>Third conditional</li> </ul>	<b>Learning to Learn</b> Formulating hypotheses	<b>Audio</b> Tracks 24-26	
<b>Skills</b> Deductive reasoning		<b>Reader's Book</b> "Looks Can Be Deceiving" pp. 53-66, Track 49	
<b>Product</b> Enigma Inventory		<b>Evaluation Tool</b> Anecdotal Record	



In order to introduce the unit, draw students' attention to the picture in the center. Ask: *What might have happened?* (the girl broke her mom's phone). Ask: *Do you follow a procedure when you want to understand something?* Listen to students' answers.

Organize the class into teams of three and read the title aloud: *What might have happened?* Give them a few minutes to think of the situations in the other pictures and discuss. Then ask one person from each team to share their answers with the class.

Photocopy the format for anecdotal record provided at the end of the unit. Use it to evaluate each student individually throughout each lesson. Remember they are notes about relevant behaviors you observe in specific situations. Try to register conducts that are spontaneous and not very usual (positive or negative). In the first column, just describe what the student is doing; in the second column, what the conduct means to you in terms of the way the student is accomplishing (or not the) achievements.

1. Read the title of the text. Discuss the question in pairs. What is an enigma?
2. Listen to the first part of the text and identify the main idea. Discuss it with a partner. Remember that the main idea tells us what the text is about.

**Solving an Enigma to Save Our Lives!**

Marlo was working in a laboratory on a remote mountain. One night, while he was coming back to the lab from downtown, he realized something had happened. He was about to open the main door of the lab when someone shouted: "Don't open the door!"

Marlo turned back, he saw the lab assistant, Jessy, a 45-year-old woman. She was with the janitor Mr. Morgan, a 70-year-old man, and the lab's main scientist, Doctor Smith, an 80-year-old man. Jessy told Marlo that something had happened to the rest of the lab staff. All of them became mutant zombies. That afternoon, they were outside when they heard an explosion. Jessy went to see what had happened and she saw people on the floor. Their bodies were writhing. Immediately, she knew what she had to do. She closed the main door as she could; however, the zombies were about to open it.

Marlo and the other people had to get away from the mutant zombies as fast as they could; otherwise, they could become zombies too! There was only one way to save themselves, they have to cross a very old suspension bridge.



3. Work in groups of three. Complete the table with information from the text. Compare your work with another group. Did you write the same information? Why or why not?

Main Idea	Characters	What Do You Think Will Happen Next?

An enigma is a puzzling situation, event or person.

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

Reader's Book  
Read pages 53-57 from the Reader's Book. Unit 5 (73)

## Achievement

Choose a past event.

## Teaching Guidelines

- Engage students with the theme of the unit and have them connect it with their personal experience.
- Propose past events from which they may establish deductions.

## Development

1. Read the title of the text. Discuss the question in pairs.

To engage students with the theme of the unit and have them connect it with their personal experience, you can talk about a mystery or enigma you all know about. For example, about Mexico's History: *What might have happened to Moctezuma's treasure, they said it got lost and even though Cuauhtemoc was tortured, he never revealed its location. We do not know if it really existed.* Another example could be talking about a person or flight that disappeared and nobody can explain the reasons. After some minutes of discussion or speculation, you can tell your students that this is an enigma. Then you could organize pairs and read the instructions together. Give pairs some

minutes for discussion and check as a class. Clarify what an enigma is and make sure students read the definition (it is upside-down at the bottom of the page) and understand that it is a puzzling situation, event or person.

2. Listen to the first part of the text and identify the main idea. Discuss it with a partner. Remember that the main idea tells us what the text is about.



You could contextualize the activity by giving a prereading activity for students to get engaged. Ask your students to look at the photo and tell you what it is about. Brainstorm different ideas and tell them that they will confirm if they are right by listening to the first part of the text. First, have them identify the glossary words in orange and invite them to go to page 189 to read the definition. Then, play track 24 and have them listen. Organize pairs to discuss what the main idea of the text is. After some minutes of discussion, check the answer as a class.

3. Work in groups of three. Complete the table with information from the text. Compare your work with another group. Did you write the same information? Why or why not?

You could demonstrate with an example what you expect them to do beforehand. Go back to the enigma you presented to introduce the topic in Activity 1 and analyze it. For example, if you chose *Moctezuma's treasure*, you can tell them that the main idea would be that it disappeared and nobody knows what might have happened with it; the characters would be *Moctezuma*, *Cuauhtemoc*, and *Hernán Cortés* and the last column could be what you think might happen in the future about it; for example, that it will appear buried below the *Templo Mayor*. Now, you could organize the class into groups of three and give them time to complete the columns. Monitor walking around to offer help if required. Once they have finished, ask students to work with another team to compare their answers. Finally, ask them to tell you if their answers are similar or not. Have them tell you why they think the last column can have different answers (because we all develop different theories).



You could ask students to read pages 53-57 in their Reader's Book at home and think about the answer to the following question: *What do you think bit Gabriel? Why?* They will discuss it in class.

Lesson 1

4 Read the second part of the text. With a partner, check the inferences you wrote in the previous activity.



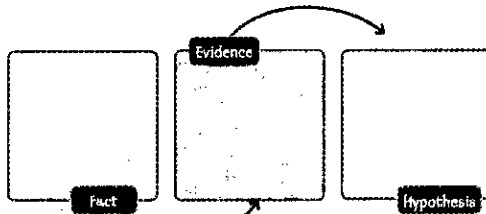
According to Doctor Smith they only had 17 minutes before the zombies arrived. So, the first thing they did was to think about the time it usually takes to each of them to cross the bridge. Mario takes 1 minute, Joey takes 2 minutes, Mr. Morgan, 5 minutes, and Doctor Smith 10 minutes.

But there was another problem, they only have Mario's flashlight, and they needed it to cross the bridge. And another problem, the bridge was so old that it could only hold two people at the same time. Mario was the heaviest and strongest person, so that, he had to save the rest of them. He had only 17 minutes to get everyone across the bridge.

They had to solve the enigma to save their lives. They knew that they have to cross the bridge in pairs. One of them had to stay on the other side of the bridge, the other one had to come back with the flashlight. Then, two more people had to cross the bridge, and again one had to stay and the other one had to come back, and so on, until the four of them had crossed the bridge. Remember they only had 17 minutes.

5 Work in pairs. Read the text again. Then, discuss the question and fill in the chart.

How do you think they will save their lives? Make a hypothesis.



Reader's Book  
What do you think bit Gabriel?  
(Solve?) Why?

Learning to Learn  
How to formulate a hypothesis?  
There are some steps you may follow to formulate your hypothesis, such as: verify the information provided very carefully and sort out the role of the evidence, among others. For more information go to page 177.

Achievement

Choose a past event.

Teaching Guidelines

- Use deduction skills for recreational purposes.
- Formulate hypotheses to guess enigmas.

Development

4. Read the second part of the text. With a partner, check the inferences you wrote in the previous activity.

You could organize the class into pairs and, before they start reading, have them identify the glossary words and invite them to check their definitions on page 189. Then encourage students to scan (read carefully) the text to look for unknown words and encourage them to choose some of them to include in their class glossary. Give students some time to read the text in silence and ask them to discuss if their inferences from the previous class (that they wrote in the third column) were correct or not. After some minutes, check as a class.

Learning to Learn 177

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to Appendix if needed.

5. Work in pairs. Read the text again. Then, discuss the question and fill in the chart.

You could keep some pairs working together. To promote the use of deduction skills for recreational purposes and learn to formulate hypotheses to guess enigmas that explain past events, you could ask students to read the text in Activities 2 and 4 again and complete the diagram with the facts, evidence, and hypothesis. Monitor walking around to offer help and take note of any possible problems that students might have regarding the activity. If necessary, give an example of facts, evidence, and hypothesis. For example: Facts: *Hernán Cortes* tortured *Cuauhtemoc* because the *Tlaxcaltecas* have told him about a treasure of gold; Evidence: *Bernal Diaz del Castillo* and others wrote about this event when the Conquest of *Tenochtitlan*; Hypothesis: It never existed / It was stolen by *Xicotencatl*. This might be useful to exemplify what you expect them to do.



Discuss the question related to the text from the Reader's Book. Have students recall a similar situation that happened to them (they were bitten or stung by an animal, whether they knew or not was animal it was) Then, get them into groups of four, ask them what animal they think bit Gabriel, and have them discuss and compare the different answers and reasons they give.



Lesson 17

4 Read the next part of the text and check your hypothesis in the previous activity.

The four of them were thinking of possible ways of crossing the bridge before the zombies arrived. They knew that if a zombie stepped on the bridge, the people crossing at that moment would fall down to the abyss.

Doctor Smith said that the key was to minimize the time wasted by the two slowest people, Mr. Morgan and him, by having them cross together. So, first Mario and Jessy crossed the bridge together. Mario came back with the lantern. Then, the Doctor and the janitor crossed the bridge together. Jessy was waiting on the other side of the bridge so she ran back with the flashlight. Finally, Mario and Jessy crossed the bridge together. When the zombies stepped on the bridge, it collapsed. They were saved!

7 Work in small groups. Explain to each other how Mario and his coworkers solved the enigma. Think about how they used the 17 minutes to cross the bridge. Then, complete the data below and verify your hypothesis. (17)

Mario and Jessy crossed the bridge = \_\_\_\_\_ minute(s)

Mario came back with the flashlight = \_\_\_\_\_ minute(s)

Doctor Smith and Mr. Morgan crossed the bridge = \_\_\_\_\_ minute(s)

Jessy came back with the flashlight = \_\_\_\_\_ minute(s)

Mario and Jessy crossed the bridge = \_\_\_\_\_ minute(s)

How do you solve an enigma? We solve enigmas by using deductive reasoning. It is a process that defines logical conclusions or hypotheses from facts and evidence. To know more about this theme, go to page 177.

8 Before you read the last part of the enigma, discuss with a partner the following questions.

- a Why do you think the people in the lab became zombies?
- b When did it happen?
- c Who may have done it?
- d Why did it happen in that way?

9 Work in pairs. Read the last part of the text and check your hypotheses. Were your hypotheses correct? Why or why not?

After they were saved, Doctor Smith confessed that he had released a horrible virus that turn people into zombies. It was his revenge because the owner of the lab had dismissed him!

10 Choose an event from the past that includes an enigma. Follow the criteria below. Share your work with your class.

How to choose an event from the past:

- The event has to include or to refer to an enigma
- It has to be an interesting event from the past.
- It should not be a very easy enigma.

Ask questions to get details about the events / Formulate hypotheses to guess enigmas that explain past events. / Choose events from the past!

Unit 5 75

Achievements

- Choose a past event.
- Describe enigmatic events.

Teaching Guidelines

- Ask questions to get details about the events
- Formulate hypotheses to guess enigmas that explain past events.
- Choose events from the past.

Development

6. Read the next part of the text and check your hypothesis in the previous activity.

To create interest, ask students the hypothesis they wrote in the previous activity and write some of them on the board. As many are going to be similar, you do not have to write all the versions they give you. Then, have the whole group vote for the one they think is the correct or most probable. Have them raise their hands or use any other method. Then discuss the results and instruct them to read the next part of the text to confirm which one was closest to what really happened. This will create a more confident atmosphere for students as all of them participated evenly. Finally, talk about the end of the story and discuss about it. Accept all participations.

Skills 177

Go to page 177 in the Activity Book and ask volunteers to read the information about Deductive Reasoning. Explain to them that in the previous session that was precisely what they did; to formulate their hypotheses, they had to think deductively.

7. Work in small groups. Explain to each other how Mario and his coworkers solved the enigma. Think about how they used the 17 minutes to cross the bridge. Then, complete the data below and verify your hypothesis.

You could organize students in small groups and have them discuss about the solution of the enigma. Explain that in the story they took 17 minutes to cross the bridge and they, now, have to think how this was done. Draw students' attention to the first phrase: *Mario and Jessy crossed the bridge* = and elicit an answer from the students. To do this they will have to analyze, evaluate, and then complete the data.

8. Before you read the last part of the enigma, discuss with a partner the following questions.

In order to ask questions to get details about the events, you could tell students that they will ask their partner the questions listed in the activity. Explain that this is useful to know more in detail what happened. Monitor as they work so that you can help them with any pronunciation problem and offer help if necessary.

9. Work in pairs. Read the last part of the text and check your hypotheses. Were your hypotheses correct? Why or why not?

To formulate hypotheses to guess enigmas that explain past events, you could continue working with students in pairs as you read together the last part of the story. Then give them some minutes to discuss if their hypotheses were or not correct and also to talk about the reasons.

10. Choose an event from the past that includes an enigma. Follow the criteria below. Share your work with your class.

To choose events from the past, have students work individually and instruct to look at the criteria in the table. Tell them that following these guidelines, they will choose an event from the past that includes an enigma. Remind them of the example you used and help them with ideas if possible. When they have finished check as a class. If your class needs it, give them time to do research on possible events or stories.

Lesson 1

**Product Step 1** Enigma Inventory

In this unit, you will create an enigma inventory. In order to start preparing it, do the following activities:

- Work in small groups. Share information about different enigmas that you know.
- Make a list of what you already know and what you would like to know about the enigmas. Put the list in your portfolio.
- Now, share the past events you chose during the previous lesson. Do you have different past events? Choose the most interesting to include them in your final product. Write a list of the ones you chose.



Research information about the past events you chose. Identify the enigmas. You will share this information with your group in Step 2.

**Self-evaluation**

- I can choose events from the past.  easily  I need help
- I can formulate hypotheses.  easily  I need help

If you want to know how to improve writing a hypothesis, check the information in the Learning to Learn section on page 177.

Check (✓) what you were able to do:

- Ask questions to get details about the past.  Identify evidence.
- Identify facts.  Use skills of deduction.

If you cannot do it yet, continue practicing! You can also go back to the activities you did in this lesson. Check your notes and your answers. Look at the Learning to Learn information.

**Product**

**Enigma Inventory**

In this unit, students will participate in creating an Enigma Inventory. In this lesson they will share information about different enigmas they know. Before reading the instructions and steps, explain to students that an "Enigma Inventory" is a collection of puzzling events from the past to be shared. Then explain that in this unit they will prepare the inventory with stories or events they know. Organize the class into small groups. Read the first instruction aloud and give them time for discussion. Tell them that the events can be personal or stories they have heard or read. Then, read the second step and give them time to make the list of things they know or would like to know. Instruct to keep this list in their portfolio of evidences. Finally, read the third step aloud and ask them to write a list of the events from the past they chose; remind them that the previous lesson they had already chosen some. Assign homework by reading the next instruction. They will do research about the past events they chose so that they can share it in step 2.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 2, p. 73:** Use the **Choral Response Strategy** to encourage struggling students to participate actively and engage with the theme in the unit.

## Lesson

1. Work in pairs. Look at the pictures, read the title and discuss: What do you think the enigma is about? Listen and check.

### The Winged Sphinx Enigma!

**Enigma:** What animal walks on four legs in the morning, two legs at noon, and three legs in the evening?

The Winged Sphinx was part of the ancient Greek culture. It was a female beast with the body of a lion, the breast and head of a woman, and the wings of an eagle.

In the modern Greece, people believed that she was sent by the gods to punish the citizens of the town of Thebes for some ancient crime. There was only one way to destroy her: Someone had to solve the enigma above, otherwise the Winged Sphinx would kill all the citizens of Thebes. The King Creon, king of Thebes, offered his throne to the person who could destroy her.

Many people tried to do it; however, all of them failed, and they were killed by the Sphinx.



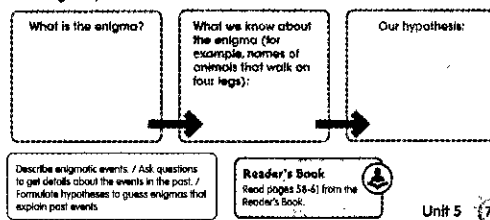
2. Work in pairs. Take turns describing the enigmatic events in this first part of the text.

How to describe enigmatic events? To describe enigmatic events, you should answer these questions: What happened? When did it happen? Who may have done it? Why did it happen in that way?

3. Work in small groups. Read the text again and answer the questions.

- a. What is the enigma?
- b. Who was the Winged Sphinx?
- c. Why did the gods send her?
- d. Why did people have to solve the enigma?
- e. How do you think they solved the enigma?

4. Work in pairs. Formulate a hypothesis about how to solve the enigma. Use the following chart to guide you.



## Achievements

- Describe enigmatic events.
- Formulate hypotheses to guess riddles that explain past events.

## Teaching Guidelines

- Describe enigmatic events.
- Ask questions to get details about the events in the past.
- Formulate hypotheses to guess riddles that explain past events.

## Development

1. Work in pairs. Look at the pictures, read the title and discuss: What do you think the enigma is about? Listen and check.

Organize pairs and draw students' attention to the picture. Ask students to discuss in pairs what they think it is. Elicit for responses using prompts such as: *Animal? Person? Nationality? Recent? From the past?*, and accept answers. Then read the question in the instruction aloud: *What do you think the enigma is about?* Again, ask students to discuss in pairs their ideas. Give some minutes and check as a class. Have students identify the glossary words and invite

them to read their definitions on page 189. After that, explain that they will listen and follow the text so as to get the correct answer. To create interest, tell them to check if they were right or not. Play track 25 and check answers as a class.

2. Work in pairs. Take turns describing the enigmatic events in this first part of the text.

Ask the question in the box and expect students' answers. To describe enigmatic events, you could keep students working in pairs and in turns, describe the enigmas in the text. Monitor walking around to offer help if required. After they have finished, ask for one volunteer to describe the events in front of the class.

3. Work in small groups. Read the text again and answer the questions.

So as to ask questions to get details about the events in the past, you could organize small groups. Then, read the questions one by one and giving students time to go over the text and answer each question orally. When you finish doing this, you can ask students to write down their answers working in their groups. As a practice, you can ask students to close their books and play a game. Give one of the answers and group by group ask students to give you the correct question for it.

- 4: Work in pairs. Formulate a hypothesis about how to solve the enigma. Use the following chart to guide you.

To formulate hypotheses to guess enigmas that explain past events, organize pairs. Then ask students to think of an enigma. To exemplify in a more interesting way, use a situation or event that students recognize. For example: *Two months ago, some strange lights went out from the Popocatepetl crater. They were recorded by people using their cell phones.* Then, draw the diagram on the board and write the answers to the questions using this example. Once you noticed that students know what you expect them to do, ask them to choose an enigma and do the same in their books. Ask for volunteers to give their answers.



Tell students to read pages 58-61 in their Reader's Book and think about the answer to the following question: *What would you have done differently?* Discuss the answer in class.



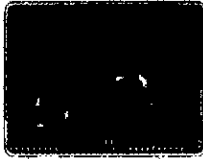
Lesson 3

5. With your partner, read the next part of the text and verify your hypothesis.

When Oedipus heard that the King Creon had offered his throne to the one who could destroy the Winged Sphinx, he took up the challenge.

One morning, he went to see the Winged Sphinx. The Sphinx told him the enigma and waited. She laughed. She was almost sure that he was not going to solve it.

"The only animal that walks on four legs in the morning, two legs at noon, and three legs in the evening is the man," Oedipus said. The Winged Sphinx was astonished! She was not going to be able to kill Oedipus. She was not going to be able to kill anybody else!



6. Work in small groups. How did Oedipus solve the enigma? Think about his answer. Why is the man the answer for this enigma? Make your own hypothesis. Complete the information.

The man is the only animal that walks on four legs in the morning, two legs at noon, and three legs in the evening because...

Empty box for student response

7. Check your hypothesis with a different group. Do you have similar or different information? Discuss your hypothesis using these phrases.

- That seems more likely because...
- Maybe your option is better, as...
- That does not convince me because...

Achievements

- Formulate hypotheses to guess riddles that explain past events.
- Practice deduction skills to solve enigmas.

Teaching Guidelines

- Identify events and details of a riddle.
- Use facts and evidence to analyze the characteristics of past events and formulate assumptions about their causes.

Development

5. With your partner, read the next part of the text and verify your hypothesis.

To practice deduction skills to solve enigmas, have students work with the same partner and read the text silently. After that, give them some minutes to discuss if their hypothesis was correct. Monitor the activity by walking around and listening to their discussions. Pay attention to the way they perform and take notes to give feedback.

6. Work in small groups. How did Oedipus solve the enigma? Think about his answer. Why is the man the answer for this enigma? Make your own hypothesis. Complete the information.

You could organize the class into small groups. Read the instructions together. Stop after each question and elicit possible answers. Then draw students' attention to the incomplete sentence. Instruct them to complete the hypothesis. Check as a class.

7. Check your hypothesis with a different group. Do you have similar or different information? Discuss your hypothesis using these phrases.

You could join two small groups to discuss or compare their answers, then four, then eight, and so on to have them check with all the class. Ask them to discuss their findings using the phrases listed. Go over them to show pronunciation and check meaning. Make sure students understand what they are saying. Finally, ask for volunteers to share their answers.





## Lesson

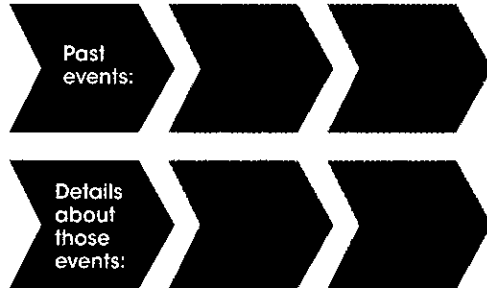
8. Work with your group. Read the last part of the enigma and check your hypothesis.

"If you have to explain your answer, and if you fail, I will kill you!" the Winged Sphinx said sternly. Oedipus told her that the man walks on four legs during the first months of his life that's the morning of his life. Then, he walks on two legs more than half of his existence that's the afternoon of his life. Finally, the man walks on three legs during the last part of his life when he walks with the help of a cane that's the evening of his life. The morning, afternoon, and evening refer to the lifespan of human beings.

Oedipus became the king of Thebes, and the Winged Sphinx was defeated. She was afraid, so she escaped to the desert. When the gods realized she had been defeated, they turned her into stone. Nowadays, she remains there, petrified in the desert where people can still see her.



9. Work in pairs. Take turns to describe the enigmatic events in the text "The Winged Sphinx Enigma!" Complete the chart.



10. Work in small groups. Choose a past event that includes an enigma like the one described in the text "The Winged Sphinx Enigma!" Share your work with another team. Describe the enigmatic events that happened in the past.

Describe enigmatic events / Include details to specify conditions / Choose events from the past.

Unit 5 79

### Achievements

- Describe enigmatic events.
- Include details to specify conditions.
- Choose events from the past.

### Teaching Guidelines

- Propose alternative assumptions.
- Connect information to consolidate assumptions.
- Share ideas for evaluating assumptions according to feasibility.

### Development

8. **Work with your group. Read the last part of the enigma and check your hypothesis.**

You could organize the class into small groups or you could keep the same from the previous session. Instruct students to identify the glossary words and invite them to read their definitions on page 189. Then ask them to read the last part of the enigma to confirm their hypotheses. Give them some time to discuss afterwards in their groups. Monitor to offer help if necessary. Ask for volunteers to share their results.

9. **Work in pairs. Take turns to describe the enigmatic events in the text "The Winged Sphinx Enigma!" Complete the chart.**

To describe events including details to specify conditions, organize the class into pairs and explain students that in order to describe an event from the past that includes an enigma and make it interesting for the listener or reader, it is very important to give details. Direct them to look at the chart and look at the headings. Then ask them to work together trying to complete the events in the first part of the chart and all the interesting details on the second part. Give them time to do this and if necessary, give an example to demonstrate how it could be done. Remember that students feel more confident when they know what you expect from them. Finally, check orally.

10. **Work in small groups. Choose a past event that includes an enigma like the one described in the text "The Winged Sphinx Enigma!" Share your work with another team. Describe the enigmatic events that happened in the past.**

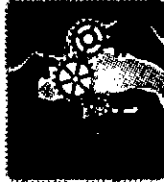
To choose events from the past and describe enigmatic events, organize the class into small groups and first, have students choose a past event that includes an enigma. Remind them that in their Activity Book, Lesson 1, page 75 they were given criteria to choose an event and had selected already some. Tell them they could use the same or they could do some research and use another one. Have them draw a similar diagram as the one in Activity 9 in their notebooks. Then, ask them to complete it writing the event and details related to it. This will help them as a guideline to describe the event orally. Ask them to share it with another team. Finally, ask each group to choose a team member to describe the event in front of the class. Ask these volunteers to describe the events divided into two or three parts, to create expectation in their classmates. Create a respectful atmosphere so that students feel confident and relaxed to practice. Ask the rest of the class to pay attention and listen to their partner enigmas carefully so that they can even formulate hypotheses.

Lesson 1:

**Product Step 2** Enigma Inventory

Remember that in this unit, you will create an enigma inventory. In order to continue working on your project, do the following activities:

- Work with your group.
- Take turns sharing the information about the past event you chose in Step 1.
- Identify the enigmas in your texts.
- Write a short paragraph explaining the enigmas you chose.
- Exchange your paragraph with a partner and proofread it.
- Make the necessary changes and put the final version in your portfolio.



**Self-evaluation**

Can I formulate hypotheses to guess enigmas that explain past events?

Yes  No

If your answer was no, check if you are following these guidelines.

- Did you carefully read the information provided?
- Did you take notes of the evidence?
- Did you think of facts related to the evidence?
- Did you think of probable causes of the events based on the relation between facts and evidence?

In order to formulate hypotheses in a correct way, make sure you follow the previous guidelines

**Differentiated Instruction**

**Activity 4, p. 78:** Although this is meant to be free activity, you may use the **Individualized Feedback Strategy** with struggling students, so they don't feel frustrated about not being able to perform the task. Monitor them closely and give them suggestions to follow the procedure that they may lead them to write their hypotheses.

**Activity 6, p. 78:** Use the **Mini Lesson Strategy** in case you think it is necessary to review the past perfect so that students may be able to use it when writing third conditional sentences.

**Product**

**Enigma Inventory**

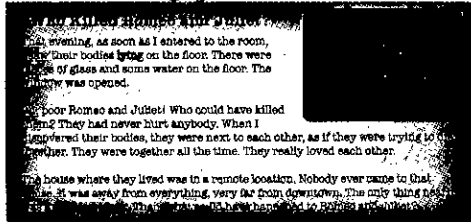
As you may recall, in this unit students will participate to create an inventory of enigmas. In this lesson, students will work with their group. Read each instruction aloud and give time to perform them. First, ask them to take turns sharing the information about the past event they chose in Step 1. Then ask to identify the enigmas in their texts. After that, have them write a short paragraph explaining the enigmas they chose. Encourage students to include details. Once they have their paragraphs ready, ask them to exchange them with a partner and proofread it. Finally, have them make the necessary changes and put the final version in their portfolio. Monitor while they work to offer help if required. The activity will be the second evidence in this unit.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

## Lesson

1. Work in pairs. Read the title and discuss a possible answer. Then, listen and check. Could you find the answer?



2. Work in small groups. Play **Guess the Enigma!** See who is the first team that solves the Romeo and Juliet enigma. Do the following activities:
- Suggest the rules to play; for example: how many hypotheses does each team have to present? How does each team have to show their evidence (using a graphic organizer, notes, etc.)? How many chances does each team have to answer?
  - Compare your rules with the other teams.
  - Write the rules that every team has to follow.
  - Then, with your team, try to guess the enigma. After finishing the activities in this lesson, check which team won.
3. Work with your groups. To solve the enigma, first you have to collect the data from the text. Answer the questions to guide you.
- What is the enigma?
  - When did it happen?
  - Who may have done it?
  - Why did it happen in that way?

Paraphrase the steps of the procedure to play a game / Establish agreements between peers.

**Reader's Book**  
Read pages 62-65 from the Reader's Book.

Unit 5

61

## Achievements

Participate actively in a game to solve riddles and reflect upon its procedures and rules.

## Teaching Guidelines

- Paraphrase the steps of the procedure to play a game.
- Establish agreements between peers.

## Development

1. **Work in pairs. Read the title and discuss a possible answer. Then, listen and check. Could you find the answer?**

You could organize pairs to work together. Have them identify the glossary words and invite them to go to page 189 and read their definitions. Then, read together the title. Remind them of *Romeo and Juliet* novel by *Shakespeare* but let them know the names of the characters are the same but make it clear that the story they will read is different. Play track 26 and have them follow the text. Then ask them to discuss in pairs what the answer could be. Give them some minutes and check orally.

2. **Work in small groups. Play *Guess the Enigma!* See who the first team that solves the Romeo and Juliet enigma is. Do the following activities:**

To introduce the activity, organize teams and talk about games and ask students if they like playing guessing games. Brainstorm the ones they know or have played. Ask what their favorite is. Then tell them that they will play a game they are going to create in their groups and the name is "Guess the Enigma!" In order to paraphrase the steps of the procedure to play a game and to establish agreements between peers, read the steps to follow aloud one by one. Make sure students understand what to do and exemplify if necessary. Have them work in teams following the procedure and listen to their products.

3. **Work with your groups. To solve the enigma, first you have to collect the data from the text. Answer the questions to guide you.**

Students keep working in teams to discuss what the solution of the enigma might be. To do this, suggest that they first collect the data from the text (facts), and ask them to answer the questions. Read the questions together to make sure they understand them. Ask one volunteer from each team to read their answers.



Tell students to read pages 62-65 in the Reader's Book and think about the answer to the following question: *How does "looks can be deceiving" apply to the text?* Discuss the answer.

Lesson 1

4. Work with your groups. Read the second part of the enigma. Check what other data you can find to solve the enigma.

...wonder what would have happened, if I had arrived earlier? I think that if I had arrived earlier, they would have been alive. If I had known that this was going to happen, I would have stayed with them.

...tried to guess the enigma! I needed to find out who killed Romeo and Juliet. The only evidence I found when I discovered the bodies was some shattered glass & a puddle of water. I checked the furniture in the room: a bed, a dresser, a small table & a bookshelf. I couldn't find anything.

We use the third conditional to express the way we imagine how things could have been different in the past. Put on the cap to consolidate your hypotheses by contrasting them with events that didn't happen. To learn more about the third conditional, go to page 176.

5. Read the text again. What do you think would have happened if he had arrived earlier? Compare your information with a partner.

If he had arrived earlier, he would have \_\_\_\_\_

6. Work with your groups. Can you guess who killed Romeo and Juliet? Write a hypothesis.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Check your hypothesis with a different group. Do you have similar or different information? Discuss your hypothesis.

**Reader's Book**  
How does "looks can be deceiving" apply to the text?

Propose alternative assumptions / Connect information to consolidate assumptions / Share ideas for evaluating assumptions according to their feasibility.

**Achievements**

Participate actively in a game to solve riddles and reflect upon its procedures and rules.

**Teaching Guidelines**

- Propose alternative assumptions.
- Connect information to consolidate assumptions.
- Share ideas for evaluating assumptions according to their feasibility.

**Development**

4. **Work with your groups. Read the second part of the enigma. Check what other data you can find to solve the enigma.**

To connect information and consolidate assumptions, organize the class into small groups. Then, ask them to read the second part of the enigma. Ask them to highlight or circle the new data they find. Check orally.

5. **Read the text again. What do you think would have happened if he had arrived earlier? Compare your information with a partner.**

To propose alternative assumptions, ask each team to reread the text and answer the question. Read

together the question, making sure that students understand it. If necessary, explain the use of third conditional or review its structure. Have them complete the sentence and check answers as a class.

6. **Work with your groups. Can you guess who killed Romeo and Juliet? Write a hypothesis.**

To vary the activity, you could ask students to write their hypothesis individually on a piece of paper and fold it. Put the papers in a box and then ask each student to take one randomly. To connect information and consolidate assumptions, have students read the hypotheses in the papers they chose and guess whose it is. After that, have them work in teams again and write their own hypothesis in the space provided in their books. Check orally.

7. **Check your hypothesis with a different group. Do you have similar or different information? Discuss your hypothesis.**

To share ideas for evaluating assumptions according to their feasibility, choose one volunteer from each team to share their group hypotheses. After that, ask the rest of the groups about the similarities or differences they found. Discuss this in class. Remember to create a respectful atmosphere where students feel confident to participate in.



Discuss the question related to the text from the Reader's Book. Have students explain the expression "looks can be deceiving" (that something or someone might not be what they look like). Then, tell them to explain how the expression applies to the text they have just finished reading (Gabriel never thought that such tiny, cute creatures could harm someone; that's why he didn't include ants on his list). Next, have them discuss a situation they had lived in which they were guided by "looks" and then they made a mistake. Finally, ask them each to do a brief presentation of their personal experience to explain why the expression is correct.



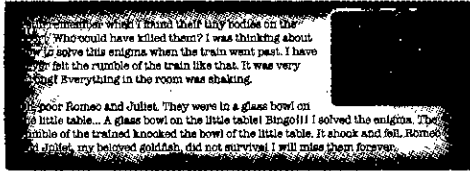
Lesson

8. In your group, before reading the last part of the enigma, look at the picture in Activity 9 and discuss the question: What happened to Romeo and Juliet? Use expressions like the examples to give a possible explanation. (176)

- It might...
- I rather think that they could...
- They could have...
- It might have been...

We use modal verbs when we think something is possibly true. We also use them to formulate hypotheses about something that could happen in the past. To learn more about modal verbs and have some examples, go to page 176.

9. Now, read the last part of the enigma and check your hypothesis. Did you solve the enigma? Check your ideas with your classmates.



10. Work in pairs. Think about enigmas that have not been solved. They can be historical, cultural or entertaining. Make a list of them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Now, look for information about the enigmas you wrote in the previous activity. Share them with your class. Have them make hypotheses and compare them as a class.

Use facts and evidence to analyze their characteristics and formulate assumptions about their causes.

**Achievements**

Participate actively in a game to solve riddles and reflect upon its procedures and rules.

**Teaching Guidelines**

Use facts and evidence to analyze their characteristics and formulate assumptions about their causes.

**Development**

**Language** 176

Go to page 176 in the Activity Book to read the information related to Modals of Deduction. Emphasize that in the next activity they are working with events that happened in the past and they must use *might have*, *would have* or *could have* to express their hypotheses.

8. In your group, before reading the last part of the enigma, look at the picture in Activity 9 and discuss the question: What happened to Romeo and Juliet? Use expressions like the examples to give a possible explanation.

Keep students working in their teams. Draw students' attention to the picture and read the questions aloud: *What happened to Romeo and Juliet?* Give some examples using the expressions and the ask them to do the same in their groups. Ask for volunteers to share their answers.

9. Now, read the last part of the enigma and check your hypothesis. Did you solve the enigma? Check your ideas with your classmates.

You could ask students to read the last part of the enigma together. Then they could check if their assumptions were correct. Ask as an open class whose hypotheses were correct. Discuss what they think of the end of the story.

10. Work in pairs. Think about enigmas that have not been solved. They can be historical, cultural or entertaining. Make a list of them.

You could divide the class into three teams, according to the three categories: historical, cultural or entertaining. Then ask the teams to look for enigmas related to the themes. They could go to the library or surf the internet if possible. Give them time to do research and make their lists.

11. Now, look for information about the enigmas you wrote in the previous activity. Share them with your class. Have them make hypotheses and compare them as a class.

Once students have their lists of enigmas, have them share them with the entire group and ask every student to look for information about them. Then instruct students to write their own hypotheses to solve the mysteries in all enigmas. To wrap up the activity, check as a class comparing the hypotheses.

Lesson 3

**Product Step 3** Enigma Inventory

Remember that in this unit, you will create an enigma inventory. In order to continue working on your project, do the following activities:



- Work with your group.
- Check the paragraph you wrote about the enigmas in the previous steps.
- Think about the format in which you want to present your enigma inventory: Do you want to create a poster? Do you want to write your enigmas in cards? Do you want to create a booklet with recycled materials?
- Think about how you are going to illustrate your inventory of enigmas.

**Self-evaluation**

Check (✓) the answers.

What should you consider when you formulate hypotheses to guess enigmas that explain past events?

- Connect information to consolidate assumptions.
- Propose alternative assumptions.
- Share ideas with others to evaluate how possible an assumption is.
- Use facts and evidence to analyze their characteristics and formulate assumptions about their causes.

Remember that in order to formulate appropriate hypotheses you should follow a guideline. You can check it on page 177.

**Wrap up**

**Enigma Inventory** 

As you may recall, in this unit students will participate in making an inventory. Read the instructions in the step aloud. First ask them to work in the same groups they have worked in steps 1 and 2. Then, have them check the paragraph they had written about all the enigmas in previous steps. Next, have them think about the format (paper, font, pictures, etc.) and decoration. Finally, have them write the list of materials they will need to make it. So, they make it in the format they chose and share it with the class and other classes. This would be your third evidence in this unit; ask students to file it following the procedure you prefer. If they do not have the materials, they can make it for homework.

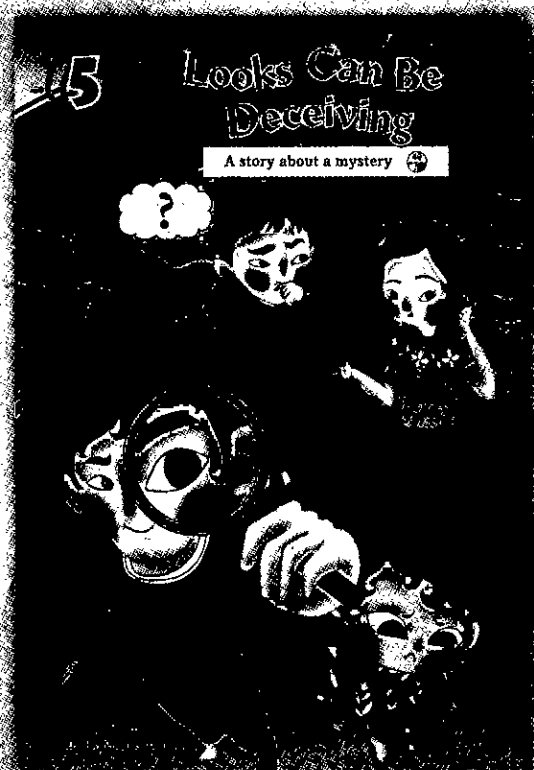
**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 4, p. 82:** Use the **Flow Map Strategy** to help students visualize the procedure to follow once they have data collected.

