


Sunburst



6

Primary

Teacher's Guide

Mario Herrera

 Pearson

Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

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Dear Teacher,

Welcome to **Sunburst**.

We planned and designed this book to provide you with interesting social situations that will engage your students in learning English as a second language. We selected different contexts within the learning environments that may be attractive, and in which your students will naturally use the language to communicate.

Sunburst aims towards communicative interaction using the language as a cognitive and reflexive tool. At the end of this cycle, your students will be able to express and exchange ideas, talk about themselves and their emotions, give information about others, build up knowledge, organize their thoughts, and reflect on the new language.

Here you will find suggestions on how to work each of the activities provided in 10 units. Reading skills will also be developed with activities designed for the Reader.

You will also find opportunities to develop research abilities and cooperative work with your students which will enhance *critical thinking* skills and, very important, they will *learn to learn, learn to know, and learn to do*.

Thank you in advance for your enthusiasm and commitment. We really hope that you and your students will enjoy **Sunburst**.

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 what they know.

Objectives are no longer isolated but integrated and lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives (*learning to learn*). Students should also be conscious that they are part of a community and they should 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 help them 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; this gives students the chance to perform social practices, interacting among themselves and with their teacher, who will act as a guide to reach specific achievements. Activities are designed to help 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 model what students have to do to finally prepare the *product* of the unit, which reflects their accomplishment according to the social practice of the language. The role of the teacher is to facilitate and support students, making them feel confident.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students can commit to work together towards achieving common goals. *Collaborative learning* helps you and your students identify strengths and the areas of opportunity for each.

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 4 lessons (see the suggested table below.) Each lesson is planned to cover two 50-minute classes.

Each lesson will guide students to develop the skills they need to acquire the language. Also, at the end of every lesson, students will self-evaluate to find out which their achievements and areas of opportunity are.

At the end of the four lessons, the book provides guidelines for the product and activities that guide them to perform peer evaluation and self-assessment. After Lesson 4, the book provides instructions for the product presentation and a Review.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1			
Week 2	Lesson 1	Lesson 2	Lesson 3
Week 3			
Week 4	Product Preparation	Product Presentation	Review



Introduction to the Course

Features

Unit Overview

At the beginning of each unit, you will find a *Unit Overview* with useful information for the teacher: the social practices of the language, the environment, and the expected achievements. It also suggests what resources you need and the language that is covered in the unit.

Finally, it contains references to the Reader story and the Evaluation Tool you can use in each unit.

Unit Question

Each Unit Opener includes a question that arises students' interest and curiosity toward the theme of the unit. You will return to this question at the end of the unit, as a part of the self-evaluation process. Always try to make your students reflect upon the way their answers to this question had changed after working on the activities of the unit.

Lesson Questions

Each lesson will start with a question that is focused on the skills and abilities that students will develop while working on the activities of each specific lesson. You will ask this question at the beginning of the lesson; at this moment, you may accept inferences, opinions, answers expressed through body language and gestures, or even Spanish in case it involves vocabulary. Leave the answer opened until the end of the lesson when you will have the opportunity to ask the question again; this time, your students will surely surprise you with the expected answer.

The screenshot shows a digital interface for a unit overview. At the top, there is a large number '5' and the title 'How is Mexican Culture Similar or Different to Other Cultures?'. Below the title is a 'Unit Overview' section with a list of activities and resources. The activities listed include:

- Recreational and Literary Environment
- Communicative Activity
- Social Practice of the Language
- Achievements
- Audio
- Vocabulary
- Learning to Learn
- Learning to Know
- Learning to Do

 On the right side of the interface, there is a 'Reader' section with a grid of images and a 'Product' section. The page number '47' is visible at the bottom center of the screenshot.



Introduction to the Course

Features

Developing your class

You might find the following suggestions useful while developing the lesson in the classroom:

- Rhyming words: Clap each time words rhyme and encourage students to do the same every time they hear them.
- If your students are restless, make four groups and name each group with a similar word, for example, *bat*, *rat*, *cat*, *hat*. Make sure each group recognizes their name. Say each word slowly. When the group with that name listens to the word, they stand up. If they listen to the word again, they sit down. Say the words faster and faster each time. You can play this game for 3 minutes, more or less. It will help with discrimination of sounds.
- Pronunciation and repeating activities: When students need to repeat a word or expression to practice how it is pronounced, have them say it in different voices, for example, whispering, or in a loud voice, "singing," in a "tiger's" voice, etcetera.

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 (Learning to Know), to the development of Skills (Learning to Do), or to the development of self-directed Learning skills (Learning to Learn). 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.

Time to Shine!

This activity will give students the opportunity to reflect upon the way they learn by contributing with extra information related to the theme of the unit. It is also important to mention that the knowledge is continually recycled, so as you start to advance, you will find activities that were developed previously. There are suggestions so students can transform these Time to Shine! activities into significant experiences that will allow them to be more responsible for their learning process.

Evaluation Tool

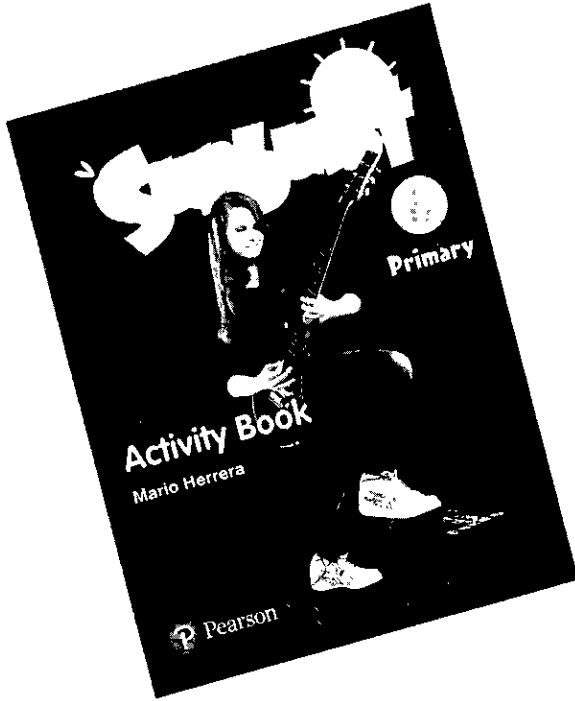
At the end of each unit, there is an evaluation tool, which may help you evaluate your students individually. This tool has been adapted to cover the achievements that your students should reach, so we hope the tool we designed makes evaluation a lot easier for you.

Reader

In each lesson you will find a Reader box with a question that sets a goal to develop your students' reading strategies. In order to answer that question, you could read the pages indicated during the class or assign them for homework. The questions are formulated in a way that will help students practice the Social Practice of the Language of the unit and exercise a broad variety of skills such as predicting, inferring, and sequencing.



Course Components



- On-line references to encourage students to go beyond their books, using technology;
- Critical thinking and practice problem solving abilities;
- Cross-curricular activities;
- Cooperation activities which promote different ways of interaction;
- Language structures that will be familiar to students in real-life situations;
- Reflection on students' learning process;
- Pair or work-group activities;
- A step-by-step process to elaborate the product, result of the skills developed in each of the lessons;
- Reader icon that links the activity to the text;
- A self-evaluation box easy to use;
- Time to Shine! activities;
- Appendix divided in: Learning to Learn, Learning to Know, and Learning to Do sections;
- A Glossary that can be used to practice the new vocabulary and play word-games.
- A list of irregular verbs
- To enrich their vocabulary, encourage students to create a class glossary in which they will include all the terms they think may be useful for them.

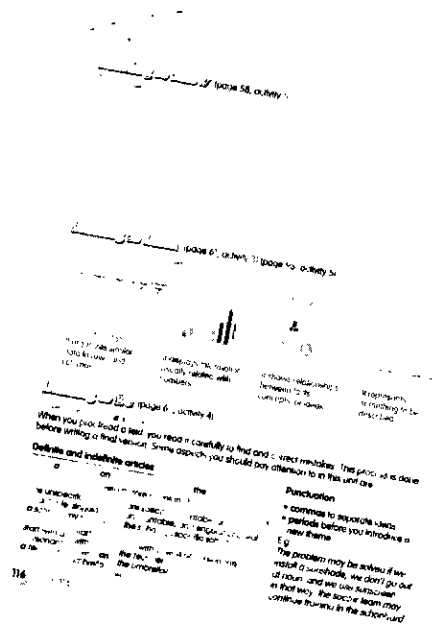
Activity Book

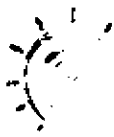
The activities in each lesson follow a sequence that goes from controlled activities to semi-controlled ones and free practice. This is to promote a gradual development of students' skills.

The book has 10 units, with 4 lessons each, to be divided into two sessions, plus the product development and a review.

Every unit includes:

- A Unit Opener which includes the environment, the social practice of the language, the expected achievements, and the product;
- Activities that foster the practice of the four skills;





Course Components

Lesson

1 **Differentiated Instruction** (The teacher will use the Individual Response Card Strategy to differentiate instruction for students who are struggling with the lesson.)

2 **Lesson and Read** (The teacher will use the Lesson and Read strategy to guide students through the lesson and read.)

Learning to Know (The teacher will use the Learning to Know strategy to guide students through the lesson and read.)

3 **Mark in pairs to fill in the chart using one action in each column.** (The teacher will use the Mark in pairs strategy to guide students through the lesson and read.)

Achievement (The teacher will use the Achievement strategy to guide students through the lesson and read.)

Teaching Guidelines (The teacher will use the Teaching Guidelines strategy to guide students through the lesson and read.)

Development (The teacher will use the Development strategy to guide students through the lesson and read.)

What types of characters are there in a story? (The teacher will use the What types of characters strategy to guide students through the lesson and read.)

LOOK at the illustrations on this page and the ones on page 22. Exchange your impressions about them with your team. (The teacher will use the LOOK at the illustrations strategy to guide students through the lesson and read.)

Unit 2 • Activity Book p. 20

4 **Differentiated Instruction** (The teacher will use the Individual Response Card Strategy to differentiate instruction for students who are struggling with the lesson.)

5 **Show your experience with another team and discuss how the contexts, values, and settings are similar to or different from the ones described in 'The Mole's Card'.** (The teacher will use the Show your experience strategy to guide students through the lesson and read.)

Achievement (The teacher will use the Achievement strategy to guide students through the lesson and read.)

Teaching Guidelines (The teacher will use the Teaching Guidelines strategy to guide students through the lesson and read.)

Development (The teacher will use the Development strategy to guide students through the lesson and read.)

Learning to Learn (The teacher will use the Learning to Learn strategy to guide students through the lesson and read.)

Product: Illustrated Venn Diagram (The teacher will use the Product: Illustrated Venn Diagram strategy to guide students through the lesson and read.)

Self-evaluation (The teacher will use the Self-evaluation strategy to guide students through the lesson and read.)

What types of characters are there in a story? (The teacher will use the What types of characters strategy to guide students through the lesson and read.)

Unit 2 • Activity Book p. 21

Teacher's Guide

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

- Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books;
- **Activity Book answer key provided at the end of the Guide;**
- Instructions on how to handle the Unit Question and Lesson Questions;
- Suggestions per lesson and per unit on how to work with the Reader;
- An evaluation tool per unit that corresponds to the aspects to be assessed;
- An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform the social practices of the language;
- A scope and sequence section which gives an overall view of each of the units;
- A pronunciation guide to help the teacher with the phonetics of the English language (included in the audio CD);

- A list of useful expressions in the classroom to make teacher and students more comfortable with the language (included in the audio CD);
- Audioscripts of the audios used in the books;
- Ten photo-copiable worksheets to sum up the contents of each unit.

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.
- Track list for a quick reference.



It also includes PDF files with:

- 60 flashcards with the vocabulary used;
- 10 appendix pages from the Activity Book;
- 10 evaluation tools;
- 10 worksheets, one per unit, that may help you expand your work.



Course Components

Reader

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 skills;
- 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.

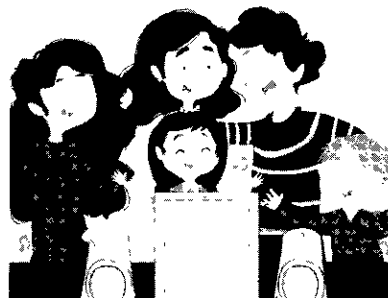
In order to help students with their tech development in English, this section introduces an Information and Communication Technology (ICT) box with a link to a text, video, activity, or other multimedia or interactive materials that will help students not only develop their ICT skills and practice English,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



The day came and everybody was having a great time. After dinner, Lisa told her mom that she had gotten a special gift for her. She had to open it at that moment. Katherine went to her car to bring the box.

Lisa's mom cried when she saw the present. All the guests congratulated Lisa because it was a great gift. Some of them asked Lisa how she got the money, so she and Katherine told the story.

Lisa's mom felt very proud of her daughter, and everybody else was thinking that she had raised an excellent girl.



"I know how much you like music, so I wanted you to enjoy it even more. Compared to everything you have given me, this is a very small gift," said Lisa.

"You know what? You used your time and energy to do something for me with all your love. That's the best gift I could ever get. I love you, Lisa. Well, our party is going to be full of music, then. Why don't we sing?" suggested Lisa's mom.

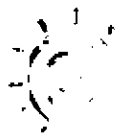
All the guests said yes while Lisa was already turning on the stereo. She found a great song playing on the radio and everybody started singing along happily. It was a fine party.



Course Components

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 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 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.



Pronunciation Guide 145

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	/gɑt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
ʊ	actual	/'æktʃʊəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pʊə(r)/ (British English)



Useful Expressions in the Classroom

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.

These expressions are for you. Practice them before class to gain more confidence.

Classroom Language for the Teacher

Act out.
Mime.
Ask questions.
Check the spelling.
Check the punctuation.
Check your partner's work.
Check your work.
Clap.
Come to the board.
Come to the front.
Complete the sentences.
Copy this.
Count.
Describe.
Do this exercise as homework.
Follow the instructions.
Help your partner.
How are you today?
Identify.
Line up.
Listen carefully.
Look at the flashcards.
Look at the pictures.
Look at the board.
Look.
Name.
Open your books.
Pay attention.
Play.
Point.
Show.
Read aloud.
Read.
Remember to do your homework.
Remember to pay attention.
Remember to show respect.
Repeat the words.

Repeat.
Review your work.
Settle.
Calm down.
Sing.
Sit down.
Stand up.
Take out your homework.
Take out your pencils.
Take out your notebook.
Take turns.
Talk.
Think of...
Work in pairs.
Work in trios.
Work in groups of four.
Work on your own.
Write in your notebook.
Write on the board.
Write some sentences.

Classroom Language for the Student

Can I borrow a pencil?
Can I borrow an eraser?
Can I have a piece of paper?
Can you repeat that?
Excuse me.
Good morning.
Good afternoon.
Hello / Hi
How do you say?
How do you spell?
I don't understand.
May I go to the bathroom?
Please
Speak slowly.
Thank you.



Scope and Sequence

Unit 1
Should I Listen to Others' Suggestions?
Family and Community Environment

Communicative Activity
Exchanges associated with specific purposes
Social Practice of the Language
To exchange suggestions to buy or sell a product

Achievements

1. Listen and explore suggestions in dialogues.
2. Understand expressions used by speakers.
3. Exchange suggestions in a dialogue.

Teaching Guidelines

1. Anticipate general sense. Identify speakers and the way they speak. Recognize places and products speakers are exchanging suggestions about. Compare use of pauses and intonation between speakers. Determine turns to speak in a sequence. Reflect about the way in which exchanges start, develop, and end.
2. Compare content of expressions. Identify the effect caused in the interlocutor. Discriminate expressions to ask for or indicate characteristics of products. Differentiate sound patterns in context and in isolated words. Segment words to improve comprehension.
3. Play the role of an interlocutor. Monitor word pronunciation and groups of enunciation. Ask about different products to obtain more information. Use alternatives and counter-alternatives to suggestions.

Unit 2
How Can I Relate with Tales?
Recreational and Literary Environment

Communicative Activity
Literary expression
Social Practice of the Language
To read fantastic tales

Achievements

1. Explore fantastic tales.
2. Read tales.
3. Compare and contrast conduct, values, and settings.

Teaching Guidelines

1. Activate previous knowledge to predict theme, purpose, and audience. Anticipate content based on titles and images. Identify and define new words and expressions. Analyze the structure of tales. Recognize different ways to start and end tales. Relate tales with personal experiences.
2. Reflect about what has been read. Value words and expressions used to describe a character, an object, or a setting. Reread to check understanding. Analyze effects caused by illustrations. Contrast the setting of tales with familiar settings. Use a graphic organizer to sequence events. Establish connections with personal experiences and create images. Classify narrator, main character, and secondary characters for their actions. Recognize punctuation marks used in dialogues. Differentiate direct speech from indirect speech in dialogues.
3. Answer questions about relationships among characters. Compare characters' conducts and values with their own and those of people they know. Compare and contrast relationships in a story and their own.



Scope and Sequence

Unit 3

How Do We Take Care of Ourselves?
Academic and Educational Environment

Communicative Activity

Interpretation and follow-up of recommendations

Social Practice of the Language

To write recommendations to avoid personal risk situations

Achievements

1. Analyze how a text to give recommendations is written.
2. Plan the writing of recommendations.
3. Write recommendations to avoid a personal risk situation.

Teaching Guidelines

1. Activate previous knowledge to identify theme, purpose, and audience. Analyze the function of textual and typographic components. Examine parts and sequence of a text. Anticipate content from key words. Broaden vocabulary. Compare types of sentences that express direct or polite recommendations. Recognize different ways to write sentences. Analyze familiar letter patterns in words. Recognize effects produced by typographic changes.
2. Select a personal risk situation. Decide what textual and typographic components to include. Determine the order of textual and graphic components in the text. Analyze how to write sentences.
3. Use new vocabulary. Define types of sentences that will be used and how to write them. Order sentences into a logical sequence. Select appropriate connectors to relate sentences. Use words with familiar letter patterns. Write a title for the report. Read recommendations to confirm understanding and legibility. Check spelling of words containing unfamiliar sounds. Check use of apostrophes.

Unit 4

What Can You Tell About an Interview?
Family and Community Environment

Communicative Activity

Exchanges associated with media

Social Practice of the Language

To analyze and discuss an interview

Achievements

1. Explore interviews.
2. Understand general information and some interview details.
3. Discuss opinions about interviews.

Teaching Guidelines

1. Use previous knowledge to determine the theme of an interview. Assess contextual clues to anticipate the reason of the interview. Identify key words and expressions to determine audience and purpose. Analyze the structure of the interview and the pattern of textual organization. Identify expressions used to start and end an interview.
2. Paraphrase key ideas. Contrast changes in rhythm, volume, and intonation. Contrast general information with details that broaden or exemplify it. Evaluate differences in words with minimal sound changes. Compare expressions with direct and indirect speech. Register new words and expressions to broaden vocabulary.
3. Analyze forms to express opinions in favor and against. Select a part of the interview to give opinions about it. Compose opinions. Define rules of participation. Start and end a discussion with expressions of courtesy. Express opinions respecting turns. Listen attentively to others' points of view. Assess appropriate moments to give a turn to speak. State evidence to justify opinions. Refute opinions respectfully and responsibly. Use an assertive tone of voice and persuasive body language.



Scope and Sequence

Unit 5

How is Mexican Culture Similar or Different to Other Cultures?

Recreational and Literary Environment

Achievements

1. Explore brief historical accounts.
2. Read historical accounts.
3. Express similarities and differences of historic and cultural aspects between Mexico and other countries.
4. Compare historic and cultural aspects between Mexico and other countries.

Communicative Activity

Understanding oneself and others

Social Practice of the Language

To read historical accounts to compare cultural aspects from Mexico and other countries

Teaching Guidelines

1. Activate previous knowledge to anticipate the theme. Analyze theme, purpose, and intended audience. Evaluate the function and purpose of graphic and textual components.
2. Compare natural, historical, and cultural aspects in Mexico and other countries. Paraphrase sentences that describe actions of people in different cultures. Analyze words and expressions needed to respectfully describe other cultures. Make connections with personal experiences. Read aloud to practice and improve pronunciation.
3. Ask and answer questions about a historical account in different tenses. Classify actions that are done or not done nowadays. Express similarities and differences in different ways.
4. Write questions and answers about the texts. Write sentences that include meaningful natural, historical, and cultural aspects of an account. Paraphrase actions to transform them into a comic. Check comprehension in comic panels. Check spelling and punctuation.

Unit 6

How Can We Solve Problems Together?

Academic and Educational Environment

Achievements

1. State a problem.
2. Choose information to answer questions.
3. Register and organize information.

Communicative Activity

Search and selection of information

Social Practice of the Language

To review and select information to solve a problem

Teaching Guidelines

1. Name school problems to find a solution for them. Define aspects linked to a problem. Ask about different aspects of a problem.
2. Recognize how text features are organized in a book to find specific information. Analyze text structure. Select information from key words.
3. Register information that answers questions with the support of graphic resources. Organize information according to its relevance and pertinence. Paraphrase information. Check spelling of specialized vocabulary and words with letter patterns that are not common in the native language. Verify and compare the use of determiners. Review that commas are used to separate ideas and periods to introduce a new theme.



Scope and Sequence

Unit 7

What Is the Purpose of Warnings and Prohibitions?

Family and Community Environment

Achievements

1. Listen and explore warnings announced in public places.
2. Understand general sense and main ideas of warnings.
3. Express warnings.

Communicative Activity

Exchanges associated with the environment

Social Practice of the Language

To understand and express warnings and prohibitions

Teaching Guidelines

1. Activate previous knowledge to identify theme. Establish reason or purpose of warnings and prohibitions. Perceive differences of pauses and intonation and the effect that they cause on the listeners. Question who the intended audience is. Anticipate content from key words and expressions.
2. Anticipate general sense from contextual cues and key words. Determine action, conduct, or reason that gives rise to warnings and prohibitions. Clarify the meaning of new words in repertoires. Compare lexical differences between British and American English. Contrast conditional warnings, non-conditional warnings, and prohibitions. Determine the sequence of enunciation. Reflect about beginnings and endings of warnings and prohibitions. Analyze expressions of warnings. Clarify new words and expressions and broaden repertoire.
3. Decide which action, conduct, or reason to emphasize in warnings and which repertoire to use. Write sentences to express warnings. Order warnings into sequences. Recognize, repair mistakes, and adjust. Adopt an appropriate tone of voice. Use expressions to clarify meaning. Use non-verbal language. Use strategies to show assertiveness and be sensitive to the effects on the recipients. Identify the effects warnings may have.

Unit 8

What Do I Know About Customs Around the World?

Recreational and Literary Environment

Achievements

1. Explore and select pictures about customs in different cultures.
2. Describe and contrast details.
3. Explain customs based on pictures.

Communicative Activity

Ludic expression

Social Practice of the Language

To explain customs based on pictures

Teaching Guidelines

1. Observe characteristics of elements used in pictures. Establish connections with personal experiences. Recognize emotions and sensations. Define a repertoire of words and expressions that can be used based on the elements shown in pictures. Formulate questions about what is observed.
2. Answer questions to define aspects that will be described. Analyze expressions used to compare and contrast. Write expressions to describe similarities and differences. Write expressions to explain similarities and differences. Order expressions into a sequence using connectors. Identify information that is seen in the pictures.
3. Use expressions that indicate the beginning of an explanation. Monitor prosodic resources to ensure clarity. Share relevant information. Control amount and order of information. Use or repeat expressions to gain time. Use expressions that indicate the end of an explanation.



Scope and Sequence

Unit 9
What Do You Know About Jobs?
 Academic and Educational Environment

Communicative Activity
 Exchanges associated with specific purposes
Social Practice of the Language
 To register information to elaborate a report about a job or profession

Achievements

1. Gather information about jobs or professions.
2. Explore reports about activities.
3. Write information about jobs and professions to make a report.

Teaching Guidelines

1. Explore illustrated texts about jobs and professions. Recognize text patterns. Analyze purpose and audience. Make inferences about images. Identify main ideas and their sequence. Differentiate main and secondary ideas in paragraphs. Contrast cultural differences about the way in which work activities are developed. Justify the selection of information for the reports considering the audience.
2. Recognize parts of a report. Identify main ideas and their sequence. Ask and answer questions about jobs or professions. Assess which type of information is presently available and which needs to be broadened. Read title and anticipate content. Paraphrase descriptions of jobs or professions to verify comprehension. Classify information for reports.
3. Complete writing models with information about jobs and professions. Compare ways to present the information in reports and their effects. Choose appropriate connectors to relate sentences to each other. Decide the graphic resources that will be used. Write titles for reports. Check spelling.

Unit 10
What Is Important When Narrating a Sports Event?
 Family and Community Environment

Communicative Activity
 Exchanges associated with information about oneself and others
Social Practice of the Language
 To narrate a sports event

Achievements

1. Explore narrations of sports events.
2. Understand general information and details of narrations of a sports event.
3. Narrate a brief fragment of a sports event.

Teaching Guidelines

1. Determine the purpose of a narration. Anticipate the narrated event from key words and previous knowledge. Analyze the sequence of events. Visualize what is heard. Value cultural differences in the transmission of emotions.
2. Paraphrase key ideas to control comprehension. Answer basic questions about an event. Broaden repertoires of words and expressions related to sports activities. Detect changes in intonation, rhythm, volume, and tone, and their purposes. Compare expressions to describe emotions. Contrast general information with details that broaden or exemplify. Classify expressions to share emotions and allow others to interact. Analyze resources to add intensity to actions.
3. Start the narration with greeting expressions. Propose general information about the event. Describe actions that happen in the event. Include intensifiers to describe actions. Use body language and prosodic resources to transmit emotions. Regulate speed and volume. End the narration with farewell expressions.

1

Should I Listen to Others' Suggestions?

Unit Overview

🎯 Family and Community Environment

🎯 Communicative Activity

Exchanges associated with specific purposes

🎯 Social Practice of the Language

To exchange suggestions to buy or sell a product

🎯 Achievements

- Listen and explore suggestions in dialogues.
- Understand expressions used by speakers.
- Exchange suggestions in a dialogue.

🎯 Audio

Tracks 2-7

🎯 Vocabulary

- annoyed
- concerned
- enterprise
- mugs
- once in a while
- pleased
- stationery store
- straws

🎯 Learning to Learn

Conveying emotions through intonation

🎯 Learning to Know

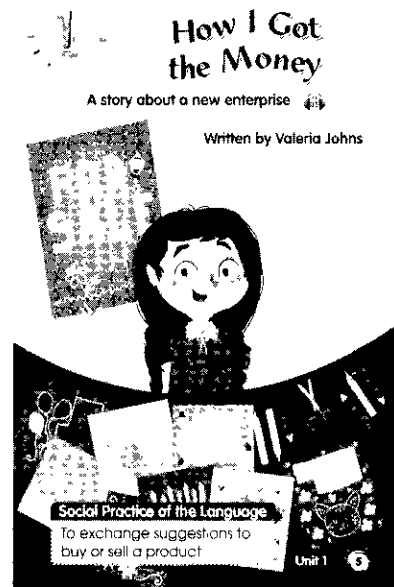
- Modals
- Phrases for making suggestions

🎯 Learning to Do

Ask for characteristics of products

🎯 Reader

"How I Got the Money," pp. 5-16, Track 35



🎯 Product

Dialogue to Exchange Suggestions

🎯 Evaluation tool

Checklist

Photocopy the checklist provided on page 30 and use it to evaluate students.

🎯 Worksheet

As an extra activity, you can use the Worksheet on page 146.

Lesson 1

Look at the pictures and share which type of snacks you prefer.

To exchange suggestions to buy or sell a product

- Listen and extract suggestions in dialogues
- Understand expressions used by speakers
- Exchange suggestions in a dialogue

Dialogue to Exchange Suggestions

Listen. Then, exchange impressions with a partner to answer the questions.

Who are speaking?
What is the dialogue about?

Circle the product and the place for buying it that Leo suggested.

Product

Place

Share how you would feel if one of your friends made suggestions to you concerning your eating habits.

I would feel _____ because they don't like the food that _____

I would feel _____ because they are _____ about my health _____

Achievement

Listen and explore suggestions in dialogues.

Teaching Guidelines

- Anticipate general sense.
- Identify speakers.
- Recognize places and products speakers are exchanging suggestions about.

Development

What phrases or expressions would you use to make suggestions?

Write on the board: *What phrases or expressions would you use to make suggestions?* Elicit answers by inviting students to recall previous knowledge.

1. Look at the pictures and share which type of snacks you prefer.

To anticipate the general sense of the dialogue students will listen to, you may draw their attention to the pictures. If necessary, explain that a snack is a small amount of food that is eaten between meals. Read instructions aloud and invite them to share their preferences supporting them with reasons.

2. Listen. Then, exchange impressions with a partner to answer the questions.

Play Track 2 for students to listen the dialogue. Then, you can organize the class into pairs and have them exchange impressions on who the speakers are and what they are talking about. Check orally.

Differentiated Instruction For this activity you can use the **Choral Response Strategy** to encourage shy or struggling students to participate by saying the answers aloud.

3. Circle the product and the place for buying it that Leo suggested.

To have students recognize places and products speakers are exchanging suggestions about, you may draw their attention to the pictures and have them circle the product that Leo suggested Alicia to buy as well as the place he suggested where to buy it. If you consider it necessary, you may play the track again to check the answers.

4. Share how you would feel if one of your friends made suggestions to you concerning your eating habits.

As students will focus their attention on intonation and emotions during the next session, you may have them anticipate by connecting the dialogue they listened to with their personal experience. Organize the class into small teams, read instructions aloud, and give them some time to share their answers while you monitor walking around to encourage them to speak in English all the time. Ask one person from each team to share their conclusions with the class.

Listen again and draw vertical lines where you hear pauses. Then, pay attention to the interlocutors' intonation and, in pairs, discuss how each of them speaks. Follow the example.

- I'm very hungry. I'll buy a snack.
- Was Leo? It's time for a delic... was chocolate... ice cream!
- Are you sure, Alicia? I don't think it's very healthy for you to eat ice cream every day!
- Why not? I think it's OK to eat junk food... but not every single day like you do. Why don't you try these cereal bars, with dried fruit? I'm filled with fruit.
- Well, then, you could try the ones with nuts, they are great!
- You're right. I should change my eating habits... I'll buy one of those.
- If you like it, you can buy a box in the supermarket, it's much cheaper that way.
- Thanks for caring for my health!

Reread the dialogue and circle the expressions used to make suggestions. What are they?

What expression...
are used to make suggestions?
For suggestions, what are the...
What does Katherine...
to suggest something to...
but never? Why not?

Dialogue to Exchange Suggestions

Read this and the first two pages and think of what you would like to suggest. If necessary, review the instructions provided on page 111. Write a short dialogue (two or three lines) in one word and suggest it to the class.

Self-evaluation (Check the box if you...)

How did I explain suggestions in my dialogue?

I identified the suggestions.

I explained the products.

I added other topics to the speaker's intonation.

Tip: It can be easier to explain suggestions if you use the phrases that introduce the suggestion: "I would like to recommend..." or "Why don't you...?" or "I suggest..."

7

Achievement

Listen and explore suggestions in dialogues.

Teaching Guidelines

- Identify the way interlocutors speak.
- Compare use of pauses and intonation between speakers.

Development

Learning to Learn 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Listen again and draw vertical lines where you hear pauses. Then, pay attention to the interlocutors' intonation and, in pairs, discuss how each of them speaks. Follow the example.



You may organize the class into pairs. Ask students to identify glossary words and invite them to go to page 106 to read their definitions. Once you are sure they understand all the words in the box, explain that they will listen to the same dialogue again, but that

this time they should focus their attention on the intonation that Leo and Alicia use while they speak and the pauses they make. Play Track 3 for them to identify the way interlocutors speak and compare use of pauses and intonation between them.

Differentiated Instruction For this activity you can use the **Speedometer Strategy** to encourage shy students to show how well they could accomplish this goal. Tell them to use their arms to show a "speed" between 0 and 100.

Learning to Know 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. Reread the dialogue and circle the expressions used to make suggestions. What are they?

Read instructions aloud and have students perform the task individually. Suggest that they review the information on page 111 to identify the phrases and modals easily. Finally, you may elicit examples of their own using each of them.



Ask students what Katherine's suggestion was (to sell something). Then, ask how Lisa could think of a good product to sell (something she could do very well and that people need).

Product: Dialogue to Exchange Suggestions

In this unit, students will exchange suggestions to buy or sell products in a short dialogue. Organize the class into pairs, read instructions aloud, and have them draft their lists on a sheet of paper; encourage students to use a dictionary. Monitor while they work to check all the lists. This activity will be your first evidence in this unit; ask students to file the list 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What phrases or expressions would you use to make suggestions?

Invite students to answer the question by making a list of the modals and phrases they learned during this lesson. If possible, ask them to use the words and phrases in sentences.

Lesson 2

Observe the material shown below. Draw what you would create with it.



Listen and read. Circle the expressions used to start the dialogue and underline the ones used to end it.

— Hi, Gabriel. Are you OK?
 — Hello, Emilia. Not really. It's going to be my mom's birthday and I have very little money to buy her a gift.
 — Have you thought about making her a gift?
 — I'm not good at crafts.
 — You don't have to be good. I've just seen a video on how to make wonderful designs.
 — Easy! It's very simple and cheap. I can help you if you wish.
 — What do I need?
 — You should buy a stainless steel mug. You might find it in any kitchen supply store.
 — And what about the design?
 — Easy! You could buy some permanent markers of the color you like and create a wonderful design. You may even include a message for your mom.
 — It sounds like a great idea!
 — Yes. I think I will start making them.
 — How about you doing them and me selling?
 — We can have our own little business. I like that! I should go now, but I'll see you for advice to help you make your mom's gift and decide our project.
 — Thanks a lot! Bye!

Reread the dialogue and fill in the graphic organizer.

Achievement

Listen and explore suggestions in dialogues.

Teaching Guideline

Reflect about the way in which exchanges start, develop, and end.

Development

How can you identify the effect you are causing in someone you are talking to?

Ask students the question and encourage them to answer by recalling personal experiences.

1. Observe the material shown below. Draw what you would create with it.

You may organize the class into pairs and, to have them engage with the theme of the dialogue they will listen to in the following activities, have them perform the task. Monitor while they work and invite them to show their drawings.

2. Listen and read. Circle the expressions used to start the dialogue and underline the ones used to end it.

Have students identify glossary words in the dialogue and invite them to read their definitions on page

106. Then, you may ask them to identify the words and phrases used to make suggestions (Have you thought about..., You should..., You could..., How about...). Next, to have them reflect about the way in which exchanges start and end, ask: *How do you usually start a conversation?* (with a greeting, e.g.: *Good morning, Hi!*, etc.). *How do you usually end a conversation?* (with a farewell, e.g.: *Bye!*, *See you!*, etc.). Finally, read instructions aloud, play Track 4 for them to perform the task, and check orally.

3. Reread the dialogue and fill in the graphic organizer.

Draw students' attention to the graphic organizer and read the titles. Explain to them that to fill it in, they should reflect about the way in which the exchange between Gabriel and Emilia developed. Have pairs work on the task while you monitor to offer help if required. You may check by drawing the graphic organizer on the board and asking volunteers to write the answers.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to help struggling students to fill in the graphic organizer by guiding them to look for the information in the dialogue.

4 Listen to the dialogue from Activity 2 again. Write numbers to show how Gabriel felt when the conversation started (1), during (2), and at the end (3).

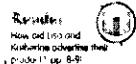


Circle who speaks first in each case.

- | | |
|---|---|
| <input type="checkbox"/> a person who gives a solution | <input type="checkbox"/> a person who exposes a problem |
| <input type="checkbox"/> a person who has an idea for a project | <input type="checkbox"/> a person who offers to help in the project |

4 Discuss.

What would you suggest Gabriel to give his mother?