**Activity 11, p. 83:** Use the **First Five Strategy** to encourage shy and struggling students to evaluate the hypotheses and compare them.



If time allows, read the story with your students and then do the following activities together. **49**

- 1. Work in pairs to explain the strategies the characters followed to solve the mystery.**  
Organize the class into pairs. Have them discuss the strategies the kids in the story followed (they looked for physical evidence, gathered facts, asked questions, discussed ideas, called experts).
- 2. Formulate hypotheses and deductions about the mystery in the text. Follow the example.**  
Tell students they are going to practice formulating hypotheses and deductions about the mystery in the text. Read the example aloud and have students give you a couple of examples using conditionals to make sure they understand what they have to do.
- 3. Have you ever encountered an everyday-life "mystery" like the one in the story? If you haven't, you can make one up. Share it in groups and have your partners ask you questions so they can make hypotheses and deductions.**  
Explain that "mysteries" are really everywhere, not just in mystery books. Have volunteers share some of their own for the rest of the class to have some inspiration. Then have students get into groups of five and share a real or a made-up, everyday-life mystery.

Do the following activities to support this unit's social practice of the language: To guess and formulate hypotheses about past events.

- 1. Work in pairs to explain the strategies the characters followed to solve the mystery.**

- 2. Formulate hypotheses and deductions about the mystery in the text. Follow the example.**

Example: If the kids had not been barefoot, no bug would have bitten them.

- 3. Have you ever encountered an everyday-life "mystery" like the one in the story? If you haven't, you can make one up. Share it in groups and have your partners ask you questions so they can make hypotheses and deductions.**

- 4. Do you think Gabriel and his friends had good ideas? Which ones do you think were good and which ones do you think were not so good? Discuss with a partner.**

#### ICT Box

<https://goo.gl/rnXkUk>

Practicing with riddles makes your reasoning skills better. Have some extra practice with these riddles in the link provided.

Tell the other group members to ask questions and formulate hypotheses about their partner mystery.

- 4. Do you think Gabriel and his friends had good ideas? Which ones do you think were good and which ones do you think were not so good? Discuss with a partner.**  
Explain that the course of action to take will vary depending on the problem or the mystery to solve. For example, you won't always have to call the City Council, but in this particular case it was a very good idea because it gave them clues and facts about a situation that was bigger than just Gabriel's garden. After this explanation, have students discuss in pairs which ideas were good and which ideas weren't so good, according to them.

#### ICT Box

Remind students that logical reasoning can be practiced and perfected, and that a way to perfect it is by solving all kinds of riddles (logical, mathematical, linguistic, etc.). Go to the link provided and read some riddles to solve in class. If time permits, have them write the answers on a little piece of paper, collect all the pieces, and read them out loud to discover the right answer for each.

# Product and Assessing My Learning Process

## Product

### Enigma Inventory

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

- Invite students and teachers from other classes to see your work. You can also invite your parents or other family members.
- Display your Enigma Inventory where everybody can see it. If it is possible, you can display it outside your classroom. It can be useful to you and your classmates since you can see it and improve it.
- With your team, take turns presenting your work. Make sure everybody takes at least one turn to talk about your product.
- Read your Enigma Inventory and explain why you chose those past events. Revise the enigma you wrote the public to try to solve it again. See how many you can solve your enigma.
- Organize an Enigma Inventory contest. Vote for the Enigma Inventory that you like the most. Congratulate the winners.

Ask your classmates to give you feedback about the performance you had during the preparation and presentation of your Enigma Inventory.

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

Unit 1

### Enigma Inventory

As you may recall, in this unit students will participate in making an inventory. Read the instructions in the step aloud. First, ask them to work in the same groups they have worked in steps 1 and 2. Then, have them check the paragraph they had written about all the enigmas in previous steps. Next, have them think about the format (paper, font, pictures, etc.) and decoration. Finally, have them write the list of materials they will need to make it. So, they make it in the format they chose and share it with the class and other classes. This would be your third evidence in this unit; ask students to file it following the procedure you prefer. If they do not have the materials they can make it for homework.

### 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

Leaf through the activities in the 55 pages of this unit and choose the three activities that helped you the most to develop your English skills.

Activity	How it helped me

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

Lesson 1 (p. 134)		
In this lesson I learned to choose events from the past that include enigmas.	It was easy for me to choose interesting events from the past.	It was difficult for me to identify interesting events from the past that include enigmas.
Lesson 2 (p. 135)		
In this lesson I learned to formulate hypotheses to guess enigmas related to past events.	It was easy for me to formulate hypotheses to guess enigmas related to past events.	It was difficult for me to formulate hypotheses to guess enigmas related to past events.
Lesson 3 (p. 136)		
In this lesson I learned to describe the past (talk about enigmatic events).	It was easy for me to describe the past (talk about enigmatic events).	It was difficult for me to describe the past (talk about enigmatic events).

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. When you feel that you need to improve anything, keep on practicing. And don't forget to enjoy learning!

Unit 1 67

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.

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, 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



# What Makes Art, Art?

## Unit Overview

**Academic and Educational Environment**

**Communicative Activity**

Exchanges associated with specific purposes

**Social Practice of the Language**

To write agreements or disagreements to participate in a debate about art

**Achievements**

- Look for a topic of interest in various sources.
- Read texts and interpret general sense, key ideas, and details.
- Assess agreements or disagreements about a topic of interest for writing arguments.
- Participate in a debate.

**Vocabulary**

- achieve
- canvas
- deny
- epicenter
- fumes
- springboard
- surrealist
- tagger
- two-edged
- vandalism

**Language**

- Passive voice
- Possessive genitive
- Paraphrasing
- Useful phrases for a debate

**Learning to Learn**

Participating in a debate

**Audio**

Tracks 27-29

**Skills**

- Writing arguments
- Textual organization

**Reader's Book**

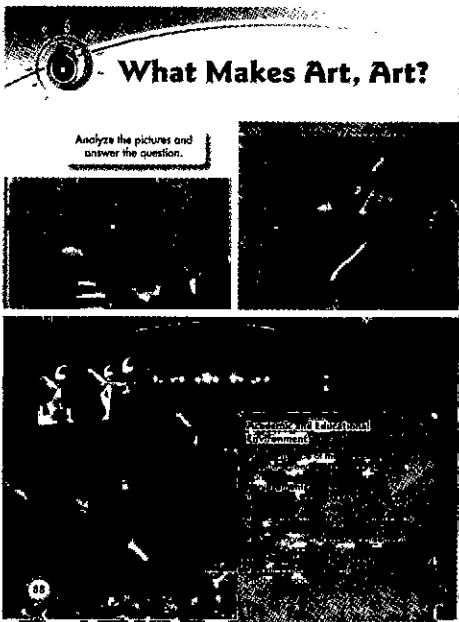
"Can We Define Art?" pp. 67-78, Track 50

**Product**

Debate

**Evaluation Tool**

Scale of Descriptive Assessment



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *What are all the pictures portraying?* (manifestations of the fine arts). Encourage students to talk about their artistic preferences.

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



Lesson 1

1. Work in teams. Read the following quote and discuss its meaning. Then, write your own definition of art.

"Art is the lie that enables us to realize the truth."  
Pablo Picasso

2. Look at the pictures. Write some lines to express your personal impressions about them.

3. Share your impressions with your class.

Engage students with the theme of the unit.

Reader's Book  
 Read pages 67-70 from the  
 Reader's Book.

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in public locations outside of the context where traditional art is exhibited. Read instructions aloud and give students some time to discuss their impressions in pairs and write them in the lines provided. Monitor to offer help if required.

### 3. Share your impressions with your class.

Invite students to read aloud their impressions about the pictures. If your class is too numerous, you may organize it into teams instead and give them some time to share while you monitor.



Tell students to read pages 67-70 in their Reader's Book and think about the answer to the following question: *How different is art from prehistoric times to Classical art?* They will discuss it in class the next day.

## Achievement

Look for a topic of interest in various sources.

## Teaching Guideline

Engage students with the theme of the unit.

## Development

### 1. Work in teams. Read the following quote and discuss its meaning. Then, write your own definition of art.

Organize the class into small teams. Read aloud Picasso's quote and, if necessary, invite students to use the dictionary to look up the meaning of unknown words. Once everybody has understood the quote, give teams some time to exchange opinions about it and to write their own definition. Monitor while they work, encouraging them to speak in English all the time. Invite each team to the front to share conclusions and their definition.

### 2. Look at the pictures. Write some lines to express your personal impressions about them.

To engage students with the theme of the unit, draw their attention to the pictures and ask: *What kind of art is this?* (street art). Explain that street art is created

**Lesson**

4. Skim the text to identify how it is organized and to analyze its graphic components. Share your impressions with your class.

**What Do You Think About Graffiti?**

**We can't deny Banksy is an artist.** He has painted graffiti all around the world creating an impact everywhere he goes. Recently, one of his murals was in danger on a disused bridge in Hull, England and the city council protected it. Do you think a city council would do that if it were not regarded as art?

**Brick Lane in London is considered the epicenter of street art.** Urban artists from different countries and the UK come here to paint, knowing that people will appreciate their art. Today, Brick Lane is one of the most important tourist attractions in London and a very lively location for art.

**Do you glorify graffiti?** You should ask yourself whether you would be happy to have your house covered with graffiti without your consent. Graffiti is far from being an art. An artist must study and develop a technique, these people only imitate original designs, affecting private property.

**Undoubtedly, painting graffiti is a dangerous activity.** In most countries, it is considered vandalism. Besides, it is usually done in visible locations like bridges or train tracks. Those who paint graffiti breathe in fumes from aerosol paint, affecting both their health and the environment.

**5. Listen and read the opinions from the article above. Identify text patterns and circle the sections that express ideas you agree with. Share your answers with the class.**

**Why is it important to identify text organization?** Identifying how a text is organized may help you understand what the author's purpose is. For example, persuasive texts often use problem-solution, cause-effect or compare/contrast patterns. So, always be ready to act or think in a specific way. If you identify an author's purpose, it will be easier for you to select texts that express ideas you agree with. For more information about this theme, go to page 179.

**Reader's Book:** How different is graffiti from traditional art?

**Unit 6**

**Achievement**

Look for a topic of interest in various sources.

**Teaching Guidelines**

- Review and select texts on controversial art topics.
- Recognize textual organization and graphic components.

**Development**

**Skills 179**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**4. Skim the text to identify how it is organized and to analyze its graphic components. Share your impressions with your class.**

Before students review the texts about controversial art topics, invite them to identify the glossary words and go to page 190 to check their definition. Then you could ask students to read quickly or superficially the text and observe how it is organized and its graphic

components. You could guide them by asking the number of sections, the number of pictures, where the text was taken from, etc. Then draw students' attention to the title, the colors, etc., so as to promote noticing of elements.

**5. Listen and read the opinions from the article above. Identify text patterns and circle the sections that express ideas you agree with. Share your answers with the class.**

You could invite students to predict the content of the texts (the ones that show the graffiti on the house and under the bridge will probably speak against graffiti, and the ones that show murals will probably speak in favor). Next play track 27 for them to follow the reading. Finally ask them to identify the text which they agree with. Monitor to check your students' stances on this topic. Ask students to share their opinions openly in the class.

**Learning to Learn 179**

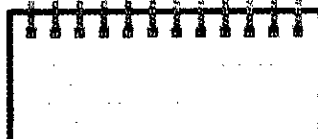
Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

Discuss the question related to the text from the Reader's Book. Have students find information about the characteristics of sculptures, architecture, and paintings produced in Ancient Greece (real body proportion, some use of perspective, refined and harmonious architecture). Tell them to describe and compare the pictures from pages 69 and 70. Ask them about the differences and have students share their opinions (answers may vary).



Lesson 7

6. Review the texts you agree with on the previous page and write an opinion of your own related to graffiti. As you did while working in Unit 1, make sure to express your reasons and include evidence and examples to support it. (179)



7. Share your opinion with your class. Praise classmates who wrote a well-founded opinion and offer support to the ones who have areas of opportunity.

I think it is great that...  
But you can improve if you...

8. Based on the opinions you all wrote, as a class, determine a topic for a debate on graffiti and who your audience will be. (179)

Topic: \_\_\_\_\_  
Audience: \_\_\_\_\_

9. Use different sources to perform research on the topic you chose. Considering the information you find, select the points to discuss during your debate; explain the reasons.

Points to Discuss	Reasons

Determine purpose and audience of the debate. / Detect points to discuss. / Assess the reasons of the discussion points. / Build an approach of your own. / Praise and encourage others to do the task.

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Time-to-Shine!

Which manifestations of street art can you see in your community?

**Learning to Learn**  
What is a debate? It is a discussion of a topic from two opposite sides. Some participants are in favor and some others are against. Its purpose is to convince the opposition to think the same as you do. For some tips on how to participate on a debate, go to page 179.

7. Share your opinion with your class. Praise classmates who wrote a well-founded opinion and offer support to the ones who have areas of opportunity.

Organize students to present their opinions in front of the class in turns. Instruct the class to pay attention carefully so as to be able to give feedback to their partners. This consists of supporting, praising or pointing out mistakes that could be corrected. This will promote communication, collaboration, and self-management skills.

Learning to Learn 179

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

8. Based on the opinions you all wrote, as a class, determine a topic for a debate on graffiti and who your audience will be.

You could make students aware of the different opinions there are in the class regarding graffiti. Some students could be in favor and some against. Therefore, you can suggest a debate for explaining the reasons more in detail. Ask them to work in pairs or small groups to select a topic for the debate. Then read aloud the instructions and ask teams to suggest statements to establish the topic of the debate. Write them on the board and ask students to vote for one. Once they have determined the topic, explain to them that, in this case, they will work in teams and the audience of the debate will be the rest of their classmates because they are just practicing. But after they have presented their product, they will have the opportunity to invite other groups if they wish.

9. Use different sources to perform a research on the topic you chose. Considering the information you find, select the points to discuss during your debate; explain the reasons.

Before the class, you could ask students to do some research on the topic. Tell them that they can find information from different sources: online, in books, in magazines, interviewing experts, etc. Organize the class into teams and ask them to share the information they brought. Then, students can work in their debate teams selecting the points to discuss and writing them and the reasons in the chart. Have them value the reasons for the discussion points. Monitor while teams work to check advance.

Achievement

Look for a topic of interest in various sources.

Teaching Guidelines

- Determine purpose and audience of the debate.
- Detect points to discuss.
- Assess the reasons of the discussion points.
- Build an approach of your own.
- Praise and encourage others to do the task.

Development

6. Review the texts you agree with on the previous page and write an opinion of your own related to graffiti. As you did while working in Unit 1, make sure to express your reasons and include evidence and examples to support it.

You could have students build an approach of their own by writing their opinion on graffiti. In this stage it is not important to include back up information, just suggest that they include reasons to explain. Monitor while students work individually to offer help if required. Ask the Time to Shine! box question and invite students to share.




**Lesson 1**

**Product Step 1 Debate**

In this unit, you will write arguments to participate actively in a debate with your classmates. In order to start, work as a class to perform the following tasks:

- Look for interesting art topics using different sources (online articles, printed magazines, books, etc.)
- Vote for your favorite topic to select one and establish the purpose of your debate.



- Identify the points that you consider important to discuss on that topic.

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- For homework, research the points you wrote and write the information on cards. File them in your portfolio.

**Self-evaluation**

Circle.

The strategies that helped me participate on the decision of the topic and the points to discuss were:

Analyzing texts on controversial art topics.	Defining my opinion on the topic.
Determining purpose and audience.	Listening to others' points of view.

If it was difficult for you to participate, take your time to build an approach of your own and feel confident to share it with others.

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**Differentiated Instruction**

**Activity 4, p. 90:** Use the **Choral Response Strategy** to assess this activity without singling students out; in this way, shy students will feel confident enough to participate.

**Activity 6, p. 90:** Use the **Stimulate Student Senses Strategy** to have them connect with the impressions graffiti gives them before writing their opinion. Tell them to close their eyes and recall the last time they saw some graffiti; have them recall the forms and colors, the general aspect of the place, the smells and sounds nearby, and finally have them connect with the sensations they felt while being there.

**Product**

**Debate**

In this unit, students will write arguments to participate actively in a debate with their classmates. In this lesson, students will suggest controversial art topics from the ones they read about for homework to choose one and establish their purpose for debating. Then, they will decide which points related to that topic they will include in their discussion.

For homework, they will research information related to the points they established and they will write it on cards. These cards will be your first evidence in this unit; ask them to file them following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

## Lesson

1 Listen to the text and circle information that may support your point of view and underline the one that opposes it.

The history of graffiti

The first drawings on walls appeared in ancient times. At 40,000 years ago, the ancient Egyptians drew pictures of their names and great deeds on buildings. Modern graffiti has its roots in Philadelphia in the early 1970s. It was a way for young people to express their feelings and ideas. At first, graffiti was just a name or a tag on a wall. But it soon became a form of art. Artists used spray paint to create colorful designs and messages. Some graffiti artists are famous around the world. They have been arrested many times for their work. In some cities, graffiti is illegal. In others, it is considered a form of public art. The history of graffiti is still being written today.

Score: \_\_\_\_\_

The history of graffiti is a form of art that has been around for thousands of years. It is a way for people to express their feelings and ideas. In some cities, graffiti is illegal. In others, it is considered a form of public art. The history of graffiti is still being written today.

2 Complete the paragraph using some of the information you circled and underlined.

I think that (personal opinion) \_\_\_\_\_

There is information that supports this, for example (information you circled) \_\_\_\_\_, although some people affirm that (information you underlined) \_\_\_\_\_.

3 Find someone who shares your opinion and compare your answers to the previous activity.

Detected information that supports or opposes an opinion / Make connections between an opinion and information that supports or opposes it.

Reader's Book Read pages 71-74 from the Reader's Book.

Unit 6 93

and information that supports or opposes it by working on this activity. Tell them that, as they read on page 179, when participating in a debate it is very important to be familiarized not only with the information that supports their opinion but also with info that supports the opposite opinion because in this way they can predict the arguments they may hear in order to prepare appropriate responses.

3. Find someone who shares your opinion and compare your answers to the previous activity. Read instructions aloud, tell students to stand up, and find a partner who shares the same opinion about graffiti. Once they have found him/her, they will exchange books to check their partner's answer to the previous activity. Explain to them that they will work with this person for the rest of the unit.

Tell students to read pages 71-74 in their Reader's Book and think about the answer to the following question: *Which artistic movement do you like the most?* They will discuss it in class the next day.

## Achievement

Read texts and interpret general sense, key ideas, and details.

## Teaching Guidelines

- Detect information that supports or opposes an opinion.
- Make connections between an opinion and information that supports or opposes it.

## Development

1. Listen to the text and circle information that may support your point of view and underline the one that opposes it.

Ask students to scan the text to identify glossary words and invite them to read their definitions on page 190. Then, read instructions aloud and play Track 28 for them to follow the reading and detect information that supports or opposes their opinion. Monitor while they work to check. Finally, encourage them to suggest words for their class glossary.

2. Complete the paragraph using some of the information you circled and underlined.

Students will make connections between their opinion

Lesson 1

4. Work in teams to share experiences.

Have you ever left comments expressing your opinion related to an online article or participated in online forums?

5. Work in pairs to read the online comments people wrote on the article from Activity 1. Circle expressions used to state arguments.

July 4, 2018 - 15:34 **Amaz0n0k US**  
In my opinion, graffiti can be beautiful to see when it's done as a message or artwork. It's done. Considered one of the best forms of graffiti art. I have seen it all over the world. It's colorful and different and different.

31 May 2018 - 08:19 **Tom\_5 US**  
From the point of view of graffiti as a new urban art, on one hand, some people view it as vandalism, but on the other hand, there are people who only think of it as art. In my opinion, the graffiti movement has been a great step in cleaning up graffiti and the color about 10 million people.

24 May 2018 - 21:45 **Alien33 US**  
I don't see that I don't like graffiti, and I would say that it's not just a matter of style, but also a matter of attitude. Some people are really into it, for example, Banksy, who is known for his street art.

May 12, 2018 - 10:00 **Joby700 US**  
I would say that I have always loved graffiti because I think it is really art. Of course, only in those cases in which graffiti artists are talented and have persistence to express themselves.

May 6, 2018 - 18:12 **Bill\_Bones US**  
It seems to me that graffiti is not vandalism, it is urban art. Unfortunately, here in Phoenix it is treated as such. According to police statistics, thousands of graffiti are done each year, so we can't see much around.

26 April 2018 - 18:34 **RoachKatz UK**  
I find the opinion that graffiti should have something to do with everyone and everyone by painting it on walls that everyone will see I think is not art. It's just a message. Don't let it be art.

6. Reread the texts from the previous activity to find differences between British and American English. Write them down following the example.

dreamt - dreamed

**Time to Shine!**

Can you find another difference between British and American English in the article from Activity 1?

94 Unit 6 Recognize expressions to state arguments / Distinguish differences between written British and American English. **Reader's Book** Which artistic movement do you like the most?

**Achievement**

Read texts and interpret general sense, key ideas, and details.

**Teaching Guidelines**

- Recognize expressions to state arguments.
- Distinguish differences between written British and American English.

**Development**

4. **Work in teams to share experiences.**  
Organize the class into small groups to discuss the question. Brainstorm on possible websites students know or participate in. Ask if on these sites they can express their opinions, and if they have ever done it. Then have them discuss in their groups. Monitor while they discuss and take note of the websites they mention. This can be useful to give proper feedback.
5. **Work in pairs to read the online comments people wrote on the article from Activity 1. Circle expressions used to state arguments.**  
Invite students to scan the texts to identify glossary words and give them some time to read their definitions on page 190. Then, tell students to get

together with their partner so they can recognize expressions to state arguments. Check orally and invite volunteers to use those expressions to state their own arguments. Finally, ask students: *Which of the six arguments are the strongest?* (the ones that include statistics, quotes, or examples that back up the opinions: SmartGirl, Tom\_5, Alien33, and Bill\_Bones).

**6. Reread the texts from the previous activity to find differences between British and American English. Look for other similar examples.**

Read instructions aloud and give pairs some time to distinguish differences between written British and American English. For the examples that are not included in the texts, they have a list of irregular verbs on page 188 from which they can select some options. Suggest that they use electronic devices to look for the past tense form in British English of the verbs they chose. Check by drawing the chart on the board and inviting students to write the answers. Read the question in the Time to Shine! box and praise the students who answer correctly.

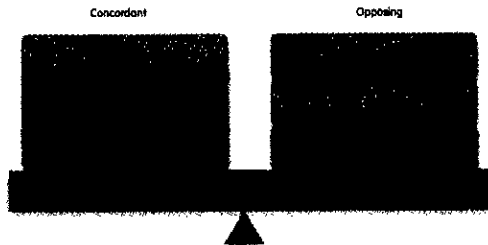
Discuss the question related to the text from the Reader's Book. Elicit from students a list of the movements mentioned on pages 71-74 (the Renaissance, Impressionism, Cubism, Surrealism) and write it on the board. Have them work in small teams to share their preferences. Ask them to say why they like that movement, and to mention their favorite artwork. They may research or at least look at pictures on the Internet so that they identify their favorite style.





Lesson

7. Work in pairs. Reread the opinions from Activity 5 on the previous page and use the graphic organizer to register key ideas that are concordant and opposing to your opinion.



8. Check the information you circled and underlined in Activity 1, page 93, also what you researched for homework, and from the previous activity to fill in the chart.

Information that Supports My Opinion	Information that Opposes My Opinion

9. Using the information from the chart in the previous activity, write one agreement and one disagreement. Follow the models provided in Activity 5.

Identify concordant and opposing key ideas. / Organize information that supports and opposes an opinion. / Select information to write agreements or disagreements.

Unit 6

95

8. Check the information you circled and underlined in Activity 1, page 93, also what you researched for homework, and from the previous activity to fill in the chart.

Read instructions aloud and explain to pairs that now they will organize information that supports and information that opposes their opinion from all the sources they have checked so far. Explain that this is the way they will have to do it when they work on their own to prepare their product: First, they should check as many sources as they can, take notes, and then organize that information so they can easily select it to build their arguments.

9. Analyze the information you wrote in the previous activity and circle what you can use to write agreements or disagreements.

Give pairs some time to select information to write agreements or disagreements. Tell them that, as with any other research they have performed, they should choose information that comes from reliable sources because that way they can back up their opinion and make their arguments stronger.

### Achievements

- Read texts and interpret general sense, key ideas, and details.
- Assess agreements or disagreements about a topic of interest for writing arguments.

### Teaching Guidelines

- Identify concordant and opposing key ideas.
- Organize information that supports and opposes an opinion.
- Select information to write agreements and disagreements.

### Development

7. Work in pairs. Reread the opinions from Activity 5 on the previous page and use the graphic organizer to register key ideas that are concordant and opposing to your opinion.

Tell students to get together with their partner to identify concordant and opposing key ideas in the texts from Activity 4. Explain to them that it will be very useful for them to have as much material as they can from both sides to be well prepared to discuss during the debate.

Lesson 3

**Product Step 2 Debate**

Remember that in this unit you will write arguments to participate actively in a debate with your classmates. In order to continue, do the following tasks individually:

- On a sheet of paper, organize the information you researched for homework in a chart as the one shown below:

Information that Supports My Opinion	Information that Opposes My Opinion

**Self-evaluation**

- Once I interpreted general sense, key ideas and details from texts, I could:
- Identify information that supports or opposes an opinion.
  - Make connections between my opinion and information that supports or opposes it.
  - Recognize expressions that helped me state my arguments.
- I was able to write agreements and disagreements using information that supports or opposes my point of view about the topic chosen.    yes    no
- If your answer was no, try different ways to organize the information you researched in different sources; graphic organizers, charts and mental maps may be useful to do it. Choose the one that you feel comfortable with.

**Differentiated Instruction**

**Activity 2, p. 93:** Use the **Individual Response Card Strategy** to help shy students participate without the fear of being heard. Tell them to copy their answers on a recycled sheet of paper and hand it to you. This way you will also be able to give individual feedback.

**Activity 8, p. 95:** Use the **Mini Lesson Strategy** if necessary to remind students how to evaluate the reliability of their sources (check which institution publishes the information, where it comes from, who the author is, when the information was published, what the author's intention is and if the publication is well-written).

**Product**

**Debate**

As you may recall, in this unit students will write arguments to participate actively in a debate with their classmates. In this lesson, they will organize the information they researched in a chart. As this activity will be done individually, monitor students closely to offer any help they may need. Remind them they should follow the same procedure they did while working in the activities of this lesson. This will be your second evidence in this unit; ask them to file it following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



How should I prepare myself to participate in a debate? You should prepare your arguments, which is a set of reasons that support your point of view. Start by writing the introduction and the statement. If the paragraph you write offers the importance of what you will defend and in the statement express your opinion. For more information about this theme, go to page 179.

## Lesson 3

1. Work in pairs to write the introduction and statement of your argument.

2. Paraphrase the information you wrote in the left column of the chart from Activity 8, page 95, to expand and explain your argument. Use a thesaurus to look up synonyms, and also the connectors you learned while working in Unit 3 to link your ideas.

What is paraphrasing and why is it important? Paraphrasing is putting the information that another person wrote in your own words. It is important because it shows you avoid plagiarism when you perform research work. For some tips on how to do it, go to page 178.

3. Use the information provided by texts you read in this unit and other consulted sources to fill in the chart. You may use what you write as proof for your argument.

How should I prepare myself to participate in a debate? It is important to include proof such as statistics, examples, and quotes to support your argument. For more information about this theme, go to page 179.

Statistics	Examples	Quotes

Write statements to express arguments in favor or against. / Paraphrase and/or choose information that explains, expands, and exemplifies the arguments. / Recognize the importance of synonyms and connectors in paraphrasing.

Reader's Book  
Read pages 75-77 from the Reader's Book.

Unit 6 97

## Achievement

Assess agreements or disagreements about a topic of interest for writing arguments.

## Teaching Guidelines

- Write statements to express arguments in favor or against.
- Paraphrase and/or choose information that explains, expands, and exemplifies the arguments.
- Recognize the importance of synonyms and connectors in paraphrasing.

## Development

### Skills 179

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

### 1. Work in pairs to write the introduction and statement of your argument.

Tell students to get together with their partner. Read instructions aloud and ask: *What kind of information*

*should you include in the introduction?* (information that expresses the importance of the message we will give). *And, what do you express in the statement?* (our opinion). Then, have pairs write their introduction and statements to express arguments in favor or against; tell them to make sure to include relevant information that may create an impact on the listeners. Monitor to check their work and provide feedback.

## Language 178

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

### 2. Paraphrase the information you wrote in the left column of the chart from Activity 8, page 95, to expand and explain your argument.

Explain to students that now they should back up the opinion they stated in the previous activity with information that explains and expands the arguments. In order to do this, they will use the information they have already chosen in the previous lesson, but they have to paraphrase it so as not to commit plagiarism. If possible, suggest that they use an online thesaurus to look up synonyms. If required, they may also check page 172 where they will find connectors they can use to link their ideas. Monitor while pairs work to check.

### 3. Use the information provided by texts you read in this unit and other consulted sources to fill in the chart. You may use what you write as proof for your argument.

You could draw students' attention to the chart and read the headings in each column. Then invite students to leaf either through the pages of the unit or in their consulted sources to choose statistics, information that exemplifies, and quotes to support their opinion. It is suggested that you explain that, in these cases, they may copy this information, but they always should mention the source.



Tell students to read pages 75-77 in their Reader's Book and think about the answer to the following question: *Why does the author think conceptual art is not art?* They will discuss it in class the next day.

**Lesson 1**

What can help me improve my style when writing my argument? I'll try to use pronouns to avoid repetition, passive voice to stress the topic, and possessive genitives to write understandable statements. I'll write information about these names. Go to page 175.

4. Work in pairs to write statements using the information from Activities 2 and 3. Use passive voice, appropriate pronouns, and possessive genitive. Follow the example.

Graffiti is controversial because it is made by artists who want to express themselves, but sometimes it can damage the property of other people.

5. Complete the statement to write a refutation using the information you wrote in the right column of the chart from Activity 8, page 95.

I know there are people who don't think like me because... but...

How should I prepare myself to participate in a debate? I should also include a rebuttal in my argument. In the past, I will give credit to your opposition before they challenge you. For more information about this theme, go to page 179.

6. Write a conclusion in which you leave "food for thought" for your audience.

To sum up, I think that...

How should I prepare myself to participate in a debate? Your conclusion will sum up the main points of your article. When preparing a topic, you should include material for your audience to reflect on. For more information about this theme, go to page 179.

**Time to Shine!**

Suggesting to participate in a debate.

Reader's Book: Why does the artist not conceptual art not art?

**Achievement**

Assess agreements or disagreements about a topic of interest for writing arguments.

**Teaching Guideline**

Value the use of passive voice, pronouns, and the possessive genitive to write clear and understandable statements.

**Development**

**Language**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Work in pairs to write statements using the information from Activities 2 and 3. Use passive voice, appropriate pronouns, and possessive genitive. Follow the example.

Tell students to get together with their partner. To have students value the use of passive voice, pronouns, and the possessive genitive to write clear

and understandable statements, read and analyze the example provided. Encourage students to use these structures to write their own arguments. Monitor to check their work.

5. Complete the statement to write a refutation using the information you wrote in the right column of the chart from Activity 8, page 95.

Ask students: *When do we use a refutation?* (when we argue against an opposing argument or point of view, because we want to prove that argument is wrong or false). Explain to students that a polite way to refute is to give credit to the opposition before challenging their stance. Read instructions aloud and have pairs write a refutation for their argument by completing the statement provided. Monitor to check and offer feedback.

6. Write a conclusion in which you leave "food for thought" for your audience.

Ask students: *What is "food for thought"?* (something that makes you think carefully). Give pairs some time to sum up their ideas and to think of a way in which they can make their audience reflect about the information included in their argument. Suggest that they use a question, a quote, an example, or a statistic. Monitor to check and provide feedback. Read the task in the Time to Shine! box and encourage students to share tips for debating, considering previous experiences they have had.



Discuss the question related to the text from the Reader's Book. Ask students to mention what the artistic movements before conceptual art have in common, according to the author (creative minds; peculiar representation of our world; aesthetic experience; mastering of abilities, techniques, hard work). Ask them if the author thinks conceptual art has any of these features (he thinks there are no physical skills involved in conceptual art, and it is an anti-aesthetic art form). Ask them if they agree or disagree. Have a small debate.



Language 178

Go to page 178 in the Activity Book and ask some volunteers to read aloud the useful phrases for a debate.

8. Listen to the beginning of a debate and analyze which phrases they use for the following purposes.

Explain to students that they will listen to the beginning of a debate so they may get an example of how to use the phrases provided in the Appendix of their books. Play Track 29 for them to perform the task. Then, play it again to check, pausing after each phrase is said.

9. Work in teams of five. Get organized and decide the rules to debate.

As students have been working in pairs throughout the unit to build their arguments, each pair will participate together in the debate. That means that there will be teams composed by two pairs and a moderator. The students who will play the role of moderators on each team will have to participate individually in the debate, so it is advisable that you ask advanced students to assume that role. Identify those students who support graffiti and those who oppose it. Then, organize teams in which there are students in favor and against. Have them write their names in the corresponding line in their books and decide the rules they will follow (number of interventions, time for each intervention, not to interrupt, listen respectfully, etc.).

10. Work in pairs to rehearse your arguments; include appropriate phrases for each purpose. Then, debate with your team.

Before starting the debates, invite students to take some time to work with their partner to rehearse their arguments. Tell them to make sure to include words or expressions to emphasize or qualify agreements or disagreements, neutral language, phrases to involve others, to ask for clarification or repetitions, to offer help to improve communication, and to offer feedback and summarize comments. Remind them they should also consider the use of prosodic resources and body language. Monitor while pairs rehearse to provide feedback. Finally, invite teams to present their debate.

Lesson

7. Write your argument using information you wrote in Activities 1, 4, 5, and 6. Use connectors to link statements in a paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Listen to the beginning of a debate and analyze which phrases they use for the following purposes.

- a. Introduce ideas: \_\_\_\_\_
- b. Emphasize: \_\_\_\_\_
- c. Express agreement: \_\_\_\_\_
- d. Express emotions: \_\_\_\_\_
- e. Ask for clarification: \_\_\_\_\_
- f. Paraphrase: \_\_\_\_\_

What phrases can I use when participating in a debate? There are particular phrases that you can use depending on your purpose. For example, to introduce an idea, you might say: 'I'd like to never guess... For more examples, go to page 178.'

9. Work in teams of five. Get organized and decide the rules to debate.

Moderator: \_\_\_\_\_

Students in favor: \_\_\_\_\_

Students against: \_\_\_\_\_

Number of interventions per side: \_\_\_\_\_

Time for each intervention: \_\_\_\_\_

10. Work in pairs to rehearse your arguments; include appropriate phrases for each purpose. Then, debate with your team.

Use connectors to link statements in a paragraph. / Use words or expressions to emphasize or qualify agreements or disagreements. / Use neutral language. / Involve others in a debate. / Ask for clarification or repetitions or offer help to improve communication. / Offer feedback and summarize comments.

Achievements

- Assess agreements or disagreements about a topic of interest for writing arguments.
- Participate in a debate.

Teaching Guidelines

- Use connectors to link statements in a paragraph.
- Use words or expressions to emphasize or qualify agreements or disagreements.
- Use neutral language.
- Involve others in a debate.
- Ask for clarification or repetitions or offer help to improve communication.
- Offer feedback and summarize comments.

Development

7. Write your argument using information you wrote in Activities 1, 4, 5, and 6. Use connectors to link statements in a paragraph.

Read instructions aloud and have students put together the information they have already written, using connectors to link statements in a paragraph. Monitor to check.

**Lesson 1**

**Product Step 3 Debate**

Remember that in this unit, you will write arguments to participate actively in a debate with your classmates. In order to continue, do the following tasks individually:

- Write an introduction for your argument.
- Write a statement to express your opinion.
- Write statements to back up your opinion paraphrasing information from the left column of the chart you filed in your portfolio. Include statistics, examples, and quotes.
- Write a refutation paraphrasing information from the right column of your chart.
- Write a conclusion.
- On a sheet of paper, write your argument using the information from this page. File it in your portfolio.

**Self-evaluation**

When preparing my argument, it was easy for me to:

- Write statements to express arguments in favor or against.
- Use passive voice, pronouns, and the possessive genitive to write clear and understandable statements.
- Paraphrase information that explains, expands, and exemplifies the arguments.

Other(s): \_\_\_\_\_

Circle  
I felt confident / insecure when participating in the debate.  
If your answer was "insecure," don't worry. It is common to feel that way when you are trying to express your ideas in a second language. Next time, check the structure of your argument and study it well. Make sure to have notes on hand in which you can include key ideas and useful language.

100 Unit 6

**Differentiated Instruction**

**Activity 7, p. 99:** Use the **Individualized Feedback Strategy** to offer more support and guidance to struggling students to write their arguments.

**Product, p. 100:** As some of your students might feel nervous about participating in the debate individually, you may use the **Three-minute Pause Strategy** to give them a few minutes to reflect on the skills they have acquired to write arguments and participate in a debate. After that time, ask volunteers to share their thoughts and encourage all students to feel confident about their participation in the debate, as they have already developed the abilities they need.