Remember
How did Lisa and Katherine explain their products (p. 8-9)?

Dialogue to Exchange Suggestions

Choose a product you would like to give suggestions about. Explain why you think it is a good product.

Self-evaluation (Circle)

was easy / difficult for me to identify the effect that Emilia causes in Gabriel using the color indicator.

was easy / difficult for me to determine the turns to speak.

Tip: If it was difficult to identify the effect caused by the interlocutor, have your class refer to the information you can give you information about the why or the how.

Achievements

- Listen and explore suggestions in dialogues.
- Understand expressions used by speakers.

Teaching Guidelines

- Identify the effect caused in the interlocutor.
- Determine turns to speak in a sequence.

Development

4. Listen to the dialogue from Activity 2 again. Write numbers to show how Gabriel felt when the conversation started (1), during (2), and at the end (3).

You may organize the class into pairs and ask students: *Why is it important to vary intonation when we speak?* (to convey different emotions). Explain that they will listen again to the dialogue they heard in the previous session and this time their objective will be to identify the effect that Emilia caused in Gabriel during the conversation. In order to do so, they have to focus on Gabriel's intonation during the dialogue. Play Track 5 for them to identify and number the emoticons. Check orally.

5. Circle who speaks first in each case.

Students will continue working in pairs to analyze each case presented so they can determine turns to speak in a sequence. You may monitor walking around and suggest that they connect with personal experiences so they can visualize each situation. Check orally.

6. Discuss.

You may organize the class into teams and read the question aloud. Encourage teams to think about products they can make themselves or they can afford easily to think about their suggestion. Monitor to encourage them to speak in English all the time and after a few minutes, invite teams to share the products they suggested and explain their reasons.

Differentiated Instruction For this activity you can use the **Gather Personal Information Strategy** to find out if somebody has ever done a hand-made gift so you can ask those students to share their experiences before working on this activity.



Ask students what the product was (hand-made cards). Then, ask them what their publicity was going to be (they made posters, and Katherine suggested telling people directly).

Product: Dialogue to Exchange Suggestions

As you may recall, in this unit students will exchange suggestions to buy or sell products in a short dialogue. In this lesson, students will choose a product they would like to give suggestions about, and they will describe it. Organize the class into pairs, read the instructions aloud, and advise them to choose products they are familiar with so they can provide the necessary information about them (material, cost, way of functioning, place where it is affordable, etc.). This activity will be your second 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can you identify the effect you are causing in someone you are talking to?

Invite students to answer by recalling what they did in Activity 4 (paying attention to intonation). Elicit that also body language such as facial expressions, gestures, and posture can give us clues.

Lesson 3

Look at the picture and discuss with your team.



Time to Shine!
Mention some eco-friendly products we all can use.

What's valuable in the picture showing?
What are the consequences of this problem?
Which product would you suggest to solve it?

Listen to identify the suggestions. Circle them.

- Hi, teacher! I'm ready to go on the school trip.
- Good morning, Aida. Did you bring your lunch inside a bag as I asked?
- Of course! Here it is.
- Wow! That bag is nice.
- Is it **eco-friendly**?
- Yes! We shouldn't use plastic bags anymore. This is a **water-resistant** paper bag and I will take what I have inside.
- Show us!
- Here.
- What's special about them?
- They're **biodegradable** because they're made out of sustainable.
- Where can I buy them?
- You might order them online. I strongly recommend you replacing plastic forks with these.
- I'm thinking that we should produce some eco-friendly products and sell them ourselves. What do you think?
- Count on us!

With a partner, identify the expressions used in the dialogue and exchange impressions about them to fill in the chart.

How can you ask for characteristics of products?
(See linkings and boxes in the glossary on page 111.)

10

Achievement

Understand expressions used by speakers.

Teaching Guidelines

- Discriminate expressions to ask for or indicate characteristics of products.
- Compare content of expressions.

Development

What do you do when you find an unknown word in a text?

Ask students the question and encourage them to answer taking into account their previous experience.

1. Look at the picture and discuss with your team.

You may organize the class into teams and, to introduce them to the theme of the conversation they will listen to in the following activity, draw their attention to the picture. Read the three questions aloud and give them some time to discuss the answers while you monitor to encourage them to speak in English among themselves. After a few minutes, ask one student from each team to share their answers with the class. Finally, read the task in the Time to Shine! box and encourage all students to participate.

2. Listen to identify the suggestions. Circle them.



Have students identify the glossary word in the text from the conversation; invite them to read its definition on page 106. You may explain to students that they will listen to a conversation between two kids and their teacher, and they have to identify two suggestions given. Play Track 6 for them to complete the task. Check orally.

Learning to Do 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. With a partner, identify the expressions used in the dialogue and exchange impressions about them to fill in the chart.

You may organize the class into pairs and have students discriminate expressions to ask for or indicate characteristics of products. Monitor while they fill in the chart and, to check, draw it on the board and invite volunteers to write the answers.

Differentiated Instruction Before working on this activity, you may use the **Mini Lesson Strategy** to review the *Wh*-question words and how to structure open and closed questions with students.

4. In small teams, analyze the content of Aida's expressions in the dialogue and compare it with the content of the expressions used by her classmates. Explain what the main difference is.

You may organize the class into small groups, read instructions aloud and suggest students to reread the dialogue to analyze the content of the expressions used. After a few minutes, invite one person from each group to share their conclusions.

5. Scan the words in bold in Activity 2. Split each word into two parts, write them below, and look up their meaning.

Listen and identify the differences when a word is said on its own and when it is said as part of a sentence. Discuss them with a partner and write your conclusions.

Dialogue to Exchange Suggestions

The teacher divided the class into pairs. In the previous page, you had to write five questions about a product of your choice.

Self-evaluation (underline)

The strategy that helped me understand expressions used by the speakers was:

1. Segmenting words into parts to understand the meaning.

Tip: If you are not able to understand a speaker during a conversation, you can ask them to repeat what they said.

Achievement

Understand expressions used by speakers.

Teaching Guidelines

- Segment words to improve comprehension.
- Differentiate sound patterns in context and in isolated words.

Development

5. Scan the words in bold in Activity 2. Split each word into two parts, write them below, and look up their meaning.

You may organize the class into pairs, read instructions aloud, and remind students that when they scan a text, they just look for specific information. Ask them to identify the three words in bold and write them in the left column. Have them segment those words into two parts and write each in the space provided; below each part, they will write the meaning they will look up in a dictionary. Encourage them to write the definition of the word in the last column using their own words.

Differentiated Instruction For this activity you can use the **Open-ended Statement Strategy** to elicit answers for the right column of the chart in case you observe it is difficult for your students to write the definitions on their own.

6. Listen and identify the differences when a word is said on its own and when it is said as part of a sentence. Discuss them with a partner and write your conclusions.

Play Track 7 for students to notice phonological differences. You may invite them to share their impressions and if necessary, play the track again for them to reinforce. Finally, give them some time to write their conclusions.

Ask students to recall Katherine's suggestion (offering the highest quality). Then, ask them how Lisa did it (she made new designs with more materials; the new ones were spectacular) and the results (Wayne recognized her cards were much better and stopped selling his).

Product: Dialogue to Exchange Suggestions

As you may recall, in this unit students will exchange suggestions to buy or sell products in a short dialogue. In this lesson, students will write five questions to ask for information about a product they would like to sell or buy. Organize the class into pairs, read the instruction aloud, and tell them to first decide if they would like to sell or buy a product. Once they have decided, have them follow the models included in this lesson to write their questions; they may also review the information provided on page 111 in their books. Monitor while they work to check progress. This activity will be your 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What do you do when you find an unknown word in a text?

Ask the question again and, this time, invite students to mention the strategies they used in this lesson (segment words and analyze the context in which they are used).

Lesson 4

Look at the eco-friendly products. Draw a different one in the space provided.

Circle the option of your preference.

We would like to exchange suggestions to buy / sell an eco-friendly product.

With your partner, choose a product from the ones that were presented. Think of the best five questions you can ask about it and write them down.

What's the difference between open and closed questions? For information about this theme, go to page 11.

With your partner, decide which information may help you answer questions about the product you chose. Write notes following the example.

Circle one of the following questions to express alternatives in your dialogue.

12

Achievement

Exchange suggestions in a dialogue.

Teaching Guidelines

- Ask about different products to obtain more information.
- Use alternatives and counter-alternatives to suggestions.

Development

How can I improve my English pronunciation?

Write on the board: *How can I improve my English pronunciation?* Invite different students to share ideas.

1. Look at the eco-friendly products. Draw a different one in the space provided.

You may organize the class into pairs, draw their attention to the pictures, and have students describe them. Read instructions aloud and give them some time to choose one of the eco-friendly products they researched for homework and draw it. When all pairs have finished, invite them to the front to show their drawings and share the characteristics of the products they drew with the class. Let students know they will choose one product from these presentations to work on Activity 3.

2. Circle the option of your preference.

Read instructions aloud and you may explain to students that in their dialogue they can choose to exchange suggestions for buying or selling a product so now they will decide what they will do.

Learning to Do 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. With your partner, choose a product from the ones that were presented. Think of the best five questions you can ask about it and write them down.

Ask students to write questions about the product they chose from the presentations to obtain more information according to their objective (buy or sell). You may suggest that they check the information provided in the Learning to Do section on page 111 and the questions included in the models they revised throughout the unit. Monitor while they work to check which product each pair chooses; make sure all products presented by all pairs are chosen.

Differentiated Instruction For this and the following activity, you can 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 contributions of both students.

4. With your partner, decide which information may help you answer questions about the product you chose. Write notes following the example.

You may suggest students to work with the same partner to work on this task. Ask: *Do you know what FAQs are?* (frequently asked questions: the questions that people are more likely to ask about a product or a service). Suggest that they think which could be the FAQs for their product and write information that may answer these questions. Monitor while they work to check this and the previous activity.

5. Circle one of the following questions to express alternatives in your dialogue.

You may ask volunteers to read the questions provided aloud and tell students to choose one that they may include in their dialogue depending on their objective (sell or buy). Explain that these phrases will help them express alternatives and counter-alternatives to suggestions.

Use the questions and the notes you wrote on the previous page to rehearse a dialogue to exchange information about your product with your partner. Monitor his/her pronunciation.



CT 3 3x2
If possible, use an online dictionary to check how words are pronounced. Click the sound icon after the word. Listen and then repeat the word yourself.

Establish dialogues with the pair that chose your product and the pair that presented the product you chose. Exchange suggestions.

Be sure to include

- phrases to start and end a dialogue
- the questions you wrote in Activity 3, page 12
- the expression you chose from Activity 5, page 12
- words and expressions to make suggestions

CT 3 3x2
What did Lisa's mom like personally about the gift? p. 115

Dialogue to Exchange Suggestions

Create a chart with expressions that you can use in your dialogue.

Self-evaluation (Check the List on page 13)

- exchange suggestions about a product in a dialogue
- asked questions to obtain more information about others' products
- gave information about my product
- used a formula to give suggestions

Tip: If you are still not very confident, rehearse exchange suggestions in a dialogue. You may prepare notes with useful expressions and relevant information. Have them at hand in case you need them.

13

Achievement

Exchange suggestions in a dialogue.

Teaching Guidelines

- Monitor word pronunciation and groups of enunciation.
- Play the role of an interlocutor.

Development

6. Use the questions and the notes you wrote on the previous page to rehearse a dialogue to exchange information about your product with your partner. Monitor his/her pronunciation.

You may suggest students to continue working with the same partner to perform this oral practice. Read instructions aloud and have them focus on their partner's pronunciation.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

7. Establish dialogues with the pair that chose your product and the pair that presented the product you chose. Exchange suggestions.

Before working on this activity, you may give students some time to review the information they prepared during the previous session (questions, descriptions, expressions). Suggest that they also reread the models in this unit to review phrases for starting and ending exchanges, and to check the information provided in the Learning to Know section on page 111 in their books. Once they are ready, read instructions aloud and have them exchange suggestions about products with their classmates.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** allowing struggling students to write a draft for the dialogue and read it instead of improvising. Make sure you check the draft before they use it.



Ask students if Lisa's mom liked the stereo (yes, she even cried when she saw it). Then, ask if she mentioned something else about the gift (she appreciated that Lisa used her time and energy to buy the gift). You can ask students if they appreciate only the physical gifts or also the time and effort that people spent to make or buy the gift.

Product: Dialogue to Exchange Suggestions

As you may recall, in this unit students will exchange suggestions to buy or sell products in a short dialogue. In this lesson, students will create a chart with expressions they are likely to use in their dialogues. Have them leaf through the pages of the unit to choose them. Make sure they write the use of each expression in the headings of the chart, (e.g., Use: greet / Expression: hello).

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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can I improve my English pronunciation?

Ask the question and encourage students to describe the strategy they learned in this lesson (monitoring pronunciation by checking lips, tongue, and teeth position).

Product and Assessing My Learning Process



Review your product, description, questions, and expressions (in words and drama) you used in your dialogue.

Pair up with a friend and rehearse your dialogue. Be sure to include all the information you wrote.

- Give each other feedback by varying information.
- Monitor your own actions.

Once you're ready, choose a partner to work with and present your dialogue a part of your class!

Get together with another pair to exchange feedback about your dialogues.

Reflect:

- suggestions were exchanged
- appropriate expressions were used
- information was appropriate

Answer:

- Did the character suggestions help you or seem better?
- Which expressions did you find most helpful?

Look through the unit to recall what you have learned to learn, to know, and to do.

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

14

Dialogue to Exchange Suggestions

In this session, students will plan and rehearse their dialogues to express suggestions. Read aloud each of the steps on this page and give students some time to get ready. Ask two pairs of students randomly to come to the front and have them exchange suggestions about their products. Then, follow the same procedure with the rest of the class.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Get together with another pair to exchange feedback about your dialogues.

Once all pairs have presented their dialogues, give students some time to exchange books to give and receive peer assessment from the classmates they choose. Monitor to make sure all comments are respectful.

Self-evaluation

1. Answer.

Read the questions aloud and invite different students to share their answers with the class.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

Should I Listen to Others' Suggestions?

Finally, organize the class into small teams and read the title of the unit aloud: *Should I Listen to Others' Suggestions?* 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.

Review

Work in pairs. Illustrate a product you would like to give suggestions about.

With your partner, write notes to describe your product.

Circle the expressions used to start a dialogue and underline the ones to end it.

With your partner, decide which phrases you may use to give suggestions. Write them down.

With your partner, prepare three questions you can ask about a product.

Write suggestions for the product you drew.

Get with another pair and exchange suggestions.

15

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the checklist provided to evaluate each student's participation individually. This checklist is intended as an organizer of key aspects to be considered during the preparation and presentation of the dialogue. It will help you emit a qualitative evaluation, as you will be able to write any comment or observation concerning each of the aspects.

Evaluation Tool

Checklist

Name: _____

	Yes	No	Comments
Do they include open questions using <i>Wh</i> -question words?			
Do they include closed questions to ask for specific information?			
Do they include appropriate expressions to start?			
Do they include appropriate expressions to end?			
Do they use modals to make suggestions?			
Do they use phrases to make suggestions?			
Do they include alternatives and counter-alternatives to suggestions?			
Do they follow a logical sequence when taking turns to speak?			
Do they convey emotions through varying the intonation?			

2

How Can I Relate with Tales?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Literary expression

Social Practice of the Language

To read fantastic tales

Achievements

- Explore fantastic tales.
- Read tales.
- Compare and contrast conduct, values, and settings.

Audio

Tracks 8-11

Vocabulary

- clever
- coach
- gather
- mattresses
- mill
- shelter
- wander
- wondered

Learning to Learn

Making connections

Learning to Know

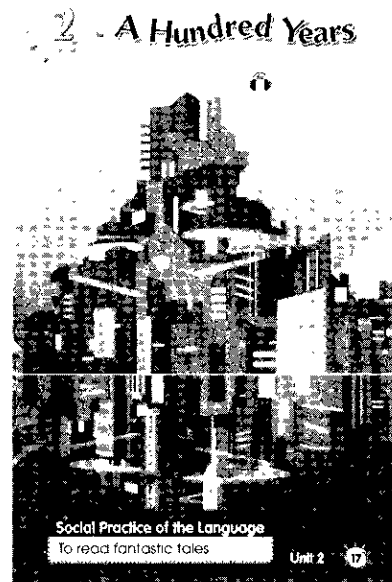
- Plot
- Characters

Learning to Do

Identifying direct and indirect speech

Reader

"A Hundred Years," pp. 17-28, Track 36



Product

Illustrated Venn Diagram

Evaluation tool

Self-assessment Worksheet

Photocopy the self-assessment worksheet provided on page 42 and use it for students to evaluate themselves.

Worksheet

As an extra activity, you can use the Worksheet on page 147.

Lesson 1

To start exploring the tale, look at the picture and discuss with your class.



To read fantastic tales

- Explore fantastic tales
- Read tales
- Compare and contrast content, values, and settings

Illustrated Venn Diagram

Continue exploring the tale. Look at the illustration, read the title, and together with your partner answer the question.



What is this tale about?

Listen and read the tale. Circle unknown words and work with your partner to define them by considering the context.

There was once a prince who wanted to marry a real princess. But his mother, the queen, was very demanding and wanted nothing but the best for her son. One evening, a storm came on, rain poured down in torrents when a knock was heard at the door of the palace. It was a girl asking for shelter. She was ill, wet, and her dress muddy, she looked awful. Yet she claimed to be a real princess. The queen, who didn't believe she was a princess, went into the bedroom where the girl was going to sleep, took all the bedding off

and laid a pea on the bottom; then, she took all the rest of the bedding and laid them on top of the pea. The next morning she asked the girl how she had slept. "Oh, very badly! Heaven only knows what was in the bed, but I was lying on something hard," the princess said. Then they knew she had spoken the truth because nobody but a real princess could possibly have such sensitive skin. So the prince took her for his wife. There that is a true story.

16

Achievement

Explore fantastic tales.