**Product**

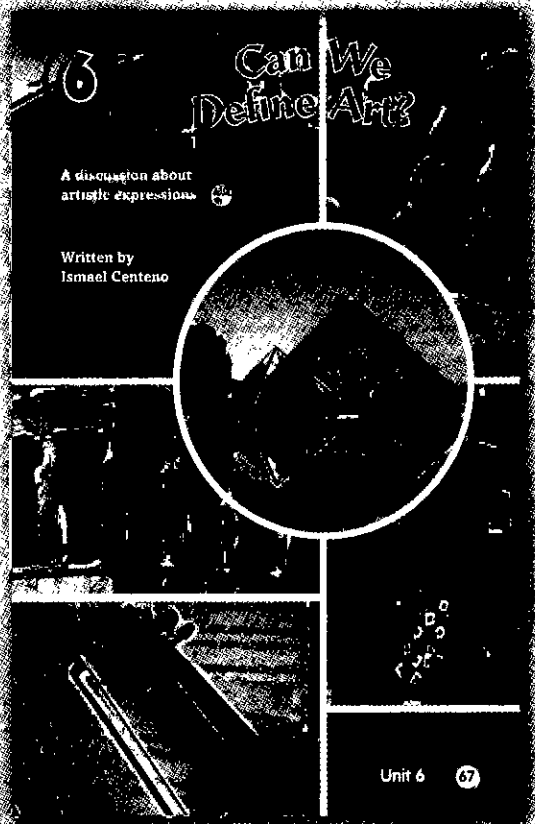
**Debate**

As you may recall, in this unit students will write arguments to participate actively in a debate with their classmates. In this lesson, they will write their arguments to participate in the debate following the same steps they did during this lesson. This will be your third evidence in this unit; ask them to file it following the procedure you prefer.

Organize teams of five students to debate. Ask volunteers to act as moderators and make sure to include two students in favor and two against on each team. Give them some time to agree on the number of interventions and the time they will have for each of them.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the article with your students and then do the following activities together.

- 1. Which artistic movement is the best to you? Classical art? Art from the Renaissance? Impressionism or Surrealism? Write some reasons for your choice. Then, have a small debate with a team.**

In order to choose their favorite artistic movement, tell students to reread the information about them individually; if possible, have them do some research about those artistic movements and look at pictures online. Then, they have to write some reasons why they chose it. Finally, arrange the class in small teams, and each one has to carry out a debate about which movement is the best.

- 2. What must a piece of art have in order to be considered a masterpiece? Discuss with a partner.**

Remind students that the text mentions techniques, materials, skills, creativity, and concepts as important elements of a piece of art. Tell them to think of other aspects that a work of art must have in order to be considered art. Mention that they can give examples of the masterpieces they know and like.

Do the following activities to support this unit's social practice of the language: To write agreements or disagreements to participate in a debate on arts.

- 1. Which artistic movement is the best to you? Classical art? Art from the Renaissance? Impressionism or Surrealism? Write some reasons for your choice. Then, have a small debate with a team.**

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- 2. What must a piece of art have in order to be considered a masterpiece? Discuss with a partner.**

- 3. Is conceptual art real art? Have a class debate.**

#### ICT Box

← → <https://bit.ly/2C3lgAo>

If you want to know more about Modern Art, go to the link provided.

- 3. Is conceptual art real art? Have a class debate.**

Remind students that in conceptual art what matters the most is an idea and a particular context, not the techniques and materials. Ask them to find examples of conceptual art online so they may have an opinion about it. Then, they have to write reasons for and against considering conceptual art as real art. Finally, carry out a debate with the whole class. Divide the board into "For" and "Against," and write the best ideas there.

#### ICT Box

Tell students to browse through the list on the website and click on an image that catches their attention. More information will appear. Tell them to skim the text. Then, on a chart, have them write what the movement is about or its characteristics, an artist that belongs to that movement, and a piece of art. They also have to find the picture of that work of art so they can show and describe it to a partner.

# Product and Assessing My Learning Process

## Product

### Debate

Now it's time to debate. But before, do the following activities:

- **Check your arguments.**  
Does it...  
...introduce your argument mentioning the importance of your message?  
...express your opinion clearly?  
...provide the right information to back up your opinion?  
...refer to your opposition before stating your stance?  
...include a conclusion?  
...include something that is hard to disagree!
- **Check your verbal language.**  
Do you use concrete appropriate justifications for different positions?  
Do you sound OK? Are you showing your fans? Is your rhythm comfortable? Is your tone clear?  
Are there any necessary changes?
- **Check your non-verbal language.**  
Are you conscious of your body posture? Are you considering eye contact? Did you try to include gestures?  
Do you try to adjust?
- **Be ready to participate actively in your debate.**  
Listen respectfully and be respectful.  
Learn from different opinions!

As a team, it is important to give you feedback about the performance you had during your participation in the debate. Follow the example from Unit 1 (p. 22).

Notes	I liked very much that you...	I suggest that you...

### Debate

Tell students that they will have five minutes to check their arguments, as well as the verbal and non-verbal language they will use to participate in the debate following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their participation based on what you observed during the unit. Once students are ready, invite teams to present their debate. 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 considered 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.

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 88 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

1. Review the activities in the **Debate** subproduct 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.


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

Lesson 1 (p. 22)		
In this lesson I learned to prepare various sources to select a topic and points to discuss in a debate.	It was easy for me to prepare various sources.	It was difficult for me to select the right points.

Lesson 2 (p. 90)		
In this lesson I learned to integrate my ideas and details from the texts to write agreements and disagreements.	It was easy for me to integrate my ideas and details from the texts to write agreements and disagreements.	It was difficult for me to integrate my ideas and details from the texts to write agreements and disagreements.

Lesson 3 (p. 100)		
In this lesson I learned to prepare agreements and disagreements to participate in a debate.	It was easy for me to prepare agreements and disagreements to participate in a debate.	It was difficult for me to prepare agreements and disagreements to participate in a debate.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve. Always plan your work and work your plan to have good results!

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.

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, 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 argument's introduction states the importance of the message clearly.					
2. The argument's statement expresses the opinion clearly.					
3. The argument includes quotes, examples, and/or statistics that back up the opinion.					
4. The argument includes paraphrased information from different reliable sources.					
5. The argument's refutation gives credit to the opposition.					
6. The argument's refutation challenges the opposition stance.					
7. The argument's conclusion leaves "food for thought."					
8. The student used prosodic resources appropriately during the presentation of his/her argument.					
9. The student used non-verbal language to reinforce his/her ideas.					
10. The student listened respectfully and attentively to his/her classmates during the debate.					



# How Should We React to Unexpected Situations?

## Unit Overview

### Family and Community Environment

#### Communicative Activity

Exchanges associated with information about oneself and others

### Social Practice of the Language

To interpret and provide descriptions of unexpected situations in a conversation

#### Achievements

- Listen to and assess descriptions of unexpected situations shared in an oral exchange.
- Interpret general sense, main ideas, and some details.
- Describe unexpected events.

#### Vocabulary

- baggage
- calm down
- cheer up
- crowded
- get rid of
- literally
- sneakers
- spill the beans
- stuff
- take it easy

#### Language

- Direct and indirect speech
- Double negatives
- Useful phrases to repair communication breakdowns
- More adverbs

#### Learning to Learn

Tips for dealing with unexpected situations

#### Audio

Tracks 30-35

#### Skills

Tips to keep the attention of your audience

#### Reader's Book

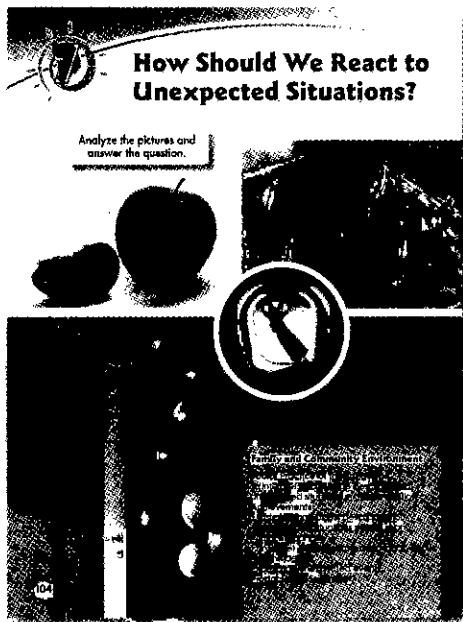
"Expect the Unexpected" pp. 79-92, Track 51

#### Product

Oral Testimony

#### Evaluation Tool

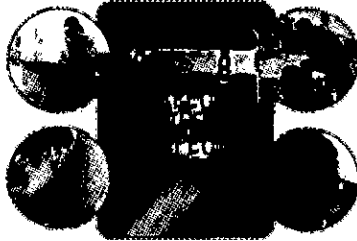
Control Questionnaire



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 all show unexpected events). Explain that obviously in real life we will never see a giraffe head through an airplane window or an orange inside an apple (these pictures are only showing the concept of an unexpected event), but that we can certainly meet with unexpected situations (like the others) that will demand our response.

Organize the class into teams of three and read aloud the title: *How should we react to unexpected situations?* Give them a few minutes to discuss their answers. Ask one person from each team to share their answers.

1. Work in teams. Create a story for the picture you are assigned.



2. Tell your story in front of the class. Listen attentively to the stories of other teams and write notes about details that caught your attention. Comment on your classmates' stories.

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

Reader's Book  
Read pages 79-83 from the Reader's book.

Unit 7 105

few minutes, invite them to share their stories with the class.

2. Tell your story in front of the class. Listen attentively to the stories of other teams and write notes about details that called your attention. Comment on your classmates' stories.

You could organize students according to the picture you assigned in the previous activity. Then, give them some minutes to share their stories in these teams. After some minutes, you could ask them to choose a team member to tell one of the stories to the rest of the class. Ask them to give as many details as they can. Encourage all of them to be very respectful and attentive when listening to their classmates' telling their stories. Instruct them to pay attention and decide if the story is related to the photo and to think what they would do in a similar situation. Accept all answers and comments on each other's stories.



Tell students to read pages 79-83 in their Reader's Book and think about the answer to the following question: *How would you feel if you missed a flight?* They will discuss it in class the next day.

## Achievement

Listen to and assess descriptions of unexpected situations shared in an oral exchange.

## Teaching Guideline

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

## Development

1. Work in teams. Create a story for the picture you are assigned.

Draw students' attention to the pictures. Read aloud: "Expect the Unexpected" and ask: *What does that phrase mean?* (that unexpected events may take place at any time so we should always be alert). Ask volunteers to describe each of the pictures and invite the class to describe the situations (a man who lost his train, a girl who fell from a stool and hurt her leg, a woman who received a surprise in a box, a young man who received an unexpected visit). Organize the class into teams and assign each team one of the four pictures. Invite them to make up a story for their picture including as many details as they can; tell them not to forget to say how the person felt when living that situation. Monitor while teams work and after a



Lesson 1

3 Listen to the beginning of the dialogue and analyze in pairs which is the best answer for each question.

- a Where are the kids? \_\_\_\_\_ very angry and frustrated
- b What are they talking about? \_\_\_\_\_ at school
- c How does the girl feel? \_\_\_\_\_ to calm her down and cheer her up
- d What is the boy's purpose? \_\_\_\_\_ the results of an exam

4 Listen to the complete dialogue. Underline the parts where the voice volume goes up and draw a rectangle around the parts where the voice pitch goes up.

— I can't believe it! This cannot be happening to me!  
 — Are you okay?  
 — Of course not! I spent all week long studying for this exam and I failed it!  
 — Don't worry! It's not that bad: the teacher said that if your grade was low, you could take the exam again.  
 — I feel so frustrated! I didn't expect that! If I fail Math, my parents won't give me permission to go out. I will not be going nowhere!  
 — Calm down, I will help you study.  
 — Really?  
 — Of course! Take it easy and let's go for a sandwich!  
 — I don't feel like eating.  
 — Listen: take a deep breath, relax, and eat: then, we will study.  
 — OK, you're right! I will not change anything by behaving this way.  
 — Let's go, we have no time to lose... because after we have finished with Math, you will help me study History.  
 — It's a deal!

5 Scan the conversation to notice two examples of double negatives. With a partner, read them aloud and correct them. Share with your class if the absence of the double negative changed your impression about the girl's attitude.

**What is a double negative?**  
 It happens when two negative terms are used in the same sentence. For example, I do not need anything for more examples. Go to page 190.

6 Work in teams to talk about unexpected experiences you have had at school. Share how you reacted.

**Reader's Book**  
 How would you feel if you missed a fight?

**Time to Shine!**  
 Describe a context, a situation, responses to unexpected events.

Anticipate topic, purpose, and intended audience based on contextual clues / Identify attitudes and emotions / Consider register and acoustic features / Notice syntactic particularities of English: absence of double negative

Achievement

Listen to and assess descriptions of unexpected situations shared in an oral exchange.

Teaching Guidelines

- Anticipate topic, purpose, and intended audience based on contextual clues.
- Identify attitudes and emotions.
- Consider register and acoustic features.
- Notice syntactic particularities of English: absence of double negative.

Development

3. Listen to the beginning of the dialogue and analyze in pairs which is the best answer for each question.

Explain to students that to match the columns, they will listen to the beginning of a dialogue about an unexpected situation. Before they listen, have them identify the glossary words and invite them to go to page 190 to check their definitions. Tell them that both are phrasal verbs, which are commonly used in English by native speakers to indicate an action; in this case, both phrasal verbs can be split, and in the middle a pronoun is placed. Play Track 30 for them to anticipate

topic, purpose, and intended audience based on contextual clues and to identify participants' attitudes and emotions. Check orally.

4. Listen to the complete dialogue. Underline the parts where the voice volume goes up and draw a rectangle around the parts where the voice pitch goes up.

To have students value register and acoustic features, elicit what volume and pitch are in terms of spoken language (volume: the sound level of your voice; pitch: the height or the depth of your voice; someone speaking with a high pitch has a sharp, squeaky voice, while someone speaking with a low pitch has a deep voice). Invite volunteers to emit sounds using high/ low volume and pitch. Once you're sure they have the concepts clear, read instructions aloud and play Track 31 for them to perform the task in pairs. Check orally. Ask the question in the box and go to the Appendix if students need more clarification.

5. Scan the conversation to notice two examples of double negatives. With a partner, read them aloud correct them. Share with your class if the absence of the double negative changed your impression about the girl's attitude.

You could ask students to read the conversation carefully in order to detect the examples of double negative. Have students work in pairs to find and correct these sentences. Monitor and help if necessary. After some minutes, check as a class. Then, explain that even though its use is grammatically incorrect, because by using negative and negative you are making the sentence positive, in informal contexts it is very common because it is a way to emphasize the negative point. That is the case of the girl in the conversation, who is expressing her anger using this feature.

6. Work in teams to talk about unexpected experiences you have had at school. Share how you reacted.

Organize the class into teams and give them some time to share their experiences while you monitor to encourage them to speak in English. Read the task in the Time to Shine! box and praise students who answer.



Have students recall an unexpected situation that happened to them and have them discuss it in groups. Then, ask them the question and have them discuss and compare the different reactions and feelings in the same groups. Finally, have them discuss how their unexpected situations were similar or different to the one presented in the text.



Lesson 7

7. Listen to the conversation and answer the questions. Share and compare your answers with a partner.

Where are they?	Who is speaking?	Who is listening?	What are they doing?
Which details gave you clues to answer?			

8. Read another version of the same unexpected situation. Then, read the description given by the woman and underline how each of them described the main event.

Man	Woman
We had been standing and waiting for some time in front of the baggage carousel when we realized our suitcases were not there. At the beginning, they couldn't tell us if our baggage was delayed or lost. It was awful, we had to fill in a form and stay in the airport for hours. Finally, they told us it was apparently lost. I had my favorite sneakers in there! I couldn't be more angry.	Well, unexpected situations sometimes are not as bad as they seem. After a while of standing and waiting in front of the baggage carousel, we realized that our suitcases were missing. When we reported it, the airline personnel were very nice to us. We just had to follow a very simple procedure and they paid us \$3,500 for each lost suitcase. I was really happy because I got rid of my old stuff and could buy some new clothes!

9. Work in pairs. Fill in the Venn Diagram to distinguish similarities and differences in both descriptions.

8. Read another version of the same unexpected situation. Then, read the description given by the woman and underline how each of them described the main event.

Tell students that now they will read another version of the same event that was described in the previous activity. First, have them read the text in the left column. Then, tell them to read the text in the right column, which corresponds to what they already heard. Have them underline the description of the main event in both texts and to distinguish two different ways of describing unexpected situations. Ask: *How do they refer to time?* (We had been standing and waiting for some time... when we realized... / After a while of standing and waiting..., we realized...). *How do they express what happened?* (...our suitcases were not there. / ...our suitcases were missing.). Finally, ask students to check the meaning of the glossary words on page 190.

9. Work in pairs. Fill in the Venn Diagram to distinguish similarities and differences in both descriptions.

Organize the class into pairs, read instructions aloud, and have them perform the task. Monitor to provide help if required. Check orally and ask: *What was the main difference between the two versions?* (the attitude of the person toward the unexpected event).

**Achievement**

Interpret general sense, main ideas, and some details.

**Teaching Guidelines**

- Interpret contextual clues.
- Distinguish ways of describing unexpected situations.

**Development**

7. Listen to the conversation and answer the questions. Share and compare your answers with a partner.

You could ask students to read the questions silently or read them together to check that they understand their meaning. Then, explain that they will listen to a conversation and that they will have to pay attention to sounds and tones of voices to be able to answer the questions (contextual clues, voices, etc.). Tell them that they have to interpret the clues. Play track 32 once and ask for answers; if necessary, play it again. Check answers as a class.



Lesson 1

# Product Step 1 Oral Testimony

In this unit, you will prepare and share an oral testimony of an unexpected situation you have been through. In order to start, work in pairs to do the following activity:

- Fill in the chart with interesting unexpected situations you have been through. Copy it on a sheet of paper and file it in your portfolio.

Unexpected Situation	Place	Who Was with You?	How Did It Make You Feel?	How Did You React?

### Self-evaluation

The strategies that helped me listen to descriptions of unexpected situations were:

- Paying attention to contextual clues.
- Recognizing attitudes and emotions.
- Identifying the register of the conversations.
- Paying attention to the tone, pitch and volume.

Other(s): \_\_\_\_\_

It was easy / difficult for me to interpret main ideas and details when I listened to the descriptions of unexpected situations. If you found it difficult, an easy way to start is focusing your attention on contextual clues such as ambient sounds: they will give you an idea of the situation in which the conversation is taking place.



### Differentiated Instruction

**Activity 2, p. 105:** Use the **Stimulate Student Senses Strategy**. After reading instructions, tell students to close their eyes and try to imagine that they are living the situation they chose. Have them remember images, conversations, and every sensation they had when they lived it. Then, give them some time to draw trying to include it all.

**Activity 4, p. 106:** Use the **Choral Response Strategy** to check by asking students to repeat the sentences using the same pitch and volume with which they heard in the dialogue. This will help shy students practice changes of volume and pitch for their own presentation.

### Product

#### Oral Testimony

In this unit, students will prepare and share an oral testimony of an unexpected situation they have been through. In this lesson, they will start thinking which situation to share. Organize the class into pairs and tell them to use the chart to write relevant information about different unexpected situations 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

You could read the statements in the box together to make sure everybody understands what they need to self evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



## Lesson

1. Work in pairs to order the conversation. Then, listen to check.
- We didn't know that, but it was great! We learned a lot about our traditions, for example, we saw *chinelos* dancing!
  - So you preferred to stay there than to spend more time with us...
  - Excuse me?
  - Yes, every time we come to Zocalpan from Mexico City we usually stop in Xochimilco, to eat some ice cream, but unfortunately today...
  - Don't worry, son, there's still some broccoll soup for you. I'm sure that's exactly what you need after this unexpected event.
  - I'm not sure I get your point, Mom...
  - The food was delicious... I mean, we didn't prefer to stay there, it's just that there was no way out, the streets were extremely crowded and we were literally trapped. We couldn't come earlier.
  - Dad told us that it was better to eat there. I think he doesn't like Grandma's soup...
  - What happened to you? Why are you so late?
  - Because of *Niñaopa*.
  - Yes, he said, "These *gardíras* are much better than Grandma's broccoll soup!"
  - Ahem! As I told you, it was impossible for us to come earlier.
  - Today was the *fiesta* of *Niñaopa*. It's a traditional festivity they have there every year, precisely on February 2nd to celebrate *La Candelaria*.

2. Work in pairs. Write a list of the participants in the conversation from the previous activity. Circle the ones that change their attitude according to the situation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Reread the conversation to identify when direct and indirect speech are used. Compare the effect each of them causes.

**What is the difference between direct and indirect speech? Direct speech is used when you repeat the exact words of other people's talk. For example, "I cannot understand," he said. When you use indirect speech, you report what another person said, for example: He said he couldn't understand. For more information about this theme, go to page 180.**

### Time to Shine!

- Mention some traditional festivities held in or near your town.

**Reader's Book**  
Read pages 84-87 from the Reader's Book.

Determine sequence of enunciation / Analyze changes in style according to situation and context / Compare direct and indirect speech

Unit 7 109

## Achievement

Interpret general sense, main ideas, and some details.

## Teaching Guidelines

- Determine sequence of enunciation.
- Analyze changes in style according to situation and context.
- Compare direct and indirect speech.

## Development

1. **Work in pairs to order the conversation. Then, listen to check.**  
Invite students to scan the text to identify glossary words and ask them to read their definition on page 190. Then, organize the class into pairs and give them some time to determine sequence of enunciation of the conversation, play Track 33 and have them check their answers.
2. **Work in pairs. Write a list of the participants in the conversation from the previous activity. Circle the ones that change their attitude according to the situation.**  
Organize the class into pairs. Tell them to reread the conversation in order to write their lists; suggest that

they give the characters generic names (like the ones indicated in the possible answers). Explain to students that during the conversation there are two characters who changed their attitude and, consequently, the style with which they speak. Challenge pairs to analyze changes in style according to situation and context by identifying them.

## Language 180

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

3. **Reread the conversation to identify when direct or indirect speech are used. Compare the effect each of them causes.**

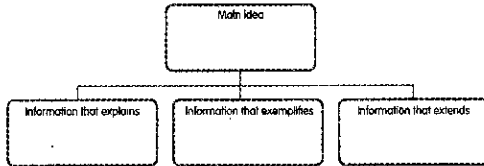
You could ask students to go back to Activity 1 and identify the sentences that use direct and indirect speech. If necessary, read the direct speech or/and indirect speech examples aloud to help students notice the difference. Then have them compare what the effect in realism their use has. Check orally. Read the task in the Time to Shine! box and invite students to share answers, encouraging them to give details about the festivities or celebrations.



Tell students to read pages 84-87 in their Reader's Book and think about the answer to the following question: *What do you think is going to happen in the circus?* They will discuss it in class the next day.

Lesson 1

4. Work in pairs. Reread the conversation in Activity 1 and fill in the graphic organizer.



5. Work in pairs. Listen again and match each participant to his/her intention.

- a. She wanted to explain why they were late.
- b. She wanted to spill the beans about his father's food preferences.
- c. He wanted to report what his father said and express his own thoughts.
- d. She wanted to know why they were late and then to play a joke on her son.
- e. He wanted to show that he was upset about the delay.
- f. He didn't want his mother to know about his food preferences.

4. Work in teams. Discuss what you did to detect the intentions of each participant and write the steps to follow.

How to Detect Intentions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Identify main ideas and information that explain, extend, and exemplify them. / Evaluate intentions of participants

Reader's Book  
What do you think is going to happen in the circus?

to match the columns, play Track 34 for them to listen to the conversation again so they can evaluate the intentions of the participants from the conversation. Check orally and invite volunteers to share an experience in which they have "spilt the beans."

6. Work in teams. Discuss what you did to detect the intentions of each participant and write the steps to follow.

Organize the class into small teams by joining two pairs together. Have them share the strategies they followed to evaluate the intentions of each of the participants in the conversation and agree on a procedure that may be followed to perform that same task with other conversations. Monitor while teams work to provide feedback and check their work.

Discuss the question related to the text from the Reader's Book. Ask students if a stranger has ever approached them. Have them share in pairs if they think what the kids did was right or wrong, and why. Then, have them imagine what is going to happen inside the circus and develop a little story.

**Achievement**

Interpret general sense, main ideas, and some details.

**Teaching Guidelines**

- Identify main ideas and information that explain, extend, and exemplify them.
- Evaluate intentions of participants.

**Development**

4. Work in pairs. Reread the conversation in Activity 1 and fill in the graphic organizer.

Ask students to go back to the previous page to reread the conversation so they can identify main ideas and information that explain, extend, and exemplify the main ideas to fill in the graphic organizer. Monitor while pairs work to provide any help they may need and to check their work.

5. Work in pairs. Listen again and match each participant to his/her intention.

Students will continue working in pairs to perform this task. Draw students' attention to the idiom *spill the beans*; ask them to go to page 190 to check its meaning and invite them to think of an equivalent expression in Spanish (*soltar la sopa*). Then, in order





Lesson

7. Work in pairs. Listen to the conversation one more time to fill in the graphic organizer.

The participant who adjusted speed was:	The purpose of this strategy was to...
The participant who adjusted volume was:	The purpose of this strategy was to...

8. Reread the following fragment of the conversation from page 109. Circle the sentence that negotiates meaning and underline the one that reformulates the idea to make it clearer.

- Because of Niitopa.
- Excuse me?
- Yes, every time we come to Zacualpan from Mexico City we usually stop in Xochimilco, to eat some ice cream, but unfortunately today...

**What is a communication breakdown?** It refers to a situation in which two or more people are trying to exchange information and they fail to do it. If that happens to you, you may use strategies to make it such as negotiating meaning and reformulating ideas. For more information about this theme, go to page 180.

9. Work in pairs. Go back to the conversation on page 109 and identify another reformulated idea. Work with a partner to write both ideas using direct speech.

	First Idea	
	Reformulated Idea	

10. Work in pairs to look for another sentence in the conversation on page 109 that negotiates meaning due to lack of understanding. Write it down.

Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning.

**Achievement**

Interpret general sense, main ideas, and some details.

**Teaching Guideline**

Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning.

**Development**

7. **Work in pairs. Listen to the conversation one more time to fill in the graphic organizer.**

Explain to students that they will listen to the conversation from Activity 1 once again, but this time to recognize the strategies that some of the participants use to adjust volume and speed. Draw their attention to the graphic organizer and play Track 35 for them to fill it in. Check by drawing it on the board and asking volunteers to write the answers.

**Language**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

8. Reread the following fragment of the conversation on page 109. Circle the sentence that negotiates meaning and underline the one that reformulates the idea to make it clearer.

You could have students working in pairs to help each other and recognize both examples. Check answers orally. To check concept, ask: *Why does he negotiate meaning? Why does he reformulate the idea?* (To show he did not understand; because he realized he had said something he was not supposed to say.)

9. **Work in pairs. Go back to the conversation on page 109 and identify another reformulated idea. Work with a partner to write both ideas using direct speech.**

Organize the class into pairs. Ask them to go back to page 109 and reread the conversation so as to find examples of ideas that have been reformulated. Then ask them to change them into indirect speech and write them down in the space provided. Monitor walking around to offer help if required. Then give students time to practice in pairs to say the sentences using both direct and indirect speech. Give them some minutes and then check orally.

10. **Work in pairs to look for another sentence in the conversation on page 109 that negotiates meaning due to lack of understanding. Write it down.**

To vary the activity, you could ask students to perform the conversation following the "read and look up" technique. Ask them to work in the same pair accommodation and play one of the roles in the conversation. Then they read the line in silence and when they say it, they look at their partner, trying to recall it. These will help them work on fluency. Once they finished performing the conversation, ask them to find another example of negotiating meaning to write it down on the space provided. Give them time and then check as a class.

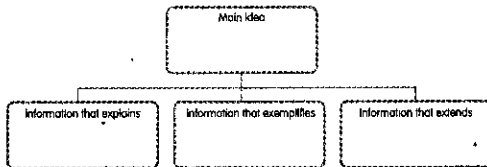


Lesson 3

**Product Step 2** Oral Testimony

Remember that in this unit you will prepare and share an oral testimony of an unexpected situation you have been through. In order to continue, work in pairs to do the following activities:

- Go to page 108 and choose one of the unexpected situations you mentioned in the chart.
- Fill in the graphic organizer with information about the situation you chose. Include as many details as you can to describe it. Copy it on a sheet of paper and file it in your portfolio.



**Self-evaluation**

The strategies that helped me interpret general sense, main ideas, and some details were:

- Compare direct and indirect speech.
- Evaluate intentions of participants.
- Identify main ideas and information that explain, extend, and exemplify them.

Other(s): \_\_\_\_\_

How can I improve this ability? \_\_\_\_\_

**Differentiated Instruction**

**Activity 4, p. 110:** Use the **Individualized Feedback Strategy** to help struggling students identify the information they need to fill in the graphic organizer. It is important to offer them support in this guided activity as this is the model they will use later on to write their own information in a similar semi-guided activity (Lesson 3) and in a free one (product).

**Activity 6, p. 110:** Suggest that teams use the **Flow Map Strategy** to visualize the procedure they followed to detect the participants' intentions.

**Product**

**Oral Testimony**

As you may recall, in this unit students will prepare and share an oral testimony of an unexpected situation they have been through. In this lesson, they will write descriptive sentences about the main event, its reasons, examples, and details. In order to do so, they will fill in a similar graphic organizer to the one they worked with in Activity 4 (page 110). Monitor while they work and offer help when required. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



## Lesson

1 Work in pairs. Leaf through the pages of this unit and select three words or expressions that you can use to talk about an unexpected event. Fill in the chart.

Word or Expression	Sentence

2 Work in pairs. Think about an unexpected situation you have been through together and answer the following questions with information about it.

- Where were you?  
\_\_\_\_\_
- Who was with you?  
\_\_\_\_\_
- What happened that was not in your plans?  
\_\_\_\_\_
- How did it make you feel?  
\_\_\_\_\_
- How did you react?  
\_\_\_\_\_

**Learning to Learn**  
Which is the best way to react to unexpected events? When facing an unexpected event, breath deeply and think carefully what you should do. For some tips on how to react to unexpected events, go to page 181.

3 Recall some of the dialogues/conversations that took place during the unexpected event you chose. Decide with your partner which the best way to report them is. (a)

"Help!" she exclaimed.  
or  
She asked for help.

**How do I decide if I use direct or indirect speech to report conversations?**  
Use direct speech if you want to stress a sentence or phrase. Indirect speech can be used to report dialogues and conversations that are not very relevant. For more information on how to do it, go to page 180.

Make the most of repertoires of words and expressions to construct meaning / Respond to questions to formulate descriptions / Change direct speech into indirect speech and vice versa

**Reader's Book**  
Read pages 88-91 from the Reader's Book.

Unit 7 113

## Achievement

Describe unexpected events.

## Teaching Guidelines

- Make the most of repertoires of words and expressions to construct meaning.
- Respond to questions to formulate descriptions.
- Change direct speech into indirect speech and vice versa.

## Development

1. **Work in pairs. Leaf through the pages of this unit and select three words or expressions that you can use to talk about an unexpected event. Fill in the chart.**

Students will work in pairs to choose words and expressions that they think they might use when giving their own oral testimonies. They will write sentences using them to make the most of these repertoires of words and expressions to construct meaning.

## Learning to Learn 181

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to Appendix if needed.

2. **Go back to page 105 to recall the unexpected situation you drew in Activity 2. Answer the following questions with information about it.**


Have students go back to page 105 to recall the situation they drew. Tell them to work with the same partner with whom they worked on page 105, Activity 2, to respond to questions to formulate descriptions about that experience. Monitor while they work to provide any help they may need and to check.

## Language 180

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

3. **Recall some of the dialogues/conversations that took place during the unexpected event you chose. Decide with your partner which the best way to report them is.**

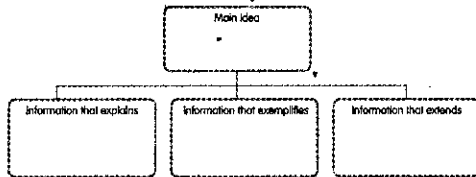
To involve students in the activity, you could tell students a personal anecdote where something unexpected happened to you (it could be funny). Include what you said and was said; that way they will know what you expect them to do next. Now, ask students to recall what they said or were said when an unexpected event they chose happened to them. Encourage them to reproduce those exchanges using direct and indirect speech. Then have them change their oral exchanges from direct into indirect and vice versa. This will help them decide what the best way to report them is. It is very important that students write both sentences (direct and indirect speech) to compare and decide what way it is better or the differences of using one or the other.

 Tell students to read pages 88-91 in their Reader's Book and think about the answer to the following question: *What would you have done if that had happened to you?* They will discuss it in class the next day.



Lesson 3

4. Work in pairs; use the information you wrote in Activities 2 and 3 to fill in the graphic organizer. Use adverbs to include details. (15)



5. Write down details that can make your description more vivid. Use adjectives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Work in teams to give an oral testimony of your unexpected event. Improvise adding details you didn't prepare. Monitor your classmates' volume, rhythm, diction, and intonation.

	Volume		Rhythm			Diction		Intonation		
	Too high	OK	Too low	Too fast	OK	Too slow	OK	Needs practice	Conveys emotions	Doesn't convey emotions
Evaluation										
Comments										

7. Check the feedback you received and, for homework, make necessary adjustments to your volume, rhythm, diction, and intonation.

114 Unit 7

Include adjectives and adverbs in descriptions. / Produce spontaneous descriptions of unexpected situations / Adjust volume, rhythm, diction, and intonation.

Reader's Book: What would you have done if that had happened to you?

**Achievement**

Describe unexpected events.

**Teaching Guidelines**

- Include adjectives and adverbs in descriptions.
- Produce spontaneous descriptions of unexpected situations.
- Adjust volume, rhythm, diction, and intonation.

**Development**

**Language**

180

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Work in pairs; use the information you wrote in Activities 2 and 3 to fill in the graphic organizer. Use adverbs to include details.

Tell students they will continue working with the same partner from the previous session to fill in the graphic organizer using the information they wrote in the previous session. Encourage them to include

adverbs in their descriptions to specify how the events occurred. Tell them they may use the ones they just read in the Appendix. Monitor to check students' work.

5. Write down details that can make your description more vivid. Use adjectives.

Have students check what they have written so far. Tell them to think about some more details that may arouse the interest of their audience. Encourage them to use a dictionary to include adjectives in the descriptions of these details.

6. Work in teams to give an oral testimony of your unexpected event. Improvise adding details you didn't prepare. Monitor your classmates' volume, rhythm, diction, and intonation.

Organize the class into teams by joining two pairs together to produce spontaneous descriptions of the unexpected situations they chose to share. Emphasize that these are improvisations and that they do not have to prepare or have prepared anything in advance. Tell them to use the chart provided to monitor their classmates' prosodic resources. Explain to them it is very important to use the "comments" section to provide specific feedback that may help their classmates improve. Monitor while teams work to provide them with your own feedback.

7. Check the feedback you received and, for homework, make necessary adjustments to your volume, rhythm, diction, and intonation.

Assign this activity for homework; suggest that students record themselves while rehearsing their oral testimony so they can adjust volume, rhythm, diction, and intonation properly.



Discuss the question related to the text from the Reader's Book. Ask students to share with a partner what they would have done. They can choose the circus part or the "dream" part. Have them briefly present their ideas to the rest of the class.



Lesson

8. Work in teams to share your testimonies. Use the space below to suggest non-verbal language to your classmates. Follow the example.

I think you can imitate your father's facial expressions when you use direct speech to repeat his words.

Eye Contact	
Facial Expressions	
Gestures	
Body Language	

9. Present your oral testimony to your class. Use strategies to keep their attention and, if necessary, use phrases to repair communication breakdowns.



10. Share with your classmates how you would react to a similar situation in the future.

**Time-to-Shine!**

• Share unexpected events that have changed your life for good.

Maintain oral exchanges with the help of non-verbal language / Use strategies to reformulate ideas and negotiate meaning

Unit 7 115

**Achievement**

Describe unexpected events.

**Teaching Guidelines**

- Maintain oral exchanges with the help of non-verbal language.
- Use strategies to reformulate ideas and negotiate meaning.

**Development**

8. Work in teams to share your testimonies. Use the space below to suggest non-verbal language to your classmates. Follow the example.

Have students work with a different team. Tell them to share their oral testimonies including the prosodic resources they rehearsed for homework. They will exchange books and, while they listen to their classmates, they should write notes to suggest how to use non-verbal language in the spaces provided. After both pairs have presented their oral testimonies, they will take some time to check the suggestions they received and then they will maintain oral exchanges with the help of non-verbal language.

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to Appendix if needed.

9. Present your oral testimony to your class. Use strategies to keep their attention and, if necessary, use phrases to repair communication breakdowns.

Invite pairs to present their oral testimonies. Encourage them to use prosodic resources, non-verbal language, and to take into consideration the tips they just read to keep their audience's attention. Explain that if they forget something or cannot express themselves properly, they can always use strategies to reformulate ideas, and if they don't understand what the classmate who is presenting is saying, they can use strategies to negotiate meaning.

10. Share with your classmates how you would react to a similar situation in the future.

Read instructions aloud and invite students to reflect if the reaction they had to the unexpected event they described was appropriate or not. In both cases, have them share if they think they would react the same way to a similar unexpected event in the future; encourage them to give reasons. Read the task in the Time to Shine! box and ask students to share experiences.




Lesson 1

## Product Step 3 Oral Testimony

Remember that in this unit you will prepare and share an oral testimony of an unexpected situation you have been through. In order to continue, work in pairs to do the following activity:

- On a sheet of paper, write an interesting version of your testimony. Use the information you wrote on page 112. Check the words and expressions you wrote in Activity 1 page 113 to include some of them, and add plenty of details using adjectives and adverbs. Also, use direct and indirect speech.



### Self-evaluation

When I presented my oral testimony, I could...

• explain clearly what happened.	yes	no
• report dialogues and conversations vividly.	yes	no
• use adjectives and adverbs to describe.	yes	no
• produce spontaneous descriptions.	yes	no
• use non-verbal language.	yes	no

If you answered no more than twice, you can try preparing notes or writing a list of questions and answers about the experience you will describe. This will help you organize your information and make it easier for you to have it in mind while speaking.

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## Differentiated Instruction

**Activity 3, p. 113:** Use the **Mini Lesson Strategy** to review tenses with students so they can change them correctly when writing statements using indirect speech.

**Activity 9, p. 115:** Use the **Group Based on Goals Strategy** to differentiate the task. You may ask struggling students to only say the information they included in the graphic organizer from Activity 4 (page 114), while advanced students will include more details, vocabulary, and complex structures (direct and indirect speech, third conditional, etc.).

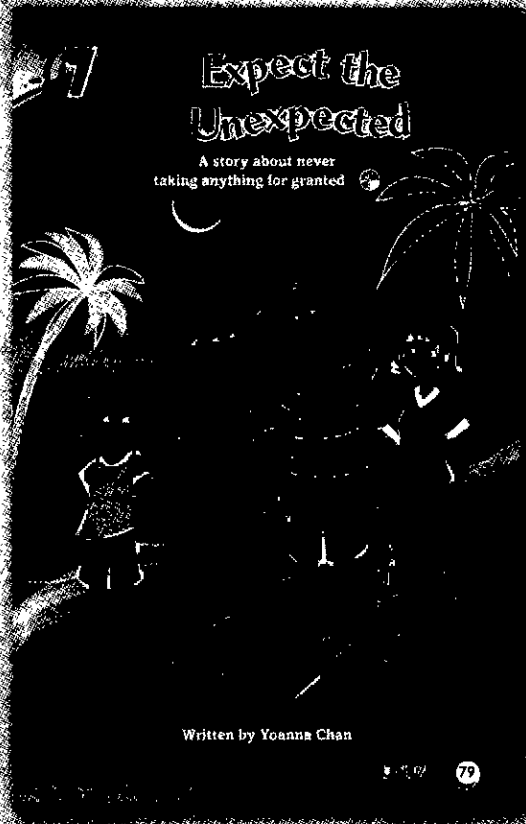
## Product

### Oral Testimony

As you may recall, in this unit students will prepare and share an oral testimony of an unexpected situation they have been through. In this lesson, pairs will write the descriptions of the event they chose to share. Suggest that they check the words and expressions they wrote in Activity 1 page 113 to include some of them in their description. Also, tell them to use plenty of adjectives and adverbs to create mental images, and to use direct and indirect speech to recreate conversations so their testimony can be more vivid. Monitor while they work to offer any help they may require. This activity will be your third evidence in this unit; ask them to file it in their portfolio following the procedure you prefer.

## Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self evaluate. If necessary, go back to some of the previous activities so that students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the story with your students and then do the following activities together.

**1. Choose one of the unexpected situations in the story and describe it to a partner. How would you have felt? Discuss in pairs.**

First, ask students to close their books and try to recall all the unexpected situations in the story without looking at the list on the page. Help them name all the situations and briefly describe them. Then, have them open their books and look at the list to see if they are missing any situations. Finally, have them choose one and discuss it in pairs; tell them to explain how they think they would have felt in that situation.

**2. How did Olivia and Michael react to all the unexpected situations? Describe what they did or said that made you interpret how they took the situations.**

Explain that not everyone reacts the same way to the same situation. Remind them how in the first activity they all probably had different reactions. Explain that the different responses depend on our personality and on how well we deal with stress. Ask them to recall the reactions of the daughter and the father in general (as a pattern), describe them, and compare.

Do the following activities to support this unit's social practice of the language: to interpret and provide descriptions of unexpected situations in a conversation.

**1. Choose one of the unexpected situations in the story and describe it to a partner. How would you have felt? Discuss in pairs.**

- a. Miss a flight
- b. Don't have a hotel room
- c. Have baggage to get rid of
- d. Restaurant is out of certain items
- e. They push you to be part of a circus
- f. Your parents don't believe you

**2. How did Olivia and Michael react to all the unexpected situations? Describe what they did or said that made you interpret how they took the situations.**

Olivia	Michael

**3. What do you think about the ending of the story? Was it unexpected? With a partner, think about another unexpected or unusual ending and describe it.**

**ICT Box**

<https://goo.gl/1k64j>

Emergencies are unexpected situations. Learn more about emergencies and prevention by playing this interactive game in class.

**3. What do you think about the ending of the story? Was it unexpected? With a partner, think about another unexpected or unusual ending and describe it.**

Have a little class discussion about the ending of the story. *Was it unexpected? Why?* Then, have them explain what they think about the ending. Tell them they are going to use their imagination and they are going to work in pairs to create another ending, but that it has to also be unexpected or unusual somehow. Have them share all the alternative endings (and their descriptions) with the rest of the class and vote for the one they liked the most.

**ICT Box**

Explain that emergencies are always unexpected situations; they are stressful and it is important to know how to deal with them, but it is also important to know how to prevent them. In class, go to the link provided and play the game with students (as a class). You can have them call out the answer after discussing it in smaller groups, or you can have them write each group's answer on a little piece of paper and read them out loud to see who was right. Take advantage of the game to have students describe and interpret the situations they see in the game.

# Product and Assessing My Learning Process

## Product Oral Testimony

Before you share your oral testimony with your classmates, do the following activities:

- Check your information.  
Is the theme relevant to your audience?  
Is your message clear?  
Do you have sufficient information to explain? Examples? Information that satisfies?
- Include plenty of details.  
Did you use adverbs to evaluate, show frequency, degree, and time relationships?  
Can your audience create a mental picture of the event?
- Analyze the vocabulary you used and check your sentences.  
Did you include new vocabulary from Unit 7?  
Are the expressions used appropriately?  
Did you avoid double negatives?  
Were you using direct and indirect speech correctly?
- Be ready to repair communication breakdowns.  
Practice some phrases to repair the ideas and negotiate meaning if you're not clear.  
Prepare some questions to inquire your audience.
- Be sure to use prosodic resources adequately.  
Watch intonation.  
Choose an appropriate tone, volume, and rhythm to emphasize main ideas.  
Check that your intonation clearly conveys the emotions this event provoked in you.
- Retain your non-verbal language.  
Establish eye contact.  
Use appropriate facial expressions and body language.

Ask three of your classmates to give you feedback about your performance during the presentation of your oral testimony. Follow the example from Unit 1, p. 22.

Name:	I liked you best that you...	I suggest that you...

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## Oral Testimony

Work as a class. Read aloud each step and the questions related to it. After you have 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 pairs to the front to share their oral testimony. Use the control questionnaire provided to evaluate each student individually. This type of questionnaire contains only closed questions that will help you evaluate each aspect more precisely. Don't forget to include additional observations in the "Comments" section to provide your students with specific feedback on their presentation.

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

## Assessing My Learning Process

Review the activities in this section and choose the three activities that helped you the most to develop your English skills.

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

Activity	Why it helped me

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

Lesson 1 (p. 110)	Lesson 2 (p. 111)	Lesson 3 (p. 112)
In this lesson I learned to... describe an unexpected event by answering questions related to them and preparing a vivid description to share.	It was easy for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.	It was difficult for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.
In this lesson I learned to... describe unexpected events by answering questions related to them and preparing a vivid description to share.	It was easy for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.	It was difficult for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.
In this lesson I learned to... describe unexpected events by answering questions related to them and preparing a vivid description to share.	It was easy for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.	It was difficult for me to... describe unexpected events by answering questions related to them and preparing a vivid description to share.

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

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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.

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, invite some of them to share their reflections with the class.



# Evaluation Tool

## Control Questionnaire

Name: \_\_\_\_\_

Use the following questions to evaluate the oral testimonies.

- |  |          |
|--|----------|
| 1. Did the student select an interesting theme for his/her audience? | yes / no |
| 2. Is the main idea clear?   | yes / no |
| 3. Does the student include information to explain?                  | yes / no |
| 4. Does the student include examples?                                | yes / no |
| 5. Does the student include information to extend?                   | yes / no |
| 6. Does the student use adjectives and adverbs in the descriptions?  | yes / no |
| 7. Does the student include new vocabulary from this unit?           | yes / no |
| 8. Does the student use direct and indirect speech correctly?        | yes / no |
| 9. Does the student use phrases to repair communication breakdowns?  | yes / no |
| 10. Does the student use prosodic resources and non-verbal language? | yes / no |

Comments:

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# Can We Explore Cultures Through Literature?

## Unit Overview

**Recreational and Literary Environment**

**Communicative Activity**  
Understanding oneself and others

**Social Practice of the Language**

To read fantasy or suspense literature to evaluate cultural differences

### Achievements

- Select and revise narratives.
- Read narratives and understand general sense, main ideas, and details.
- Describe characters.
- Complete and write statements from characters' actions and features.

### Vocabulary

- attempt
- dreary
- endeavor
- fretwork
- glimmer
- infuse
- neglect
- overcome
- stubborn
- tame

### Language

- Perfect tenses
- Verb forms
- Conditionals

### Learning to Learn

Express personal reactions

### Audio

Tracks 36-39

### Skills

Understanding the plot

### Reader's Book

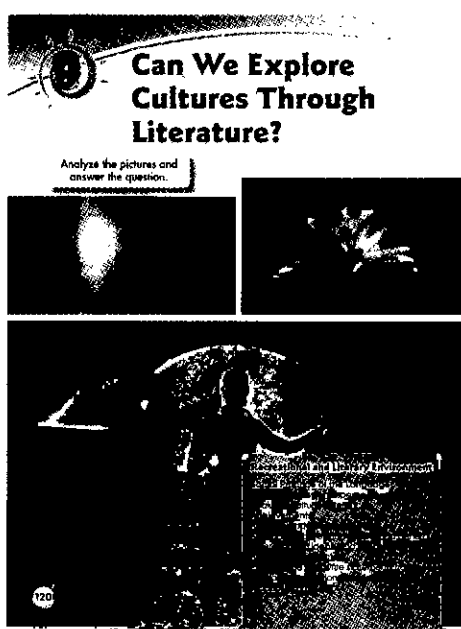
"A Secret Trip," pp. 93-106, Track 52

### Product

Comic Strip

### Evaluation Tool

Rubric



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 scenes from suspense or fantasy books. Ask: *Do you like reading suspense and fantasy books? Why or why not?* Encourage all students to participate sharing their points of view about these literary genres.

Finally, organize the class into teams of three and read aloud the title: *Can we explore cultures through literature?* 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.



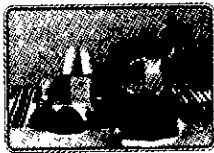
1. Work in pairs. Look at the books' front covers and follow the example to write their bibliographic references. Then, share what you know about these books.



Author	Year	Title	Place	Publisher
Verne, J.	(2016)	<i>Around the World in Eighty Days</i>	London	Penguin Classics

2. Work in teams to share information about your favorite book.

- What is it about?
- Why do you like it?



My favorite book is about...

I like it because...

It reminds me of...

By reading it I learned that....

Identify publication data / Engage students with the theme of the unit and have them connect it with their personal experience

**Reader's Book**  
Read pages 93-95 from the Reader's Book.



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but as a references list). Finally, invite students to share what they know about these books, even if they know the stories through film adaptations.

## 2. Work in teams to share information about your favorite book.

Organize the class into teams. Ask volunteers to read the phrases inside the speech bubbles to ensure comprehension and give them some time to exchange information about the books they read. Monitor to encourage them to speak in English all the time. After some minutes, invite teams to share their preferences with the rest of the class.

For homework, ask students to research the themes and intended audience of *The Little Prince*, *Frankenstein*, and *The Metamorphosis*.



Tell students to read pages 93-95 in their Reader's Book and think about the answer to the following question: *What do you think is going to happen?* They will discuss it in class the next day.

## Achievement

Select and revise narratives.

## Teaching Guidelines

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

## Development

### 1. Work in pairs. Look at the books' front covers and follow the example to write their bibliographic references. Then, share what you know about these books.

Organize the class into pairs. Draw their attention to the books' front covers and, to have them identify publication data, ask: *What data can you see on the front covers?* (author, title, publisher, publication place, and publication year). Ask them to look at the example in the chart and check the punctuation (comma to separate the last name of the author from the initial of his/her first name, parentheses for the year, title in italics, periods to separate each item, colon after place of publication). Give them some time to write the bibliographic references and check by asking volunteers to write them on the board (not in a chart,

Lesson

3 Work in pairs. Listen to the fragments and use the titles from the books in Activity 1 to label them.

a	b	c
It was on a dreary night of November that I beheld the accomplishment of my life. With an agony that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet.	When Gregor Samsa woke one morning from troubled dreams, he found himself transformed right there in his bed into some sort of monstrous insect. He was lying on his back— which was hard, like a copper— and when he raised his head a little, he saw his curved brown belly segmented by rigid arches.	So, I lived my life alone, without anyone that I could really talk to, until I had an accident with my plane in the Desert of Sahara, six years ago. Something was broken in my engine. And as I had with me neither a mechanic nor any passengers, I set myself to attempt the difficult repairs all alone.

4 Scan the texts from Activity 3 to find words that are somehow similar. Write them in the Language column below. Then, with a partner, analyze those words to infer the theme of each book. (12)

Theme	Language

5 Work in small teams. Research information about these books and discuss what their intended audiences and purposes are. Fill in the Venn diagram with your conclusions to contrast them.

Unit 8  
 Contrast theme, purpose, and intended audience. / Reflect on how language varies depending on the theme, purpose, and intended audience.  
 Reader's Book: What do you think is going to happen?

Achievement

Select and revise narratives.

Teaching Guidelines

- Contrast theme, purpose, and intended audience.
- Reflect on how language varies depending on the theme, purpose, and intended audience.

Development

3. Work in pairs. Listen to the fragments and use the titles from the books in Activity 1 to label them.

Organize the class into pairs and have them identify the glossary words in the fragments; invite them to check their definitions on page 190. Go back to the previous page to check the titles of the books presented in Activity 1 (if you consider it necessary, you may write them on the board). Explain to students that they will listen to three fragments from these books, and they should listen carefully so they can identify each of the stories. Have them close their books and play Track 36 once for them to listen. Then, ask them to open their books and give them some time to label the fragments. Check orally.

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

4. Scan the texts from Activity 3 to find words that are related in meaning. Write them in the Language column below. Then, with a partner, analyze those words to infer the theme of each book.

If necessary, explain students that scanning is a reading strategy that consists on reading a text quickly to find specific information. Give them some minutes to scan text a to find words that describe a situation or what a character is feeling; ask them to share the words they found and elicit what is the significant idea they think the author is trying to convey. Have them write their answers in the first row of the table. Then, organize the class into pairs and have them continue working together to complete the rest of the table.

5. Work in small teams. Research information about these books and discuss what their intended audiences and purposes are. Fill in the Venn diagram with your conclusions to contrast them.

In case students didn't do the research for homework, give them some time to use electronic devices or go to the school's library to research some information related to *Frankenstein*, *The Metamorphosis* and *The Little Prince*. Once they have the information, give them some time to discuss who they think these books were written for and what were the authors' intentions when they wrote them. Explain that they have to write their conclusions in the graphic organizers and complete them with the themes they inferred in the previous activity. After they complete the Venn diagram, ask them to compare and contrast the book to notice similarities and differences between them. Invite teams to share their impressions.



Discuss the question related to the text from the Reader's Book. Have students predict what could happen in the story and discuss it in pairs. Then, put them into groups of four. Explain what "fantasy" means in literature (a story that includes actions or situations that could never happen in real life, that are improbable or even impossible). Assign the categories "Fantasy" and "Not Fantasy" to the groups, and then have them think about another possible development for the story according to the category assigned to each group. Share the stories as a class.



What can I do to revise narratives? There are many strategies you can practice such as reflecting on the language, theme, purpose, etc. Just a very useful one is to notice the patterns of textual organization. To find out more information, go to page 179.

**Lesson**

6 Listen and read the fragment from *The Little Prince*. In pairs, use the key to identify patterns of textual organization that you learned while working in Unit 6.

**Key**  
 Problem and solution: draw a square  
 Spatial: circle  
 Sequence: underline  
 Cause and effect: double underline

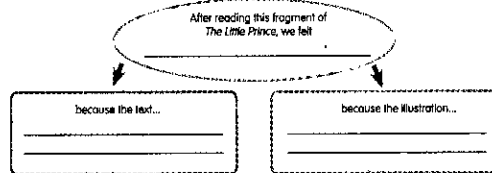
**Chapter 21**

It was then that the fox appeared.  
 "Good morning," said the fox.  
 "Good morning," the little prince responded politely, although when he turned around he saw nothing.  
 "I am right here," the voice said, "under the apple tree."  
 "Who are you?" asked the little prince, and added, "You are very pretty to look at."  
 "I am a fox," the fox said.  
 "Come and play with me," proposed the little prince. "I am so unhappy."  
 "I cannot play with you," the fox said. "I am not tamed."  
 "Ah! Please excuse me," said the little prince. But, after some thought, he added:  
 "What does that mean—'tame'?"  
 "You do not live here," said the fox. "What is it that you are looking for?"  
 "I am looking for men," said the little prince.

"What does that mean—'tame'?"  
 "Men," said the fox. "They have guns, and they hunt. It is very disturbing. They also raise chickens. These are their only interests. Are you looking for chickens?"  
 "No," said the little prince. "I am looking for friends. What does that mean—'tame'?"  
 "It is an act too often neglected," said the fox. "It means to establish ties."  
 "To establish ties?"  
 "Just that," said the fox. "To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world..."



7 Work in teams to fill in the graphic organizer.



Notice patterns of textual organization / Think about the resources used by the author and the illustrator to influence the reader.

**Time-to-Shine!**

• Share the themes of your favorite books.

the information they learned in Unit 6 related to textual organization. Play Track 37 for them to follow the reading and notice the patterns. Give them a few minutes to perform the task and check orally. Finally, invite students to select words from the text for their class glossary.

**7. Work in teams to fill in the graphic organizer.**

Organize the class into small teams and tell them to reread the text in the previous activity in silence and carefully observe the illustration to think about the resources used by the author and the illustrator to influence the reader. Explain to students that writers choose words and text structures deliberately to have an effect on their readers. In the same way, illustrators use specific images to produce a response or reaction; sometimes, images make the story easier to relate to. Tell them to write their ideas in the graphic organizer and, when all teams have finished, invite them to share their answers by reading them aloud.

Read the task in the Time to Shine! box and invite students to share details about their favorite books' themes.

**Achievements**

- Select and revise narratives.
- Read narratives and understand general sense, main ideas, and details.

**Teaching Guidelines**

- Notice patterns of textual organization.
- Think about the resources used by the author and the illustrator to influence the reader.

**Development**

**Skills 179**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6. Listen and read the fragment from *The Little Prince*. In pairs, use the key to identify patterns of textual organization that you learned while working on Unit 6.

Read instructions aloud and draw students' attention to the key. Suggest that they go to page 179 to review




**Lesson 1**

**Product Step 1 Comic Strip**

In this unit, you will create a comic strip in which you will present a fragment from a suspense or fantasy book. In order to start, get in teams and do the following activities:

- Go to page 121 to share information about your favorite suspense or fantasy book.
- As a team, choose one of the books.
- Write information about the book you chose.



Bibliography	Theme	Purpose	Intended Audience

- Copy the chart on a sheet of paper and file it in your portfolio.
- For homework, select a fragment from the book you chose and read it.

**Self-evaluation**

**Underline.**  
The strategies that helped me select and revise narratives were:  
Identify publication data      Contrast theme, purpose, and intended audience.  
Notice patterns of textual organization.

Other(s): \_\_\_\_\_

**Circle.**  
It was *easy / difficult* for me to understand the main ideas and details of the narratives I read.  
If you found it difficult, don't worry, you will continue learning some strategies in the following lessons that will help you do it.


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**Differentiated Instruction**

**Activity 1, p. 121:** Use the **Bubble Map Strategy** to invite students to share the information they know about the books. Draw three bubble maps on the board, write the title of each book in the middle, and invite volunteers to write any piece of information they know around the titles. Finally, check the information written on the board as a class.

**Activity 4, p. 122:** Use the **Jigsaw Strategy**. At the end of the first session, organize the class into teams. Instead of assigning homework to research information about all three books, assign only one book for each team. Have teams share the information they brought for homework to fill in the Venn diagram as a class.

**Product**

**Comic Strip** 

In this unit, students will create a comic strip in which they will present a fragment from a suspense or fantasy book. In this lesson, they will decide who they will work with (small teams, no more than four students), they will choose a book to work with, and they will write general information about that book. Monitor while teams work to offer help if required. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

For homework, tell students to select a fragment from the book they chose (it can be one chapter) and ask every team member to read it.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

# Lesson 2

Day 1



1 Work in pairs to listen and read the fragment from *The Metamorphosis*. Circle the verbs that are used as nouns or adjectives.

**Lesson**

Is it possible to use a verb as a noun or an adjective? Yes, present and past participles can often stand as subjects, for example: *Being bored or annoyed* (adj). When you use present participles as nouns, you call it gerunds. For example: *Writing is his hobby*; *To learn more about this theme, go to page 182.*

from the neighboring room on the right the sister was whispering to whom Gregor "Gregor the manager is here." "I know," said Gregor to himself. But he did not dare make his voice loud enough so that his sister could hear. "Gregor," his father now said from the neighboring room on the left. "Mr. Manager has come and is asking why you have not left on the early train. We don't know what we should tell him. He says that he wants to speak to you personally. So, please open the door. He will be good enough to forgive the mess in your room."

In the middle of all this, the manager called out in a friendly way, "Good morning, Mr. Samsa. He is not well," said his mother to the manager, while his father was still talking at the door. "He is not well, believe me. Mr. Manager mistaking a train is not something Gregor does! This had never happened before, working as all that he does. I'm almost angry that he never goes out at night. Right now, he has been in the city for eight days, but he has been at home every evening. He sits there with us at the table and reads the newspaper quietly or studies his travel schedules. It's quite a diversion for him if he busies himself with fretwork. For instance, he cut out a small frame over the course of two or three evenings. You'd be amazed how pretty it is. It's hanging right inside the room. You'll see it immediately, as soon as Gregor opens the door, sorry for this embarrassing situation. By ourselves, we would never have made Gregor open the door. He's no show-off, and he's certainly not well, although he denied that this morning."

"I'm coming right away," said Gregor slowly and deliberately and didn't move, so as not to lose one word of the conversation. "My dear lady, I cannot explain it to myself in any other way," said the manager. "I hope it is nothing serious. On the other hand, I must also say that we business people, lazily or unkindly, however one looks at it, very often simply have to overcome a slight indisposition for business reasons." "So, can Mr. Manager come in to see you now?" asked his father impatiently and knocked once again on the door. "No," said Gregor in the neighboring room on the left a painful stammer descended. In the neighboring room on the right the sister began to sob.

2 Reread the text focusing on identifying the verb tenses and recognizing direct and indirect speech. Work with a partner to exchange impressions and use the graphic organizer to write examples.

**Present Perfect**      **Post Perfect**

**Conditional Sentence**

**Direct Speech**      **Indirect Speech**

Identify verbs that are used as nouns or adjectives / Identify verb tenses and forms in paragraphs / Recognize direct and indirect speech.

Reader's Book: Read pages 96-99 from the Reader's Book. Unit 8 T125

Which verb tenses are commonly used in narratives? Since narratives commonly refer to past events, simple past and perfect tenses are frequently used. To know more about these tenses, go to page 182.

## Achievement

Read narratives and understand general sense, main ideas, and details.

## Teaching Guidelines

- Identify verbs that are used as nouns or adjectives.
- Identify verb tenses and forms in paragraphs.
- Recognize direct and indirect speech.

## Development

### Language 182

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

1. Work in pairs to listen and read the fragment from *The Metamorphosis*. Circle the verbs that are used as nouns or adjectives.
- Organize the class into pairs and ask them to identify glossary words in the fragment and invite them to read their definition on page 190. Then, play Track 38 for them to follow the reading and identify verbs that

are used as nouns or adjectives. Check orally and ask students to use those verbs in sentences of their own. Finally, invite them to suggest words from the fragment for their class glossary.

### Language 182

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed. Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

2. Reread the text focusing on identifying the verb tenses and recognizing direct and indirect speech. Work with a partner to exchange impressions and use the graphic organizer to write examples.

Give students some time to reread the text to recognize language structures. Once they finish, organize the class into pairs and give them some time to fill in the graphic organizer writing the examples they found. Then, encourage them to recall what they learned when working in Unit 5 about conditionals (in case they don't remember, explain that they are used to express a relation of cause and effect) and what they learned in the previous unit about direct and indirect speech (direct speech is used to create vivid scenes). Write on the board: *In which way do recognizing these language forms help you understand the text better?* Give them some time to discuss the answer in pairs, considering the information they wrote in the graphic organizer. Finally, invite pairs to share their conclusions.

Tell students to read pages 96-99 in their Reader's Book and think about the answer to the following question: *What would you have done in Maya's situation?* They will discuss it in class the next day.



Lesson 1

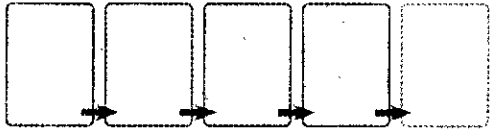
3. In pairs, reread the fragment from *The Metamorphosis* on page 122, Activity 3, and write a sentence to summarize it.

\_\_\_\_\_

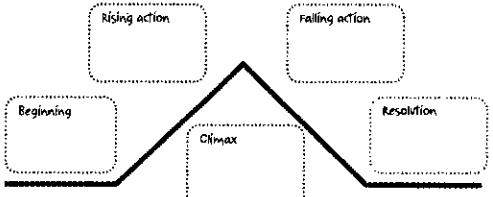
4. Paraphrase the main actions from the fragment you read on page 125, Activity 1. Follow the tips you learned while working on Unit 6.

a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

5. Fill in the flow map to show the development of actions.



6. Fill in the plot diagram using information from this page.



Use various strategies to understand the development of actions.

Reader's Book  
 What would you have done in Morfy's situation?

**Achievement**

Read narratives and understand general sense, main ideas, and details.

**Teaching Guideline**

Use various strategies to understand the development of actions.

**Development**

3. In pairs, reread the fragment from *The Metamorphosis* on page 122, Activity 3, and write a sentence to summarize it.

Organize the class into pairs and, to have them recall what happened to Gregor Samsa at the beginning of the novel, ask them to go back to page 122 to reread the fragment **b**. Then, tell them to paraphrase it by writing a short sentence; if necessary, guide them in their writing so they can do it by themselves in the following activity.

4. Paraphrase the main actions from the fragment you read on page 125, Activity 1. Follow the tips you learned while working on Unit 6.

Students will continue working with the same partner to reread the fragment from Activity 1 on the previous

page to identify the main actions; you may suggest that they underline them. Then, have them follow the procedure to paraphrase each of the actions while you monitor closely to offer guidance when required. If necessary, have them review the information provided on page 178. Suggest that they write their sentences with pencil so they can correct when they check. When all pairs have finished, ask them to write their sentences on the board so students may compare them. Have them choose the shortest and most precise sentences. Explain that when they write their statements for their comic strip, they should consider that the space in the speech bubbles is reduced so they must learn to summarize important information as much as they can.

5. Fill in the flow map to show the development of actions.

Draw students' attention to the flow map and explain to them that filling in graphic organizers is a strategy that will help them visualize and understand the development of actions. Have pairs fill it in with the statements they wrote in Activities 3 and 4 on this same page.

**Skills 183**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6. Fill in the plot diagram using information from this page.

To have students use another strategy to understand the development of actions, draw their attention to the plot graphic organizer. Ask them to read the information provided and elicit the statements that fit each part.



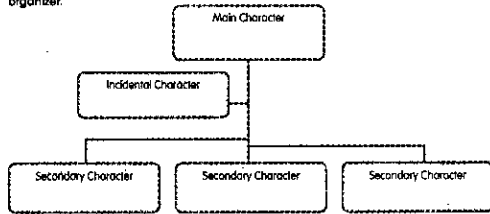
Discuss the question related to the text from the Reader's Book. Remind students that a fantasy story is a story that includes improbable or impossible situations. Brainstorm all the improbable or impossible situations on pages 96-99 to have students recall the events in the reading. Then, ask them to discuss in groups of three what they think they would have done in that situation. Remind them that even if the situation is impossible, we can still use our imagination to answer certain questions like this one.





Lesson

7. Work in pairs. Reread the fragment from Activity 1, on page 125, and fill in the graphic organizer.



8. Write descriptions for the main character and one secondary character using evidence from the text to support them.

<p>Main character:</p> <ul style="list-style-type: none"> <li>Description:</li> <li>Attitudes &amp; behaviors:</li> <li>Evidence from the text:</li> </ul>	<p>Secondary character:</p> <ul style="list-style-type: none"> <li>Description:</li> <li>Attitudes &amp; behaviors:</li> <li>Evidence from the text:</li> </ul>
--	---

9. Write down what you would have done if you were Gregor Samsa.

I would have been paralyzed.

Recognize main, secondary, and/or incidental characters / indicate characters' attitudes and behaviors.

**Time-to-Shine!**  
Share some facts about Franz Kafka's life.

Unit 8 127

8. Write descriptions for the main character and one secondary character using evidence from the text to support them.

Students will continue working in pairs. Explain that they have to write a description of the main character and a secondary character of their choice, but that they should find evidence from the text to support each description. Tell them to transcribe the exact words from the text in the Evidence space. E.g., if they were describing Little Red Riding Hood as innocent, they would write in *Attitudes & behaviors*: talks to strangers, and in *Evidence from the text* they might transcribe: "Friend Wolf, I'm heading to my grandmother's house..." Give pairs some time to perform the task while you monitor walking around to check.

9. Write down what you would have done if you were Gregor Samsa.

To have students practice the second conditional and establish connections with the story, read the example aloud and have them write what they would have done if they were the main character. Invite pairs to share their answers.

Read the task in the Time to Shine! box and praise students who answer.

**Achievement**

Read narratives and understand general sense, main ideas, and details.

**Teaching Guidelines**

- Recognize main, secondary, and/or incidental character(s).
- Indicate characters' attitudes and behaviors.

**Development**

7. Work in pairs. Reread the fragment from Activity 1, on page 125, and fill in the graphic organizer.

Organize the class into pairs and, to have them recognize main, secondary, and incidental characters, tell them to reread the fragment from Activity 1. If necessary, explain to them that the main character is vital to the development of the story; secondary characters are recurring characters with less importance, and incidental characters are hardly noticeable. Monitor while pairs work and check by drawing the graphic organizer on the board and asking volunteers to write the answers.



Lesson 2

Product Step 2 Comic Strip

Remember that in this unit you will create a comic strip in which you will present a fragment from a suspense or fantasy book. In order to continue, get in teams and do the following activities:

- Paraphrase the main actions from the fragment you chose.

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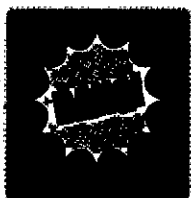
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- On a sheet of paper, design a graphic organizer to show the sequence of the actions you wrote.
- Identify the main characters and write descriptions including evidence from the text. (If you are creating a digital portfolio, record an oral description and file it.)

**Self-evaluation**

The following strategies helped me understand the main ideas and details from texts:

- Recognize direct and indirect speech.
- Use graphic organizers to understand the development of actions.
- Recognize main, secondary, and incidental character(s).
- Indicate characters' attitudes and behaviors.

If you didn't check any of the boxes above, focus your attention on those strategies the next time you read a narrative; they will surely help you improve your comprehension!

**Differentiated Instruction**

**Activity 3, p. 126:** Use the **Mini Lesson Strategy** to remind students how to paraphrase. Tell them to find and highlight key words; then, to look up synonyms for those words, and finally write a new sentence using the synonyms they found.

**Activity 8, p. 127:** Use the **Individualized Feedback Strategy** to help struggling students identify the information they need to support their descriptions. Monitor them closely and guide them to find it in the text.

**Product**

**Comic Strip**

As you may recall, students will create a comic strip in which they will present a fragment from a suspense or fantasy book. In this lesson, they will create a graphic organizer that shows the sequence of actions and they will describe the characters. In order to perform these tasks, tell them to follow the instructions provided in their books to practice what they learned during this lesson. Monitor while they work to offer any help teams may need. These will be your second and third evidence in this unit; ask them to file them following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



## Lesson

1 Listen and read the fragment from *Frankenstein*. Then, work with a partner to identify all the words and expressions that you understand. In case you understand a word that your partner doesn't, explain to him/her its meaning. Finally, look at the circled words and write synonyms for them.

**Chapter 5**

Already one in the morning, the rain pelted desperately against the panes, and my fire was nearly burnt out. When, by the glow of the half-extinguished light, I saw the yellow eye of the creature open, it started hard, and a convulsive motion agitated him. How can I describe my emotions on this catastrophic, or how to delineate the pain with which I had selected his features in proportion, and I had selected his features beautiful! Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a pearly whiteness; these luxuriances only formed a more complete

society in which they were set, his shrunken complexion and straight black lips. The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the purpose of infusing life into an inanimate body; for this I had deprived myself of rest and food; I had desired it with an ardor that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long

- a limbs \_\_\_\_\_
- b lustrious \_\_\_\_\_
- c horrid \_\_\_\_\_
- d vanished \_\_\_\_\_
- e disgust \_\_\_\_\_
- f rushed \_\_\_\_\_

2 Work in pairs to write suitable adjectives to describe the characters from the text you read. Also write appropriate adverbs to describe their actions. If necessary, use a dictionary.

Victor Frankenstein was an \_\_\_\_\_ scientist who was \_\_\_\_\_ obsessed with creating new life. After many attempts, he created an \_\_\_\_\_ ugly monster; but then he felt \_\_\_\_\_ and \_\_\_\_\_ because his creation was an \_\_\_\_\_ and \_\_\_\_\_ being and he couldn't take care of him.

Contrast one's own repertoire of words and expressions with those of the story. Select proper adjectives and adverbs to describe characters.

**Reader's Book**  
Read pages 100-105 from the Reader's Book.

Unit 8 129

## Achievement

Describe characters.

## Teaching Guidelines

- Contrast one's own repertoire of words and expressions with those of the story.
- Select proper adjectives and adverbs to describe characters.

## Development

1. Listen and read the fragment from *Frankenstein*. Then, work with a partner, to identify all the words and expressions that you understand. In case you understand a word that your partner doesn't, explain him/her its meaning.

Play the track and have students follow the reading in silence. Then, to have students contrast their own repertoire of words and expressions with those of the story; organize the class into pairs and give them some time to reread focusing on the words that one of them or both understand. Stress the practice of peer tutoring in those cases in which only one of them is familiar with the word or phrase; monitor constantly

to promote this practice. After a while, invite pairs to share and explain the words and expressions they know with the rest of the class. Finally, tell them to pay special attention to the circled words. Read each of them aloud and elicit synonyms from different students. In case they are not able to suggest one, invite them to use electronic devices to find synonyms in a thesaurus. When they have finished, they will probably realize they already knew the meaning of some of those words. Ask: *Why is it important to develop this ability?* (to paraphrase the information we read).

2. Work in pairs to write suitable adjectives to describe the characters from the text you read. Also write appropriate adverbs to describe their actions. If necessary, use a dictionary.

Invite one volunteer to read the gapped paragraph to make sure students understand all the words. Ask the difference between adjectives and adverbs (adjectives are used to describe people, places or things, and adverbs are used to give details on how something is done or to intensify an adjective). Ask students to focus on the words written after the gaps—for the fourth and fifth items have them look at the word written before the fourth gap (scientist, obsessed, ugly, felt, being)—to have them decide if they will use adjectives or adverbs (adj, adv, adv, adj, adj, adj). Encourage them to use their own repertoire of words to perform the task. Once they finish, invite pairs to read their descriptions aloud and invite them to explain how they imagine Victor Frankenstein and the monster look like.



Tell students to read pages 100-105 in their Reader's Book and think about the answer to the following question: *What moment in the past would you like to travel to?* They will discuss it in class the next day.

Lesson 1

3 Write a personal response about the fragment you read in Activity 1. Support it with reasons, examples and evidence as you have done when giving your opinion in previous units.

**Learning to Learn**  
 What is a personal response about a text? It is a piece of writing you write to people like your teacher or class. When writing the response, you write your opinion with reasons, examples and evidence from the text you read. For more help, how to do it, go to page 183.

**Reader's Book**  
 What might it be like to travel to...

4 Work in teams to share your reactions.  
 5 Work in pairs to choose between the fragment presented on page 123, Activity 6, or the one presented on page 129, Activity 1. Answer the questions.

- a Who is the main character? \_\_\_\_\_
- b Who is the secondary character? \_\_\_\_\_
- c What are the main character's physical traits? \_\_\_\_\_
- d What does he do? \_\_\_\_\_
- e What phrase or sentence from the fragment best reflects the character personality? \_\_\_\_\_

6 Paraphrase the main actions of the fragment you chose.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

130 Unit 8 Express personal reactions about texts / Listen to other opinions to recognize different interpretations / Answer questions to describe characters

**Achievement**

Complete and write statements from characters' actions and features.

**Teaching Guidelines**

- Express personal reactions about texts.
- Listen to other opinions to recognize different interpretations.
- Answer questions to describe characters.

**Development**

**Learning to Learn** 183

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**3. Write a personal response about the fragment you read in Activity 1. Support it with reasons, examples and evidence as you have done when giving your opinion on previous units.**

Invite pairs to express a reaction to the fragment they read in Activity 1. Before they write it, have them recall

the title of the unit: *Can We Explore Cultures Through Literature?* Tell them to keep this question in mind when expressing their opinion. Invite them to think about the way this fragment may reflect something about the author's culture and in which way they can relate that with their own culture. Read the example aloud and give them some time to write while you monitor.

**4. Work in teams to share your reactions.**

Organize the class into teams so they may listen to other opinions to recognize different interpretations.


**5. Work in pairs to choose between the fragment presented on page 123, Activity 6, or the one presented on page 129, Activity 1. Answer the questions.**

Organize the class into pairs and have them choose the fragment they want to work with. Read each of the questions aloud to ensure understanding and give pairs some time to answer them so they may clarify information that will help them describe characters.