Teaching Guidelines

- Activate previous knowledge to predict theme, purpose, and audience.
- Anticipate content based on titles and images.
- Identify and define new words and expressions.

Development

What is the plot of a story?

Write on the board the question: *What is the plot of a story?* Encourage students to use previous knowledge to answer.

1. To start exploring the tale, look at the picture and discuss with your class.

You could draw students' attention to the picture and ask one volunteer to describe it. Then, to activate previous knowledge to predict theme, purpose, and audience, read aloud each of the questions to guide the discussion and elicit students' opinions. If students already know this tale, encourage them to share what they recall about it. If they don't, invite them to pay attention to the details in the picture (like the many

mattresses on the bed) so they can participate in the discussion. Write their conclusions on the board so they may copy them in their books.

2. Continue exploring the tale. Look at the illustration, read the title, and together with your partner answer the question.

You may organize the class into pairs and, to anticipate content based on titles and images, tell students to look at the book and ask one volunteer to read the title aloud. Have students look for details that are not shown in the picture from the previous activity (like the pea below the mattresses). Read the question aloud and encourage pairs to use the details from both pictures to answer the question. Monitor while they work to offer help when required. Check by asking pairs to read their answers aloud.

3. Listen and read the tale. Circle unknown words and work with your partner to define them by considering the context.

Before listening and reading, you could tell students to look for glossary words and go to page 106 to read their definitions. Then, read instructions aloud and explain to students that they will identify unknown words and expressions while they are listening and following the reading in silence. Play Track 8 for them to do so. Finally, ask each pair to mention the words and expressions they circled and encourage them to use the context to define them; if the pair cannot do it, invite the rest of the class to help. If nobody can, ask them to use a dictionary to look up the definition. Make sure to copy all words and definitions on the board so students may include them in their class glossary.

For homework, ask students to bring the text of their favorite tale in English.

Differentiated Instruction For this activity you can use the **Open-ended Statement Strategy** to help students say their definitions. You may provide them with the beginning, e.g., (a) *knock: the sound heard when someone hits a door or a window with...* and then mime the end for them to say it (your closed hand).

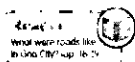
4. Work in pairs to fill in the flow chart with information from "The Princess and the Pea."

Why is it important to understand the plot of a story? For information about this theme, go to page 17.

Identify the message of the tale.

Time to Shine!

Mention other tales written by Hans Christian Andersen.



Illustrated Venn Diagram

Share the tale you brought for homework with your team and vote for one to work with. Read it and describe its plot in a graphic organizer.

Self-evaluation (Check the box or boxes.)

- I explored the tale.
- I included its theme with my previous knowledge.
- I found all the clues and messages to read the tale.
- I identified unknown words and expressions.
- It was easy / difficult for me to read the tale.

Tip: If it was difficult for you to read the tale, remember flow charts can help you sort to sequence important information. Also don't forget to reflect on what you read.

17

Achievements

- Explore fantastic tales.
- Read tales.

Teaching Guidelines

- Analyze the structure of tales.
- Use a graphic organizer to sequence events.
- Reflect about what has been read.

Development

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Work in pairs to fill in the flow chart with information from "The Princess and the Pea."

You may organize the class into pairs and have them go back to page 16 to reread the tale and analyze its structure. Then, ask them to go back to this page and sequence the events in the graphic organizer.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to

help struggling students paraphrase what they read to fill in their graphic organizer.

5. Identify the message of the tale.

You may organize the class into small teams and read instructions aloud. Give them some time to exchange their points of view. Then, to have students reflect on what they have read, ask: *What did the queen think about the princess when she first saw her?* (that she was not a princess). *Why?* (because she had an unpleasant aspect). So, a possible message or moral could be to not judge others by their appearances. Next, have them reflect on how the context in which the author lived influenced his writing. Ask: *Do you think only princesses have such delicate skin?* (surely not, but it was the 19th century Europe and he lived in a very classist society, concerned with appearances). Finally, read the task in the Time to Shine! box and praise students who answer.



Ask students to imagine and describe cities one hundred years from now: *What will buildings be like? And streets? And parks?* Then, ask them what roads were like in Grid City and have them answer in pairs.

Product: Illustrated Venn Diagram

In this unit, students will create an illustrated Venn Diagram in which they will compare the setting, characters, and plot of a tale with those of a personal experience. In this lesson, students will select the tale they will work with and create a repertoire of words and expressions from that tale. Organize the class into teams, read the first instruction aloud, and give them some time to read the tales they brought for homework and to vote for one. Then, read the second instruction aloud and have them create a graphic organizer to explain the plot (you may suggest that struggling students draw the sequence of events instead of writing them). This activity will be your first 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is the plot of a story?

Invite students to answer the question recalling what they learned in this lesson.

Lesson 2

Listen and read the tale. With your partner, circle words and expressions that describe characters, objects, and places.

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits and their names were Flopsy, Mopsy, Cottontail, and Peter. They lived with their Mother under the shade of a very big fir tree. One morning, Mrs. Rabbit said to go out and down the lane but never into Mr. McGregor's garden. "Your father had an accident there. He was put into a pie by Mrs. McGregor," she explained.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to Mrs. McGregor's garden and ate all his lettuce, French beans, radishes, and parsley. Mr. McGregor got extremely mad. "I will catch you!" he shouted and ran after Peter who was in the garden. He caught

him but fortunately Peter managed to escape. He jumped out of a window and, terrified, ran down to rest. He didn't know the way out. After a while, he began to see some animals but none of them helped him. Peter was desperate and began to cry. Finally, Peter found the way out and slipped under the gate, and was safe at last. He ran home and when he arrived, he just flopped down upon the nice soft sand in the rabbit hole. His mother didn't say anything, she put him to bed, and gave him a dose of chamomile tea. But Flopsy, Mopsy, and Cottontail had bread and milk and blackberries for supper.



Review the words used to describe places in the story. Then, with your partner, compare the place where the story develops with the place where you live. Fill in the Venn Diagram.

The place where I live

Work in teams to share if you have ever gotten into trouble as Peter Rabbit did.

18

Achievements

- Explore fantastic tales
- Read tales.

Teaching Guidelines

- Value words and expressions used to describe a character, an object, or a setting.
- Contrast the setting of tales with familiar settings.
- Relate tales with personal experiences.

Development

How can you retell the words somebody else used?

Ask students the question and elicit students' answers.

1. Listen and read the tale. With your partner, circle words and expressions that describe characters, objects, and places.

You may organize the class into pairs and give them some time to identify glossary words and read their definitions on page 106. Then, draw their attention to the pictures on this and the next page and ask: *Do you know this tale?* Encourage students who know it to share what they remember. Then, explain to

students that you will play the track for them to follow the reading in silence to identify all the words and expressions that describe characters, objects, and places. Play Track 9 for them to perform the task and check orally. Finally, to have them value the words they circled, ask: *Why are all these words important?* (they help the reader create a mental image of the characters, objects, and places; without them, they would be dull).

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** to remind students that we use adjectives to describe people, places, and things. Elicit examples from them before working on the activity.

2. Review the words used to describe places in the story. Then, with your partner, compare the place where the story develops with the place where you live. Fill in the Venn Diagram.

To have students contrast the settings of tales with familiar settings, you may elicit from them the definition for setting (the place and time in which a story occurs). Then, draw their attention to the Venn Diagram. Explain to them that this type of graphic organizer is used to establish similarities and differences. Tell them they should draw the similarities between the two places in the middle, and in each of the sides the aspects that are exclusive to each of the places. Give students some time to perform the task while you monitor walking around to check. Invite volunteers to share their drawing with the class.

3. Work in teams to share if you have ever gotten into trouble as Peter Rabbit did.

You may organize the class into small teams and ask volunteers to summarize Peter's experience using their own words (he disobeyed his mother, put himself in danger but finally returned home safely; his mother didn't say anything, but she realized what he had done). Ask students: *Have you ever had an experience in which you put yourself in danger because of disobeying your parents?* Encourage them to talk about their experiences within their teams. After a few minutes, invite teams to share the most interesting/funniest experience they shared.

4. Work in pairs to recall why Peter Rabbit got into trouble.

Reread the fragment and discuss with your partner which sentence repeats the exact words Peter's mother uses to give him her advice.

Read the directions.
 B. Repeat "Don't feed it." (indirect speech) for information about this. (Go to page 112.)

One morning, Mrs. Rabbit had to go out. She told her children that they could go into the field and down the lane but never into Mr. McGregor's garden. "Your Father had an accident there; he was put in a pie by Mrs. McGregor," she explained.



5. Identify the punctuation marks used in the fragment from the previous activity. Reflect upon their function with your partner and write your conclusions.



Illustrated Venn Diagram

Draw the place where the action of the tale you chose takes place.

Self-evaluation (Check the box or boxes.)

Read the following strategies to understand the text I read.

Useunderline words that describe character, plot, and details.

Identify the exact words that a character has said.

Analyze the function of punctuation marks.

Tip: To enhance comprehension, always establish connections with your own life experiences.

aloud, and have them perform the task to differentiate direct speech from indirect speech in dialogues. Check orally.

6. Identify the punctuation marks used in the fragment from the previous activity. Reflect upon their function with your partner and write your conclusions.

Students will continue working in teams to recognize punctuation marks used in dialogues. Once they have done so, they will match the columns to identify each punctuation mark's function. You may stress that the period and the comma have many other functions, but these are the only ones they have in the fragment they read. Also explain to them that in American English the comma is placed before the quotation mark (as it is in the tales they have read), but in British English the comma is placed after the quotation mark.



Ask students if they get along equally well with all members of their families. Have students discuss in groups of four which members of the family they get along with and which they don't. Then, ask them why Mrs. Browse didn't like Zellandine and have them brainstorm some ideas (because she didn't like kids, because she was cold and selfish, because Zellandine was more beautiful, etc.).

Product: Illustrated Venn Diagram

As you may recall, students will create an illustrated Venn Diagram in which they will compare the setting, characters, and plot of a tale with those of a personal experience. In this lesson, students will draw the setting of the tale they chose. Encourage them to include as many details as they can. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** inviting advanced students to write a description of the setting besides drawing it.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can you retell the words somebody else used?

Invite students to answer the question explaining what they learned in this lesson (direct and indirect speech) and giving examples.

Achievement

Read tales.

Teaching Guidelines

- Differentiate direct speech from indirect speech in dialogues.
- Recognize punctuation marks used in dialogues.

Development

4. Work in pairs to recall why Peter Rabbit got into trouble.

You could organize the class into pairs and give them some time to remember what the story they read in the previous session was about. Invite pairs to share what they recalled with the rest of the class.

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Reread the fragment and discuss with your partner which sentence repeats the exact words Peter's mother uses to give him her advice.

You may organize the class into pairs, read instructions

Lesson 3

Look at the illustrations on this page and the ones on page 22. Exchange your impressions about them with your team.

Listen and read.

The Master Cat (Part 1)



Long time ago there was a miller who had three sons. When he died, he left his

estate to the second son, and he left to the youngest, who had always been his favorite. The poor boy, with only one cat, what he should do to get his living. While he was sitting thinking about it, his cat jumped up on the table and touched him with its paw. "My dear master," he said, "I will get you what you need to live. Only you must buy me a pair of boots and give me a bag." The boy thought it was a wonderful thing to hear a cat talk. So he took the cat to the shoemaker, and got him a pair of boots and gave him a nice large bag. Once the cat received what he wanted he put some fern leaves and fine grasses into his bag, went into a rabbit warren, and hid the bag very quietly open, hiding some of the ferns.



rabbit ran into and the cat pulled the string of the bag, and carried them off to his master. Early the next day, the cat took his bag and went again into the warren to catch two more fine young rabbits. But instead of carrying them home, he took them to the king's palace and knocked on the door. "I have brought a present to the king," said the cat. The porter let him in, and when the cat came into the king's presence he said, "My Lord

Marquis of Carabas sends these rabbits in your majesty with his respects." After visiting the palace, the cat went home and told his master all he had done. The miller's son laughed, but every morning the cat caught a rabbit and carried it to the palace with the same message.

What is the difference between a main character and a secondary character? Write your answer about the characters in pages 106-107.

Work in pairs to fill in the chart writing one action in each column.

20

Achievement

Read tales.

Teaching Guidelines

- Analyze effects caused by illustrations.
- Classify narrator, main character, and secondary characters for their actions.

Development

What types of characters are there in a story?

Write the question on the board and elicit answers from your students; encourage them to use previous knowledge.

- Look at the illustrations on this page and the ones on page 22. Exchange your impressions about them with your team.

You may organize the class into teams, give them some time to look at the pictures on this page and page 22, and have them analyze the effects caused by them and share their impressions. Monitor while teams work to encourage them to speak in English all the time.

Differentiated Instruction For this activity you can use the **Individual Response Card Strategy** to encourage everybody to participate. Tell students to write their impressions about the pictures from pages 20 and 22 on a sheet of paper. Then, ask them to hand the papers back to you so you may read their impressions aloud for the class to listen.

- Listen and read.

You may ask one volunteer to read the title. Explain that this tale is also known as the "Puss in Boots." Then, invite students to identify glossary words and check their definitions on page 106. Finally, play Track 10 for them to follow the reading in silence. Invite students to suggest words or expressions for the class glossary.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

- Work in pairs to fill in the chart writing one action in each column.

To have students classify the narrator, main character, and secondary character for their actions, you may organize the class into pairs and draw their attention to the chart. Explain that they have to write the name of the characters from "The Master Cat" in the headings of the first two columns and then they must write one action each of them performed. Monitor while pairs work and check by drawing the chart on the board and inviting volunteers to write the answers. Finally, ask them: *Who is missing?* (the antagonist). Explain he has not appeared... yet.

4. Reread the tale from Activity 1. Share with your partner a similar experience you have had and describe it below.

How did you think you would do with a task? For information about the theme, go to page 12.

Read the story. Give a thumbs up if you like it. Give a thumbs down if you don't like it. Write a thumbs up or thumbs down on the sticky note.

5. Share your experience with another team and discuss how the conducts, values, and settings are similar to or different from the ones described in "The Master Cat."

Illustrated Venn Diagram

Write down a experience you have had similar to the one of the tale you chose. Include a sequence of illustrations to describe the event.

Self-evaluation (1) Write the similarities or the long or the importance they have to you to understand a tale.

Answer the other five questions.

Give a thumbs up or thumbs down and write a sticky note for the other students to use for their learning.

Tip: Creating mental images while reading will help you visualize the characters and the events about the story.

21

Achievement

Read tales.

Teaching Guidelines

- Reread to check understanding.
- Establish connections with personal experiences and create images.

Development

Learning to Learn ¹¹²

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Reread the tale from Activity 1. Share with your partner a similar experience you have had and describe it below.

You may tell students to reread the first part of "The Master Cat" to check understanding. Ask volunteers to explain in their own words what happened (the cat used his cleverness, intelligence, and intuition to solve a problem). Then, invite students to establish connections with a personal experience in which they had to solve a problem in a clever way, and share it

with their partner. Tell them to choose one and use the lines to describe it. Monitor while students work to offer help if required.

Differentiated Instruction For this activity you can use the **Flow Map Strategy** to help visual learners visualize their personal experience before they describe it with words.

5. Share your experience with another team and discuss how the conducts, values, and settings are similar to or different from the ones described in "The Master Cat."

You may organize the class into teams by joining two pairs together. Give them some time to share details about their experiences. Monitor while they work to provide them with vocabulary they may need. Finally, invite volunteers to use indirect speech to share what their classmates told them.



Ask students if they think actions can show love or only words show love (words like "I love you"). Then, ask them how Mr. Browse shows his love for his daughter and have them discuss it in groups of three. After the discussion, have them share their ideas as a class.

Product: Illustrated Venn Diagram

In this lesson, students will establish connections between the tale they chose and a personal experience, and they will create an illustrated sequence of this experience. Read instructions aloud and explain to students they should create a sequence just as the one they did in Activity 4. Tell them not to forget to portray details of the setting. Monitor while they work to check. This activity will be your third evidence in this unit; ask students to file the list 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What types of characters are there in a story?

Ask students the question and this time invite them to answer recalling what they learned in this lesson. Explain to them that there are some other classifications, but the one they learned is the easiest.

Lesson 4

Listen and read. Discuss with your class how these sceneries are similar to or different from the ones where you live.

The Master Cat (Part 2)



One day the cat went to see an ogre that lived nearby in a magnificent castle. "Hi there!" the cat said. "Great Ogre, but you are so fat you can turn yourself into any creature you please." "Yes, so I can," said the ogre. "Dream!" said the cat. "How much I should like to see your ogreship do it!" The ogre turned himself into a lion and roared loudly. Then, he changed back into an ogre again. The cat praised him a great deal and then said, "Can your ogreship become a small animal?" "Oh, yes," said the ogre, and he changed himself into a little mouse. Immediately the cat ate him.

Then the cat ran home and asked his master to go and bathe in the river. The miller's son obeyed and while he was in the water, the cat took away all his clothes and hid them. As soon as the king's carriage came into sight, just as the cat had expected for he always spoke in that direction, the cat began to cry very loudly. "Help for my Lord the Marquis of Carabas!" The king got his head out, and asked what

was the matter. "Oh, your majesty," said the cat, "my master the marquis was bathing, and someone has taken away his clothes." The king ordered one of his attendants to ride back to the palace and get a suit of his own clothes for the marquis. "Who has so often sent me gifts," he said. And when they were brought the cat took them to his master. The miller's son looked around like a poor man in the king's clothes, and when he went to thank his majesty for them, the king asked him to get into the carriage and he would drive him home. The cat told the coachman to go to the Ogre's castle and when they arrived, he said, "Your majesty and the princess are welcome at the castle of my Lord Marquis of Carabas!"

The king was delighted, for it was indeed a very nice castle. They sat down to a great feast, which the cat ordered to be served, and the king was so pleased with the miller's son that he allowed him to marry his daughter and make her a prince. And they lived happily ever after.



With your partner, discuss which values are guiding the cat's conduct. Then, compare them with the values of someone you know. Write your conclusions.



22

Achievements

- Explore fantastic tales.
- Compare and contrast conduct, values, and settings.

Teaching Guidelines

- Recognize different ways to start and end tales.
- Compare characters' conduct and values with their own and those of people they know.

Development

Are characters from tales similar to people you know?

Ask students the question and encourage them to answer and give details.

1. Listen and read. Discuss with your class how these sceneries are similar to or different from the ones where you live.

Have students identify glossary words and invite them to read their definitions on page 106. Then, play Track 11 for them to follow the reading in silence; ask them to suggest more words for the class glossary. You could organize a class discussion encouraging students to describe the setting of this tale and the place where they live to compare and contrast them.

Finally, you may ask them to recognize different ways to start and end tales by inviting them to check how this and the other tales they read in this unit start and end (begin: *There was once... / Once upon a time... / Long, long ago,...*; end: *There, that is a true story. / But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. / And they lived happily ever after*). Ask them: *How would you begin and end a tale?* Invite them to answer.

2. With your partner, discuss which values are guiding the cat's conduct. Then, compare them with the values of someone you know. Write your conclusions.

You may organize the class into pairs and give them some time to analyze the cat's actions throughout the tale. Monitor closely and offer help in case you observe pairs need support to infer the cat's values from their conduct. Once they identify them, monitor to check they are making connections with their own lives. Invite pairs to share their conclusions with the class.

Differentiated Instruction For this activity you can 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.

Reread the two parts of the tale and, with your partner, identify the relationships among characters. Write them down and compare your answers with another pair.

ICT 4.1.1a
If possible, create an online forum to share your responses about the tales you read in this unit.

In small groups, share how your own relationships are similar to or different from the ones in the story. Follow the example.

W.1.4.1a
What will I do in the future? (p. 25-27)

Considering all the aspects you have analyzed, discuss with your class the similarities and differences between your conducts and values and the conducts and values in France during the 18th century as described in "The Master Cat."

Illustrated Venn Diagram

Identify the characters in the tale you chose.
Create a chart in which you compare the two characters with the people involved in their experience. Use the model provided.
Decide the material you will use to create your Venn Diagram.

Self-evaluation (Underline)

You compare and contrast characters, values and settings.
Compare the scenarios from the tale with mine.
Compare the conducts and values from the tale with mine and the ones of the people I know.
Compare relationships in mine with my own.

Tip: When you read a story, try to find common ground that will help you understand it better.

23

Achievement

Compare and contrast conduct, values, and settings.

Teaching Guidelines

- Answer questions about relationships among characters.
- Compare and contrast relationships in a story and their own.

Development

3. Reread the two parts of the tale and, with your partner, identify the relationships among characters. Write them down and compare your answers with another pair.

Before students get to work on this task, you may ask them to define the following words: *friend*, *father*, *daughter*, *husband*, and *wife*. Once you are sure they understand each of them, organize the class into pairs and give them some time to answer. Check orally.

4. In small groups, share how your own relationships are similar to or different from the ones in the story. Follow the example.

You may read the instructions and the example aloud. Organize the class into small groups and give them time to compare/contrast their own relationships with

the ones from the tale. Then, you may invite one kid from each team to share with the class the similarities and differences they found.

Differentiated Instruction For this activity you can use the **Bubble Map Strategy** to show different relationships they have. They should write their name in the middle and the names of the people related to them around saying the relationship in each case.

5. Considering all the aspects you have analyzed, discuss with your class the similarities and differences between your conducts and values and the conducts and values in France during the 18th century as described in "The Master Cat."

Explain that "The Master Cat" is a folk tale that was published by Charles Perrault, a French writer, in the 18th century. Tell them that during that time, France was an absolute monarchy and most people there were poor. Then, encourage them to identify which of these aspects are depicted so they may be able to compare and contrast their values and conducts with the ones of the tale.



Have students discuss if they think there will be robots living with us in the future or not. After that, ask students to discuss the answer to the question in pairs and then share as a class.

Product: Illustrated Venn Diagram

In this lesson, students will create a chart in which they will compare the characters from the tale they chose and the people involved in their personal experience. Suggest that they follow the model provided in Activity 2, page 22. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer. Ask students to bring the material they will need to create their Venn Diagram for homework. Suggest that they use recycled material and cutouts or drawings to illustrate.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Are characters from tales similar to people you know?

Ask the question again and encourage students to share the answers they wrote in this lesson. You may also ask them to compare the characters from the other two tales they read in this unit with other people they know.

Product and Assessing My Learning Process



VENN DIAGRAM

Take out your materials.
Analyze the evidence you filed in your portfolio.
In the center of the Venn Diagram, illustrate similarities between your experience and the tale you chose.
In the circles on each side, illustrate the differences.
Make sure to include details about the setting, characters, and plot.
Explain your diagram to your classmates.

Work as a class to do the following activities:

- Debate to decide which were the three best diagrams.
- Reflect which aspect made them so good.

Answer:

- Did I enjoy reading fantastic tales? ...
- Why or why not?

Look through the unit to recall what you have learned to learn, to know, and to do.

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

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Illustrated Venn Diagram

In this session, students will create their illustrated Venn Diagram. Read aloud each of the steps on this page and give teams time to work while you monitor to offer help when required. Make sure they portray information about the setting, characters, and plot. Once all teams have finished, invite them to present their diagrams in front of the class, explaining how their experience relates to the tale they chose.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer-evaluation

Work as a class to do the following activities.

Ask the class: *Which were the most interesting stories for you?* Encourage all students to participate explaining which aspects made them interesting. Make sure to lead them to a general conclusion (e.g.: *The most interesting stories were the ones that included more details.*).

Self-evaluation

1. Answer.

Read the questions aloud and invite different students to share their answers with the class.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

How Can I Relate with Tales?

Finally, organize the class into small teams and read the title of the unit aloud: *How Can I Relate with Tales?* 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.



Work in pairs to read the tale.

Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awaked the lion, who placed his huge paw on the mouse and opened his big jaws to swallow him.

"Pardon, O King! I begged the little mouse forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!" The lion was so tickled by the idea of the mouse being able to help him, that he lifted his paw and let him go.

Some time later, a few hunters captured the lion and tied him to a tree. After that they went in search of a wagon to take him to the zoo. Just then the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound the king of the jungle.

"Was I not right?" said the little mouse, very happy to help the lion.



Describe a personal experience that is similar to the one from the tale.

Work with a partner to tell him/her details about your experience. Don't forget to describe where it took place.

With your partner, reflect on the similarities and differences between the values and conducts that are described in the story and the ones related to your personal experiences. Write your conclusions.

Work in small groups to share how the values and conducts from Ancient Greece were similar to or different from yours.

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Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the self-assessment worksheet provided and give it to each student so they can evaluate themselves individually. This instrument is very useful to help them identify their own skill gaps so they can know where to focus their attention and assume responsibility for their own learning process. It is very important to guide students once they have finished working with it so they can use their answers to set realistic goals by themselves.

Once you give the worksheet to each of your students, read instructions aloud and make sure they understand what each face stands for. Ask volunteers to read each of the statements included and, if necessary, have them identify the activity in which they practiced that skill so they can recall if they could do it or not. When they finish answering, tell them to paste the worksheet in their notebooks and give them some time to write the goals they want to attain concerning the skill(s) they think they need to improve.



Evaluation Tool

Self-assessment Worksheet

Name: _____

Answer each of the questions. If your answer is yes, explain how you did it; if your answer is no, explain how you can improve.

Did I predict the content of a tale based on titles and images?	
Did I define words and expressions from their context?	
Did I use graphic organizers to sequence the events from a tale?	
Did I recognize different ways to start and end tales?	
Did I compare and contrast the settings of tales with familiar settings?	
Did I identify protagonist, antagonist, secondary characters, and narrator?	
Did I recognize punctuation marks in dialogues?	
Did I recognize relationships among characters in tales?	
Did I compare characters' conduct and values with my own and those of people I know?	
Did I establish connections between tales and personal experiences?	

3

How Do We Take Care of Ourselves?

Unit Overview

Academic and Educational Environment

- Communicative Activity**
Interpretation and follow-up of recommendations

- Social Practice of the Language**
To write recommendations to avoid personal risk situations

- Achievements**
 - Analyze how a text to give recommendations is written.
 - Plan the writing of recommendations.
 - Write recommendations to avoid a personal risk situation.

- Audio**
Tracks 12-13

- Vocabulary**
 - advice
 - advise
 - avoid
 - befriend
 - harmful
 - pushes
 - request
 - risks

- Learning to Learn**
Develop research skills

- Learning to Know**
 - Connectors
 - Apostrophes for contractions

- Learning to Do**
Writing a report

- Reader**
"Safety First!" pp. 29-40, Track 37

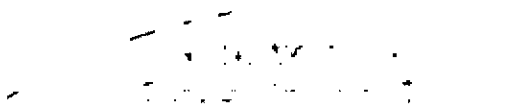


- Product**
Illustrated Report

- Evaluation tool**
Checklist
Photocopy the checklist provided on page 54 and use it to evaluate students.

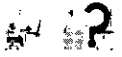
- Worksheet**
As an extra activity, you can use the Worksheet on page 148.

Lesson 1



Look at the picture, read the title, and discuss the questions with your classmates.

Social Networking Risks



Know about social networks and their risks means that they lead to a clearer awareness. We must say that social networks pose one of the greatest problems in not being able to notice the danger and not take a precaution. They are supposed to make it easy to find information, but they are also a source of other risks, such as: someone you can follow is public, because:

- Don't trust personal information to a public number or address.
- Think twice before posting pictures or videos of yourself if you don't want to be seen by the world.

To write recommendations to avoid a personal risk situation:

- Analyze how a text to give recommendations is written:
- Plan the writing of recommendations.
- Write recommendations to avoid a personal risk situation.

- Illustrated Report
- be able to download them.
- Think carefully about what you say before you write something online.
- Never share your passwords and keep your privacy settings as high as possible.
- Don't let unknown people and their stuff up with people you're used to. (It's remember not to mention to who they say they are.)
- Finally, we say that if you see something online that makes you feel unsafe or worried, leave the website right away and let a trusted adult know about it. (It's not safe. Please don't click.)

- What is the theme of this text? • What is written in it? • What is its purpose?

Work in pairs to identify and circle key words. Then, predict its content.

Listen and read. Identify unknown words or expressions and work with your partner to define them. Write them below.

Think to Social

What risks are you exposed to when using social networks?

- Scan the text to find bullets, words in bold, and words in italics. Discuss with your class why each of them is used.

Achievement

Analyze how a text to give recommendations is written.

Teaching Guidelines

- Activate previous knowledge to identify theme, purpose, and audience.
- Anticipate content from key words.
- Broaden vocabulary.
- Analyze the function of textual and typographic components.

Development

What is a report?

Ask aloud the question: *What is a report?* Elicit the answer from students encouraging them to use previous knowledge.

1. Look at the picture, read the title, and discuss the questions with your classmates.

You may read the title aloud and draw students' attention to the picture. Invite one volunteer to describe it and to reflect about the message the picture is trying to convey (when we are on the internet, we don't know for sure who is writing on

the other side of the screen). To activate previous knowledge to identify theme, purpose, and audience, ask the questions provided one by one and elicit answers from different students.

2. Work in pairs to identify and circle key words. Then, predict its content.

You may elicit from students what scan means (to read a text quickly to find specific information). Read instructions aloud and explain to them that for this activity they will only read the text quickly to find and circle significant words. Give them a few minutes to do so and then have them anticipate content from key words by asking: *What recommendations are given in this text?* Ask the Time to Shine! question and encourage students to share what they know concerning online risks they may be exposed to.


Differentiated Instruction For this activity you can use the **Individual Response Card Strategy** to help shy students participate without the fear of being heard. Tell each student to use a recycled sheet of paper to write their predictions and hand them back to you so you can read them aloud. Encourage students to share opinions about the accuracy of the predictions you read.

3. Listen and read. Identify unknown words or expressions and work with your partner to define them. Write them below.


Before listening and following the reading of the text in Activity 1, you may ask students to identify the glossary words and have them go to page 107 to read their definitions. Once they have done so, read instructions aloud and play Track 12 for them to follow the reading and circle unknown words and expressions. Ask them to read aloud the words they circled and write those words on the board for students to include them in the class glossary in order to continue broadening their vocabulary.

4. Scan the text to find bullets, words in bold, and words in italics. Discuss with your class why each of them is used.

To have students analyze the function of textual and typographic components, you may organize the class into pairs and have them match the columns. Monitor while they work and check orally.

Reread the report and, with your partner, analyze its parts to fill in the flow chart.  113

What are the parts of a report? Read a lesson about the report on page 24.


With your partner, review the recommendations given in the report. Agree on an example for each of the following cases. Write them down. 

1. A direct recommendation

2. A polite recommendation

Key to the flow chart: When does one use each form?

Illustrated Report

Complete this unit on the previous page and fill in the chart with words and expressions related to the situation. 

Use a dictionary to add some more words and expressions to the list.

Self-evaluation (Check the empty boxes)

The challenge that you face is to give a text to give your recommendations in the form:

- Identify key words to describe the content.
- Apply the form (use of typography, icons, charts, tables, bullet points, and font weight).
- Turn on the background of the text.
- Improve the text of the text.

Tip: Before you start to add the next part of the text, make a list of pictures and use the time that you have to do it. Previous knowledge that you have about the topic.

Achievement

Analyze how a text to give recommendations is written.

Teaching Guidelines

- Examine parts and sequence of a text.
- Compare types of sentences that express direct or polite recommendations.


Development

Learning to Do

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Reread the report and, with your partner, analyze its parts to fill in the flow chart.

You may organize the class into pairs to have them examine the parts and sequence of the text they read in the previous page. Monitor to offer pairs any help they may need to identify what is the name and purpose of each of the three parts. You could check by drawing the flow map on the board and asking volunteers to fill it in.

 **Differentiated Instruction** For this activity you can use the **Task Card Strategy**. Ask struggling students to write only the names of the parts and advanced students to explain their purpose. Make sure to ask advanced students to explain to the rest of the class what type of information is included in each part.

6. With your partner, review the recommendations given in the report. Agree on an example for each of the following cases. Write them down.

You may ask students to continue working in pairs to identify a direct and a polite recommendation in the text they read in Activity 1 and write them in the spaces provided. Check by writing them on the board and invite students to compare them. Ask: *Which one is using the imperative form?* (direct recommendation). *Which word does the polite recommendation include that is implicit in the direct form?* (you).



Ask students to read the page (30) that explains when risk increases, and have some of them explain it in their own words.

Product: Illustrated Report

In this unit, students will write an illustrated report with recommendations to avoid a personal risk situation. In this lesson, students will create a repertoire of words and expressions related to risk situations. Organize the class into teams, read the first instruction aloud, and give them some time to check the text included in this lesson to select their words. Then, read the second instruction aloud and encourage them to say expressions in Spanish, write them on the board, and invite the class to use a dictionary or online reference tools to look up the terms in English. This activity will be your first evidence in this unit; once they have their lists ready, 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is a report?

Invite students to answer the question explaining what they learned in this lesson. Encourage them to mention the purpose of the report they will write.

Lesson 2



Listen and read. In small groups, discuss what the purpose of the last sentence is.

Dealing with Peer Pressure

What is it?
Why should you react?
What to do?
It is very important to high-risk situations!

Reread the report from Activity 1 and write letter patterns that are familiar for you, for example: sh, lng, etc. Compare with a partner and share how they are pronounced.

With your partner, reflect on the effects caused by using different fonts, colors, and letter sizes. Write your conclusions.

28

Achievement

Analyze how a text to give recommendations is written.

Teaching Guidelines

- Recognize different ways to write sentences.
- Analyze familiar letter patterns in words.
- Recognize effects produced by typographic changes.

Development

How can you tell if a website is reliable?

Ask the question aloud. Invite students to share the strategies they follow.

1. Listen and read. In small groups, discuss what the purpose of the last sentence is.

Before listening and reading, ask students to identify glossary words and invite them to read their definitions on page 107. Then, organize the class into pairs and, to have them recognize different ways to write sentences to give recommendations, read the instructions aloud and play Track 13 for them to perform the task. Check orally stressing that, in the case of this sentence, an affirmative statement is used to reinforce the main idea.

Differentiated Instruction For this activity you can use the **First of Five Strategy**. Ask students to use their fingers to show how difficult it was for them to understand the purpose of the last sentence.

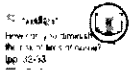
2. Reread the report from Activity 1 and write letter patterns that are familiar for you, for example: sh, lng, etc. Compare with a partner and share how they are pronounced.

Before working on this activity you may explain to students that letter patterns are groups of letters that often appear together in many different English words. They can help them read words that they have never seen before because many letter patterns share the same pronunciation in different words. Have them perform the task and when everybody finishes, organize the class into pairs to have them compare their answers. Finally, invite volunteers to read the sounds emitted by each of the letter patterns they wrote.

3. With your partner, reflect on the effects caused by using different fonts, colors, and letter sizes. Write your conclusions.

You may suggest students to continue working in pairs to analyze the effects produced by typographic changes. After some minutes, invite pairs to share their conclusions. Explain that they may use these typographic changes and the ones from the text on page 26, Activity 1 (italics, bold), when they write their own texts.

- Discuss with your class what a risk situation is and give examples of risk situations that may be caused by peer pressure. Write them below.
- Discuss with your partner which of the risk situations from the list you wrote you would like to give recommendations about. Write it down.
- For homework, research information related to the situation you chose. Write notes on the lines below.



Illustrated Report

Write at least five situations that may occur and write for one. For each situation, research the risk situation, choose one, and write notes on cards.

Self-evaluation (Number the strategies according to the importance they have for you to analyze and/or find a text that has recommendations already written.)

Recognize different ways to write with titles and adapt to their purposes.

Analyze formal letter patterns.

Identify the effects of using different fonts, colors, and size of letters.

Use words, phrases, and symbols to give examples of risk situations.

Tip: Offer to others suggestions and comment what they said and what you should write your own experiences.

29

Achievement

Plan the writing of recommendations.