**6. Paraphrase the main actions of the fragment you chose.**

Students will continue working in pairs to perform this task. Monitor closely to offer guidance with the procedure of paraphrasing if they require.

Since students will draw the sequence of the actions they just paraphrased, ask them –for homework– to bring comic books/strips so they can analyze their characteristics.

 Discuss the question related to the text from the Reader's Book. Remind students they have to use their imaginations when reading a fantasy story. Discuss with them what two historical moments Maya traveled to and if they would have liked to travel to those times. Then, have them work in pairs to discuss the moment in time they would like to travel to and why. Have volunteers share with the rest of the class.



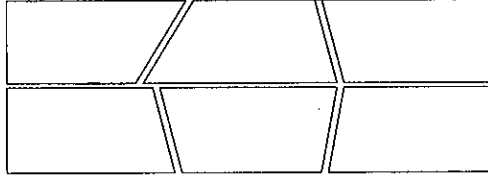
Lesson 3

7 On a sheet of paper, design a graphic organizer to describe the sequence of actions.

**Time to Shine!**

Share some tips to create a comic strip.

8 Work in pairs. Draw the sequence of actions making sure to portray characters' physical characteristics, skills, and actions. You may go back to check what you wrote in Activity 2.



9 Write statements for the speech bubbles. Use the checklist to proofread.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	Yes	No
Did we start our sentences with capital letters?		
Did we use a period to end declarative sentences?		
Did we use a question mark at the end of questions?		
Did we use an exclamation mark to show strong emotions?		
Did we check spelling using a dictionary?		

10 Create your comic strip, write a brief conclusion expressing your personal reaction, and share it with your class.

Draw characters showing physical characteristics, skills, and actions / Write statements based on sequence of actions. / Check spelling and punctuation

**Achievement**

Complete and write statements from characters' actions and features.

**Teaching Guidelines**

- Draw characters showing physical characteristics, skills, and actions.
- Write statements based on sequence of actions.
- Check spelling and punctuation.

**Development**

7. On a sheet of paper, design a graphic organizer to describe the sequence of actions.

Read instructions aloud and have students select a graphic organizer (flow map, plot organizer or any other of their choice) to show the sequence of the actions they paraphrased in the previous activity.

8. Work in pairs. Draw the sequence of actions making sure to portray characters' physical characteristics, skills, and actions. You may go back to check what you wrote in Activity 2.



Organize the class into pairs and ask them to take out the comic books/strips they brought for homework.

Have them identify some of the graphic elements of a comic strip (panel: a frame or box that contains a segment of action; speech bubble: a bubble or balloon with a tail containing the characters' dialogue; thought bubble: a cloud-like bubble containing the characters' thoughts; caption: a box that usually gives voice to a narrator; gutter: the space between panels, etc.).

Read the task in the Time to Shine! box and invite them to share useful tips to create a comic strip. Keeping those tips in mind, give pairs some time to draw characters showing physical characteristics, skills, and actions in the spaces provided.

9. Write statements for the speech bubbles. Use the checklist to proofread.

Students will continue working in pairs to give voice to their characters, following the sequence of actions they established in the previous activity. They will write statements inside speech bubbles to have their characters speak and, if required, statements in captions to have a narrator speak. Tell them they should include the exact words the character is saying and they should synthesize as much as they can because of the reduced space. Monitor while pairs work to offer help if required. Once they finish writing, invite them to check spelling and punctuation.

10. Create your comic strip, write a brief conclusion expressing your personal reaction, and share it with your class.

Encourage students to use their creativity to design their comic strips. Tell them they can use any material they want, but that the texts must be readable and the comic strip should look attractive. When they have finished, ask students to write their personal reaction to the fragment they chose, expressing what it reflects about the author's culture and how it relates or not to their own culture. Also tell them to write the book's publication data as a bibliographic reference. Invite teams to exchange their work with other teams so they can read each other's comic strips.



Lesson 3

Product Step 3 Comic Strip

Remember that in this unit you will create a comic strip in which you will present a fragment from a suspense or fantasy book. In order to continue, get in teams and do the following activities:

- On a sheet of paper, draw the sequence of actions.
- Write statements for the speech bubbles.




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- Create a draft for your comic strip.

Self-evaluation

To describe characters, I...

- looked up adjectives and adverbs.
- answered questions about them.
- drew them showing their physical characteristics, skills, and actions.

Underline the phrase that best completes the statement. When I write a response for a literary work, I preferred to listen to other options to recognize different interpretations / express my personal reactions about the texts.

It was easy / difficult for me to elaborate a comic strip showing a fragment from a book I read. If you found it difficult, try to receive more support from your classmates. Remember that collaboration always makes everything easier, especially in this type of task. One of you may be a great illustrator while the other may summarize the text fragments proficiently.

Product

Comic Strip 

As you may recall, students will create a comic strip in which they will present a fragment from a suspense or fantasy book. In this lesson, they will both draw the sequence of actions and write statements for the speech bubbles in order to create a draft for their comic strips. Monitor while they work and offer them your help when required. This will be your fourth evidence in this unit; ask them to file it following the procedure you prefer.

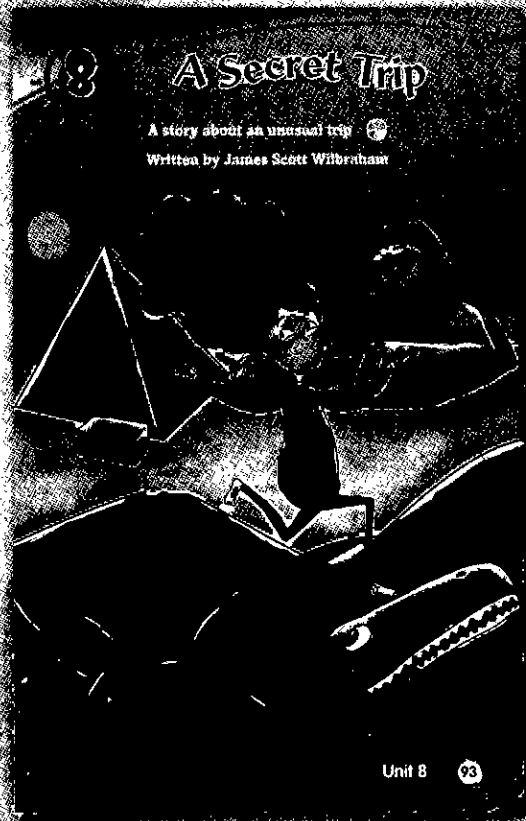
Self-evaluation


You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

Differentiated Instruction

**Activity 5, p. 130:** Use the **Group Based on Goals Strategy**. You may suggest that struggling students work with the fragment from Activity 1 on page 125, as they have already identified the sequence of actions and analyzed the characters; in this way, they may focus only on the elaboration of the comic strip. You may also suggest that advanced students work with the fragment from Activity 1, page 129, as the language included is more advanced than the one on page 123.

**Activities 8 and 9, p. 131:** 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 statements for the speech bubbles, but the one being tutored draws beautifully.



If time allows, read the story with your students and then do the following activities together. 

### 1. Identify the following aspects of the story.

Remind students that it is important to know or infer the theme, purpose, and intended audience of a story. Tell them they can do this with movies, too, not just with books. If it is difficult for them to answer, help them by asking questions, like *How old is the protagonist? Do you think the age of the protagonist of a story should match the age of the intended audience?* Ask similar questions.

### 2. What elements in the story indicate that it is fantasy? Did the story keep the suspense? How?

Remind students that they are reading fantasy and suspense stories. Explain that suspense is created by showing a dangerous or difficult situation and delaying the solution (or not giving enough information). Have students discuss in pairs the fantasy elements in the story and then the "delayed" moments that create suspense. Give them the following example: *Maya wakes up and notices many signs that indicate that her family is not home — no noises, no one in the bedrooms, no one in the kitchen, the kitchen was clean...* Explain that this situation is extended and that

Do the following activities to support this unit's social practice of the language: To read fantasy or suspense literature to evaluate cultural differences.

#### 1. Identify the following aspects of the story:

- Theme: \_\_\_\_\_
- Purpose: \_\_\_\_\_
- Intended audience: \_\_\_\_\_

#### 2. What elements in the story indicate that it is fantasy? Did the story keep the suspense? How?

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#### 3. Fill in the plot structure individually and then discuss in pairs.

- Beginning: \_\_\_\_\_
- Rising action: \_\_\_\_\_
- Climax: \_\_\_\_\_
- Falling action: \_\_\_\_\_
- Resolution: \_\_\_\_\_

#### ICT Box

<https://goo.gl/6UeE4>

Do you know how to create tension, suspense, and mystery in a story? Check this out!



Unit 8

the next action is delayed to keep the mystery among readers. Have them reread the story, if necessary, to find more fantasy and suspense elements.

### 3. Fill in the plot structure individually and then discuss it in pairs.

Explain that in modern times, not all stories follow the classical structure of beginning, rising action, climax, falling action, and resolution. Ask them to reread the story and tell you if it has a classical structure or not (it does). Then, ask them to justify their answers and have them all understand that the story follows a classical structure (if any student thinks otherwise). Finally, have them complete the activity and discuss their answers in pairs.

#### ICT Box

Explain that the tension and suspense in a story is not only created by the actions in it but also by the language used. Go to the link and show students the words and expressions. Clarify meaning and assign two words per student (they can be repeated). Then, ask them to create a very short suspense story using those two words or expressions. Depending on the level of the class, you can do the activity in groups.

# Product and Assessing My Learning Process

## Product

### Comic Strip

Before you create a final version of your comic strip, do the following activities:

- Check the general aspects from the assignment you chose. Did you identify the general purpose, and intended audience? Did you use the research data as a bibliographic reference?
- Make sure to show characters' traits. Do you show main, secondary, and incidental characters? Are you using characters' attitudes and personality?
- Show a sequence of actions. Are you following the sequence you showed in your graphic organizer?
- Check your statements. Do you use short and precise statements for the speech bubbles? Did you check spelling and punctuation?
- Write a brief conclusion to include below the comic strip. Include your personal reaction about the text. Consider a reflection in which you evaluate cultural differences shown in the text you chose.
- Design your comic strip using the material you prefer. Make it colorful and attractive. Make sure your texts are readable.
- Organize an exhibition. Post your comics on a classroom wall to share it with your classmates. Receive their feedback, comic strips and share impressions.

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

Name	I liked very much that you	I suggest that you

134 Unit 8

### Comic Strip

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 comic strips. Once they have them ready, invite teams to organize an exhibition. If it is possible, invite other groups to see it. 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 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

## 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.

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

Activity	How it helped me	What I learned

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

#### Lesson 1 (p. 124)

In this lesson I learned to read narratives and figure out general sense by understanding the development of actions and recognizing characters.

#### Lesson 2 (p. 124)

In this lesson I learned to distinguish main ideas and details from a text by recognizing characters, understanding the development of actions, and including details about them.

#### Lesson 3 (p. 124)

In this lesson I learned to describe a character and explain his/her actions by answering questions about him/her and describing his/her physical characteristics.

#### Comic Strip

In your final comic strip I show reflections that include your achievements during this unit and the things you may do to improve.

communicated 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.

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, invite some of them to share their reflections with the class.

Unit 8 135



# Evaluation Tool

## Rubric

Name: \_\_\_\_\_

	<b>Achievement Attained</b>	<b>Needs Reinforcement</b>	<b>Needs Help</b>
<b>Character Description</b>	Main, secondary, and/or incidental characters are portrayed according to the information of the fragment. Their attitudes and behaviors are clear.	Some characters are portrayed according to the information of the fragment. Most of their attitudes and behaviors are clear.	Characters are not portrayed according to the information of the fragment. Their attitudes and behaviors are not clear.
<b>Sequence of Actions</b>	All actions follow a logical sequence according to the information of the fragment.	Some actions follow a logical sequence according to the information of the fragment.	Actions don't follow a logical sequence according to the information of the fragment.
<b>Statements</b>	All the statements are short, clear, and concise.	Some of the statements are short, clear, and concise but some others are difficult to understand.	The statements are difficult to understand.
<b>Conclusion</b>	The conclusion expresses a personal reaction, there are references to the author's culture and a comparison with their own.	The conclusion expresses a personal reaction, there are references to the author's culture, but it lacks a comparison with their own.	The conclusion expresses a personal reaction, but it doesn't include references to the author's culture nor a comparison with their own.
<b>Bibliography</b>	Publication data was included as part of the bibliography.	Publication data was included, but it doesn't have a bibliography format.	Publication data was not included.
<b>Attractiveness</b>	The comic is exceptionally attractive in terms of design, layout, and neatness.	The comic is attractive in terms of design, layout, and neatness.	The comic is acceptably attractive though it may be a bit messy.
<b>Mechanics</b>	Spelling and punctuation are correct throughout the comic.	There are 1-5 errors in spelling or punctuation.	There are more than 5 errors in spelling or punctuation.

**Observations:**

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# What Can We Learn by Studying History?

## Unit Overview

### Academic and Educational Environment

#### Communicative Activity

Search and selection of information

### Social Practice of the Language

To write a brief report on a historical event

#### Achievements

- Select and revise descriptions of historical events.
- Understand historical texts content.
- Write brief reports
- Edit reports.

#### Vocabulary

- barricade
- cloak
- dye
- flax
- flee
- loincloth
- sheath
- shawl
- split
- wig

#### Language

- Use of auxiliaries
- Adverbs to specify information
- Connectors of time and sequence
- Double genitive
- Relative clauses

#### Learning to Learn

Designing concept maps

#### Audio

Tracks 40-42

#### Skills

- Differentiating main and secondary ideas
- Writing a research report

#### Reader's Book

"Building Walls," pp. 107-118, Track 53

#### Product

Report on a Historical Event

#### Evaluation Tool

Questionnaire

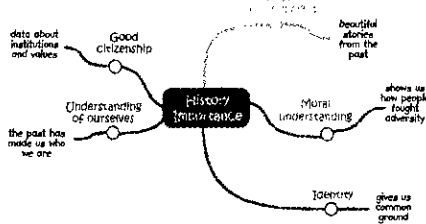
**What Can We Learn by Studying History?**

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: *Do you like History? Do you think it is important to study it? Why or why not?* Encourage all students to participate by sharing their opinions.

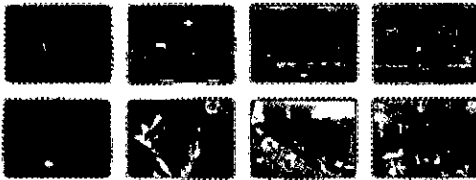
Organize the class into teams of three and read aloud the title: *What can we learn by studying History?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

1. Look at the concept map and discuss the questions with your class.



- What is the concept map's objective?
- Do you agree with the information it includes? Why or why not?

2. Look at the pictures. Circle the ones that depict historical periods that seem attractive to you and answer the question.



- Are you interested in any other historical period?

Engage students with the theme of the unit and have them express their personal preferences.

**Reader's Book:**  
Read pages 107-112 from the Reader's Book.

Unit 9 137

## Achievement

Select and revise descriptions of historical events.

## Teaching Guideline

Engage students with the theme of the unit and have them express their personal preferences.

## Development

1. **Look at the concept map and discuss the questions with your class.**

Draw students' attention to the rectangle in the middle of the concept map, ask the first question aloud, and elicit the answer. Then, ask students to read the information in each of the branches and ask: *What kind of information does each branch include?* (each one includes a reason to support the idea in the middle). *What kind of information does the sub-branches include?* (examples). Next, ask aloud the second and third questions, inviting students to share their thoughts. Finally, ask: *Was it easy for you to visualize and understand the information included in the concept map?*

2. **Look at the pictures. Circle the ones that depict historical periods that seem attractive to you and answer the question.**

Read instructions aloud and give students a few minutes to circle the pictures while you monitor walking around. Then, organize the class into pairs and give them some time to share their reasons for their choices. Monitor to encourage students to speak in English among themselves. Invite pairs to share their choices and reasons with the class.



Tell students to read pages 107-112 in their Reader's Book and think about the answer to the following question: *What surprised you the most about the history of The Great Wall of China?* They will discuss it in class the next day.

**Lesson 1**

3. Work in small teams to discuss what clothing says about your history.
4. Look at the pictures and skim the text to predict what it is about.

**Ancient Clothing**  
 Clothing can indicate who we are as individuals as well as a society in fact, some anthropologists say that clothes are "the social skin." Ancient men developed their first pieces of clothing from animal skins to protect themselves from the environment. But as civilization arose, weaving was developed, giving them the opportunity to vary the way they dressed and in some cases even develop a fashion style depending on social status. Don't you think we should take a look at some examples?

**Mesopotamia**  
 The evidence of their clothing remains on sculptures, pottery, and writings left on tablets and tombs. The common people wore simple clothing such as kilts and tunics around their bodies. Kings and queens didn't, instead, they wore fine cloths dyed and ornamented with embroidery and beads.

**Egypt**  
 Most Egyptian clothing was made of linen; this fabric is made from flax, a plant that grows along the Nile River. Hieroglyphs show men wearing skirts known as shenwytys and women wearing sheath dresses called kalasiris. Pharaohs and wealthy people from both sexes used to wear wigs.

**Greece**  
 Clothing was usually homemade and had more than one use. Women used peplos, which was a garment made from heavy wool. Chiton, which was a simple tunic, was lighter and was worn by both men and women. Soldiers used a woolen cloak called chlamys, which was draped around the shoulders and used as a light shield.

5. Listen attentively. Then, discuss with a partner what the subject, purpose and intended audience of this text is; try not to read the text.

Anticipate content from textual organization and graphic components. / Identify subject, purpose, and intended audience.

**Reader's Book**  
 What surprised you the most about the history of The Great Wall of China?

**Achievement**

Select and revise descriptions of historical events.

**Teaching Guidelines**

- Anticipate content from textual organization and graphic components.
- Identify subject, purpose, and intended audience.

**Development**

3. **Work in small teams to discuss what clothing says about your history.**

Organize the class into small teams, read instructions aloud, and explain that they should think about the clothing they use and in what way each of the items they wear reflect something about how they were educated, their family's values, the traditions in their community, their ideology, etc. Monitor while teams work and after a few minutes invite one person from each team to share their conclusions with the class.

4. **Look at the pictures and skim the text to predict what it is about.**

Read instructions aloud and remind students that when they skim a text they just go quickly through the text to look for the general ideas. Suggest

that they look at the pictures, title, and paragraph headings. Then, ask them to read the first sentence of each paragraph so they can anticipate content from textual organization and graphic components. Invite volunteers to share their predictions. Then, have students identify the glossary words and ask them to go to page 190 to check their definitions.

5. **Listen attentively. Then, discuss with a partner what the subject, purpose and intended audience of this text is; try not to read the text. Write your conclusions below.**

Tell students to close their books and explain to them that they will listen to the text from the previous activity to determine what it is about, what was it written for, and who is supposed to read it. Organize into pairs and give them some time to exchange the information they grasped while listening and write it down. Check orally.



Discuss the question related to the text from the Reader's Book. Elicit from students topics related to the Great Wall of China (its construction, wars, trade, dynasties, etc.), and write them on the board. Then, ask them what surprised them the most about this wall, and have them share their ideas. You can ask direct questions about those topics as well.

Lesson 9

6 Work in pairs to read the text from Activity 4 and fill in the chart. Then, share which of the words you wrote you previously knew.

Old Clothing	Types of Rules	Ancient Historical Area

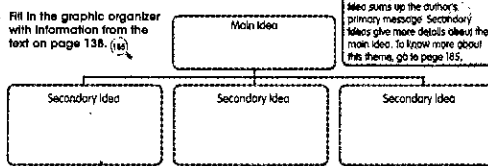
**Time-to-Shine!**

- Describe the clothing of other ancient civilizations.

7 Scan the text on page 138 to find auxiliary verbs. Discuss with a partner how they contribute to your text comprehension. Write your conclusion. (184)

What type of information do auxiliaries give? Auxiliaries are used together with a main verb in negative or interrogative sentences. But they can also be used to stress specific information. To know more about this theme, go to page 184.

8 Fill in the graphic organizer with information from the text on page 138. (185)



What is the difference between a main idea and a secondary idea? The main idea states the author's primary message. Secondary ideas give more details about the main idea. To know more about this theme, go to page 185.

9 Work in small teams. Complete the conclusion for the text you read on page 138.

As we could see, the way people dress within a society reflects important aspects of their culture such as \_\_\_\_\_.

\_\_\_\_\_ That's why clothing is an important aspect to consider when studying the history of a civilization.

Classify new terms by their meaning and relate them to their own repertoire of words and expressions. / Reflect on the presence of auxiliaries in negative, interrogative, and declarative statements. / Differentiate main ideas from secondary ideas.

Unit 9 139

**Achievement**

Understand historical texts content.

**Teaching Guidelines**

- Classify new terms by their meaning and relate them to their own repertoire of words and expressions.
- Reflect on the presence of auxiliaries in negative, interrogative, and declarative statements.
- Differentiate main ideas from secondary ideas.

**Development**

6. Work in pairs to read the text from Activity 4 and fill in the chart. Then, share which of the words you wrote you previously knew.

Organize the class into pairs. You may read aloud instructions and each of the column headings in the chart, and then explain to students they should classify the new terms they learned by their meaning. Once they do it, they should identify the ones they already know. Monitor while they work to offer help when required. Check by drawing the chart on the board and asking volunteers to write the answers. Don't forget

to ask them which words were already part of their repertoire and to make sure they understand the rest. Read the task in the Time to Shine! box and invite students to participate.

**Language 184**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

7. Scan the text on page 138 to find auxiliary verbs. Discuss with a partner how do they contribute to your text's comprehension. Write your conclusion.

Recall students that scanning is a reading strategy in which they read quickly to find specific information. Give them some time to perform the first part of the task and then, considering the information from the Appendix box, discuss how these words may contribute to enhance their comprehension. Invite pairs to share their answers with the class.

**Skills 185**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

8. Fill in the graphic organizer with information from the text on page 138.

To differentiate main ideas from secondary ideas, students will work again in pairs to fill in the graphic organizer. To check, draw it on the board and invite volunteers to write the answers.

9. Work in small teams. Complete the conclusion for the text you read on page 138.

Read instructions aloud and explain to students that critical readers always reflect on the content of the texts they read and elaborate a conclusion about them. In this conclusion, they can give an opinion about the importance of the information included in the text, or simply mention what they learned by reading it. Organize the class into small teams and give them some time to complete the conclusion provided. Ask one person from each team to read aloud their answer.

Lesson 1

**Product Step 1** Report on a Historical Event

In this unit, you will write a report on a historical event that will be included in a class anthology. In order to start preparing it, work in small teams to do the following activities:

- Go back to page 137 to share your preferences with your team.
  - Agree on a civilization or historical period to research.
  - Write a statement to establish the purpose of your investigation.
- 
- Make a list of specific aspects you will research.
- 
- 
- For homework, research the aspects you wrote in your list and bring the information.

**Self-evaluation**

Underline the strategy that helped you the most to revise descriptions of historical events.

- Pay attention to textual organization and graphic components.
- Focus my attention on identifying the subject, purpose and intended audience.

I could understand historical texts easily.  yes  no  
 If your answer was no, continue practicing. You may use strategies such as focusing on the words you understand, or reflecting upon the information that outlines give you to identify main ideas.

**Product**

**Report on a Historical Event**

In this unit, students will write a report on a historical event that will be included in a class anthology. In this lesson, they will decide who they will work with (small teams, not more than four students) and they will choose and narrow the topic they will research. Read aloud the instructions of the first and second steps, and have teams choose their topics. Then, explain to them that it is important to narrow their topics by establishing a purpose for their research. For example, if they are interested in Ancient Egypt, it will be very difficult to research everything about that culture, so their purpose may be to research only Ancient Egyptian Medicine. Read the instructions of the third step and give teams some time to write their statements. Finally, tell them that once they have their purpose clear, they may narrow the topic a little bit more by writing a list of specific aspects they will research, e.g., nutrition, pharmacology, surgery, and dentistry in Ancient Egypt. Read the instructions of the fourth step and have teams create their lists while you walk around and monitor.

For homework, students will search for information concerning the aspects they included in their lists.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 3, p. 138:** Instead of working in small teams, you may use the **Individual Response Card Strategy** to encourage everybody to participate by writing their opinion on a piece of paper and giving it to you. Once you have them, read them aloud.

**Activity 7, p. 139:** Use the **Choral Response Strategy** to encourage all students to participate when checking the answers.



Lesson 2

1. Work in small teams to brainstorm information related to World War II.

World War II

2. Skim the encyclopedia article on this and the next page (Activities 3 and 5). Say what it is about.

3. Listen and read the beginning of the article. Work in pairs to identify and underline key events.

www.britainica.com

**The Berlin Wall: The Aftermath of a War**

**The Origin**  
 On May 8, 1945, World War II was over in Europe with Germany's unconditional surrender. From July 17 to August 2, 1945, the Potsdam Conference was held. The participants were the leaders of the Allied powers: Winston Churchill, representing Great Britain; Truman, representing the United States; and Stalin, representing the Soviet Union. They decided to divide Germany into four zones of occupation, one for each of the participant countries and the fourth zone for France. Berlin, its capital, was also split among the four powers: the British, French, and American sectors formed West Berlin, and the Soviet sector became East Berlin.

4. Paraphrase the key events you underlined in the previous activity.

Express general meaning of a text / Select key events / Compose simple and complex statements paraphrasing main ideas

**Reader's Book**  
 Read pages 113-114 from the Reader's Book.

Unit 9 141

## Achievement

- Understand historical texts content.
- Write brief reports.

## Teaching Guidelines

- Express general meaning of a text.
- Select key events.
- Compose simple and complex statements paraphrasing main ideas.

## Development

### 1. Work in small teams to brainstorm information related to World War II.

Organize the class into teams of four. Read instructions aloud and give teams some time to write anything that comes to their minds related to World War II. Tell them they can write names of people, events, places, dates, etc. Monitor while teams work and when they have finished, invite one person from each team to write their ideas on the board. Once you have all their ideas, invite students to use them to make a summary of the most important events during that war. This activity will help you introduce the text you will work with during this lesson.

### 2. Skim the encyclopedia article on this and the next page (Activities 3 and 5). Say what it is about.

Read instructions aloud and invite students to perform this activity so they can get the general meaning of the text. Invite volunteers to express it.

### 3. Listen and read the beginning of the article. Work in pairs to identify and underline key events.



Invite students to identify the glossary word in the text and check its meaning on page 190. Then, read instructions aloud and, if necessary, explain that a key event is an important event that brings changes or has consequences. Organize the class into pairs. Play Track 41 for students to follow the reading and select key events. Check orally.

### 4. Paraphrase the key events you underlined in the previous activity.

Use this activity to guide pairs to compose simple and complex statements paraphrasing main ideas since in the next session they will do it on their own. Remind them that when they paraphrase a text, they use their own words to retell the information included in the text. Draw their attention to the first key event in the text from the previous activity and ask one volunteer to read it aloud. Then, ask: *How else can you say "was over"?* (ended). *How can you say the same idea using other words?* (WWII ended in Europe when the Germans surrendered). Do the same with the rest of the key events they underlined; you may suggest that they use a thesaurus to find synonyms.



Tell students to read pages 113-114 in their Reader's Book and think about the answer to the following question: *Why was Hadrian's Wall built?* They will discuss it in class the next day.



## Lesson

5 Work in pairs to listen and continue reading the article. Underline key events.

**The Cold War**  
In 1945, after their former alliance, the capitalist United States and the socialist Soviet Union emerged as ideologically opposed world powers since the war. The conflict that arose between them was known as the Cold War. This conflict affected Germany which was divided into two independent nations in 1949: the Federal Republic of Germany allied to the Western countries and the German Democratic Republic allied to the Soviet Union. In 1961, the East German government closed the border with West Germany but the border between East and West Berlin remained open so East Germans started to flee to the West.

**The Construction**  
On the night of August 12, 1961, a wire barrier was constructed between West Berlin, existing neighborhoods and families. Eventually this wire barrier developed into a concrete structure. By 1969, the Berlin Wall had 302 watchtowers to prevent Eastern Germans escaping to the West.

**The Fall**  
In 1986, the then general secretary of the Communist Party of the Soviet Union, Mikhail Gorbachev initiated radical reforms that became part of his new policy of perestroika. By 1989, political changes were inevitable in Eastern European countries; Eastern Berliners put pressure on the East German government to loosen its restrictions on travel to West Germany. Finally on November 9, the East German government announced that people from the East should cross the border without restrictions. The fall of the wall weakened the East German government, leading to Germany reunification on October 3, 1990.

6 Paraphrase the key events you underlined in the previous activity practicing the skills you learned in Unit 6.

142 Unit 9

Select key events / Compose simple and complex statements paraphrasing main ideas

Reader's Book  
Why was Hadrian's wall built?



strategies you modeled during the previous session. Monitor closely to provide help when needed and to check pair's work.



Discuss the question related to the text from the Reader's Book. Ask students if the text mentions only one reason for building this wall. After that, have them recall and say the different hypotheses (some historians think that Hadrian built the wall as an expression of Roman power; others believe that it was built to offer defense before they expanded more into the north of the island; another explanation is that it provided control over immigration and smuggling). As an extension activity, you may ask them to do some research about the Roman Empire in Britain, and discuss their findings in class.

## Achievements

- Understand historical texts content.
- Write brief reports.

## Teaching Guidelines

- Select key events.
- Compose simple and complex statements paraphrasing main ideas.

## Development

5. Work in pairs to listen and continue reading the article. Underline key events.



Ask students to recall what was the article they started to read in the previous session about (World War II and the history of the Berlin Wall). Organize the class into pairs and have them read the rest of the article to select other key events. PlayTrack 42 for them to perform the task.

6. Paraphrase the key events you underlined in the previous activity practicing the skills you learned in Unit 6.



Ask one volunteer to read instructions aloud and give pairs some time to compose simple and complex statements paraphrasing main ideas by following the

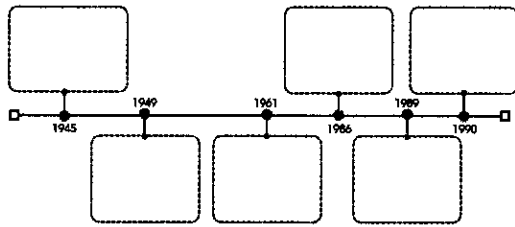




**Learning to Learn** 185

**Lesson**

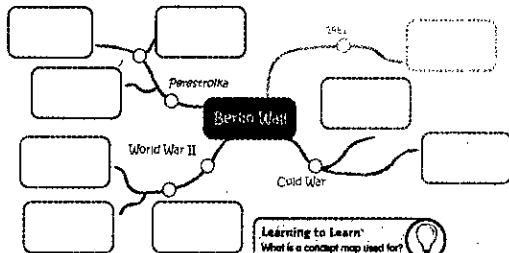
7 Work in pairs. Order the key events you write in Activities 4 and 6 in the timeline below.



**Time to Shine!**

• Mention the location of other walls that separate territories around the world.

8 Complete the concept map.



Set order of key events in timelines. / Complete conceptual maps with information that extends the main ideas.

**Learning to Learn**  
What is a concept map used for?  
It is a diagram that can help you establish the relation that exists between facts or ideas and visualize them easily. For some tips on how to create one, go to page 185.

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**8. Complete the concept map.**

Draw students' attention to the box in the middle and the main ideas mentioned in each branch of the concept map; ask volunteers to read them aloud. Have them work in pairs to complete it with information that extends the main ideas. Suggest that they use the key events they paraphrased in activities 4 and 6. Monitor to check their work.

**Achievement**

Write brief reports.

**Teaching Guidelines**

- Set order of key events in timelines.
- Complete conceptual maps with information that extends the main ideas.

**Development**

**7. Work in pairs. Order the key events you wrote in Activities 4 and 6 in the timeline below.**

Draw students' attention to the timeline and explain to them that setting the order of key events in it will help them clarify the sequence they need to follow when writing their reports. Tell students to work with the same partner they worked in the previous session so they can write the events they underlined below the corresponding years. Check by drawing the timeline on the board and inviting volunteers to fill it in. Read the task in the Time to Shine! box and encourage students to think of and share examples of other walls.

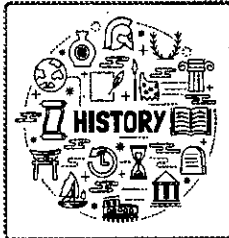


Lesson 1

**Product Step 2** Report on a Historical Event

Remember that in this unit you will write a report on a historical event that will be included in a class anthology. In order to continue, get in small teams and do the following activities:

- Read the information you brought and identify key events.
- On a sheet of paper, design a timeline to put the key events in chronological order. File it in your portfolio.
- On a sheet of paper, create a concept map in which you include the paraphrased key events. File it in your portfolio.



**Self-evaluation**

The strategies I used to understand the content of historical texts were:

- Select key events.
- Paraphrase ideas.
- Identify the order of events.
- Create links between the events.

It was easy / difficult for me to complete timelines and concept maps. If you found it difficult, try to write notes summarizing the key events from the texts you read. Use your logic to establish relations between them. Then verify by rereading the text.

**Differentiated Instruction**

**Activity 6, p. 142:** Use the **Individualized Feedback Strategy** to help struggling students paraphrase the key events they underlined. Offer them guidance on how to use the thesaurus to find synonyms that may help them write their statements.

**Activity 8, p. 143:** Use the **Jigsaw Strategy** to encourage collaboration between students. Assign each pair only one branch of the concept map to complete. Draw the concept map on the board and ask pairs to fill it in so they can share their answers with the rest of the class.

**Product**

**Report on a Historical Event**

As you may recall, students will write a report on a historical event that will be included in a class anthology. In this lesson, students will design a timeline and they will create a concept map practicing the skills they learned in this lesson. First, have them get in teams to check the information they brought for homework and identify key events. Once they have identified them, have them design their timeline so they can clarify their sequence. Then, students will paraphrase the key events and use these statements to create their concept maps. These activities will be your first and second evidence in this unit; ask students to file them following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



**Lesson**

How do I write a paragraph? There are four elements you should consider: order, coherence, unity, and completeness. To know more about this theme, go to page 185. (185)

1. Work in pairs to write paragraphs adding supporting information to the following topic sentences. Use the concept map on page 143. Be sure to use appropriate connectors to link related events. (143) (143)

World War II was the antecedent of the construction of the Berlin Wall.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

East Germany was under the control of the Soviet Union and eventually decided to close the border.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Check your paragraphs and rewrite sentences in which you can avoid repetition by using relative pronouns and/or double genitives. (184) (176)

In the 1980s, when Gorbachev...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Go back to the sentences you wrote in Activities 1 and 2. Emphasize important ideas using adverbs. (144)

Eastern European countries clearly benefited from...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What resources can help me avoid repetition when writing paragraphs? Use double genitives and relative pronouns. To know more about double genitives, go to page 184. To review relative pronouns, go to page 170. (184)

What words can help me stress important ideas? Use time, place, or manner adverbs to stress ideas. For some examples, go to page 184. (144)

Group similar information statements to form paragraphs. / Use double genitive expressions for marking belonging relations and avoiding repetitions. / Clarify ideas in texts using pronouns. / Emphasize ideas in texts using adverbs.

Reader's Book: Read pages 115-117 from the Reader's Book. Unit 9 145

## Achievement

Write brief reports.

## Teaching Guidelines

- Group similar information statements to form paragraphs, using expressions and connectors that show sequence, simultaneity, or cause and effect.
- Use double genitive expressions for marking belonging relations and avoiding repetitions.
- Clarify ideas in texts using pronouns.
- Emphasize ideas in texts using adverbs.

## Development

### Skills 185

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

### Language 184

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

1. Work in pairs to write paragraphs adding supporting information to the following topic sentences using the concept map on page 143. Be sure to use appropriate connectors to link related events.

Tell students to get together with the same partner they worked in the previous sessions. Draw their attention to the topic sentences provided and have them go back to page 143 to check the information they wrote in their concept maps. Tell them to group similar statements to write ordered, unified, and complete paragraphs. Monitor to check they are using connectors appropriately to ensure coherence.

### Language 184

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

2. Check your paragraphs and rewrite sentences in which you can avoid repetition by using relative pronouns and/or double genitives.

Students will continue working in pairs to check and rewrite the sentences that have repeated or unclear information by using double genitive expressions for marking belonging relations and relative pronouns they learned while working on Unit 2, to clarify ideas. Before they start, read the example aloud and provide individualized feedback to those pairs who may need it.

### Language 184

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

3. Go back to the sentences you wrote in Activities 1 and 2. Emphasize important ideas using adverbs.

Students will check their paragraphs again to identify important ideas and emphasize them using of adverbs. Read the example aloud and provide individualized feedback to those pairs who may need it.



Tell students to read pages 115-117 in their Reader's Book and think about the answer to the following question: *What do you think about walls and barriers between countries?* They will discuss it in class the next day.

Lesson 7

4. Work in pairs. Check (✓) the squares as you check punctuation and spelling from the sentences you wrote in the previous session.

- We started sentences with capital letters.
- We ended declarative sentences with a period.
- We ended interrogative sentences with a question mark.
- We separated closely related ideas with commas.
- We checked spelling using a dictionary.

5. Identify your audience and purpose by answering the following questions.

- a. What is the purpose of my report? \_\_\_\_\_
- b. Who will read my report? \_\_\_\_\_

6. Write an introduction and a conclusion considering your audience and purpose.

- a. Introduction: \_\_\_\_\_
- b. Conclusion: \_\_\_\_\_

**What information should I include in my introduction and conclusion?** In the introduction, explain why you are writing the report and in the conclusion, give an opinion about what you learned. For more tips on how to write a report, please go to page 185.

7. Exchange books with another pair. Use the checklist below to assess each other's report.

Aspects	Yes	No	Comments
Is all the information included relevant?			
Does it follow a sequence?			
Does the introduction mention what the report is about?			
Does the conclusion include an opinion?			
Did my classmates check spelling and punctuation?			

Unit 9 Check punctuation and spelling / Clarify ideas based on the recipient and purpose.