Teaching Guidelines

- Select a personal risk situation.
- Decide what textual components to include.

Development

4. Discuss with your class what a risk situation is and give examples of risk situations that may be caused by peer pressure. Write them below.

Have students brainstorm different risk situations they are exposed to because of peer pressure. Encourage them to share any experience they have had. Write the list on the board and then ask students to copy it in their books.

5. Discuss with your partner which of the risk situations from the list you wrote you would like to give recommendations about. Write it down.

You may give pairs some time to select a personal risk situation. Explain that they will continue working on this situation and with the same partner the rest of the unit to write their recommendations. Monitor while pairs work and, when they have finished, invite them to share the situation they chose with the class.

Learning to Learn 113

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. For homework, research information related to the situation you chose. Write notes on the lines below.

You may read instructions aloud and ask students to research reliable information for homework.

Differentiated Instruction After finishing the activities in this lesson, you could use the **Three-minute Pause Strategy** to encourage students to recall what they have learned so far.



Ask students to work in pairs. One of them will act out the instructions to diminish the risk of fires at home, found on page 33, and the other one will try to guess. Then, they exchange roles.

Product: Illustrated Report

In this lesson, students will choose a risk situation for their report. Organize the class into teams and read instructions aloud. Tell them they may choose any risk situation such as avoiding home accidents, diseases, etc., and not necessarily the ones related to peer pressure, and that they will write the information they research on cards. This activity will be your second 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

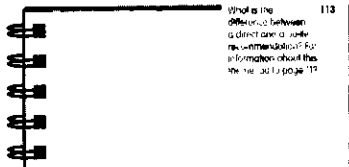
How can you tell if a website is reliable?

Ask the question again and invite students to answer it including what they learned in this lesson.

Lesson 3

Work in pairs. Agree on a title for a report that will give recommendations to avoid the risk situation you chose while working in Activity 5 on the previous page.

- Look at the models provided on pages 26 and 28. With your partner, agree on five direct recommendations to avoid the risk situation you chose. Write them down.



- With your partner, agree on two polite recommendations to include in your report. Write them down.

- Discuss with your partner which typographic components will be convenient to use when writing your report. Explain how you will use each of them.

30

Achievements

- Plan the writing of recommendations.
- Write recommendations to avoid a personal risk situation.

Teaching Guidelines

- Analyze how to write sentences.
- Determine the order of textual and graphic components in the text.
- Decide what typographic components to include.
- Define types of sentences that will be used and how to write them.

Development

How can we write recommendations in order?

Write on the board the question and have students reflect upon the criteria that can be used to do it.

- 1. Work in pairs. Agree on a title for a report that will give recommendations to avoid the risk situation you chose while working in Activity 5 on the previous page.**

You may tell students to get together with their partner and have them work on this task while you monitor. Invite pairs to read their answers aloud.

- 2. Look at the models provided on pages 26 and 28. With your partner, agree on five direct recommendations to avoid the risk situation you chose. Write them down.**

Students will continue working in pairs to write five direct recommendations using the imperative form. Monitor while they work and after some minutes, invite pairs to share their sentences by reading them aloud. Then, have them think about how they will illustrate their text so they can decide which graphic material to include. Ask them to bring the graphic material (drawings, cutouts, or printed pictures) for homework.

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** in case you think it is necessary to review imperative form with your students.

- 3. With your partner, agree on two polite recommendations to include in your report. Write them down.**

You may suggest pairs to check the examples provided in the Appendix and the models provided in the texts they have read while working in this unit. Have them perform the task while you monitor to check.

- 4. Discuss with your partner which typographic components will be convenient to use when writing your report. Explain how you will use each of them.**

Draw students' attention to each of the graphic components and elicit what each of them are used for (italics for words in other languages, bold to emphasize words, bullets and numbers to order elements in a list, words in different colors to catch readers' attention, words in different sizes to emphasize an idea). Give them some time to decide what typographic components to include.

Work with your partner to write an introduction for your report. Make sure to use new vocabulary to describe the risk situation you chose and explain the importance of taking measures to avoid it.

What information should be included in the introduction of a report? Read about the theme on page 10.

Read the suggestions you wrote on the previous page. Discuss with your partner if you can link two suggestions. In case you do, rewrite them using connectors.

What are connectors used for? Read page 113 for information about this theme.

Illustrated Report

Write a report to describe a risk situation and how to avoid the risk situation.

Self-evaluation (Worksheet)

To plan the writing of a composition, we selected a risk situation, described what textual and typographic elements to include, selected typical verbs and connectors that will be used, determined the order of the components.

Tip: When you write, always include a theme that is interesting and relevant for you.

Achievement

Write recommendations to avoid a personal risk situation.

Teaching Guidelines

- Use new vocabulary.
- Select appropriate connectors to relate sentences.

Development

5. **Work with your partner to write an introduction for your report. Make sure to use new vocabulary to describe the risk situation you chose and explain the importance of taking measures to avoid it.**

You may tell students to get together with their partner and ask: *What information should the introduction include?* (a description of the risk situation and the reasons for taking measures to avoid it). Invite pairs to write the introduction for the report using new vocabulary they learned during this unit.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** establishing a different number of new words to include, e.g., struggling students include only one while advanced students include three.

Learning to Know 113

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. **Read the suggestions you wrote on the previous page. Discuss with your partner if you can link two suggestions. In case you do, rewrite them using connectors.**

Before working on this activity, you may explain that, as shown in the Appendix, there are connectors that link statements that must follow a specific order (one step cannot be performed without performing a previous one). For an example, you may ask them to reread the *What to do?* paragraph from the text on page 28 and identify the connectors (first, then, finally) and the criteria to order the statements (sequence). Then, explain that there are some other connectors that can be used in cases in which the statements don't need to be sequenced. Have students reread the bulleted statements on page 26 and encourage them to use the right column connectors to link two of them (e.g., Think twice before posting pictures or videos and think carefully about what you say before you write something.) Finally, you may ask: *In your case, do you need to show a sequence or not?*



Arrange the class into teams of four. Two students will reread the section "In the streets" and the other two the section "When playing sports." Have them prepare small presentations to show their team partners the risks related to each situation.

Product: Illustrated Report

In this lesson, students will write sentences to give recommendations on how to avoid the risk situation they chose. Encourage them to write different types of sentences and to choose typographic elements or connectors that may be useful to order them. This activity will be your 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can we write recommendations in order?

Ask the question again and this time invite them to recall what they learned in this lesson.

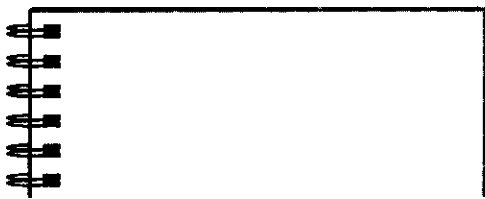
Lesson 4

Work with your partner to order the suggestions you wrote in the previous lesson following a logical sequence. Add more connectors if necessary.

To write your conclusion, decide with your partner how you will repeat to your audience the importance of avoiding the risk you chose.

What connector is included in the conclusion of a report? Go to page 113 to learn more about this theme.

Write a draft for your report using the information you wrote in this and the previous lesson.



32

Achievement

Write recommendations to avoid a personal risk situation.

Teaching Guidelines

- Order sentences into a logical sequence.
- Use words with familiar letter patterns.
- Write a title for the report.

Development

How can we help each other to improve our work?

Ask students the question and encourage them to share their ideas.

1. **Work with your partner to order the suggestions you wrote in the previous lesson following a logical sequence. Add more connectors if necessary.**

Have pairs reread the sentences they wrote on page 30, Activities 2 and 3, to decide how to order them into a logical sequence. Encourage them to use the typographic components they chose in Activity 3 from the previous lesson or appropriate connectors.

2. **To write your conclusion, decide with your partner how you will repeat to your audience the importance of avoiding the risk you chose.**

Ask students: *What should you do when writing your conclusion?* (emphasize the importance of avoiding the risk they chose). Invite them to write some lines for their conclusion including words with familiar letter patterns (*tion, sh, or ing*). Tell them they may use words from Activity 2, on page 28, or different ones. Monitor to check.

3. **Write a draft for your report using the information you wrote in this and the previous lesson.**

Before students start working on this task, you may remind them that a title is used to give a minimal summary of the information that is included in their report (that's why it is written when you have finished a report). Invite them to think of an appealing title, and then to write their drafts putting together the information they had written before.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** if you notice pairs are having troubles to write their drafts. Provide them with support to accomplish it.

- Work with another pair. Read their report and provide peer assessment in the chart below.

Peer assessment checklist

Their report includes an introduction, recommendations, and a conclusion.

Their recommendations are understandable.

Connections are used to link ideas.

Necessary vocabulary is included.

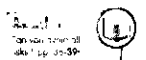
- Use the checklist below for self-assessment.

Did I check spelling of words containing unfamiliar sounds?

Did I check the use of apostrophes for possession?

Did I start all my sentences with a capital letter?

Did I end affirmative sentences with punctuation?



Make necessary adjustments and, on a sheet of paper, create a final illustrated version of your report.

Illustrated Report

Write an introduction, conclusion, and a title for your report.

Decide what graphic material you will use to illustrate your report and bring it for your work.

Self-evaluation (Check the box that applies)

- Use all the following strategies to write recommendations:
 - Use the title to introduce.
 - State the problem or situation.
 - Give a sentence or list of logical sequence.
 - Use words, phrases, and phrases to show the way.
- Tip: Always write the title with a capital letter and underline the title.

ICT Use a digital media platform to share your final illustrated report with your friends.

33

Achievement

Write recommendations to avoid a personal risk situation.

Teaching Guidelines

- Read recommendations to confirm understanding and legibility.
- Check spelling of words containing unfamiliar sounds.
- Check use of apostrophes.

Development

- Work with another pair. Read their report and provide peer assessment in the chart below.

Organize the class into teams by joining two pairs together. Read instructions aloud and explain that they will read each other's recommendations and use the chart to confirm understanding, legibility, and to provide feedback about some other aspects. Read each of the statements aloud to clarify any doubts students may have.

Learning to Know ¹¹³

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

- Use the checklist below for self-assessment.

Tell students to work together with their partner to check spelling of words containing unfamiliar sounds, the use of apostrophes, capitalization, and punctuation using the checklist provided.

Differentiated Instruction For this activity you can use the **Speedometer Strategy** to catch kinesthetic students' attention. Explain they will use their arms to show whether or not they accomplished each of the aspects mentioned in the checklist.

- Make necessary adjustments and, on a sheet of paper, create a final illustrated version of your report.

Read instructions aloud and have students check all the aspects that had "no" as an answer in Activities 4 and 5 so they may create a final version of their report. Tell them to take out the graphic material they brought for homework to illustrate it.



Ask students what the text says about injuries (they can happen unexpectedly). Explain that it means that sometimes we can't prevent accidents, but the text gives some pieces of advice that could save our lives; ask some students to mention them (they are on p. 38). Ask them if they can think of other similar actions.

Product: Illustrated Report

In this lesson, they will write their introduction, conclusion, and title, and they will decide what graphic material they will use to illustrate it. Monitor closely while they work to offer any help that may be required. This activity will be your fourth evidence in this unit; ask them to file it following the procedure you prefer.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

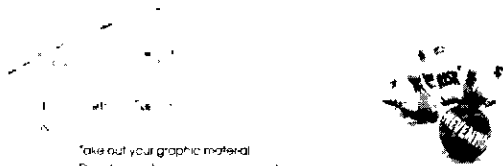
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can we help each other to improve our work?

Encourage students to describe what they did during this lesson to provide peer assessment.

Product and Assessing My Learning Process



Take out your graphic material.
Decide how to organize your report.
Use the evidence from your portfolio to write. Make sure to include appropriate vocabulary, capital letters and punctuation, different types of sentences, words with *ion*, *sh* and *ng* ending patterns, new vocabulary, attractive illustrations.
Check order and legibility, spelling and use of apostrophes in contractions.
Post your report on the classroom wall.

- Choose one of the reports written by a different team and assess it.
- On a sheet of paper, write which aspects of the report helped you understand the situation and which of them can be improved.
 - Paste your sheet beside their report.
 - Go where your report is posted to check the feedback you receive from other classmates.

Reflect and complete:
It was easy / difficult for me to write a report. It was difficult for me to avoid a personal situation because
Look through the unit to remember what you have learned to learn, to know, and to do.
In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

34

Illustrated Report

In this session, teams of students will write their illustrated reports. Read aloud each of the steps on this page and have them work freely as you monitor walking around providing any help they may require. Remember you have already guided them step by step during the last three sessions so, in this moment, they can put into practice the knowledge and skills they have learned.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Choose one of the reports written by another team and assess it.

Once all students have their final versions ready, read instructions aloud and give them some time to provide feedback and check the one they receive. Monitor to make sure all comments are respectful.

Self-evaluation

1. Reflect and complete.

Read the instruction and the statement aloud. Explain to students that they should choose between the two options in italics and then complete the statement explaining why.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.



3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.


How Do We Take Care of Ourselves?

Finally, organize the class into small teams and read the title of the unit aloud: *How Do We Take Care of Ourselves?* 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.

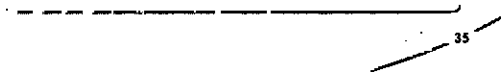
Review

- 1. Work in pairs to think of a risk situation you have avoided in the past. Write an appealing title that suggests the need to avoid it. 
- 2. Work with your partner to describe the risk situation you chose and explain the importance of taking measures to avoid it. 

With your partner, write five recommendations for somebody to avoid it. 

- 3. With your partner, decide how you will repeat to your audience the importance of avoiding the risk you chose. 

Draw an illustration for your report.



Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the checklist provided to evaluate each student's participation individually. This checklist is intended as an organizer of key aspects to be considered during the elaboration and presentation of their illustrated reports. It will help you emit a qualitative evaluation, as you will be able to write any comment or observation concerning each of the aspects.

Evaluation Tool

Checklist

Name: _____

	Yes	No	Comments
Did they include introduction, recommendations, and conclusion?			
Did they use typographic components appropriately?			
Did they include different types of sentences?			
Did they include words with <i>tion</i> , <i>sh</i> , and <i>ing</i> letter patterns?			
Did they use new vocabulary?			
Did they order the recommendations logically?			
Is the report legible?			
Are the illustrations attractive?			
Did they check spelling?			
Did they check the use of apostrophes?			

4

What Can You Tell About an Interview?

Unit Overview

Family and Community Environment

Communicative Activity
Exchanges associated with media

Social Practice of the Language
To analyze and discuss an interview

Achievements

- Explore interviews.
- Understand general information and some interview details.
- Discuss opinions about interviews.

Audio
Tracks 14-18

Vocabulary

- assertive
- automation
- cargo
- device
- persuasive
- sci-fi
- spacecraft
- tasks

Learning to Learn
Using phrases to discuss

Learning to Know
Text patterns

Learning to Do
Paraphrasing

Reader

"Anyone Can Do an Interview," pp. 41-52, Track 38



Product
Discussion

Evaluation tool
Scale of Descriptive Assessment
Photocopy the scale of descriptive assessment provided on page 66 and use it to evaluate students.

Worksheet
As an extra activity, you can use the Worksheet on page 149.

Lesson 1

Look at the pictures and share what you know about this theme.



To analyze and discuss an interview

- Explore interviews
- Understand general information and some interview details
- Discuss opinions about interviews

Listen and answer the questions with your partner.

Who is the interviewer?

Where are they?

What might be the reason for the interview?



Listen and read. With your partner, identify the beginning, the body, and the ending of the interview. Then, tell which the text pattern is.

- 114
- Good morning, classmate! Today, Jim Robbins is visiting our school. Please Jim, tell us about it, please?
- Hi, everybody! I'm studying robotic engineering and I will start to teach robotics classes here in your school.
- That sounds great! So, can you start by telling us what a robot is? It's an automatic that performs functions that living beings normally do.
- When was the first robot created? The first robot, Unimate, was created in the 1950s by George Devol. I can't believe the first robot was created the year my grandpa was born! What was it used for?
- It was used in the car industry to perform that were dangerous for people.
- What are robots used for today? They are used for all sorts of purposes. I could give an idea on about it but if you want to know more, we're all invited to my robotic class.
- I'm sure you'll have lots of students in your course. Thanks for being here. Thanks for your invitation. It has been a pleasure.

What text pattern do you know? For information about the theme, go to page 114.

36

Achievement

Explore interviews.

Teaching Guidelines

- Use previous knowledge to determine the theme of an interview.
- Assess contextual clues to anticipate the reason of the interview.
- Analyze the structure of the interview and the pattern of textual organization.

Development

Which elements do you consider when making predictions?

Write the question on the board. Elicit answers encouraging students to think of situations in their daily lives in which they should predict something, e.g., *What will there be for dinner?* (elements to consider: smells, pots they can see in the kitchen, sounds, etc.).

1. Look at the pictures and share what you know about this theme.

To have students use previous knowledge to determine the theme of the interview they will listen

to in the following activities, you could draw their attention to the pictures and invite volunteers to describe them. Then, ask the class to share what they know about this theme (robotics: the science of making and using robots) and if they think it is useful for little kids to learn about it. Encourage everybody to share their opinions giving reasons.

Differentiated Instruction For this activity you can use the **Gather Background Information Strategy** before this session to find out which of your students are interested in robotics or have taken robotic courses before so that you may invite them to bring information related to this theme to share with their classmates.

2. Listen and answer the questions with your partner.

You may explain to students they will listen to an interview related to robotics, but first they must assess contextual clues to anticipate the reason of the interview. Before playing Track 14, draw their attention to the picture and ask: *Who is the interviewer?* (a student). *Where are they?* (probably in a school). Then, play Track 14 to confirm their answers to the second question by listening to the contextual sound clues (school noises). Finally, ask: *What might be the reason of the interview?* (possible answer: to ask the interviewee about a theme students would like to know about). Accept all answers as long as they are logical and supported by reasons.

Learning to Know 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Listen and read. With your partner, identify the beginning, the body, and the ending of the interview. Then, tell which the text pattern is.