**Reader's Book** What do you think about 'walls and barriers between countries'?

**Achievement**

Edit reports.

**Teaching Guidelines**

- Check punctuation and spelling.
- Clarify ideas based on the recipient and purpose.

**Development**

4. Work in pairs. Check (✓) the squares as you check punctuation and spelling from the sentences you wrote in the previous session.

Tell students to get together with the same partner they have been working with in the previous session. Read aloud one by one the statements, giving students some time to check punctuation and spelling in the sentences they wrote on page 145. Once they have finished going through the sentences, tell them to check (✓) each square.

5. Identify your audience and purpose by answering the following questions.

Have students reflect upon their purpose for writing a report about the Berlin Wall and who their audience would be by answering the questions provided.

Skills 185

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6. Write an introduction and a conclusion considering your audience and purpose.

Give students some time to write an introduction to state their purpose and a conclusion to clarify ideas for their audience. You may suggest that they check the introduction of the article they read on page 138 and the conclusion they completed on page 139 to follow them as models.

7. Exchange books with another pair. Use the checklist below to assess each other's report.

Organize the class into small teams by joining two pairs together. Read aloud each of the statements in the checklist to make sure everybody understands what they will evaluate, and give teams a few minutes for peer assessment. Monitor to make sure all comments are respectful.

Discuss the question related to the text from the Reader's Book. Tell students to remember that walls have been used to keep people out, but also to keep them in, as in Germany. Ask them the function of walls in borders nowadays (to control immigration and smuggling, or prevent undesirable people from entering, etc.). Ask them if a wall really prevents those problems. Have a class discussion about it.

Lesson 10

8 Use the feedback you received in Activity 7 to decide which information you will remove or change in your report.

Information We Will Change	Information We Will Remove	Reason

9 Write your final version.

**Time to Shine!**

• What is the purpose of an anthology?

*(Lined writing area with a small arrow icon on the left margin)*

10 Share your report with your classmates.

Remove, add, change, or reorganize information to improve texts / Make final versions

Unit 9 147

their books opened on page 185 so they can check the information provided on how to write a research report while writing. Monitor while they work to provide help if required.

**10. Share your report with your classmates.**

Invite pairs to the front to read their reports aloud. Encourage the class to give respectful feedback.

**Achievement**

Edit reports.

**Teaching Guidelines**

- Remove, add, change, or reorganize information to improve texts.
- Make final versions.

**Development**

**8. Use the feedback you received in Activity 7 to decide which information you will remove or change in your report.**

Students will work again with the same partner to remove, add, change, or reorganize information to improve their texts considering the feedback they received in Activity 7. Monitor to check their work and make sure they are filling in the third column explaining why they decided to change or remove something. Ask the question in the Time to Shine! box and praise the students who answer.

**9. Write your final version.**

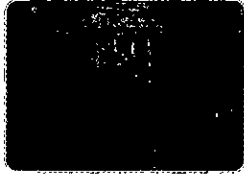
Students will make final versions including all the additions and changes they have been working on through this lesson. Suggest that they keep one of

Lesson 3

**Product Step 3** Report on a Historical Event

Remember that in this unit you will write a report on a historical event that will be included in a class anthology. In order to continue, get in small teams and do the following activities:

- On a sheet of paper, write paragraphs using the information you included in your concept map. File it in your portfolio.
- Write an introduction for your report in which you explain why it is important to write about that subject.
- Write a conclusion for your report in which you state an opinion.



**Self-evaluation**

Which of the following strategies did you use to write your report?

- Group similar information statements to form paragraphs.
- Clarify ideas in texts using pronouns and double genitives.
- Avoid repetitions.
- Emphasize ideas in texts using adverbs.

Which of the following strategies did you use to edit your report?

- Clarify ideas based on the recipient and purpose.
- Make final versions of the report.
- Remove, add, change, or reorganize information to improve texts.
- Check punctuation and spelling.

It was **difficult** / **easy** for me to write and edit my report.

If it was difficult for you to do it, continue practicing. Follow the procedures suggested in this lesson, be organized and little by little you will master it.

**Differentiated Instruction**

**Activities 1-6, pp. 145-146:** 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 is proficient in grammar while the other has very good ideas to include in the introduction and conclusion.

**Activity 7, p. 146:** After peer assessment, invite students to practice self-assessment by using the **Speedometer Strategy**. Explain that they will use their arms to show whether or not they accomplished each of the aspects mentioned in the checklist.

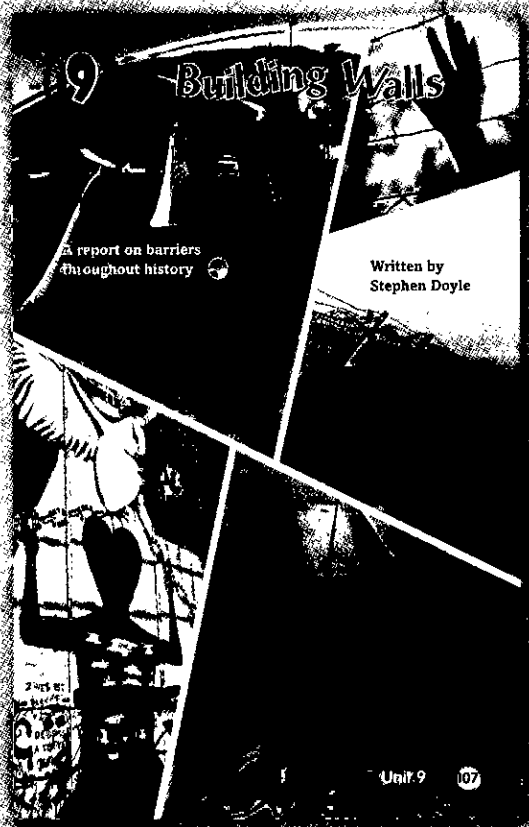
**Product**

**Report on a Historical Event**

As you may recall, students will write a report on a historical event that will be included in a class anthology. In this lesson, students will write their notes for their reports practicing what they learned in this lesson. Read aloud the instructions for each of the steps and monitor to check. This activity will be the third evidence in this unit; ask students to file it following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the report with your students and then do the following activities together.

1. **Choose the Great Wall of China or Hadrian's Wall. On a separate sheet of paper, write your own report using information from the text.**

Tell students to choose one of those walls and reread the information about it in the text. They have to paraphrase or summarize it in order to write their own text. You may ask them to write just three main ideas along with the supporting ones.

2. **The text gives little information about the US-Mexico border wall. Do research and write a brief report about it on a separate sheet of paper.**

Ask students to do research about the history of this border wall and the problems related to its construction. Suggest that they can watch videos or read websites. Ask them to write just three or four main ideas, as well as their supporting ones.

3. **What historical event are you interested in? Write a report about it on a separate sheet of paper.**

Tell students that now they have to choose a historical event they are interested in, preferably about their own country. Give them a few days to gather information and write the text. When they have finished their reports, they will share it with a partner, who will

Do the following activities to support this unit's social practice of the language: To write a brief report on a historical event.

1. **Choose the Great Wall of China or Hadrian's Wall. On a separate sheet of paper, write your own report using information from the text.**
2. **The text gives little information about the US-Mexico border wall. Do research and write a brief report about it on a separate sheet of paper.**
3. **What historical event are you interested in? Write a report about it on a separate sheet of paper.**

#### ICT Box

<https://www.tourtopia.com/world-famous-walls/>  
If you want to know other famous walls, go to the link provided.



Unit 9

evaluate if it is clear and has main and supporting ideas. The students have to rewrite the reports after getting feedback from their classmates.

#### ICT Box

Ask students to name famous walls in their country or in other countries they know about. Go to the link provided and read the introduction to the students. Tell them to browse through the pictures on the website and choose one wall that catches their attention (they cannot choose the walls reviewed in the reading). Then, they have to research it, and share the information with a partner or in small teams.

# Product and Assessing My Learning Process

## Product

### Report on a Historical Event

Now it's time to create an anthology that includes the reports from all of the teams. Get together with your team and do the following activities.

- Check the references to the information you included. Did you give credit to the source in your introduction? Is your passage covered throughout the report? Are all details necessary? Did your conclusion imply a reflection?
- Review your sequencing. Are the paragraphs ordered in a logical order? Are there any appropriate connectors?
- Analyze the language you are using. Are you using a formal register? Are your statements clear and concise? Are there double negatives or relative pronouns to avoid repetition? Are there adverbs to emphasize ideas?
- Check spelling and punctuation. Use a dictionary and online app.

Once you're sure your report is ready, create your class anthology with your classmates. Brainstorm about it digital or physical.

- Agree on a design and decide who will be responsible for designing it.
- Decide who will put all the reports together and how you will display them.
- Share your anthology with classmates from other grades.

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

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

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### Report on a Historical Event

Work as a class. Read aloud each step and the questions related to it. After you have 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 all reports are ready, assign specific students tasks to create the class anthology. Use the questionnaire provided to evaluate each student individually. Each question will help you analyze students' reports in detail. Be sure to provide them with enough feedback to help them improve their future work.

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 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

Discover the activities in this section and 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.


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

**Lesson 1 (p. 140)**

In this lesson, I learned to write descriptions of historical events by analyzing textual organization and graphic components and identifying subject, purpose and intended audience.

It was easy for me to identify the purpose.

It was difficult for me to analyze the textual organization.

**Lesson 2 (p. 143)**

In this lesson, I prepared by selecting key events, paraphrasing main ideas, and organizing the information with timelines and concept maps.

It was easy for me to understand the content of historical texts by selecting key events.

It was difficult for me to paraphrase main ideas.

**Lesson 3 (p. 148)**

In this lesson, I learned to write good paragraphs for reports by grouping similar information, using appropriate connectors and resources to avoid repetition and to stress ideas. I also learned to edit reports.

It was easy for me to group similar information.

It was difficult for me to use resources to avoid repetition.

**Report on a Historical Event**

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

Those who do not remember the page are encouraged to report to: Jorge Sanchana

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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.

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

- 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 have finished, invite some of them to share their reflections with the class.



# Evaluation Tool

## Questionnaire

Name: \_\_\_\_\_

Use the following questions to evaluate the report.

1. Is the purpose mentioned? If not, suggest one based on the content.

\_\_\_\_\_

2. Does the report cover the purpose? If not, explain how to improve.

\_\_\_\_\_

3. Are all statements relevant? If not, give one example.

\_\_\_\_\_

4. Do all the statements follow a logical sequence? If not, give one example.

\_\_\_\_\_

5. Is the language appropriate for the audience? Why or why not?

\_\_\_\_\_

6. Does it include new vocabulary and language structures? If not, give suggestions.

\_\_\_\_\_

7. Does the conclusion imply a reflection? If not, provide an example.

\_\_\_\_\_

8. Does it have spelling or punctuation mistakes? If it does, give examples.

\_\_\_\_\_

Comments:

\_\_\_\_\_

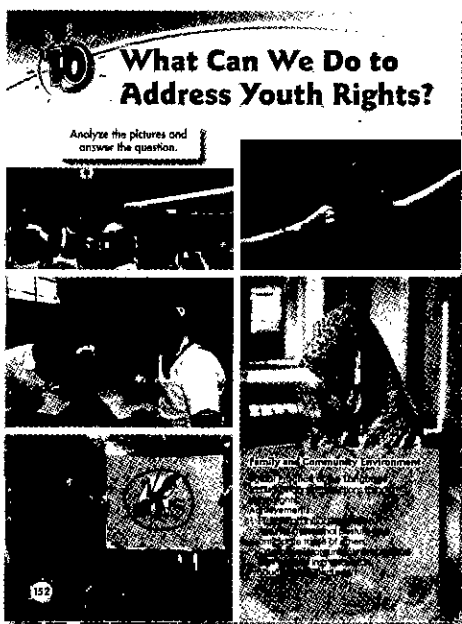
\_\_\_\_\_

# 10

# What Can We Do to Address Youth Rights?

## Unit Overview

<b>@ Family and Community Environment</b> <b>@ Communicative Activity</b> Exchanges associated with the environment		<b>@ Social Practice of the Language</b> To discuss concrete actions to address youth rights	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Present an initial proposition.</li> <li>• Assume a personal posture and anticipate those of others.</li> <li>• Offer counterarguments and defend their posture in a discussion.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• accommodation</li> <li>• address</li> <li>• ban</li> <li>• covenant</li> <li>• curriculum</li> <li>• facility</li> <li>• fulfill</li> <li>• labor union</li> <li>• public affairs</li> <li>• refrain</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Using tentative language</li> <li>• Words and expressions to build arguments</li> <li>• Comparing by using "as ... as"</li> <li>• Useful phrases for a discussion</li> </ul>	<b>Learning to Learn</b> Public discussions	<b>Audio</b> Tracks 43-44	
<b>Skills</b> Fact vs. opinion		<b>Reader's Book</b> "You Can't Silence Us!" pp. 119-132, Track 54	
<b>Product</b> Public Discussion		<b>Evaluation Tool</b> Scale of Descriptive Assessment	



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask: *What do all these pictures show?* (young people enjoying their rights). *Which right is each picture showing?* (the right to recreation, to education, to be heard, to enjoy a non-violent environment, to freedom of thought or belief).

Finally, organize the class into teams of three and read aloud the title: *What can we do to address youth rights?* 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.



1 Read and underline key ideas. Then, paraphrase the content of the text.

**Human Rights**

Human rights are legal rights that countries from all over the world have agreed through international documents.

They are:

- **Universal:** Everyone is born with and protected by them.
- **Inalienable:** People's rights cannot be taken away.
- **Indivisible:** All rights are equally important and can't be separated from each other.
- **Interdependent and interrelated:** They are connected and none can be fully enjoyed without the others.

All governments should:

- **Respect:** refrain from interfering with the enjoyment of the rights
- **Protect:** prevent others from interfering with the enjoyment of the rights
- **Fulfill:** adopt appropriate measures toward the full realization of the rights

2 Discuss with your class.

- What would happen if there were no human rights?
- Why is it important to establish actions to address them?

3 Work in pairs to order the statements. Then, analyze these facts with your class.

- On December 10, 1948, the Universal Declaration of Human Rights was adopted by 56 members.
- The United Nations was established and a Commission on Human Rights was established within.
- Human rights have been evolving over the years through treaties and covenants; today, there is a list of 30.
- Governments around the world committed themselves to prevent conflict and promote international peace after World War II.

4 For homework, research human rights.

Engage students with the theme of the unit.

Reader's Book  
Read pages 119-123 from the Reader's Book.

Unit 10 153

## Achievement

Present an initial proposition.

## Teaching Guideline

Engage students with the theme of the unit.

## Development

1. Read and underline key ideas. Then, paraphrase the content of the text.

Have students scan the text to identify glossary words and invite them to read their definitions on page 190 in their books. Then, to engage them with the theme of the unit, read the text aloud for them to follow it in silence and underline key ideas. When you have finished reading, invite volunteers to share the ideas they underlined and encourage them to paraphrase the content of the text using that information. If necessary, tell them to check the information related to paraphrasing provided on page 178.

2. Discuss with your class.

Read the first question aloud and have volunteers share their thoughts. Ask: *Have you studied about periods in History in which there were no human rights?* Encourage them to give examples when there

were fewer human rights (slavery, women not allowed to vote, etc.). Ask the second question and invite all students to reflect and express their opinions.

3. Work in pairs to order the statements. Then, analyze these facts with your class.

Organize the class into pairs and before reading instructions give them some time to identify the glossary word and read its meaning on page 190. Once you are sure they understand the word, explain that they should order this text that provides information about the history of human rights. Ask: *According to which text pattern do you think this text is organized?* (chronological/sequence). Give pairs some time to order the statements while you monitor and check orally. Finally, ask: *Why do you think the Commission on Human Rights was established precisely after World War II ended?* (because during this war human rights were not respected and lots of atrocities were committed).

4. For homework, research human rights.

Read instructions aloud and tell students they will write a list of the 30 human rights for homework.



Tell students to read pages 119-123 in their Reader's Book and think about the answer to the following question: *Why did Marisol and Gabriel want to organize a cultural event?* They will discuss it in class the next day.

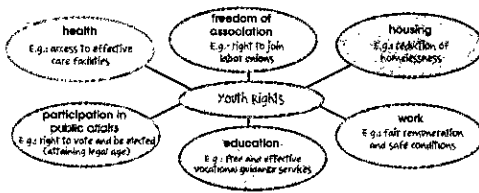
Lesson 1

5 Listen to the conversation and use the cues as a guide to take notes about it. Then, work in teams to discuss the importance of the Youth Rights Movement. Write your conclusions.

<p>The theme of the conversation is...</p> <p>The boy is explaining to the girl...</p> <p>He said that sometimes young people...</p> <p>Some of the things they do are...</p>	<p>The Youth Rights Movement is important because...</p>
---	--

6 Work in teams. Look at the information included in the graphic organizer and share your views on how each of these rights is guaranteed in your community. Define if there is an area that needs work; be respectful if controversies appear.

-If we get sick we can go to the public hospital, but sometimes there are not enough doctors  
-I have never had that problem.



The areas that need work in my community are:

Reader's Book  
Why do Marisol and Gabriel want to organize a cultural event?

Unit 10 Define controversial points

**Achievement**

Present an initial proposition.

**Teaching Guideline**

Define controversial points.

**Development**

5. Listen to the conversation and use the cues as a guide to take notes about it. Then, work in teams to discuss about the importance of the Youth Right Movement. Write your conclusions.

To have students anticipate to the content of the conversation, tell them to read the cues provided in silence. Ask them to share what they think they will listen to. Then, play the track two times. The first time, have them just listen; the second, ask them to write their notes. Invite them to share what they wrote and then, organize the class into small teams to have them discuss about the importance of the Youth Right Movement. After some minutes, encourage teams to share their conclusions.

6. Work in teams. Look at the information included in the graphic organizer and share your views on how each of these rights is guaranteed in your community. Define if there is an area that needs work, be respectful if controversies appear.

Students will continue working in the same teams. Give them some time to check the information included in the graphic organizer related to Youth Rights and to connect it with their own experiences. Monitor while teams work to encourage them to give details and make sure the exchanges are respectful if controversies appear. After some minutes, draw their attention to the box at the bottom of the page, and have them agree on the areas that need work in their community considering what they discussed before.



Discuss the question related to the text from the Reader's Book. First, ask students to mention the themes that Marisol and Gabriel wanted to consider for the cultural event (discrimination, gender inequality, different sexual orientations, religious freedom, and sexual education). Then, ask them to find the reason they told Mr. Stern concerning their interest in addressing these issues (they wanted to give a voice to all students, especially to those who belong to minorities and that have been discriminated because of their beliefs and origins). As a class, discuss if there are frequent events that address those issues at their school and if it would be necessary or important.



Lesson 7

7. Work in pairs. Read some cases reported by Amnesty International and identify which rights are not being fulfilled in each situation.

- a. The Ministry of Education and Science banned the dissemination and use of information material on reproductive health and gender equality due to a campaign launched by religious groups.
- b. Indigenous young people who have committed a crime are imprisoned and treated in cruel and inhuman ways by being held in solitary confinement, and denied food and medication.
- c. A group of young men, three of them under the age of 18, were arrested and held in secret detention facilities with no access to the outside world, including their families or lawyers for 20 months.
- d. Young refugees from war cannot afford accommodation and are sleeping in tents. Municipal authorities provided very little assistance and have even closed public toilets.
- e. Ten youth activists were arrested for participating in a meeting in which they were peacefully discussing politics and some concerns regarding government surveillance.
- f. Some media show youth movements as troublemakers rather than serious actors that can contribute to public debate. They point out the young age and lack of maturity as grounds for not giving them a place in public affairs.

8. Reread case "a" from the previous activity and fill in the chart.

Case:	Agency	Addressed / Unaddressed rights	Reasons
a			

9. Compare your chart with another pair. Discuss which are the best actions based on reasons.

Make propositions of their own / Justify propositions with reasons. / Value reasons within a controversy.

**Time-to-Shine!**  
 • What government agency is in charge of protecting youth rights in Mexico?

8. Reread case "a" from the previous activity and fill in the chart.

Students will continue working in pairs to make propositions of their own to address the rights that were not fulfilled in case "a" from the previous activity. Have them fill in the chart to organize the information about the actions they would follow and a reason to justify each proposition. Monitor to check their work.

9. Compare your chart with another pair. Discuss which are the best actions based on reasons.

Organize the class into small teams by joining two pairs together. Read instructions aloud, and explain to students that they have to compare their answers to identify the differences and value reasons within a controversy that may be caused by those differences. Monitor to help with any vocabulary they may need. Read the Time to Shine! question and praise students who answer.

For homework, have them research evidence to support their reasons (examples, quotes, statistics).

**Achievement**

Present an initial proposition.

**Teaching Guidelines**

- Make propositions of their own.
- Justify propositions with reasons.
- Value reasons within a controversy.

**Development**

7. Work in pairs. Read some cases reported by Amnesty International and identify which rights are not being fulfilled in each situation.

Organize the class into pairs. Read instructions aloud and before students start working on the activity, explain to them that Amnesty International is a global movement of people who work in favor of human rights, investigating and exposing facts when abuses happen, and providing education and training to people so they can claim their own rights. Invite pairs to identify glossary words and read their definitions on page 190. Then, they will read the texts and perform the task while you monitor walking around. To check, invite pairs to read aloud their answers for each case. If the answers are different, encourage pairs to give reasons to support their opinions.

**Lesson 1**

**Product Step 1 Public Discussion**

In this unit, you will prepare yourself to participate in a public discussion about concrete actions to address youth rights. In order to start, work in teams of six to do the following activities:

- Go back to Activity 7, page 154, to recall which right is the one that requires more attention in your community.
- Think about an specific case and describe it mentioning which rights are not being fulfilled.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Work in pairs. On a sheet of paper, copy and fill in the chart. File it in your portfolio.

Case	Reasons to Address Unfulfilled Rights	Reasons

- For homework, look for evidence to support your reasons.

**Self-evaluation**

**Underline.**  
To present an initial proposition for a discussion, I...

Defined controversial points. Justified my propositions with reasons.  
Considered the reasons that others gave.

If you didn't consider the reasons that others gave, try to do it next time. Remember that we can always learn from others and enrich our own points of view.

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previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 8, p. 155:** Use the **Jigsaw Strategy** to promote collaboration. Assign each pair only one case and, when checking, invite pairs to the front to share their answers and explain their reasons.

**Activity 9, p. 155:** Use the **Group Based on Goals Strategy** for advanced students who want to choose any of the other cases presented in Activity 8 to work with. If that is the situation, just make sure that two different teams choose the same case so they can work together at the end of the unit when the public discussion is presented.

**Product**

**Public Discussion**

In this unit, students will prepare themselves to participate in a public discussion about concrete actions to address youth rights. In this lesson, they will create a list of actions to be discussed. Tell students to get together with the same classmates with whom they worked in Activity 7, on page 154. After they recall which right they decided needs more attention in their community, suggest that they go back to Activity 8, on page 155, to use the texts provided as models to write their own. Finally, explain that they will work in pairs within the team to prepare their arguments and to participate in the discussion; have them choose a partner who shares their points of view to fill in the chart. Monitor while they work to check. This will be your first evidence in this unit; ask them to file the list of actions and the chart following the procedure you prefer.

For homework, tell students to find evidence to support their reasons.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the

Lesson

**Time-to-Shine!**  
• What is an argument?

1. Work in pairs to write an introduction and a statement for an argument to support the actions you suggested in Activity 9, page 155. Use the information you researched for homework. (179)

2. Write statistics, examples, and quotes to support your argument.

Statistics	Examples	Quotes

3. Write a refutation for your argument.

4. Write a conclusion for your argument.

Analyze evidence that supports arguments

Reader's Book  
Read pages 124-127 from the Reader's Book.

Unit 10 157

they proposed to address the rights that were not fulfilled in case "a" presented in Activity 8, page 155. Monitor to check.

**2. Write statistics, examples, and quotes to support your argument.**

Tell pairs to share the evidence they researched for homework and analyze what will best support their argument. Have them write it in the spaces provided.

**3. Write a refutation for your argument.**

Elicit from students that in the refutation, they should acknowledge the opposition opinion before challenging it. Tell them that in this case, they should acknowledge the opinion of the people who are opposing the inclusion of reproductive health and gender equality information in the official curriculum. Emphasize that especially in cases such as this one, in which a religious ideology is behind the opposition's opinion, they should be extremely respectful (if they don't, they will also violate a human right), expressing understanding but showing evidence that can create consciousness. Give pairs some time to work while you monitor to check.

**4. Write a conclusion for your argument.**

Remind students that in the conclusion, besides synthesizing the information presented, they should leave "food for thought" to their audience. Give pairs some time to write their conclusions while you monitor to check.



Tell students to read pages 124-127 in their Reader's Book and think about the answer to the following question: *What did Melissa suggest?* They will discuss it in class the next day.

**Achievement**

Assume a personal posture and anticipate those of others.

**Teaching Guideline**

Analyze evidence that support arguments.

**Development**

**1. Work in pairs to write an introduction and a statement for an argument to support the actions you suggested in Activity 9, page 155. Use the information you researched for homework.**

Read the Time to Shine! question and invite students to check the information related to writing arguments provided in their books on page 179. Help them recall the parts of an argument that they learned while working in Unit 7 and explain that, although in a public discussion the purpose is not to confront two opposing arguments (as in a debate), they should communicate opinions that are supported with strong arguments in case there is controversy or the audience challenges them. Tell them to get together with the same classmate they worked with during the previous lesson and give them some time to write an introduction and a statement to present the actions

**Lesson 1**

When is tentative language used? (What do you notice a claim without examining all possible evidence. To know more about this theme, go to page 186.)

5 Listen to the participation of a specialist in a public discussion and work in pairs to identify and circle the expression used to make a tentative proposal.

—Here now with us is Luis Garduño, human rights specialist, to share his opinion about the most appropriate actions that we can follow to address youth rights in the case we have discussed. Luis, you have one minute.

—The right of receiving information about gender equality, discrimination, and reproduction is as important as receiving information about any other area of knowledge. Without a doubt, we should take actions to assure this right is respected. According to Ofcom UK, young people between 17 and 24 spend around 27 hours a week on the Internet. What would happen if we take advantage of this fact and start uploading more sites with serious information on sexual education? We can also organize online courses with specialists on this matter who would like to volunteer for this cause. As Shakespeare said, "The meaning of life is to find your gift. The purpose of life is to give it away." This way, young people will receive this information although authorities ban it from the formal curriculum. We must work together in order to protect young people's rights.



6 Work in pairs to find one fact and one opinion in the argument presented in the previous activity.

Fact:

Opinion:

Is it always easy to differentiate a fact from an opinion? When participating in a discussion, some people speculate instead of stating facts. To learn more about this theme, go to page 187.

7 Work in pairs to fill in the chart with expressions used in the argument from Activity 5.

Comparative	Contrasting	Consequence

How can I identify the purpose of sentences in an argument? Pay attention to key words and phrases related to specific purposes, to contrast (e.g., but, however) or to show although, to establish a cause-effect relationship (e.g., that's why). For more examples, go to page 186.

8 Work in teams to share your opinions about the actions proposed in the argument from Activity 5.

158 Unit 10 Differentiate opinions from facts in others' arguments. Reader's Book: What do I think is important?

**Achievement**

Assume a personal posture and anticipate those of others.

**Teaching Guideline**

Differentiate opinions from facts in others' arguments.

**Development**

**Language 186**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

5. Listen to the participation of a specialist in a public discussion and work in pairs to identify and circle the expression used to make a tentative proposal.

Invite students to go to page 190 to check the definition of the glossary word included in this activity. Organize the class into pairs, read instructions aloud, and play Track 44 for them to perform the task. Check orally.

**Skills 187**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

6. Work in pairs to find one fact and one opinion in the argument presented in the previous activity.

Students will continue working in pairs to reread the text from the previous activity to identify one fact and one opinion. Check by asking volunteers to write their answers on the board.

**Language 186**

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

7. Work in pairs to fill in the chart with expressions used in the argument from Activity 5.

Students will continue working in pairs to find comparative, contrasting, and consequence expressions in the text from Activity 5. To check, draw the chart on the board and invite volunteers to write the answers.

8. Work in teams to share your opinions about the actions proposed in the argument from Activity 5.

Organize the class into small teams to share their opinions about the proposal presented by Luis Garduño. Monitor while teams discuss to encourage them to give reasons to support their opinions.

Discuss the question related to the text from the Reader's Book. Ask students to recall what the shy girl said about repression; if they cannot remember the exact words, allow them to paraphrase it. Then, ask them what actions she suggested (to look for information about human rights and rights for young people, and spread it on social media, at school, around the streets, and with their friends and families). Finally, have some volunteers say what they think about Mr. Stern's behavior and beliefs.





Lesson

9. Work in pairs to put together the information you wrote on page 157 to write an argument. Include tentative, comparative, contrasting, and consequence expressions.

Lined writing area for activity 9.

10. Write two facts and two opinions from the argument you wrote in the previous activity.

Facts	Opinions

Make tentative proposals / Use comparative, contrasting, and consequence expressions in their arguments / Differentiate opinions from facts in their own arguments

Unit 10 159

10. Write two facts and two opinions from the argument you wrote in the previous activity.

Read instructions aloud and have pairs differentiate opinions from facts in their own arguments. When they have finished, invite pairs to the front to share their answers with their classmates and encourage the class to analyze if they are correct.

**Achievement**

Assume a personal posture and anticipate those of others.

**Teaching Guidelines**

- Make tentative proposals.
- Use comparative, contrasting, and consequence expressions in their arguments.
- Differentiate opinions from facts in their own arguments.

**Development**

9. Work in pairs to put together the information you wrote on page 157 to write an argument. Include tentative, comparative, contrasting, and consequence expressions.

Tell students to get together with the same pair with whom they had been working to build their argument. Read instructions aloud and have them write the argument using comparative, contrasting, and consequence expressions. Suggest that they take the text presented in Activity 5, page 158, as a model.

Lesson 1

**Product Step 2** Public Discussion

As you may recall, in this unit you will prepare yourself to participate in a public discussion about concrete actions to address youth rights. In order to continue, work in pairs to do the following activities:

- Share the information you researched for homework and choose the evidence you will use to support your argument.
- On a sheet of paper, write your argument. Be sure to include tentative, comparative, contrasting, and consequence expressions.



**Self-evaluation**

The strategies I used to assume a personal posture:

- Analyzing evidence that supports arguments
- Differentiating opinions from facts in others' arguments.
- Making tentative proposals.
- Differentiating opinions from facts in my arguments

Remember that your personal posture in a discussion is closely linked to your values so it must be easy to assume it; just make sure to find enough evidence to support it.

**Product**

**Public Discussion**

As you may recall, in this unit students will prepare themselves to participate in a public discussion about concrete actions to address youth rights. In this lesson, students will work with their partner (within their team) to write their arguments to participate. Suggest that they check the models provided in this lesson, and the phrases on page 186 to write their arguments. Monitor to check they are well structured and include all of their parts (introduction, statement, evidence, refutation, and conclusion). This will be your second evidence in this unit; ask them to file it following the procedure you prefer.

**Self-evaluation**

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.

**Differentiated Instruction**

**Activity 1, p. 157:** Use the **Mini Lesson Strategy** if you consider it necessary to review the structure of an argument with your class.

**Activity 9, p. 159:** Use the **Individualized Feedback Strategy** with struggling students to offer them support to write their arguments.



1. Work in teams. Decide roles to participate in a public discussion.

Coordinator: \_\_\_\_\_  
Specialists: \_\_\_\_\_

2. Agree on the rules to participate.

Time for each intervention: \_\_\_\_\_  
Time for audience questions: \_\_\_\_\_  
Order: \_\_\_\_\_

3. Write a purpose for your discussion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Check the argument you wrote in Activity 9, page 159. Analyze facts, examples, and data that support it; if necessary, include more.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Reader's Book**  
Read pages 128-131 from the Reader's Book.

Analyze facts, examples, and data that support their own arguments.

Unit 10 161

**Learning to Learn**  
Which is the protocol to participate in a public discussion? First, the theme should be established, and there is one coordinator and some specialists who will discuss the chosen theme according to previously established rules. For more information about this theme, go to page 167.

## Achievement

Offer counterarguments and defend their posture in a discussion.

## Teaching Guideline

Analyze facts, examples, and data that support their own arguments.

## Development

## Learning to Learn 187

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

## 1. Work in teams. Decide roles to participate in a public discussion.

As students have been working in pairs throughout the unit to build their arguments, each pair will participate together in the public discussion. That means that there will be teams composed of two or three pairs (depending on the number of students in your class) and a coordinator. The partners of the students who

will assume the role of coordinators will have to present their argument individually, so we suggest that you ask advanced students to assume that role. Once teams are organized, give them some time to fill in the blanks with their names.

## 2. Agree on the rules to participate.

Have students agree on the rules to participate in the discussion while you monitor walking around to offer them feedback; e.g., make sure the time for interventions is between one and three minutes, and the time for audience questions no more than five minutes.

## 3. Write a purpose for your discussion.

Invite students to write a purpose for their discussion. Explain that they must synthesize the case and describe what specialists will share opinions about. Monitor while they work to check.

## 4. Check the argument you wrote in Activity 9, page 159. Analyze facts, examples, and data that support it; if necessary, include more.

Invite students to work with their partner (even though he/she is a coordinator) to analyze facts, examples, and data that support their arguments to make sure it is enough. In case they notice they are missing something, encourage them to use electronic devices to include more information.



Tell students to read pages 128-131 in their Reader's Book and think about the answers to the following question: *Why was it possible to get support from UNESCO?* They will discuss it in class the next day.

Lesson 9

How can I be more fluent when participating in a discussion? There are some tips on page 162. People in case you have to ask for clarification: for the agreement/disagreement: through evidence or other positions. For examples: go to page 166.

5 Read the arguments from another team to analyze facts, examples, and data that support them. Write questions to ask for clarification.

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6 Write questions/statements to invite them to defend the evidence they presented.

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7 Write statements to express agreements and disagreements.

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**Time to Shine!**  
Share information about your positions you have heard of or experienced.

162 Unit 10

Analyze facts, examples, and data that support others' arguments.

**Reader's Book**  
Why was it possible to get support from UNESCO?

**Achievement**

Offer counterarguments and defend their posture in a discussion.

**Teaching Guideline**

Analyze facts, examples, and data in others' arguments.

**Development**

**Language** 166

Ask the question from the box and elicit students' prior knowledge. Invite one volunteer to read the information and encourage students to go to the Appendix if needed.

**5. Read the arguments from another team to analyze facts, examples, and data that support them. Write questions to ask for clarification.**

Tell students to get together with the partner they have been working with and choose a pair from another team to exchange books. Have them read the argument the other pair wrote in Activity 9, page 159. Ask them to use the phrases they learned to write

questions to ask for clarification concerning the issues they don't understand.

**6. Write questions/statements to invite them to defend the evidence they presented.**

Pairs now will analyze the other pair's arguments paying special attention to the facts, examples, and data that support them. Challenge them to find inconsistencies in their evidence, and question them using the phrases they read in the Appendix. Monitor while pairs work to check.

**7. Write statements to express agreements and disagreements.**

Finally, pairs will identify agreements and disagreements they have concerning the other pair's argument and they will express them using the phrases they learned. Monitor to check.

Read the task in the Time to Shine! box and praise students who answer.



Discuss the question related to the text from the Reader's Book. Ask students if the audience of Marisol and Gabriel's speech was only the people who were at the park (no, a neighbor transmitted the speech on a social network and a lot of people saw it online, that's how someone at UNESCO found out about the situation). Have a discussion about the importance of social networks to know about the world nowadays (possible answers: news travel faster, you can support movements or causes from other countries, you can see what is going on in many parts of the world, even in real time).



Lesson 7

8 Rehearse your public discussion. Use the chart to assess the other pairs who present arguments. If you have any comments, write them on a sheet of paper.

	Pair 1		Pair 2	
	Yes	No	Yes	No
Their argument included an introduction that stated its importance.				
The statement included a proposition of their own.				
There was enough evidence to support their argument.				
Tentative, comparative, contrasting, and consequence expressions were included in their argument.				
Their argument includes a refutation.				
Their argument includes a conclusion that leaves "food for thought."				
They use prosodic resources and body language appropriately to convey their message.				

9 Use the checklist to assess the coordinator.

Do the coordinator...	Yes	No	Comments
present the participants?			
inform about the purpose of the discussion?			
mention the rules?			
establish turns to speak?			
monitor time for each intervention?			
synthesize the opinions?			
invite the audience to participate and coordinate the questions?			

10 Participate in a public discussion.

- Present with your team in front of the class.
- Use the questions you prepared in the previous page to act as an audience.
- If possible, use phrases to adjust postures.

Ask for clarification / Express agreement or disagreement / Question evidence that support others' arguments / Adjust postures and revise points of view based on others' contributions

them to use the chart provided to assess the other pairs within their team. They should cross out the answer to each statement (yes/no) and, if they have any comments, they could write some respectful feedback to improve their participations on a sheet of paper.

9. Use the checklist to assess the coordinator.

Ask students to use the checklist as a team to assess their coordinator. Monitor to make sure they include useful and respectful comments.

10. Participate in a public discussion.

Give students some time to check their feedback and make adjustments if necessary. Then, invite each team to present their public discussion in front of the class. Each time a team presents, invite the team who analyzed their arguments and wrote questions and statements to ask for clarification, express agreement or disagreement, and question their evidence to act as the audience at the end of their presentation. Encourage them to use the phrases to adjust postures and revise points of view provided on page 186, if it is the case.

Achievement

Offer counterarguments and defend their posture in a discussion.

Teaching Guidelines

- Ask for clarification.
- Express agreement or disagreement.
- Question evidence that support others' arguments.
- Adjust postures and revise points of view based on others' contributions.

Development

8. Rehearse your public discussion. Use the chart to assess the other pairs who present arguments. If you have any comments, write them on a sheet of paper.