Invite students to identify the glossary words in the interview and to read their definitions on page 107. Then, you could read instructions aloud and play Track 15 for students to read while they listen to the interview. Give pairs some time to analyze the structure of the interview; suggest that they underline each part (beginning, body, and ending) with different colors. Finally, have them check the information from the Appendix to determine the pattern of textual organization.

- 1. Reread the interview on page 36 and circle the words that you consider most significant to understand it. Then, compare your answers with a partner and discuss to determine the audience and purpose of the interview.

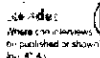


- 2. Explore the text with your partner to find the expressions that are used to start and end the interview.

- 3. Within your team, share experiences you have had with robots.

Time to Shine!

Mention some of the functions robots have nowadays.



Discussion

Check this and the previous page and create a list of words and expressions used in interviews.

For homework, select an interview about a theme of interest.

Self-evaluation (Check the box or boxes.)

The strategies that I used to examine the interview were:

- Analyze its patterns of organization.
- Determine audience and purpose.
- Identify expressions used to start and end.

Tip: Always express your observations and connect them with what you know about the theme.

37

Achievement

Explore interviews.

Teaching Guidelines

- Identify key words and expressions to determine audience and purpose.
- Identify expressions used to start and end an interview.

Development

- Reread the interview on page 36 and circle the words that you consider most significant to understand it. Then, compare your answers with a partner and discuss to determine the audience and purpose of the interview.

Have them perform the task. Once all pairs have finished, you may explain that significant words in a text are called key words and that by identifying them they can get a general idea of the text to determine its audience and purpose.

- Explore the text with your partner to find the expressions that are used to start and end the interview.

Before having students work on this task, you may elicit some greetings and farewells they are familiar

with. Then, give pairs some time to analyze the interview to identify expressions used to start and end while you monitor walking around. Check orally.

Differentiated Instruction For this activity you can use the **Choral Response Strategy** to ask for the answers without singling students out.

- Within your team, share experiences you have had with robots.

You may organize the class into small teams, read instructions aloud, and give them some time to share experiences. Read the task in the Time to Shine! box and praise the students who answer.



Ask students if they have ever read or watched an interview, and have them talk about it. Then, discuss the different kind of media that can have interviews.

Product: Discussion

In this unit, students will participate in a discussion in which they will give opinions about a selected part of an interview. In this lesson, students will create a repertoire of words and expressions that are related to interviews. Organize the class into teams of five to seven students, read the first instruction aloud, and give them some time to check the activities in this lesson to select their words and expressions. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer. Then, read the second instruction aloud and explain that the interview they have to select may be written or it can be a video, and that they should bring it for the next product session.

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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Which elements do you consider when making predictions?

Invite students to answer the question explaining the skills they used to make predictions during this lesson (use previous knowledge, analyze the pictures, listen to ambient sounds).

Lesson 2



Read quickly the interview in Activity 2 and circle unknown words. Define them with your class.

Listen and read. Work in pairs to underline key ideas and explain them using your own words.

What is paraphrasing? How to do it? For information about this theme, go to page 114.

- "Visiting outer space seems a bit crazy, that only happens in films." My mother told me when I started about it. But that's no longer a dream, the day has come. Dr. Sue Jones will explain to us why. Welcome, Dr. Jones.
- Thank you. It's a pleasure to be here.
- Dr. Jones, is it true that very soon we will be able to travel in a ... to explore other planets?
- Yes, it is. In fact, some private companies, which have the purpose of taking common people into space, are already making trials sending objects such as cars to outer space.
- Can you describe the spacecraft that will be used?
- Trips will be made in a winged spacecraft. Since 2012, these spacecraft are being used to deliver ... in the International Space Station. But they were initially designed to carry people.
- How much will the ticket be?
- Well, that is a problem, right now, very few people could afford to buy their tickets because the cost is very high. But there is hope that the price will come down in the future, but not more advanced. Who knows? Maybe in a few years instead of taking your kids to the zoo, you will take them to the Moon! Could anyone go space traveling?
- To go to the outer space (outer) you must have excellent health and an ideal weight. In the future, because of the effects of zero gravity, you must affect the human body in different ways. On long journeys, there can be muscle and bone loss, for example. However, nothing can beat the feeling of floating in zero gravity.
- Personally, I can't wait to do it! Thanks for sharing this interesting information with us, Dr. Jones.
- Thank you for inviting me.



Work with a partner to find a sentence that repeats the exact words that somebody says. Then, find another one that reports what somebody says. Compare them and share with your class the differences you find.

38

Achievement

Understand general information and some interview details.

Teaching Guidelines

- Register new words and expressions to broaden vocabulary.
- Paraphrase key ideas.
- Compare expressions with direct and indirect speech.

Development

What is paraphrasing?

Ask aloud: *What is paraphrasing?* Invite students to use previous knowledge to answer.

1. Read quickly the interview in Activity 2 and circle unknown words. Define them with your class.

To have students register new words and expressions to broaden vocabulary, you may read instructions aloud and give them some time to read the interview quickly to perform the first part of the task individually. Once the students have finished, ask them to dictate the words and you write them on the board. Elicit definitions from students encouraging them to use

context clues to define each of them. If that is not possible, tell them to use a dictionary. Finally, tell them to include all the words they defined in their class glossary.

Learning to Do 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. Listen and read. Work in pairs to underline key ideas and explain them using your own words.



Before reading, you could ask students to identify glossary words and invite them to read their definitions on page 107. Ask: *Do you know what the plural of spacecraft is?* (spacecraft, it doesn't change). Then, organize the class into pairs and read instructions aloud; play Track 16 for them to follow the reading and underline key ideas or what they consider the most important information in this interview. Then, ask different students what information they underlined, and each time ask the class: *Do you consider it a key idea?* If the answer is "yes," encourage them to use the four "Rs" to paraphrase it. If possible, invite them to use an online thesaurus.

Differentiated Instruction For this activity you can use the **Bubble Map Strategy** to organize key ideas on the board. Elicit the theme of the interview (trips to outer space) and write it in the middle circle; then, draw a circle around it for each key idea students mention.

3. Work with a partner to find a sentence that repeats the exact words that somebody says. Then, find another one that reports what somebody says. Compare them and share with your class the differences you find.

You may organize the class into pairs and elicit examples of direct and indirect speech; if they don't remember, you may ask them to check the information provided on page 112 in their books. Once you are sure they all recall the differences between them, read instructions aloud and give them some time to compare expressions with direct and indirect speech by filling in the graphic organizer with sentences from the interview they read in the previous activity.

4. Work with a partner to compare the key ideas you underlined on page 38. Write the ones you consider the most important in the first column. Then, find extra information related to each of them and write it in the second column.

- Intonation, volume and rhythm are details of the interview that we must analyze. Listen and check the squares. Compare your answers with a partner.

Well, that is not a bad thing. I have very few choices left to buy their leaves because the cost was high.

Well, there is a lot of other people who are doing the same thing. They are using the same technology. They are using the same equipment. They are using the same materials. They are using the same methods.

- Now, let's analyze another detail: words that sound almost the same! In pairs, listen and repeat the following words from the interview emphasizing the different pronunciations.

Sue, zoo, but, best, effect, effects, day, their

Discussion

Choose the information you found most interesting and write it down. Write the key ideas you wrote in summary form in the box.

Self-evaluation

Think about the information that was most important to you in the interview. Write the type of expression you used to do it. Think about the information you heard and the changes in rhythm, volume and intonation.

Think about the key ideas in an interview. Look for words and concepts that are related to the topic.

39

Achievement

Understand general information and some interview details.

Teaching Guideline

- Contrast general information with details that broaden or exemplify it.
- Contrast changes in rhythm, volume, and intonation.
- Evaluate differences in words with minimal sound changes.

Development

4. Work with a partner to compare the key ideas you underlined on page 38. Write the ones you consider the most important in the first column. Then, find extra information related to each of them and write it in the second column.

You may draw students' attention to the chart and ask volunteers to read the examples aloud. Organize the class into pairs and give them some time to work on the task so they may contrast general information with details that broaden or exemplify it. Monitor while they work to provide help if required. Check by drawing the chart on the board and inviting students to write the answers.

Differentiated Instruction If you notice while you monitor that struggling students are having trouble filling in the chart, you may use the **Open-ended Statement Strategy** to help them identify the information.

5. Intonation, volume and rhythm are details of the interview that we must analyze. Listen and check the squares. Compare your answers with a partner.

Read instructions aloud and explain that they will contrast changes in rhythm, volume, and intonation. Elicit what each of them is (rhythm: speed with which they speak; volume: level of sound; intonation: voice quality changes that help convey emotions). Play Track 17 and have them perform the task.

6. Now, let's analyze another detail: words that sound almost the same! In pairs, listen and repeat the following words from the interview emphasizing the different pronunciations.

You could draw students' attention to each pair of words and have them identify those words in the interview from Activity 2. Invite students to choral read them trying to stress differences in their pronunciation. Then, play Track 18 and have them repeat the words after they listen so they may evaluate differences in words with minimal sound changes.



Elicit the words *interviewer* and *interviewee*. Take some time to explain the endings *-er* and *-ee* regarding professions. Have them reflect upon both roles and ask them to discuss in pairs if they think they would prefer to interview or be interviewed.

Product: Discussion

In this lesson, students will identify and paraphrase key ideas from an interview. Organize the class into teams and read the instructions aloud. Monitor to check they are using the four "Rs" to paraphrase. This activity will be your second 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is paraphrasing?

Ask the question again and encourage students to answer by recalling what they learned and practiced in this lesson.

Lesson 3

Work in teams. Reread the interview on page 38 and choose the most interesting part for you. Write the main ideas below.

Choose a partner within your team and discuss what your general opinion about the part you chose is. Write notes to express it.

Which phrases can you use to express opinions in favor and against? For information about the theme, go to page 114.

Analyze with your partner different forms to express opinions in favor and against. Write notes.

Which phrases can you use to express opinions in favor and against? For information about the theme, go to page 114.

40

Achievement

Discuss opinions about interviews.

Teaching Guidelines

- Select a part of the interview to give opinions about it.
- Compose opinions.
- Analyze forms to express opinions in favor and against.

Development

Which phrases do you use to express your opinions?

Write on the board the question: *Which phrases do you use to express your opinions?* Encourage all students to answer. You may even allow them to use Spanish if they don't know any phrases in English, and tell them they will learn some during this lesson.

1. **Work in teams. Reread the interview on page 38 and choose the most interesting part for you. Write the main ideas below.**

You may organize the class into teams of five students; explain that they will continue working with this team the rest of the unit. Read instructions aloud and invite teams to select a part of the interview to give opinions about it. Monitor while they work to check.

Learning to Learn 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. **Choose a partner within your team and discuss what your general opinion about the part you chose is. Write notes to express it.**

You may tell students to choose a partner within their team and work with him/her to compose a general opinion about the fragment they chose. Invite them to use the expressions from page 114. Monitor while they work to provide help if required. As there are five students on each team, there will be one left out; make sure he/she is the most advanced student within the team so that he/she may be the moderator during the discussion. Explain to those students that they will be the team leaders so their responsibility in this and the following activities is to support the pairs within their team while they perform the tasks.

Learning to Learn 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. **Analyze with your partner different forms to express opinions in favor and against. Write notes.**

Tell students that, when participating in a discussion, it is always useful to analyze both sides (opinions in favor and against) so they may predict what other people will say. Read instructions aloud and give them some time to work with their partner analyzing forms to express opinions in favor and against by using the language provided on page 114. Monitor to check their work.

Differentiated Instruction For the activities on this page you can use the **Think-Pair-Share Strategy** trying to form pairs in which one of them may guide the other to perform the tasks. Don't forget to highlight the contribution of both students when you check their work.

4. In pairs, check the information that you researched for homework and select the pieces that may help you back up your opinion. Write notes.

How can I back up an opinion? For information about this theme, go to page 114.

Discuss with a partner which the best way is to prove that another person is saying a statement or an opinion that is wrong or false when participating in a discussion. Write notes.

What phrases can I use to refute opinions respectfully? For information about this theme, go to page 114.

Rewrite
Why do you need to take notes during an interview? p. 46-50

Discussion

Choose a part of the interview to give opinions about. Write a general opinion (in a, in my favor, and on both sides) and the evidence to support them.

Self-evaluation (Circle the strategies you want to use when giving about interviews.)

- I can find a part of the interview. yes no
- I can give a general opinion. yes no
- I can give evidence to support my opinions. yes no
- I can give different ways to refute someone respectfully. yes no

Tip When participating in a discussion, it is helpful to articulate what you think about an opinion.

41

Achievement

Discuss opinions about interviews.

Teaching Guidelines

- State evidence to justify opinions.
- Refute opinions respectfully and responsibly.

Development

Learning to Learn 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. In pairs, check the information that you researched for homework and select the pieces that may help you back up your opinion. Write notes.

You may have students get together with the same partner they worked with in the previous session. Tell them to share the information they brought for homework and select what they will use to justify the opinions they wrote. Suggest that they use the phrases provided on page 114 to state their evidence. Monitor to check.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** with pairs that need extra support to back up their opinions.

5. Discuss with a partner which the best way is to prove that another person is saying a statement or an opinion that is wrong or false when participating in a discussion. Write notes.

You could ask students: *How do you feel when somebody affirms exactly the opposite of what you think?* Elicit answers from different students. Explain that it is completely normal to feel upset but that they should learn to contain their emotions and always show respect toward different points of view. When participating in a discussion, it is useful to have some polite expressions on hand to refute opinions respectfully and responsibly. Read instructions aloud and give pairs some time to perform the task. Monitor to check.



Reread the bullets on page 47 and ask why it is important to take notes during an interview.

Elicit the answer (to write down things you don't want to forget or additional questions you could ask). Then, ask them to discuss in pairs other reasons to take notes during an interview.

Product: Discussion

As you may recall, students will participate in a discussion in which they will give opinions about a selected part of an interview. In this lesson, they will write opinions supported by evidence. Organize the class into teams and read the first instruction aloud. Have each team select the part of the interview they will work with. Then, read the second instruction aloud and tell students to find a partner within their team with whom they share the same opinion so they may support each other to perform the task. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

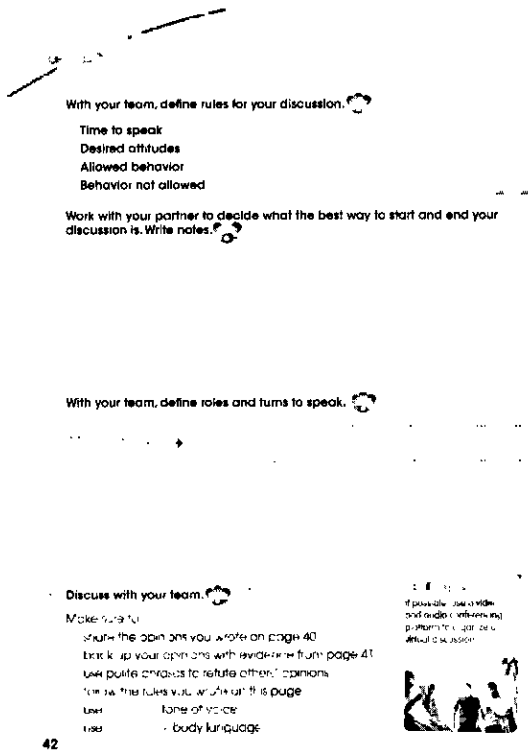
Self-evaluation

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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Which phrases do you use to express your opinions?

Ask students the question again and encourage them to recall the phrases they learned in this lesson.

Lesson 4



Achievement

Discuss opinions about interviews.

Teaching Guidelines

- Define rules of participation.
- Start and end a discussion with expressions of courtesy.

Development

What does a moderator do in a discussion?

Ask students the question and invite them to share what they know. If they don't have any answers, tell them they will find out in this lesson.

1. With your team, define rules for your discussion.

You may explain to students that when discussing it is very important to follow certain rules so that the discussion may be held respectfully and in order. Tell students to get together with their team and draw their attention to the chart; ask volunteers to read the aspects in the left column to make sure everybody understands what each of them refers to. Give teams some time to define the rules of participation while you monitor to provide feedback.

2. Work with your partner to decide what the best way to start and end your discussion is. Write notes.

You may read instructions aloud and explain that they should always start and end a discussion with expressions of courtesy. Draw their attention to the graphic organizer and ask volunteers to read which type of information they should include when they start and when they end a discussion. Tell them that during their presentation, it is important to briefly paraphrase the fragment of the interview they chose so that their audience may know what they will discuss. Give teams some time to work on the task while you monitor to check.

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** to teach students how to plan a presentation for their discussion and how to end it. You may use the possible answers provided in this guide as a model.

3. With your team, define roles and turns to speak.

You may explain to students that in every academic discussion there should be a moderator who is in charge of presenting the participants, informing about the theme of the discussion, reading the rules aloud before the discussion starts, and making sure participants follow them during the discussion. The moderator is also the one who times the participations and gives turns to speak. At the end of the discussion, he/she summarizes what was said and thanks the participants. Explain that team leaders will assume the role of moderators and the participants will be the rest of the team. Give teams some time to define roles and turns to speak while you monitor walking around.

4. Discuss with your team.

You may draw students' attention to the glossary words in this activity, go to page 107, and read the definitions aloud. Ask some volunteers to go to the front to show how they would use an assertive tone of voice and persuasive body language. Encourage the class to give respectful feedback telling their classmates how they may improve. Once you're sure they understood the concepts, give teams some time to practice their discussions while you monitor to give them feedback.

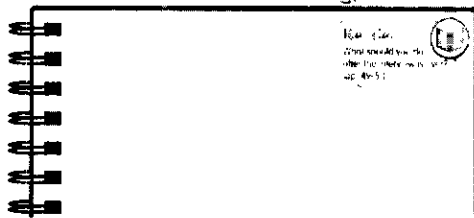
ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

5. Present your discussion to another team. Use the checklist for peer assessment.

- Did they respect turns?
- Did everybody listen attentively to others' points of view?
- Did the moderator give turns to speak?
- Did they use an appropriate, assertive, volume and intonation?
- Did they use persuasive body language?