Tell students to get together with the team they chose in the first session of this lesson. Give them some time to rehearse their public discussion following the steps they read in the Appendix. Invite them to check their use of prosodic resources (tone, volume, and rhythm) and to include non-verbal language (facial expressions, gestures, and postures) to convey their message. Explain that if they are working in pairs, they must take turns to present their argument. Guide



Lesson 1

### Product Step 3 Public Discussion

As you may recall, in this unit you will prepare yourself to participate in a public discussion about concrete actions to address youth rights. In order to continue, work with your team to do the following activities:

- Exchange arguments with another team; analyze their evidence.

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- On a sheet of paper, write questions/statements to ask for clarification, express agreement or disagreement, question their evidence and, if it is the case, adjust your posture.



### Self-evaluation

To defend my posture in a discussion, I...

• analyzed facts, examples, and data that support my arguments.	yes	no
• analyzed facts, examples, and data that support others' arguments.	yes	no
• asked for clarification.	yes	no
• questioned evidence that supports others' arguments.	yes	no

Remember that participating in a discussion is always an opportunity to learn; be open to adjust postures and revise points of view based on others' contributions.

164 Unit 10

## Differentiated Instruction

**Activity 4, p. 161:** Suggest visual students to use the **Bubble Map Strategy** to organize the evidence that supports their argument. In this way, they may find it easier to analyze it

**Activity 10, p. 163:** Before starting the presentations, use the **Three-minute Pause Strategy** to give students three minutes to think about the skills they have acquired to participate in public discussions. Tell them to feel confident enough to do so as they have acquired the necessary skills.

## Product

### Public Discussion

As you may recall, in this unit students will prepare themselves to participate in a public discussion about concrete actions to address youth rights. In this lesson, students will work in pairs to analyze another team's arguments and write questions and statements to clarify, question their evidence, and express agreement or disagreement. This will be your third evidence in this unit; ask them to file it following the procedure you prefer.

## Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the strategies to improve and make sure to offer individual support to those students who detected areas of opportunity.



If time allows, read the story with your students and then do the following activities together.

- 1. Do you think the students from the story fought for their rights in an effective way? Write your opinion.**

Ask students to mention how the characters in the story took action to solve the problem (they looked for information, made an informative campaign, involved the community). Then, ask them if they consider that those actions could be effective in real life.
- 2. If you were in the same situation as in the story, how would you fight for your rights?**

Tell students to imagine that they are the members of the theater company at Thomas Jefferson Institute. In teams, ask them to come up with more ideas to solve the problem. At the end, they have to show their ideas to the class.
- 3. Are there any rights that you personally have to fight for? What concrete actions would you follow?**

Ask the class to mention problems they face related to their rights (education, health, work, association, freedom of religion and sexual orientation, etc.), and write the problems on the board. Arrange the class in teams and ask them to choose the one that affects them the most. Then, they have to think how

Do the following activities to support this unit's social practice of the language: To discuss concrete actions to address youth rights.

- 1. Do you think the students from the story fought for their rights in an effective way? Write your opinion.**

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- 2. If you were in the same situation as in the story, how would you fight for your rights?**

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- 3. Are there any rights that you personally have to fight for? What concrete actions would you follow?**

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#### ICT Box

<https://bit.ly/2WY1cJH>

If you want to know more about the importance of youth in our society, go to the link provided.

to address the problem. Have them take notes on concrete actions. At the end, they can show their ideas to the class.

#### ICT Box

Tell students that the website they will visit belongs to UNESCO. Read the title aloud (By youth, with youth, for youth) and ask them where it appears in the story (it was a slogan used by the theater company to fight for their cause) and also read the first paragraph with them. Then, tell them to browse through the website so that they see all the events and news related to youth all over the world.

# Product and Assessing My Learning Process

## Product

### Public Discussion

It is time to present your public discussion! To make sure you have everything ready, do the following activities with your partner.

- **Check your argument.**  
Does it include an introduction? Does your statement include a proposition or your claim? Did you justify your proposition with reasons? Did you include evidence to support your conclusion? Did you include a refutation? Does your conclusion leave the reader satisfied?
- **Revise your language.**  
Did you use tentative language to state your claim? Did you include comparative adjectives? Did you include contrasting expressions? Did you include consequences and solutions?
- **Revise your questions and statements.**  
Did you prepare questions for clarification? Did you prepare statements to justify your argument? Are you prepared to question evidence that supports others' arguments? Are you prepared to object to your partner if it is the case?
- **Revise the use of prosodic resources and body language.**  
Are you adjusting tone, volume, and rhythm to convey your message? Are you using facial expressions, gestures, and posture to stress what you are saying?
- **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 public discussion. Follow the example from Unit 1, p. 22.

Student	I liked very much that you...	I suggest that you...

T166 Unit 10

## Public Discussion

Tell students that they will have five minutes to finish preparing their public discussions 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 teams to present in front of the class; act as the coordinator in each presentation. Each time a team presents, invite the team who analyzed their arguments to act as the audience. 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 considered 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. 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 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

## 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.


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

Lesson 1 (p. 153)		
In this lesson I learned to strengthen an initial proposition for discussion by defining terms and topics, justifying my propositions with reasons and considering the reasons that others gave.	It was easy for me to define controversial points.	It was difficult for me to justify my propositions.
Lesson 2 (p. 163)		
In this lesson I learned to backline a personal position and criticize others' by analyzing evidence that supports arguments, differentiating opinions from facts in others' arguments, making rhetorical appeals, and differentiating evidence from facts in my arguments.	It was easy for me to...	It was difficult for me to...
Lesson 3 (p. 174)		
In this lesson I learned to defend my position in a discussion by analyzing facts, examples, and data that support my arguments as well as others' arguments and citing for clarification and questioning evidence that supports others' arguments.	It was easy for me to...	It was difficult for me to...

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.  
"Right to speak comes with a duty to listen." -Amir Kalam

Unit 10 T167

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, remind them of 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.**

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 conversation. Encourage them to identify their strengths and areas of opportunity so they realize how they can improve their results in the future to prepare similar activities. This can be done by going back to the previous self-evaluations they performed during the unit.

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 have finished, 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 argument is well structured (includes introduction, statement, evidence, refutation, and conclusion).					
2. The evidence provides good support for the reasons.					
3. Tentative language is used to protect claims.					
4. The argument includes comparative, contrasting, and consequence expressions.					
5. The discussion presentation was well organized and rules were followed.					
6. While being part of the audience, the student questioned the evidence that supported others' arguments.					
7. While being part of the audience, the student used appropriate questions and/or statements to ask for clarification.					
8. While being part of the audience, the student used appropriate expressions to express agreement, disagreement, and to adjust his/her posture.					
9. The student used non-verbal language and prosodic resources to convey his/her message.					
10. The student listened respectfully and attentively to his/her classmates during the discussion.					

# Audio Scripts

**TRACK 1**  
Copyright

## UNIT 1

### TRACK 2

Work in pairs to listen and decide in which country each greeting is performed. Then, label the pictures. Do you know how people greet each other around the world? We will present some examples:

In most Latin American countries such as Mexico, a man and a woman or two women greet with a quick kiss on the cheek. Two men usually greet shaking hands; it is common to add a hug to the greeting when they are closer acquaintances.

In some Asian countries like India, it is common to greet by placing palms together in a prayer-like fashion and bow.

In Saudi Arabia, men use handshaking but at the same time they touch their noses. In New Zealand, they use a similar greeting called *hongi*, but besides touching noses, they press their foreheads together and look at each other's eyes.

In Japan, people bow to greet each other. This custom is also followed in some other Asian countries like China and Korea.

In Malaysia, they use a special greeting for old people, which consists on taking one of their hands and pressing it gently on their forehead. In this way, they show their respect for them.

In Kenya, many Maasai tribes welcome and greet visitors with an elaborate jumping dance that, in another context, is also part of a traditional ceremony.

Each of these ways of greeting has a cultural background.

### TRACK 3

Listen and read the conversation. Circle a fact and underline an opinion. Then, compare answers with a partner.

Teen girl: Hi! How are you?

Teen boy: Fine! Have you done the research about greetings in different countries?

Teen girl: Yes, I watched a documentary program online...

Teen boy: Sorry for the interruption, but I think you shouldn't believe

everything you see online.

Teen girl: Oh, you're right, but I obviously assessed the source, and I found out it was the result of some serious research done by a British university. I learned lots of interesting things, for example, that in India and Thailand they use a similar hand gesture to greet.

Teen boy: Would you mind if I just say something here?

Teen girl: Go on please.

Teen boy: I read that in Tibet they use the same gesture, but monks also show their tongues while doing it.

Teen girl: Really? Why do Tibetan monks do that?

Teen boy: They do so to show they are not the reincarnation of Lang Darma, a malevolent king that ruled Tibet in the 9th century and...

Teen girl: As far as I understand, you mean that people in Tibet feared that king.

Teen boy: Yes, historians say that he ordered all the monasteries to be closed; that's why Tibetan monks fear his reincarnation.

Teen girl: Wow! I think it's amazing to realize how culture and history give shape to daily habits.

### TRACK 4

Listen to the conversation. Then analyze the questions asked in the dialogue. Underline the one that asks for information and circle the one that was modified according to the interlocutor reaction.

Teen girl: Do you remember you told me that Tibetan monks stick out their tongues to show that they are not the reincarnation of an evil king?

Teen boy: Yes, that was what I said.

Teen girl: I read an article in which they explain it differently.

Teen boy: Did you assess the source? Mine was very serious.

Teen girl: Of course! Yesterday I told you I always do it.

Teen boy: Sorry, I didn't mean to be rude. Who wrote that article?

Teen girl: It was written by a well-known anthropologist; he explains that monks used to do that to show they were not reciting black magic mantras.

Teen boy: Wow! Maybe we should

continue researching to learn which of the two versions is more accurate.

Teen girl: That's a great idea!

### TRACK 5

Work in pairs to order the conversation. Then, listen to check.

Eva: Did you know that an ancient Indian eating tradition is to use hands instead of cutlery?

Luis: Well, I know they only use their right hand to eat, not the left one, and that custom is not exclusive from India, it's also common in some other countries.

Eva: Which ones?

Luis: I don't remember. We should go ask Pedro, he did a research project about eating habits around the world.

Eva: Hi, Pedro, we were wondering if you can tell us in which countries it is common to eat using the hands.

Pedro: Let me check my notes.

Eating with hands is common in India, Ethiopia, and some Middle Eastern countries. But, you don't need to go that far, here in Mexico we use our hands to eat tacos!

Eva: You're right! Learning about eating habits is very interesting. Well, I should go now, but hopefully we can go on talking about this later.

Pedro: Whenever you want. See you!

## UNIT 2

TRACK 6, Activity Book page 26

TRACK 7, Activity Book page 26

TRACK 8, Activity Book page 29

TRACK 9, Activity Book page 30

TRACK 10, Activity Book page 30

TRACK 11, Activity Book page 31

TRACK 12, Activity Book page 33

TRACK 13, Activity Book page 34

## UNIT 3

### TRACK 14

Listen to the Amazing Volcano experiment instructions. Identify how all the actions are expressed. Share your answer with your class.

1. Remove the bottle cap.
2. Place the volcano over the bottle.
3. Mix the vinegar, water, soap, and food coloring; then, use a funnel to pour the mix inside the bottle carefully.



4. Put the baking soda in a napkin and roll it (make sure it fits the bottleneck).
5. Drop the roll inside the bottle.
6. Eruption time! Step back quickly and observe the reaction!

#### TRACK 15

Listen and read the text. Work in teams to brainstorm ideas on how a biology experiment to detect lies may be.

#### Lie Detectors

In ancient China, when they suspected that somebody had committed a crime, they made them hold rice in their mouths during their testimony; if the person ended up with a dry mouth, they declared that person guilty. They believed that when people got nervous, less saliva was produced. In many other parts of the world there were similar practices based on the observation of physiological changes.

Based on this principle, John Larson invented the lie detector or polygraph in 1921. Law enforcement agencies rely on it to determine whether criminal suspects are telling the truth. This apparently complicated machine measures simple physiological indices such as blood pressure, pulse, breathing, and skin conductivity while a person is asked a series of questions. You may become an expert in detecting lies if you perform this Biology experiment!

### UNIT 4

#### TRACK 16

Work in pairs. Look at the pictures, listen, and fill in the chart.

a A massive hacking attack infected almost 75,000 computers around the world according to estimates. Hackers encrypted data and demanded payments to restore access. The attack affected U.K. hospitals, transport systems in Germany, and Russia's Interior Ministry.

b **Presenter:** Learning English:

Greetings

**Voice 1:** Hi!

**Voice 2:** Hello!

**Voice 3:** What's up!

c **Presenter:** Hello and welcome to "Cooking with Master Chef Ed"! How are you, Ed?

**Chef:** Excited to be here, thanks for inviting me.

**Presenter:** You're welcome! We are very happy because today Ed will show us how to prepare a delicious summer salad.

**Chef:** In hot weather, a fresh salad is the best option!

#### TRACK 17

Listen and answer.

#### TRACK 18

Listen and fill in the chart to compare pauses, rhythm, and intonation used by participants.

**Male presenter:** Ted, what would you do with the money if you win?

**Contestant:** Well... I don't know yet... maybe... maybe I will use it for my children's tuition... they are wonderful students.

**Female presenter:** It's time to announce the winner! The winner today is... Ted!

**Male presenter:** How do you feel, Ted?

**Contestant:** I... I... Wow! I can't believe it!

#### TRACK 19

Read the dialogue and circle unknown words. Listen to the track again focusing on contextual clues to clarify the meaning of those words. Once you understand them all, share with a partner how it made you feel.

(same audio from Track 18)

#### TRACK 20

Listen and circle specialized information in the script below.

The life of the *Panthera leo*, commonly known as the lion is not as easy as one might think. Lions, which belong to the *Chordata* phylum and the *Carnivora* order, are natural predators. Lionesses must hunt and find food for their cubs if they don't want them to perish from hunger. The pride are waiting for their prey to appear, survival is far from guaranteed.

This dry season has been one of the worst in recent years. Rains have not yet come and animals in the savannah don't have any water to drink or to bathe in and refresh themselves.

The lions have taken down a young elephant that has strayed from the herd. This prey will feed the pride for a week making the difference between life and death.

#### TRACK 21

Listen and read the interview

below, and fill in the chart. Then, work with a partner to improvise a short conversation about animal documentaries. Pretend that one of you is British and the other is American. Use at least one of the expressions from the chart.

**American girl:** Which are your favorite TV shows?

**British girl:** Animal documentaries.

**American girl:** Have you seen one recently?

**British girl:** Yes, I saw one about lions. I felt very sad to see that the pride were very hungry.

**American girl:** Why was the pride hungry?

**British girl:** There was a drought and there weren't any animals around. They didn't even have water to drink or to bathe in.

**American girl:** Do animals take baths?

**British girl:** If you're talking about getting clean, yes, they need to stay clean, but not all animals have baths for that.

**American girl:** Well, if lions are similar to cats, they surely don't need water to clean themselves.

**British girl:** You're right, maybe that wasn't a big deal. The problem was they couldn't find prey to hunt, but at the end they managed to hunt an animal; unfortunately, they had got a young elephant.

**American girl:** Poor baby elephant! That's also sad. I wish they had gotten a different prey, don't you think?

#### TRACK 22

Work in pairs. Look at the picture, listen, and answer the questions.

**Man:** Where should I take you, lady? It's time to celebrate our anniversary!

**Woman:** Hmm... Why don't we go to that Italian restaurant near the river? It's so romantic.

**Man:** The one where we went last year? Let's do something new!

**Woman:** OK. What about a picnic in the park?

**Man:** That sounds great!

**Woman:** We can order a pizza, for example, and those chocolate muffins you love!

**Man:** And lemon strawberry soda?

**Woman:** Lemon strawberry soda is a

# Audio Scripts

great idea!

Man: OK! To central park then...

Woman: That's why I love you! You always surprise me!

## TRACK 23

Listen again. Circle the words related to the main idea, underline the ones that show examples, and draw a rectangle around the ones that explain.

(same audio from Track 22)

## UNIT 5

### TRACK 24

Listen to the first part of the text and identify the main idea. Discuss it with a partner. Remember that the main idea tells us what the text is about.

#### Solving an Enigma to Save Our Lives!

Mario was working in a laboratory on a remote mountain. One night, while he was coming back to the lab from downtown, he realized something had happened. He was about to open the main door of the lab when someone shouted: "Dooooon't open the door!" Mario turned back, he saw the lab assistant, Jessy, a 45-year-old woman. She was with the janitor, Mr. Morgan, a 70-year-old man; and the lab's main scientist, Doctor Smith, an 82-year-old man. Jessy told Mario that something had happened to the rest of the lab staff. All of them became mutant zombies. That afternoon, they were outside when they heard an explosion. Jessy went to see what had happened and she saw people on the floor. Their bodies were writhing. Immediately, she knew what she had to do. She closed the main door as she could; however, the zombies were about to open it.

Mario and the other people had to get away from the mutant zombies as fast as they could; otherwise, they could become zombies, too! There was only one way to save themselves, they have to cross a very old suspension bridge.

### TRACK 25

Work in pairs. Look at the pictures, read the title and discuss: What do you think the enigma is about? Listen and check.

#### The Winged Sphinx Enigma!

Enigma: What animal walks on four

legs in the morning, two legs at noon, and three legs in the evening?

The Winged Sphinx was part of the ancient Greek culture. It was a female beast with the body of a lion, the breast and head of a woman, and the wings of an eagle.

In the ancient Greece, people believed that she was sent by the gods to punish the citizens of the town of Thebes for some ancient crime. There was only one way to destroy her. Someone had to solve the enigma above, otherwise the Winged Sphinx would kill all the citizens of Thebes. The King Creon, king of Thebes, offered his throne to the person who could destroy her. Many people tried to do it; however, all of them failed, and they were killed by the Sphinx.

### TRACK 26

Work in pairs. Read the title and discuss a possible answer. Then, listen and check. Could you find the answer?

#### Who Killed Romeo and Juliet?

That evening, as soon as I entered to the room, I saw their bodies lying on the floor. There were pieces of glass and some water on the floor. The window was opened.

Oh, poor Romeo and Juliet! Who could have killed them? They had never hurt anybody. When I discovered their bodies, they were next to each other, as if they were trying to die together. They were together all the time. They really loved each other.

The house where they lived was in a remote location. Nobody ever came to that house. It was away from everything, very far from downtown. The only thing nearby was a railroad track. Then, what could have happened to Romeo and Juliet?

## UNIT 6

TRACK 27, Activity Book page 90

TRACK 28, Activity Book page 93

### TRACK 29

Listen to the beginning of a debate and analyze which phrases they use for the following purposes.

Moderator: As you know, our topic today is: Graffiti is urban art. So we will start with the first proposition.

Boy: Let me tell you that it is very important to support all kinds of artists because, as Picasso said, "The purpose of art is washing the dust of daily life off our souls."

Girl: It is a fact that we should support artists, but I think that not everything that claims to be art is really art, especially if it is causing damage.

Boy: Of course! But there are graffiti artists who have wonderful techniques and paint walls to transmit ideas. What do you think?

Girl: Well, I feel frustrated when I see how much is spent on cleaning up graffiti. Only in the London Underground they spend 10 million pounds per year.

Boy: I'm not sure I get your point; can you say it again?

Girl: That's lots of money from our taxes that could be used to benefit the community but is used to clean up graffiti.

Boy: So, what you're saying is that we should not support urban artists?...

## UNIT 7

### TRACK 30

Listen to the beginning of the dialogue and analyze in pairs which is the best answer for each question.

Girl: I can't believe it! This cannot be happening to me!

Boy: Are you okay?

Girl: Of course not! I spent all week long studying for this exam and I failed it!

Boy: Don't worry! It's not that bad; the teacher said that if your grade was low, you could take the exam again.

### TRACK 31

Listen to the complete dialogue. Underline the parts where the voice volume goes up and draw a rectangle around the parts where the voice pitch goes up.

Girl: I can't believe it! This cannot be happening to me!

Boy: Are you okay?

Girl: Of course not! I spent all week long studying for this exam and I failed it!

Boy: Don't worry! It's not that bad; the teacher said that if your grade was



low, you could take the exam again.  
**Girl:** I feel so frustrated! I didn't expect this! If I fail Math, my parents won't give me permission to go out. I will not be going nowhere!

**Boy:** Calm down, I will help you study.  
**Girl:** Really?

**Boy:** Of course! Take it easy and let's go for a sandwich!

**Girl:** I don't feel like eating.

**Boy:** Listen, take a deep breath, relax and eat; then, we will study.

**Girl:** OK, you're right! I will not change nothing by behaving this way.

**Boy:** Let's go, we have no time to lose... because after we have finished with Math, you will help me study History.

**Girl:** It's a deal!

### TRACK 32

Listen to the conversation and answer the questions. Share and compare your answers with a partner.

Well, unexpected situations sometimes are not as bad as they seem. After a while of standing and waiting in front of the baggage carousel, we realized that our suitcases were missing. When we reported it, the airline personnel were very nice to us. We just had to follow a very simple procedure and they paid us \$3,500 for each lost suitcase. I was really happy because I got rid of my old stuff and could buy some new clothes!

### TRACK 33

Work in pairs to order the conversation. Then, listen to check.

**Grandma:** What happened to you?  
Why are you so late?

**Boy:** Because of *Niño*.

**Grandpa:** Excuse me?

**Mother:** Yes, every time we come to Zacualpan from Mexico City we usually stop in Xochimilco, to eat some ice cream, but unfortunately today...

**Father:** Today was the fiesta of *Niño*. It's a traditional festivity they have there every year, precisely on February 2nd to celebrate *La Candelaria*.

**Girl:** We didn't know that, but it was great! We learned a lot about our traditions; for example, we saw

*chinelos* dancing!

**Grandpa:** So you preferred to stay there than to spend more time with us...

**Father:** The food was delicious... I mean, we didn't prefer to stay there, it's just that there was no way out; the streets were extremely crowded and we were literally trapped. We couldn't come earlier.

**Boy:** Dad told us that it was better to eat there. I think he doesn't like Grandma's soup...

**Girl:** Yes, he said, "These *gorditas* are much better than Grandma's broccoli soup!"

**Father:** Ahem! As I told you, it was impossible for us to come earlier.

**Grandma:** Don't worry, son, there's still some broccoli soup for you. I'm sure that's exactly what you need after this unexpected event.

**Father:** I'm not sure I get your point, Mom...

### TRACK 34

Work in pairs. Listen again and match each participant to his/her intention.

(same audio from Track 33)

### TRACK 35

Work in pairs. Listen to the conversation one more time to fill in the graphic organizer.

(same audio from Track 33)

## UNIT 8

**TRACK 36,** Activity Book page 122

**TRACK 37,** Activity Book page 123

**TRACK 38,** Activity Book page 125

**TRACK 39,** Activity Book page 129

## UNIT 9

### TRACK 40

Listen attentively. Then, discuss with a partner what the subject, purpose and intended audience of this text is; try not to read the text. Write your conclusions below.

#### Ancient Clothing

Our clothes do indicate who we are as individuals as well as a society. In fact, some anthropologists say that clothes are "the social skin." Ancient men developed their first pieces of clothing from animal skins to protect themselves from the environment. But as civilization arose, weaving

was developed, giving them the opportunity to vary the way they dressed and, in some cases, even develop a fashion style depending on social status. Don't you think we should take a look at some examples?

#### Mesopotamia

The evidence of their clothing remains on sculptures, pottery, and writings left on tablets and tombs. The common people wore simple clothes such as loincloths and shawls around their bodies; kings and queens didn't. Instead, they wore fine cloaks dyed and ornamented with embroidery and beads.

#### Egypt

Most Egyptian clothing was made of linen; this fabric is made from flax, a plant that grows along the Nile River. Hieroglyphs show men wearing skirts known as shendyt, and women wearing sheath dresses called *kalasiris*. Pharaohs and wealthy people from both sexes used to wear wigs.

#### Greece

Clothing was usually homemade and had more than one use. Women used peplos, which was a garment made from heavy wool. Chiton, which was a simple tunic, was lighter and was worn by both men and women. Soldiers used a woolen cloak called chlamys, which was draped around the shoulders and used as a light shield.

### TRACK 41

Listen and read the beginning of the article. Work in pairs to identify and underline key events.

#### The Berlin Wall: The Aftermath of a War

#### The Origin

On May 8, 1945, World War II was over in Europe with Germany's unconditional surrender. From July 17 to August 2, 1945, the Potsdam Conference was held. The participants were the leaders of the Allied countries: Churchill, representing Great Britain; Truman, representing the United States; and Stalin, representing the Soviet Union. There, they decided to divide Germany into four zones of occupation, one for each of the participant countries and the fourth zone for France. Berlin, its capital, was also split among the

# Audio Scripts

four powers: the British, French, and American sectors formed West Berlin, and the Soviet sector became East Berlin.

## TRACK 42

Work in pairs to listen and continue reading the article. Underline key events.

### The Cold War

In spite of their former alliance, the capitalist United States and the socialist Soviet Union emerged as ideologically opposed world powers after the war. The conflict that arose between them was known as the Cold War. The conflict affected Germany, which was split into two independent nations in 1949: the Federal Republic of Germany, allied to the Western countries, and the German Democratic Republic, allied to the Soviet Union. In 1952, the East German government closed the border with West Germany. But the border between East and West Berlin remained open so East Germans started to flee to the West.

### The Construction

On the night of August 12, 1961, a wire barrier was constructed around West Berlin, dividing neighborhoods and families. Eventually, this wire barricade developed into a concrete structure. By 1989, the Berlin Wall had 302 watchtowers to avoid Eastern Germans escaping to the West.

### The Fall

In 1986, the then general secretary of the Communist Party of the Soviet Union, Mikhail Gorbachev, initiated radical reforms that became part of his new policy of *perestroika*. By 1989, political changes were inevitable in Eastern European countries; Eastern Berliners put pressure on the East German government to loosen its regulations on travel to West Germany. Finally, on November 9, the East German spokesman announced that people from the East could cross the border without restrictions. The fall of the wall weakened the East German government, leading to Germany reunification on October 3, 1990.

Listen to the conversation and use the cues as a guide to take notes about it. Then, work in teams to discuss the importance of the Youth Rights Movement. Write your conclusions.

Girl: What are you doing?

Boy: I'm researching the history of youth rights. I must write a report on this theme.

Girl: That sounds interesting!

Boy: Yes, it is. I didn't know, for example, that young people began protesting for more rights since the 19th century.

Girl: Really? And why did they protest?

Boy: Young workers organized themselves to demand fewer hours and higher pay, health, and education; but the fight continued for years. It was not until the 1930s that the first youth organization in the US was recognized.

Girl: I didn't know that, I thought the first movements had begun in the 1960s.

Boy: Well, in the 1960s and 1970s there was a Youth Liberation Movement that embraced some principles of the Youth Rights Movement, for example, making sure that all young people enjoyed their fundamental human rights.

Girl: My grandma participated in that movement; she's the one who told me about that.

Boy: Lots of people had to fight everywhere; fortunately, with the rise of the Internet during mid-1990s, young people around the world could get in touch easily and an organized youth rights movement emerged. Today, they are quite active taking actions to address youth rights issues.

Girl: What do they do?

Boy: For example, they get organized to improve schools, health, and the environment, and to promote positive community development and civic actions, among other things.

Girl: I think we should contact one of those organizations and get involved ourselves.

Boy: That's a great idea!

## TRACK 44

Listen to the participation of a specialist in a public discussion and work in pairs to identify and circle the expression used to make a tentative proposal.

Coordinator: Here now with us is

Luis Garduño, human rights specialist, to share his opinion about the most appropriate actions that we can follow to address youth rights in the case we have discussed. Luis, you have one minute.

Luis: The right of receiving information about gender equality, discrimination, and reproduction is as important as receiving information about any other area of knowledge. Without a doubt, we should take actions to assure this right is respected. According to Ofcom UK, young people between 17 and 24 spend 27 hours a week on the Internet. What would happen if we take advantage of this fact and start uploading more sites with serious information on sexual education? We can also organize online courses with specialists on this matter who would like to volunteer for this cause. As Shakespeare said: "The meaning of life is to find your gift. The purpose of life is to give it away." This way, young people will receive this information although authorities ban it from the formal curriculum. We must work together in order to protect young people's rights.

TRACK 45, Reader's Book pp. 5-15

TRACK 46, Reader's Book pp. 17-27

TRACK 47, Reader's Book pp. 29-39

TRACK 48, Reader's Book pp. 41-51

TRACK 49, Reader's Book pp. 53-65

TRACK 50, Reader's Book pp. 67-77

TRACK 51, Reader's Book pp. 79-91

TRACK 52, Reader's Book pp. 93-105

TRACK 53, Reader's Book pp. 107-117

TRACK 54, Reader's Book pp. 119-131

TRACK 55, Teacher's Guide, p. xxii, Pronunciation Guide

TRACK 56, Teacher's Guide, p. xxiii, Useful Expressions in the Classroom

## UNIT 10

### TRACK 43



**1. Order the adjectives in parentheses to describe the qualities or properties of the following habits.**

a. siesta (Spanish / sleeping / old)

---

b. al fresco naps (widespread / Scandinavian / amazing)

---

c. dozing in public (Japanese / ancient / wonderful)

---

d. worry dolls (colorful / traditional / Guatemalan)

---

**2. Analyze the purpose in each case to choose the correct option.**

a. You want to add information to what your interlocutor is saying.

- i. I'm sorry for the interruption, but...
- ii. I have a point here...
- iii. Excuse me, what do you mean?

b. You don't understand what is being said.

- i. Excuse me, it's not really clear to me.
- ii. Do you believe that...?
- iii. Just a moment! What about...?

c. You think that the interlocutor is omitting important information.

- i. In other words, you would like to say that...
- ii. Do you really think so?
- iii. Wait a minute! What about...?

**3. Analyze if the following statements show a fact (F) or an opinion (O).**

- a. \_\_\_\_\_ I believe worry dolls are useful to sleep.
- b. \_\_\_\_\_ According to studies, napping is healthy.

**4. Write examples for the following argument.**

People greet in different ways around the world.

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# Worksheet 2

## 1. Complete the sentences using the appropriate form of the adjective.

- That anthology is (good) \_\_\_\_\_ than the other.
- I think that is the (bad) \_\_\_\_\_ poem he wrote.
- That author is (famous) \_\_\_\_\_ than the other.
- This poem is the (wonderful) \_\_\_\_\_ I have read.
- This author started writing when he was (young) \_\_\_\_\_ than me.

## 2. Write a homophone for each word.

- peace \_\_\_\_\_
- scene \_\_\_\_\_
- hour \_\_\_\_\_
- two \_\_\_\_\_

## 3. Complete the sentences with words from the box.

who      which      whom      whose

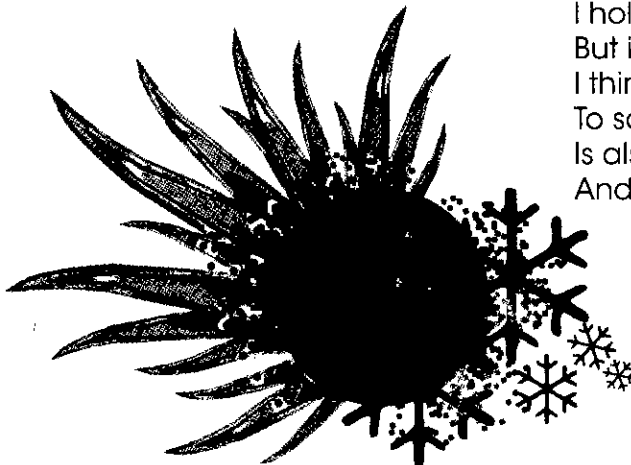
- The girl \_\_\_\_\_ I was talking to told me there is a recital tomorrow.
- This is the book \_\_\_\_\_ I was reading yesterday.
- The boy \_\_\_\_\_ is wearing a hat is my cousin.
- This is the author \_\_\_\_\_ poems I love.

## 4. Analyze the form and rhyme of the following poem.

- This poem is organized in \_\_\_\_\_ stanza(s) with \_\_\_\_\_ line(s).
- fire rhymes with \_\_\_\_\_  
ice rhymes with \_\_\_\_\_  
hate rhymes with \_\_\_\_\_

**Fire and Ice**  
by Robert Frost

Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favor fire.  
But if it had to perish twice,  
I think I know enough of hate  
To say that for destruction ice  
Is also great  
And would suffice.





## 1. Decide if the verbs in parentheses should be gerunds or infinitives.

- a. \_\_\_\_\_ (perform) the experiment without supervision is not a good idea.
- b. I tried \_\_\_\_\_ (speak) to John, but he wasn't home.
- c. He offered \_\_\_\_\_ (help) us.
- d. We should postpone \_\_\_\_\_ (do) it until he comes.
- e. For me, it seems \_\_\_\_\_ (be) the safest option.

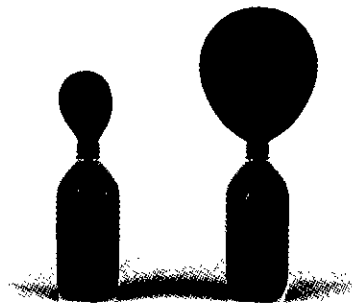
## 2. Analyze the instructions to put them in a logical order. Use numbers.

### Build a Fizz Inflator

- a. \_\_\_\_\_ Lift the balloon and observe.
- b. \_\_\_\_\_ Put the balloon over the neck of the bottle.
- c. \_\_\_\_\_ Loosen the balloon by stretching it.
- d. \_\_\_\_\_ Pour vinegar into a bottle.
- e. \_\_\_\_\_ Use the funnel to fill in baking soda inside the balloon.

## 3. Write a list of materials for this experiment.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



## 4. Use connectors to order, give details, and explain the instructions for the experiment.

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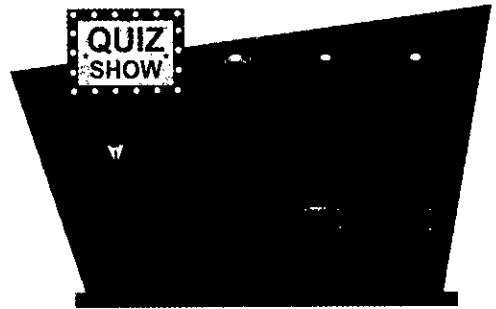
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# Worksheet 4

1. Look at the picture and ask *Wh-* questions about it.

- a. Who \_\_\_\_\_ ?
- b. Where \_\_\_\_\_ ?
- c. What \_\_\_\_\_ ?
- d. Why \_\_\_\_\_ ?
- e. When \_\_\_\_\_ ?



2. Analyze body language in each picture and write an emotion related to it.

a



b



c



d



3. Analyze the following texts and identify the language register in each case.

- a. \_\_\_\_\_ "Hey, dude! What's up?"
- b. \_\_\_\_\_ "So, you should take two pills a day."
- c. \_\_\_\_\_ "Passengers from flight 329, please go to boarding gate 50."
- d. \_\_\_\_\_ "I will miss you, honey."
- e. \_\_\_\_\_ "All human beings are born free and equal in dignity and rights."

1. Look at the pictures and use modals of deduction to infer what happened in the past in each case.



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

2. Use the third conditional to express how both situations from the previous activity might have been different.

a. \_\_\_\_\_  
b. \_\_\_\_\_

3. Build a hypothesis to solve the following riddle.

The Queen of Hearts sentenced Alice to death. To survive, she had to play a game: there were two stones in a bag, a red one and a black one. If Alice pulls out the red one, she'll get to freedom. If she pulls out the black one, she dies. But the queen cheats and put two black stones in the bag. Anyway, Alice survived. How could she?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Worksheet 6

## 1. Identify textual organization patterns in the following text.

In 2000, David Černý, a Czech artist attached some giant crawling babies with bar codes instead of faces to the Žižkov television tower. He affirmed it was a protest against late Soviet dominance in the Czech Republic that used TV to spread communist propaganda.



This artwork caused controversy in Prague as some people considered it grotesque art, while some others welcomed the political statement contained in it: a country in which democracy was still in its infancy.

In paragraph 1, the text organization pattern is \_\_\_\_\_; in paragraph 2, it is \_\_\_\_\_.

## 2. Paraphrase the text from the previous activity.

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## 3. Change the following statements to passive voice.

a. Černý attached some giant crawling babies to the Žižkov TV tower.

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b. The Soviet Union used TV to spread communist propaganda.

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## 4. State your opinion about this artwork.

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1. Read the text. Identify the double negative and write it correctly on the line provided.

Yesterday, while I was jogging in the park, I saw a little puppy that seemed to be lost. I didn't lose no time; I took its leash and started to walk around with it to look for its owner. Soon, I saw a girl crying and I approached her with the puppy. Clearly it was hers because the puppy ran toward her. For my surprise, it was Lisa, one of my best friends when I was a preschooler. I haven't seen her for years! "I'm extremely happy to see that my puppy is safe," she said. We hugged each other and I invited her home; we had so much to talk about.

---

2. Fill in the chart with adverbs from the text.

a To show time relationship	b To show degree or quantity	c To evaluate

3. Write the sentence that uses direct speech.

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4. Change it to indirect speech.

---

5. Explain how you would deal with the unexpected situation of losing a pet.

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# Worksheet 8

1. Read the fragment from *Frankenstein* and express a personal reaction.

If I returned, it was to be sacrificed or to see those whom I most loved die under the grasp of a daemon whom I had myself created. I walked about the isle like a restless spectre, separated from all it loved and miserable in the separation. When it became noon, and the sun rose higher, I lay down on the grass and was overpowered by a deep sleep. I had been awake the whole of the preceding night, my nerves were agitated, and my eyes inflamed by watching and misery. The sleep into which I now sank refreshed me; and when I awoke, I again felt as if I belonged to a race of human beings like myself, and I began to reflect upon what had passed with greater composure; yet still the words of the fiend rang in my ears like a death-knell; they appeared like a dream, yet distinct and oppressive as a reality.



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2. Identify a verb form used as a noun in the text and write it down.

\_\_\_\_\_

3. Identify a verb form used as an adjective in the text and write it down.

\_\_\_\_\_

4. Identify a conditional sentence in the text and write it down. Explain its use.

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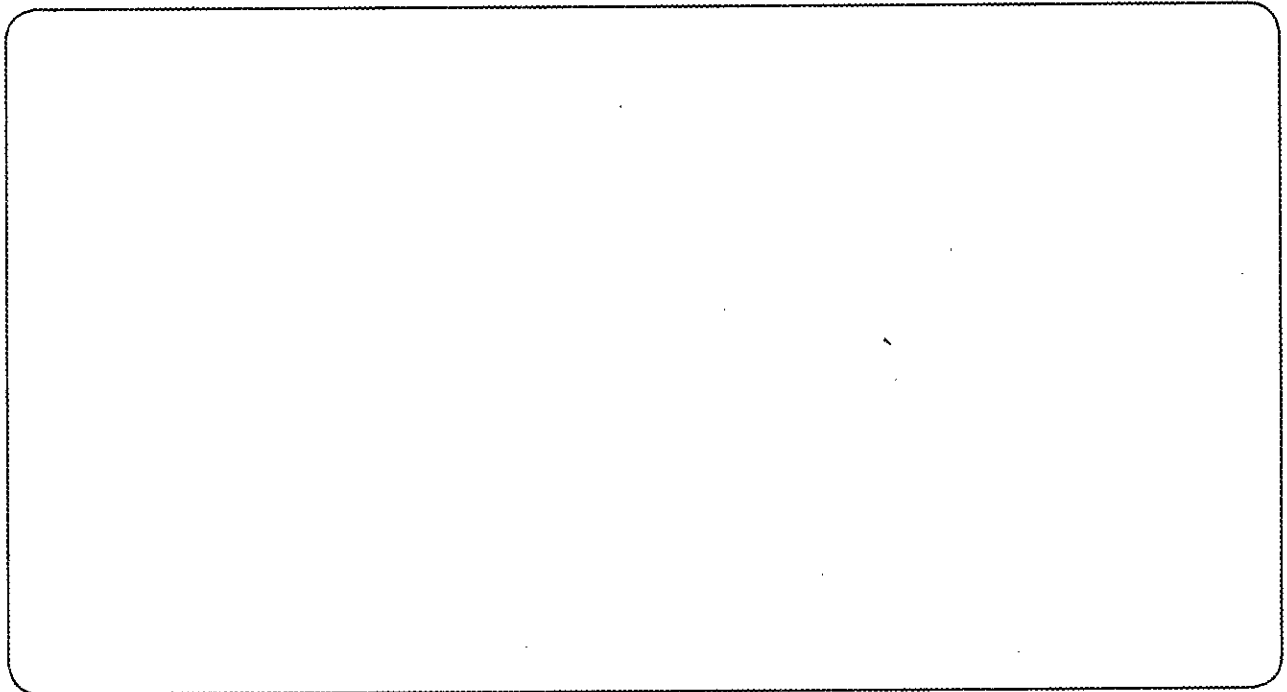
1. Read the text and create a concept map to understand and relate the ideas contained in it.

## The Collapse of the Soviet Union

It started in 1985 when Mikhail Gorbachev was elected General Secretary of the Soviet Union. Gorbachev's idea was to reform the economy and modernize the political situation in the country. He did it through the establishment of two main platforms: *glasnost* and *perestroika*. The first allowed more freedom of speech and openness in the government, which immediately was used by outlying states to express their desire of being free. Eventually, those states started rebellions and nationalist movements that lead them to their independence.

On the other hand, Gorbachev, whose *perestroika* policies allowed some private ownership and released some of the tight control the government had on the economy, was kidnapped by Soviet hardliners worsening the country's situation.

At last, without political and economic stability, on December 24, 1991 the Soviet Union was dissolved and Gorbachev announced his resignation. The territory in which once the largest country in the world existed was divided into 15 separate independent countries. This event did mark the end of the Cold War between the Soviet Union and the US.



2. Reread the text and follow the instructions:

- Circle relative clauses.
- Draw a rectangle around the connectors of time and sequence.
- Underline the sentence in which an auxiliary is used to emphasize an affirmation.

# Worksheet 10

1. Read the text and say which rights were not fulfilled in this case.

## Students' Movement in Mexico

Ten days before the opening of the Olympic Games in Mexico City, military troops and police officers shot into a crowd of unarmed students. Thousands of them were beaten and jailed, and many disappeared. This episode is as regrettable as any other violation to human rights.



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2. Analyze the text from the previous activity. Then, circle a fact and underline an opinion.

3. Propose concrete actions to address youth rights in similar cases to the one described in Activity 1. Justify them with reasons.

Case:	
Actions to Address Unfulfilled Rights	Reasons

4. Use tentative language to write an argument to support the actions you suggested in the previous activity.

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# Activity Book Answer Key

PA = Possible answers

## Unit 1

- p. 9, **Time to Shine!** PA: the way we celebrate special occasions such as weddings, the way we dress, the way we show respect or gratitude, etc.
- p. 9, **act. 3** PA: It relaxes the muscles. / Her mother does it. / By telling that many doctors recommend it.
- p. 10, **act. 4** **Circle** it shows that a person is tired from hard work but is still willing to take part in what is happening around them. **Underline** such as the US and UK where it is called a "power nap." **Rectangle** According to case studies done at Harvard Medical School, meditation is considered a very healthy habit as its quietness can promote sleepiness and good rest.
- p. 11, **act. 7** PA: I think it is very healthy to take a nap every day. I usually do it and when I don't, I feel very tired. Specialists say that naps improve the way the brain works.
- p. 13, **act. 1** Kenya, India, Saudi Arabia, Japan, Malaysia, Mexico
- p. 13, **act. 2** PA: In Kenya, some Maasai tribes greet visitors with a jumping dance. / In India, they place palms together in the chest. / In Saudi Arabia, men touch their noses. / In Mexico, men greet with a handshake.
- p. 13, **act. 3** Malaysia / India / Japan
- p. 14, **act. 4** PA: **Circle** in India and Thailand they use a similar hand gesture to greet. **Underline** I think it's amazing to realize how culture and history give shape to daily habits.
- p. 14, **act. 5** Sorry for the interruption, but... / Would you mind if I just say something here? / As far as I understand, you mean that...
- p. 14, **act. 6** PA: I think it is very interesting that Tibetan monks show their tongue to greet. In many countries around the world, such as Mexico, sticking out the tongue is considered rude, but sociologists say that the meaning of a gesture depends on the culture and its background.
- p. 15, **act. 7** **Underline** Do you remember ... of an evil king? **Circle** Who wrote that article?
- p. 17, **act. 2** PA: I think my mom

should allow me to slurp my pasta. According to studies, slurping is common when people consume their favorite food because it is a way to enjoy it for a longer period of time. Many people I know, including my grandma, slurp their food or beverages when being at home.

- p. 18, **act. 3** 6, 3, 2, 5, 1, 8, 4, 7
- p. 18, **act. 4** the age of the tradition / the origin of the tradition / the purpose of the tradition
- p. 19, **act. 6** a Well, I know they only use their right hand to eat, not the left one, and that custom is not specific from India, it's also common in some other countries. b We should go ask Pedro, he did research about eating habits around the world. c He checked his notes.

## Unit 2

- p. 25, **act. 4** tyger PA: Many years ago it was spelled that way.
- p. 25, **act. 5** PA fierce, hungry, beautiful, large, etc.
- p. 25, **Time to Shine!** PA: Emily Dickinson, Edgar Allan Poe, William Wordsworth
- p. 26, **act. 7** **Form** six, four; **Rhyme:** a eyes, b fire, c heart, d feet, e brain, f clasp, g tears; **Rhythm:** a stressed, unstressed b unstressed, stressed
- p. 27, **act. 8** PA a Afraid of its aggressiveness b He wants to know who created such an animal. c Where, how, and when was the tiger created; what was used to create it, and how did that being feel about his creation. d The author is wondering if the two animals were created by the same being. e good and evil
- p. 27, **act. 9** PA confusion, fear, sadness
- p. 29, **Time to Shine!** A lonely man who is trying to forget his lost love, Lenore, is at home when he listens to a noise that turns out to be a raven. He began to talk to it and to every question the raven answers "Nevermore." The man begins to turn insane.
- p. 30, **act. 4** peace/increase, piece, seen

- p. 30, **act. 5** hour-our, seen-scene, peace-piece (the last pair has vowel clusters that are spelled differently but sound the same).
- p. 30, **act. 6** PA: The author uses them to create rhythm; they make me feel confused.
- p. 31, **act. 8** PA: Time will say nothing but I told you so / the price we have to pay / I love you more than I can say, If I could tell you I would let you know. / the leaves decay
- p. 31, **act. 9** **box 1:** The poem is written for somebody the author loves. The author regrets not having done something. **box 2:** PA The author is sad. **box 3:** The author regrets not having declared his love because now he is lonely and sad.
- p. 33, **act. 1** PA: sorry, curious about the one he didn't travel / optimistic, confident / doubtful / nostalgic but satisfied
- p. 35, **Time to Shine!** PA: using prosodic resources (rhythm, tone, pace) appropriately and body language (gestures, facial expressions, eye contact)

## Unit 3

- p. 41, **act. 1** c, a, b
- p. 41, **act. 2** a plants, discover what makes them grow better b chemical reactions, understand what an acid-base reaction consists of c electricity, find out how electricity is conducted
- p. 41, **Time to Shine!** PA: to prove a theory or hypothesis, for curiosity
- p. 42, **act. 5** l = liters and ml = milliliters
- p. 43, **act. 8** **Underline** Mix, form, providing, To mix, stir / gently
- p. 43, **act. 9** using the imperative form
- p. 43, **act. 10** PA: Drop the roll inside the bottle and observe carefully. Mixing the baking soda with the vinegar causes a chemical reaction.
- p. 45, **act. 2** 7, 3, 5, 1, 4, 8, 2, 6
- p. 45, **Time to Shine!** PA: biting the lips, hand movements, playing with the hair, etc.
- p. 47, **act. 6** PA 1. Prepare a list of three yes/no questions and choose your test subjects. 2. Explain to

# Activity Book Answer Key

your test subjects you will ask them three questions, and that they must lie on purpose in one of them. 3. Question your test subjects separately. 4. Follow the instructions of your blood monitor to measure blood pressure. 5. Register blood pressure each time you ask a question. 6. Register other details you observe (breathing, hand movements, how many times they blink, etc.). 7. Analyze the data you registered and determine who was lying. 8. Verify your results with your test subjects.

- p. 50, **Time to Shine!** PA: using a digital or a physical dictionary
- p. 51, **act. 7** PA: 1. Write three questions. 2. Ask one person to help you. 3. Explain to them that you will ask three questions. 4. Tell them to lie when answering one. 5. Ask the questions. 6. Watch the face of the person when answering. 7. Write any strange movements you watch (opening and closing their eyes many times, muscles moving differently). 8. Determine which the lie was. 9. Verify your results by asking the person who helped you.

## Unit 4

- p. 57, **Time to Shine!** during the 1920s
- p. 58, **act. 3** a hackers attack, to inform, adults, formal / b greetings, to teach English, little children, casual / c making a salad, to show how to prepare a meal, people who like cooking, consultative
- p. 58, **act. 4** a the news show, to indicate the topic of the news b the cooking show, to translate for audiences who don't speak English
- p. 58, **act. 5** a the one for little children b PA: to attract and keep little children's attention
- p. 59, **act. 6** PA: Male presenter confident, cordial Female presenter outgoing, friendly Contestant nervous, expectant
- p. 59, **act. 7** a no, fast, confidence / b yes, fast, excitement / c yes, slow, nervousness
- p. 61, **act. 2** *Panthera leo*, *Chordata*

*phylum, Carnivora order*

- p. 61, **act. 3** British English have baths American English the pride was, had gotten
- p. 62, **act. 4** PA: a a sitcom b to entertain the family c a middle-aged man and a middle-aged woman d wife and husband e in the street f intimate
- p. 62, **act. 5** Circle celebrate, anniversary Underline Italian restaurant, picnic in the park, pizza, chocolate muffins, lemon strawberry soda Rectangle That's why I love you! You always surprise me!
- p. 62, **act. 6** PA: the planning of an anniversary celebration
- p. 63, **act. 8** PA: a Which is the TV show genre? b Who is speaking? c Where are they? d What are they doing? e How does the TV show make you feel?
- p. 67, **Time to Shine!** PA: prepare vocabulary related to the theme, use body language and facial expressions to transmit ideas, etc.

## Unit 5

- p. 73, **act. 1** An enigma is a puzzling situation, event or person.
- p. 73, **act. 3** Main Idea: A group of people who worked in a lab on a remote mountain found out that the rest of the staff became zombies. Now, they have to escape. Characters: Mario, Jessy, Mr. Morgan, Doctor Smith What Do You Think Will Happen Next? Answers may vary.
- p. 74, **act. 5** Answers may vary.
- p. 75, **act. 7** 2 / 1 / 10 / 2 / 2
- p. 75, **act. 8** Answers may vary.
- p. 77, **act. 3** Answers may vary.
- p. 77, **act. 4** What is the enigma? What animal walks on four legs in the morning, two legs at noon, and three legs in the evening? Boxes 2 and 3: Answers may vary.
- p. 78, **act. 6** and 7 Answers may vary.
- p. 79, **act. 9** Answers may vary.
- p. 81, **act. 3** Answers may vary.
- p. 82, **act. 4-6** Answers may vary.
- p. 83, **act. 8** and 10 Answers may vary.

## Unit 6

- p. 90, **act. 4** PA: It is organized in four sections that are written by different authors; it seems to be a magazine article and the graphic elements help us to easily predict what the theme is.
- p. 90, **act. 5** from top to bottom and left to right: Problem and Solution, Compare and Contrast, Spatial, Cause and Effect
- p. 91, **act. 8** PA Topic: Graffiti is urban art. Audience: my classmates
- p. 91, **act. 9** PA: Graffiti and the law: to identify in which situations graffiti is allowed / History of graffiti: to understand its origins / Safety of locations: to value if people who do it may be in danger / Materials: to assess if they may affect health and environment / Techniques: to know how it is done / Ideology: to comprehend why it is done / Society reactions: to analyze in which situations graffiti doesn't affect others
- p. 93, **act. 1** Answers may vary.
- p. 93, **act. 2** PA: graffiti is art. / that art galleries in NY buy it / artists who paint graffiti are vandals.
- p. 94, **act. 5** In my opinion, / From my point of view, / I dare say that / I would say that / It seems to me that / I hold the opinion that
- p. 94, **act. 6** learnt- learned, burnt-burned, smelt- smelled
- p. 94, **Time to Shine!** PA: In the headline, only the first word is capitalized, which is common in British English; in American English, all words are capitalized, except for articles, and short prepositions and conjunctions. Single quotation marks are preferred in British English.
- p. 98, **Time to Shine!** PA: Use prosodic resources, use body language, never get mad, etc.
- p. 99, **act. 8** a Let me tell you that... b It is a fact that... c Of course! d I feel frustrated when... e I'm not sure I get your point... f So, what you're saying is that...

## Unit 7

- p. 106, **act. 3** c, a, d, b
- p. 106, **act. 4** Circle I can't believe it!

# Activity Book Answer Key

- This cannot be happening to me! / I feel so frustrated! I didn't expect this! / I will not be going nowhere! **Underline** Of course not! I spent all week long studying for this exam and I failed it! / I don't feel like eating.
- p. 106, act. 5 a I will not be going anywhere! b I will not change anything...
- p. 106, Time to Shine! PA: heart rate increases, breathing accelerates, liver releases glucose
- p. 107, act. 7 in a coffee shop / a young woman / her friends / drinking coffee / the sounds of spoons stirring cups, the tone of voice of the speaker and the laughter of the two women who are listening
- p. 107, act 8 Man We had been standing and waiting for some time in front of the baggage carousel when we realized our suitcases were not there. **Woman** After standing and waiting for a while in front of the baggage carousel, we realized that our suitcases were missing.
- p. 107, act. 9 woman She thinks it was not so bad because she could buy new clothes. **both:** They lost their baggage. **man** He was very angry because he lost time and his favorite sneakers.
- p. 109, act. 1 4, 2, 7, 5, 1, 6, 3
- p. 109, act. 2 List grandma, mother, girl, grandpa, father, boy **Circle** father, grandma
- p. 109, act. 3 **Direct Speech** Yes, he said, "These *gorditas* are much better than Grandma's broccoli soup!" **Indirect Speech** Dad told us that it was better to eat there. PA: Direct speech gives more realism to the description.
- p. 110, act. 4 PA: **Main idea** The family couldn't arrive on time to Zacualpan. **Information that explains** They got stuck in Xochimilco because it was the day of *Niño*pa fiesta. **Information that exemplifies** They saw *chinelos* and ate delicious *gorditas*. **Information that extends** The father doesn't like broccoli soup.
- p. 110, act. 5 d, f, e, b, a, c
- p. 110, act. 6 PA: 1 Identify the situation. 2 Pay attention to the tone of voice, volume, and rhythm. 3 Think about similar situations you have been in. 4 Infer the intention.
- p. 111, act 7 the girl, say something quickly because she knew she was going to be interrupted. / the father, change the subject of the conversation.
- p. 111, act. 8 **Circle** Excuse me? **Underline** Yes, every time we come to Zacualpan from Mexico City we usually stop in Xochimilco, to eat some ice cream, but unfortunately today...
- p. 111, act. 9 **First Idea** The father said, "The food was delicious..." **Reformulated Idea** Then he said, "I mean, we didn't prefer to stay there, it's just that there was no way out; the streets were extremely crowded and we were literally trapped."
- p. 111, act. 10 I'm not sure I get your point, Mom...
- p. 113, act. 2 PA: a My friend and I were at (my or his/her) house. b my parents and siblings c My uncle and his family dropped in by surprise. d We felt annoyed; we were playing video games and I couldn't keep playing. e I remained silent during lunch. Then, I said we had homework to do and went to my room.
- p. 114, act. 4 PA: **Main idea** My uncle, who rarely comes to our home, dropped in by surprise. **Information that explains** I was extremely mad because I couldn't continue playing video games. **Information that exemplifies** My father clearly wanted us to be nice; he invited us to play football outside. **Information that extends** Unfortunately, I didn't change my attitude and I went to my room.
- p. 114, act. 5 PA: My parents were very happy. / The day was beautiful and sunny. / My cousins are extremely nice. / My mother prepared a delicious meal.
- Unit 8**
- p. 121, act. 1 Saint-Exupéry, A. (2017). *The Little Prince*. London: Penguin Random House. / Shelley, M. (2005). *Frankenstein*. NY: Penguin Readers. / Kafka, F. (2010). *The Metamorphosis*. London: Penguin Press.
- p. 122, act. 3 a *Frankenstein* b *The Metamorphosis* c *The Little Prince*
- p. 122, act. 4 PA: *Frankenstein* monstrosity / dreary, anxiety, agony *The Metamorphosis* transformation / anxious, discovered, changed *The Little Prince* loneliness / alone, without anyone, neither...no
- p. 122, act. 5 PA: *Frankenstein* Themes: isolation, monstrosity / Intended Audience: young adult / Purpose of the three books: to entertain the reader by telling a story *The Metamorphosis* Themes: transformation, identity / Intended Audience: young adult *The Little Prince* Themes: loneliness, friendship / Intended Audience: children
- p. 123, act. 6 **Square** "To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world..." **Circle** "I am right here," the voice said, "under the apple tree." **Underline** It was then that the fox appeared. **Double underline** "They have guns, and they hunt. It is very disturbing."
- p. 125, act. 1 missing, working, amazed, embarrassing
- p. 125, act. 2 PA: **Present Perfect** He has been in the city for eight days. **Past Perfect** This had never happened before. **Conditional Sentence** It's quite a diversion for him if he busies himself with fretwork. **Direct Speech** "I know," said Gregor to himself. **Indirect Speech** He says that he wants to speak to you personally.
- p. 126, act. 3 PA: Gregor Samsa has changed into a horrible bug.
- p. 126, act. 4 PA: a Mr. Manager arrived to Samsa's house to check why he didn't go to work. b Gregor didn't want to go out or open the door. c Tension began to grow, and



# Activity Book Answer Key

- his parents excused him with Mr. Manager. **d** His sister began to sob because she probably realized something terrible was happening.
- p. 126, act. 5 PA: Gregor Samsa has changed into a horrible bug. / Mr. Manager arrived to his house to check why he didn't go to work. / Gregor didn't want to come out of his room or open the door. / His parents tried to excuse him with Mr. Manager. / His sister realized something terrible was happening.
- p. 126, act. 6 **Beginning** Samsa has changed into a bug. **Rising action** Mr. Manager arrived. **Climax** Samsa didn't open the door. **Falling action** Samsa's parents excused him. **Resolution** His sister began to sob.
- p. 127, act. 7 PA: **Main Character** Gregor Samsa **Incidental Character** sister **Secondary characters:** Mr. Manager, mother, father
- p. 127, act. 8 **Main character** Gregor Samsa **Description** hard-working, fearful **Attitudes & behaviors** He doesn't want to go out or open the door. **Evidence from the text** "But he did not dare make his voice loud enough so that his sister could hear." / **Secondary character** mother **Description** loving, protecting **Attitudes & behaviors** She is excusing her son with Mr. Manager. **Evidence from the text** "He is not well, believe me, Mr. Manager, missing a train is not something Gregor does! This had never happened before; working is all that he does!"
- p. 127, **Time to Shine!** He was a German-speaking Jew from Prague. His father was a tyrant and never supported him in his writing career. He studied laws and worked in an insurance company. He died when he was 40 from tuberculosis.
- p. 129, act. 1 **a** extremities **b** shiny **c** horrible **d** disappeared **e** dislike **f** hurried
- p. 129, act. 2 arrogant, absolutely, incredibly, guilty, ashamed, intelligent, sensitive
- p. 130, act. 5 PA: *The Little Prince* / *Frankenstein* **a** The little prince / Dr. Frankenstein **b** the fox / the monster **c** He seems to be a thin little boy. / He seems to be a middle-aged white man. **d** He invites a fox to play with him. /

- He gives life to a creature and then regrets it. **e** "Come and play with me, I am so unhappy." / I had desired it with an ardor that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart.
- p. 130, act. 6 PA: **a** The little prince and the fox meet. / Dr. Frankenstein was trying to infuse life to the creature. **b** The little prince invited the fox to play. / The creature began to move. **c** The fox rejected the invitation because he was not tamed. / Dr. Frankenstein admired his creation. **d** The little prince asked the fox to explain to him what "tamed" meant. / Dr. Frankenstein got terrified when he saw the creature's eyes. **e** The fox explained that after being tamed you become unique to the other. / Dr. Frankenstein regretted giving life to the monster.
- p. 131, act. 7 PA: a flow map or a plot diagram with the actions listed in act. 6
- p. 131, **Time to Shine!** PA: Plan each panel, balance text and image, write short sentences or phrases, use onomatopoeias, etc.
- p. 131, act. 9 PA: *The Little Prince* Good morning! / Good morning! // You're beautiful, come and play with me! / I can't, I'm not tamed. // What is tame? / To establish ties. // Hmm... / To me, you are nothing now, but if you tame me, you will be unique. *Frankenstein* Just a little spark of life... He's alive! He's moving! What a beautiful creation! But... his eyes! They look horrible! What should I do now? This was all I desired... But now disgust fills my heart.

## Unit 9

- p. 137, act. 1 To explain the importance of History
- p. 138, act. 5 PA: **Subject** clothing used by some ancient civilizations / **Purpose** to show that clothing is an important part of a culture / **Audience** anybody who is interested in this theme.
- p. 139, act. 6 **Old Clothing** tunic, kalasiris, wig, shendyt, shawl, peplos, loincloth, chiton, cloak, chlamys **Types of Rulers** kings, queens, pharaohs **Ancient**
- Historical Area** Mesopotamia, Egypt, Greece
- p. 139, **Time to Shine!** PA: In ancient China, rich people wore silk tunics; Mayan women wore huipiles while men wore loincloths or skirts, etc.
- p. 139, act. 7 PA They stress the importance of specific points and help me understand that some of the information presented is describing past events.
- p. 139, act. 8 **Main Idea** Clothing reflects the culture of a society. **Secondary Ideas** In Mesopotamia, common people used loincloths and shawls while kings and queens used fine cloaks. / In Egypt, men used shendyt and women used kalasiris; wealthy people used wigs. / In Greece, everybody used chitons, but only women used peplos; soldiers used chlamyses as shields.
- p. 139, act. 9 PA: the relation they had with their environment, their social organization, and the differences between genders.
- p. 141, act. 1 PA: 1939-1945 Europe / blitzkrieg, atomic bomb, concentration camps, Pearl Harbor, Holocaust / deadliest conflict in human history / Nazis, fascists, socialists / Allies: US, GB, USSR (Roosevelt, Churchill, Stalin) / Axis: Germany, Italy, Japan (Hitler, Mussolini, Hirohito)
- p. 141, act. 2: It is about World War II and the history of the Berlin Wall.
- p. 141, act. 3 World War II was over in Europe with Germany's unconditional surrender. / the Potsdam Conference was held. / divide Germany into four zones of occupation.
- p. 141, act. 4 PA: World War II ended in Europe when the Germans surrendered. / Allied countries held the Potsdam Conference. / Germany was divided.
- p. 142, act. 5 **The Cold War** the capitalist United States and the socialist Soviet Union emerged as ideologically opposed world powers after the war. / Cold War / Germany / was split into two independent nations / the East German government closed the border with West Germany. **The Construction** a wire barrier was constructed around West Berlin / the Berlin Wall had 302 watchtowers **The Fall** Mikhail Gorbachev initiated / *perestroika* /

# Activity Book Answer Key

- political changes were inevitable in Eastern European countries / people from the East could cross the border without restrictions / Germany reunification
- p. 142, act. 6 PA: The Cold War started between the United States and the Soviet Union. Germany was divided into two separate countries. A wall was built to separate East Berlin from West Berlin. Gorbachev initiated *perestroika*. The Eastern European countries experimented political changes. The Berlin Wall fell. Germany became one country again.
- p. 143, act. 7 PA: 1945 German surrender, WWII ends in Europe, Potsdam Conference, Germany split into zones of occupation, Cold War started 1949 Germany divided into two separate countries 1961 The wall was built. 1986 Gorbachev initiates *perestroika*. 1989 Political changes in Eastern European countries, Fall of the wall 1990 Germany's reunification
- p. 143, Time to Shine! PA: Gaza Strip and Israel, the US and Mexico, India and Bangladesh, Spain and Morocco, etc.
- p. 143, act. 8 PA: Perestroika 1989: fall / political changes / 1990: Germany reunification World War II Potsdam Conference / Germany controlled by the US, GB, the USSR, and France / Germany surrendered 1961 began to build a wire barrier Cold War the US vs. the USSR / Germany divided into two nations
- p. 145, act. 1 PA with connectors in bold and sentences to be rewritten in italics: **First paragraph:** In 1945, the war ended in Europe when Germany surrendered. **Next,** the Potsdam Conference was held with the participation of Allied countries. There, they decided to divide Germany into four control zones. **Second paragraph:** *Many Eastern Germans wanted to flee; they wanted to go to the West. So, in 1961, the government began to build the wall to prevent them from leaving the country. In the 1980s, Gorbachev started perestroika, and the East European countries benefited from these reforms of Gorbachev.*

- p. 145, act. 2 PA with relative pronoun in bold and double genitive in italics: started perestroika, the East European countries benefited from these reforms of *his*. / ...to close the border. In 1961, the government began to build the wall to prevent Eastern Germans **who** wanted to flee from leaving the country.
- p. 145, act. 3 (PA with adverb in italics) ...to prevent Eastern Germans who wanted to go abroad from leaving the country.
- p. 146, act. 5 a to give information about the events that led to the construction and fall of the Berlin Wall **b** my teacher and classmates
- p. 146, act. 6 a The events that led to the construction of the Berlin Wall affected not only Germany but the rest of the world. The division of this country represented the ideological division that separated the world. Let's take a look at the history of a symbol of the Cold War. **b** As we could see, the construction of the Berlin Wall is an example of how the consequences of certain decisions may go further than we can imagine.
- p. 147, Time to Shine! to put together works such as poems, short stories, reports, etc.
- p. 147, act. 9 PA: (title) The Berlin Wall (report) The events that led to the construction of the Berlin Wall affected not only Germany but the rest of the world. The division of this country represented the ideological division that separated the world. Let's take a look at the history of a symbol of the Cold War. World War II was the antecedent of the construction of the Berlin Wall. In 1945, the war ended in Europe when Germany surrendered. Next, the Potsdam Conference was held with the participation of Allied countries. There, they decided to divide Germany into four control zones. After that, political tensions between the US and the Soviet Union started the Cold War. This conflict affected Germany, which was divided into two different countries. East Germany was under the control of the Soviet Union and eventually decided to close the border. In 1961, the

government began to build the wall to prevent Eastern Germans who wanted to flee from leaving the country. In the 1980s, when Gorbachev started *perestroika*, the East European countries clearly benefited from these reforms of his. Political changes subsequently led to the fall of the wall in 1989. Finally, in 1990, Germany became one country again. As we could see, the construction of the Berlin Wall is an example of how the consequences of certain decisions may go further than we can imagine.

## Unit 10

- p. 153, act. 3 3, 2, 4, 1
- p. 154, act. 5 PA Youth Rights / some interesting facts related to the history of Youth Rights / are organized to perform actions and address Youth Rights issues. / improving schools, promoting civic actions, promoting positive community development, etc.
- p. 155, act. 7 PA: a right to education, equality, scientific advancement **b** right to equality, health, non-discrimination **c** right to liberty, security, fair trial **d** right to housing, health, social security **e** right to freedom of association, liberty, freedom of thought and expression **f** right to equality, participation in public affairs
- p. 155, act. 8 PA: Case banned information material on reproductive health and gender equality **Actions to Address Unfulfilled Rights** Write a petition to UNESCO that would be signed by young people around the world in which we will ask them for support. Show evidence of discrimination to the sectors of society who oppose the dissemination of these contents. **Reasons** UNESCO is a UN organization in charge of education, science, and culture so they will surely support the cause. Despite religions or ideologies, people must understand that this information is important for young people.
- p. 155, Time to Shine! IMJUVE
- p. 157, act 1 PA: Young people around the world have the right to education, and an essential part of this is the information about



# Activity Book Answer Key

gender equality and reproductive health. Banning this information from students is a step backwards for human rights. We should join and support young people in the country to avoid this kind of discriminatory education policies, and we think a petition signed by many people around the world is the best way to show UNESCO we are supporting this cause. Also, we think we must meet with people who oppose in order to show them evidence of discrimination and respectfully explain to them why we think this right is so important.

- p. 157, **Time to Shine!** a set of reasons that backup opinions
- p. 157, **act. 2 PA: Statistics** UN Population Fund has found that some educational programs delayed initiation of sexual intercourse by 37% and increase the use of protection by 40%. **Examples** The Sex Education Forum (SEF), hosted by the National Children's Bureau, has been celebrated every year since 1987. Many religious organizations are involved and they agree that the SEF is important. **Quotes** "Ignorance and lack of education about sex, sexual orientation, gender identities, and human sexuality in general have led to harmful assumptions and poor pastoral counsel." Kathy Baldock, a straight Christian advocate for the LGBT community
- p. 157, **act. 3 PA:** We know some people think it is not appropriate for students to have access to this kind of information, but we think that they should analyze statistics and reflect on the possible consequences of not providing it to students.
- p. 157, **act. 4 PA:** There are religious organizations around the world that agree on providing reproduction and gender education to students; this fact shows that, in spite of religions or ideologies, we all should work together to offer young people the opportunity to develop in the best way possible.
- p. 158, **act. 5** What would happen if
- p. 158, **act. 6 PA: Fact** Young people in UK between 17 and 24 spend around 27 hours a week on the Internet. **Opinion** We must work together in order to protect young people's rights.

- p. 158, **act. 7 Comparative ...is as important as... Contrasting** Contrasting ...**although** authorities... **Consequence ...in order to protect...**
- p. 159, **act. 9 PA:** Young people around the world have the right to education, and an essential part of this is the information about gender equality and reproductive health. Banning this information from students is as serious as attempting against any other human right. We should join and support young people in the country to avoid this kind of discriminatory education policies. What would happen if we send UNESCO a petition signed by many people around the world and if we promote spaces to meet with people who oppose and respectfully show them evidence of discrimination? We may tell them, for example, that UN Population Fund has found that some educational programs delayed initiation of sexual intercourse by 37% and have increased the use of protection by 40%. Also, that since 1987, the Sex Education Forum hosted by the National Children's Bureau has been celebrated every year, and it appears that many religious organizations are involved because they think the SEF is important. If we are lucky, we may contact Kathy Baldock, a Christian activist who affirms that "Ignorance and lack of education about sex, sexual orientation, gender identities, and human sexuality in general have led to harmful assumptions and poor pastoral counsel." We think that she might help us convince the people who oppose this information about its importance, and as a result, the government may not ban it. We all should evolve and try to offer young people the opportunity to develop in the best way possible.
- p. 159, **act. 10 Facts** Some educational programs delayed initiation of sexual intercourse by 37% and have increased the use of protection by 40%. There is a Sex Education Forum hosted by the National Children's Bureau that has been celebrated every year since 1987. **Opinions** Young people around the world have the right to

education, and an essential part of this is the information about gender equality, discrimination, and reproduction. We all should evolve and try to offer young people the opportunity to develop in the best way possible.

- p. 161, **act. 3 PA:** The purpose of this discussion is to share with you initiatives of actions that may prevent the government from banning information about gender equality, discrimination, and reproduction.
- p. 161, **act. 4 PA:** One of the tasks of UNESCO is to develop educational tools to help people live as global citizens free of hate and intolerance, and to ensure that each citizen has access to quality education. This organization has published the *International Technical Guidance on Sexuality Education*, which promotes health and well-being, respect for human rights, and gender equality.
- p. 162, **act. 5 PA:** When you say that receiving information about gender equality, discrimination, and reproduction is as important as receiving information about any other area of knowledge, do you mean that all areas of knowledge are equally important? / I don't get it when you talk about "serious information"; can you be more explicit, please?
- p. 162, **act. 6 PA:** Are you sure the information about the number of hours young people spend on the Internet is accurate? / Maybe the example you used was not the best; can you think of another?
- p. 162, **act. 7 PA:** I agree when you propose to design online courses. / There could be another way to do it; why don't we get organized ourselves instead of asking volunteers to help us?

# Worksheets Answer Key

## Worksheet 1

1. PA: a-The siesta is an old Spanish sleeping habit.  
b-An amazing Scandinavian widespread habit is to have babies take al fresco naps. c-A wonderful ancient Japanese habit is dozing in public. d-Colorful Guatemalan traditional worry dolls are used to sleep.
2. a-ii, b-i, c-iii
3. a-O, b-F
4. PA: In Japan, people bow; in Kenya, they greet with a dance.

## Worksheet 2

1. a-better, b-worst, c-more famous, d-most wonderful, e-younger
2. a-piece, b-seen, c-our, d-to
3. a-whom, b-which, c-who, d-whose
4. a-1, 9; b-desire, twice and suffice, great

## Worksheet 3

1. a-performing, b-to speak, c-to help, d-doing, e-to be
2. a-5, b-4, c-2, d-1, e-3
3. PA: a-balloon, b-bottle, c-vinegar, d-baking soda, e-funnel
4. PA: If you want to build a fizz inflator, first pour vinegar into a bottle. Then, put the balloon over the neck of the bottle but loosen it before. Next, use the funnel to fill in baking soda inside the balloon and lift the balloon. Observe how it inflates because of the acid-base reaction.

## Worksheet 4

1. PA: a-Who are the three people on the right?  
b-Where are they? c-What are they doing? d-Why is one of them rising her hand? e-When is this show going to be broadcast?
2. PA: a-nervousness, b-happiness, c-disapproval, d-anger
3. a-casual b-consultative c-formal d-intimate e-static

## Worksheet 5

1. a-He could have had an accident skateboarding.  
b-It might have got lost.
2. a-If he had not skated, he wouldn't have broken his arm. b-If its owner had been careful, it wouldn't have got lost.
3. Alice knew the queen was cheating so she took out the stone and threw it "accidentally" so they should look at the one left inside the bag, which was a black one.

## Worksheet 6

1. PA: spatial, compare and contrast
2. PA: A Czech artist decorated a TV tower with giant crawling babies as a political statement. Some people didn't like it, while others did.
3. a-Giant crawling babies were attached to the Žižkov TV tower by Černý. b-Communist propaganda was spread by the Soviet Union.

## Worksheet 7

1. I didn't lose time.
2. a-soon, b-extremely, c-clearly
3. "I'm extremely happy to see that my puppy is safe," she said.
4. She said that she was extremely happy to see that her puppy was safe.

## Worksheet 8

2. watching
3. agitated
4. If I returned, it was to be sacrificed... It describes what he thinks would happen in an imaginary situation.

## Worksheet 9

1. PA: **Middle** Gorbachev reforms **Branch 1** *glasnost* **Branch 1.1** freedom of speech **Branch 1.2** lead to states' independence **Branch 2** *perestroika* **Branch 2.1** allowed private property **Branch 2.2** released government control from economy **Branch 3** worsen economic and political situation **Branch 3.1** Gorbachev was kidnapped by Soviet hardliners. **Branch 3.2** On December 24, 1991 the Soviet Union collapsed. **Branch 3.2.1** end of the Cold War
2. a-when Gorbachev was elected...; which immediately was used by outlying states...; whose *perestroika* policies allowed some private...; in which once the largest country in the world existed b-at last, eventually, immediately c-This event did mark the end of the Cold War between the Soviet Union and the US.

## Worksheet 10

1. PA: the right to express our thoughts, to associate, no torture, no unfair detainment
2. **Fact** Military troops and police officers shot into a crowd of unarmed students. **Opinion** This episode is as regrettable as any other violation to human rights.

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