As a team, analyze the aspects checked with a "No" in the previous activity. Exchange ideas on how you can improve next time.



Discussion

Write rules for your discussion and assign roles and turns to speak.

Self-evaluation (Circle H)

- I was easy / difficult for me to respect turns.
- I was easy / difficult for me to listen attentively to others.
- I was easy / difficult for me to use an appropriate, assertive tone of voice.
- I was easy / difficult for me to use persuasive body language.

Tip: Be confident when speaking. Don't worry about making mistakes and use the language you know to express yourself.

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Achievement

Discuss opinions about interviews.

Teaching Guidelines

- Express opinions respecting turns.
- Listen attentively to others' points of view.
- Assess appropriate moments to give a turn to speak.
- Use an assertive tone of voice and persuasive body language.

Development

5. Present your discussion to another team. Use the checklist for peer assessment.

You may join two teams together so they can present their discussion to each other and give peer assessment. Monitor while teams work to make sure they are using the checklist to evaluate if the other team is expressing opinions respecting turns, participants who are not speaking are listening attentively to others' points of view, the moderator is assessing appropriate moments to give a turn to speak, and all of them are using an assertive tone of voice and persuasive body language.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy**

to differentiate the task. Have students choose to participate in the discussion individually if they feel confident enough to do so or together with the person they have been working with throughout the unit.

6. As a team, analyze the aspects checked with a "No" in the previous activity. Exchange ideas on how you can improve next time.

Once both teams give and receive feedback, you could give them some time to analyze it and reflect on how they can improve; have them write their conclusions. Explain to teams that although they will not present this discussion again, they should take these reflections into account for the presentation of their product.



Remind students that doing the interview is only half of the job. Ask them what must be done after the interview is over (they have to write down the content). Have them discuss the differences between recording and not recording the interview, regarding its transcription.

Product: Discussion

As you may recall, students will participate in a discussion in which they will give opinions about a selected part of an interview. In this lesson, students will write the rules for their discussion and assign roles and turns to speak. Organize the class into pairs and read the instruction aloud. Suggest that they take the chart and organizer provided in Activities 1 and 3 (page 42) as models to perform the task. 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What does a moderator do in a discussion?

Ask the question again and encourage students to write a list that includes all the tasks the moderator performs during a discussion.

Product and Assessing My Learning Process



Reread or listen again to the part of the interview you chose. Pick up the opinions you wrote (general in favor and against) and the evidence to support them.

Read aloud the rules you wrote before you start, making sure they are clear. Get organized and standing for the rules you agreed to take.

Discuss:

Make sure the fragment of the interview you chose is paraphrased in the presentation of your discussion. Respect turns. Listen attentively to other's points of view.

Use polite phrases to refute others' opinions. Use an assertive tone of voice. Use persuasive body language. If you are a moderator, give turns to speak.

Ask two of your classmates to write in your notebook comments about your participation in the discussion. Follow the example on page 14.

Name	I liked that you...	I suggest that you...
_____	_____	_____

I think that learning to discuss opinions is important because _____

I can't think of the unit to recall what you have learned to learn, to know, and to do.

In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

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Discussion

In this session, students will work in teams to present their discussions. Read aloud each of the steps on this page and have them check their texts as you monitor walking around providing any help they may require. As you have already guided them step by step during the last three sessions, in this moment they should put into practice the knowledge and skills they have learned.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Ask two of your classmates to write in your notebook comments about your participation in the discussion. Follow the example on page 14.

Once all students have their final versions ready, give them some time to share their work and exchange books to receive peer assessment. Monitor to make sure all comments are respectful.

Self-evaluation

1. Give your opinion.

Read instructions and invite students to analyze if it is important or not to learn to discuss opinions; encourage them to give reasons.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What Can You Tell About an Interview?

Finally, organize the class into small teams and read the title of the unit aloud: *What Can You Tell About an Interview?* 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.

Review

Read the interview in pairs and circle the part that seems the most interesting to you.

- Hi everybody! Today we have invited Mike Smith who will talk about virtual reality. Hi, Mike. It's a pleasure to have you here.
- It's a pleasure for me. Thanks for the invitation.
- Hi, Mike. First of all please explain to us what virtual reality is.
- It's an environment produced by a computer that looks and feels real to the person experiencing it.
- When was the first virtual reality device created?
- In 1961, it was a helmet that was created by Ivan Sutherland and Thomas D. Bishop in the US.
- How are virtual reality sets nowadays?
- Currently, there are VR headsets available on electronic devices. Some sets include hand controllers and you can even connect headphones to make it more real.
- What are they used for?
- To learn how to perform certain procedures, for medical training, for entertainment, among others.
- That sounds amazing! I would love to have a virtual reality set. Thanks a lot for having this information with us, Mike.
- It was a pleasure!

Prepare some notes that may be useful during a discussion about this interview. Include opinions in favor and against, evidence to back them up, and some expressions you may use.



Get in teams to discuss. Remember to listen attentively to others, respect turns, and use appropriate tone of voice and body language.

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the scale of descriptive assessment provided and use it to evaluate each student individually. Remember that this instrument 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 number 5 is the highest score. Check (✓) the square that corresponds to the student achievement.

Don't forget that when you have assessed all your students, you may use this information to identify the aspects in which most of your students need support so that you may design strategies that can help them improve gradually throughout the school year as learning is a cyclical process. Feel free to go back to reinforce knowledge and skills during the next units.



Evaluation Tool

Scale of Descriptive Assessment

Name: _____

Aspect	1	2	3	4	5
1. The team was clearly organized before the discussion started and the student knew his/her role within the team.					
2. The fragment of the interview they chose was paraphrased in the presentation of the discussion.					
3. The student used appropriate phrases to express opinions.					
4. The student supported his/her opinions with evidence.					
5. Rules were followed by the student.					
6. The student listened attentively to others' points of view.					
7. The student used polite phrases.					
8. The student used an assertive tone of voice.					
9. The student used persuasive body language.					
10. If the student was the moderator, he/she gave turns to speak; if the student was a participant, he/she respected them.					

5

How is Mexican Culture Similar or Different to Other Cultures?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Understanding oneself and others

Social Practice of the Language

To read historic accounts to compare cultural aspects from Mexico and other countries

Achievements

- Explore brief historical accounts.
- Read historical accounts.
- Express similarities and differences of historic and cultural aspects between Mexico and other countries.
- Compare historic and cultural aspects between Mexico and other countries.

Audio

Tracks 19-20

Vocabulary

- beckoned
- cavalry
- cheered
- deities
- old-fashioned
- swift
- tempest
- vessels

Learning to Learn

Improving pronunciation

Learning to Know

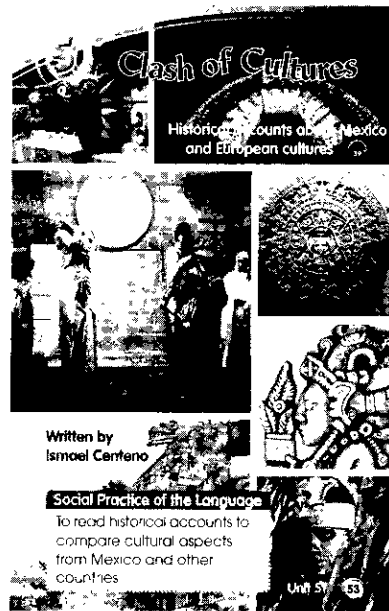
Parts of a comic

Learning to Do

Asking questions

Reader

"Clash of Cultures," pp. 53-64, Track 39



Product

Comic

Evaluation tool

Peer and self-evaluation cards

Photocopy the cards provided on page 78 and use them for students to evaluate themselves and others.

Worksheet

As an extra activity, you can use the Worksheet on page 150.

Lesson 1

Read the title and the questions on the first paragraph. Share what you think of them. Then, listen to the text and follow along.

People from the Past

Part 1
Humans have always asked themselves these questions: Where do we come from? Is the past important? How much have we changed? To answer them, we need to travel to ancient times. We don't have a machine to do that, but fortunately, archaeologists have discovered many historical accounts where we can find amazing and valuable information. Let me share with you some of the ones I have found myself!

We finally arrived at the Great Tenochtitlan. The people around here are Men wearing a kind of cloak made of cotton, and a sort of apron that hangs down to the knee. Women wear skirts and sometimes they don't cover their breasts. Their king has a name difficult to pronounce. His castle is very different than ours, but it is still beautiful.

Work in pairs to underline the correct answer using the clues.

What is the theme of the text?
A) The Aztecs' and their culture. B) The Aztecs' and their history. C) The Aztecs' and their religion. D) The Aztecs' and their art.
Clue: The theme is the most important topic in a text.

What is the purpose of the text?
A) To inform the reader. B) To entertain the reader. C) To persuade the reader. D) To describe the reader.
Clue: The purpose is the reason why it was written.

Who is the intended audience of the text?
A) The Aztecs' and their history. B) The Aztecs' and their culture. C) The Aztecs' and their religion. D) The Aztecs' and their art.
Clue: The intended audience is the people who the text was written for.

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Achievement

Explore brief historical accounts.

Teaching Guidelines

- Activate previous knowledge to anticipate the theme.
- Analyze theme, purpose, and intended audience.

Development

How do you identify theme, purpose, and intended audience in a text?

Ask the question aloud and invite students to share what they remember from Unit 2.

1. Read the title and the questions on the first paragraph. Share what you think of them. Then, listen to the text and follow along.

To activate previous knowledge, draw students' attention to the title and the questions at the beginning of the text. Ask them to offer opinions about the questions. To anticipate the theme, tell students to underline the important words on the title and the questions ("People from the Past- Part 1. Humans

have always asked themselves these questions: Where do we come from? Is the past important? How much have we changed?"). Ask them what the title and questions are talking about (*the past*) and mention that we usually find the general topic at the beginning of texts.

Tell students to scan the text to identify glossary words. Have them go to page 108 and invite some volunteers to read the definitions aloud. Tell them they are going to read accounts of Europeans describing Aztecs and Native Americans. Finally, play Track 19 and have students listen and read the text.

Differentiated Instruction For this activity you can use the **Think-Pair-Share Strategy** before they offer opinions about the questions because they might be challenging. Try to pair shy students with talkative ones to discuss the questions. Then, when students share their opinions as a whole class, you can ask the quiet students directly.

2. Work in pairs to underline the correct answer using the clues.

Illustrate that archaeologists find hidden treasures after digging and digging. You can give examples about Aztecs, Maya, Egyptians, or any other cultures from the past. Explain that a text has more things than only information. The hidden treasures of a text are called theme, purpose, and audience. Write these three concepts on the board. Tell students they already anticipated the theme at the beginning of the lesson and that they are going to read some clues to find the treasures.

Have some volunteers read the clues in Activity 2, and have students work in pairs. They have to read the questions and all the options carefully before they choose an answer. Remind them that archaeologists dig a lot, so they have to think a lot and maybe read the text again. After they do the activity, emphasize that knowing the purpose is very important when we read and write. To continue with the illustration, say that not having a purpose is like digging where we know that we are not going to find anything.

For homework, ask them to make a list of five or seven very important moments in the history of Mexico they are interested in and bring it next session. You can ask them to do this as a timeline.

Check the topics that are mentioned in the text.

different cultures getting in contact
clothes that people used to wear
valuable resources that ancient cultures had
people from past times

Time to Shine!

Show facts you know related to the Spanish conquest of Mexico

1. In pairs, discuss the fastest ways to find the previous topics. Then, match these elements to their purpose.

- Look at the title
- Read the whole text
- Look at the pictures
- Think up the words you don't know in the dictionary

- They offer visual information about the topics without the need to read everything
- It mentions the general topic

Imagine that you are going to write a text with the characteristics on the left column. In teams, make a list of the topics you would like to include.

Theme: Pre-Columbian Mexico and the Conquest of Mexico

The following topics were taken from a list of 20 proposed topics about the Spanish conquest of Mexico:

Some of the topics that you might need to investigate are:

Purpose: To inform people about the conquest of Mexico

Intended audience: People interested in the conquest of Mexico

Comic

Choose three historical moments that you find most important. Consider the evidence you will have to take to act as a comic (consider language, style).

Write down a brief paragraph describing the setting and the plot (where and what happens) of your comic. Remember that the first panel is the beginning.

Self-evaluation: (Check the box and why.)

How did the graphic components before and after a text contribute to the theme, purpose, and intended audience?

Tip: Read attentively, but do not rush to write with purpose changes. Ask yourself if the text does: *informs, explains, gives an opinion, entertains, persuades*

Achievement

Explore brief historical accounts.

Teaching Guidelines

- Evaluate the function and purpose of graphic and textual components.
- Analyze theme, purpose, and intended audience.

Development

3. Check the topics that are mentioned in the text.

Remind students that a text has smaller topics. Ask them to check the ones mentioned in the text. It's important to underline where they are mentioned (for example, different cultures getting in contact: *We finally arrived at the Great Tenochtitlan*).

4. In pairs, discuss the fastest ways to find the previous topics. Then, match these elements to their purpose.


To have students evaluate the function and purpose of graphic and textual components, ask them to discuss in pairs. Explain that the title and the pictures of a text give us fast information about the topics. Next, have students match the elements to their purpose on the right column. Mention that the pictures have the function

to attract the audience. Someone who likes History will want to read the text by looking at the images.

5. Imagine that you are going to write a text with the characteristics on the left column. In teams, make a list of the topics you would like to include.

This activity will help students work again on theme, purpose, and intended audience. Read the instructions aloud and mention that the topics they choose have to be related to the theme, purpose, and audience. Give an example (*A topic can be "indigenous languages." It is related to Pre-Columbian Mexico because it is their origin, and Contemporary Mexico because people still speak them. Also, the audience interested in languages will like this topic.*).

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** to encourage collaboration between students. Make teams of at least four students. Assign each of them one type of audience (people interested in History, culture, languages, or society) to think of special topics for that group. At the end, all the students in the team can share their topics to have a better list. Monitor at all times.

 Have students say as many different cultures as they know. Elicit the answer by asking how they knew about them.

Product: Comic

In this unit, students will create a comic in which they will show different important moments in the history of Mexico. In this lesson, students will choose three historical moments. Ask them to take out the list they made for homework and do the first task. Read the second instruction aloud and give them a moment to choose an audience. Read the third instruction aloud and have them collaborate in pairs to write their plots. These activities will be your first 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How do you identify theme, purpose, and intended audience in a text?

Invite students to answer the question again but adding what else helps us identify those elements (graphic and textual components, and the smaller topics in the text).

Lesson 2


Listen and follow along. Then, read aloud.  115


When we read the text, we need to pay attention to the pronunciation of the words. We can change our voice for a better intonation. For more tips on improving pronunciation, go to page 115.

People from the Past Part 2

Christopher Columbus wrote the earliest account of a hurricane in a letter he sent to Queen Isabella in 1492. "My eyes had never seen the seas so high and angry. The sky never looked more terrible. The waves came with such fury that we all thought the ships would be destroyed. Only God and the Monarchy can make me face this danger again!" These storms were new to the explorers, so they needed a special name. Fray Bartolomé de las Casas wrote in a book: "Four vessels were destroyed by a great heat that the locals call Huracan." Huracan was the name of the Mayan god of wind, storm, and fire.

This is a good example of a characteristic of many ancient cultures. Their gods were related to elements or forces from the natural world they saw and which sometimes they were afraid of. The gods of the sun and the moon, for example, were common to most civilizations because everybody could see them. However, some deities existed only in certain places thanks to the natural aspects in those regions. For instance, there were gods of corn in the Americas but not in other continents because they did not have corn. And there were not gods based on horses or sheep in the Americas as people did not know these animals before the Spaniards took them there.

Work in teams to write two more countries on the first column. Then discuss and check the gods they could have had in the past based on the natural characteristics of those places. 

Have you ever felt afraid of a natural phenomenon (thunderstorm, fire, earthquake, tornado, etc.)? Create and draw a god to represent it as a comic. Share and describe it to a partner. 

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as well as to the graphic elements of the text. Ask them to predict the topics (nature and gods). Tell students that they will listen and read the part 2 of the text. Tell them to pay close attention to the reader because later they will read aloud to practice and improve pronunciation. Play Track 20. Afterwards ask different students to read one sentence from the text. After each student has read, play that fragment of the track so they can compare their pronunciation and, if necessary, invite them to repeat the sentence. To finish the activity, draw their attention to the pictures again and explain the relationship between Thor, Zeus and thunders; and between Tonatiuh and the sun. Emphasize that those and many other deities from cultures around the world are related to nature. This is the first step to compare natural, historical, and cultural aspects in Mexico and other countries in the lesson.

Differentiated Instruction For this activity you can use the **Bubble Map Strategy** to compare different civilizations. Write a list of natural elements on the board (the sun, the moon, rain, fire, the Earth, water, wind, etc.) and assign one to each student. Then, they have to find two gods related to that element. Finally, they can share them with a partner or a small team.

Achievement

Read historical accounts.

Teaching Guidelines

- Read aloud to practice and improve pronunciation.
- Compare natural, historical, and cultural aspects in Mexico and other countries.
- Make connections with personal experiences.

Development

What is the importance of knowing about natural, historical, and cultural aspects?

Ask aloud the question and invite students to answer by using previous knowledge.

Learning to Learn 115

You may tell them to pay close attention to the audio to copy a good pronunciation. Encourage them to go to the Appendix if they want to read more suggestions to improve pronunciation.

1. Listen and follow along. Then, read aloud.

Invite students to read the glossary words definitions on page 108. Draw their attention to the word "deities"

2. Work in teams to write two more countries on the first column. Then discuss and check the gods they could have had in the past based on the natural characteristics of those places.

This activity is designed to compare more natural aspects of Mexico and other countries. Read instructions aloud and have them perform the task in small teams. First, ask them to write down two more countries, preferably from different continents. They could choose them at random from a map or a list you give them. Then, this is a good chance to use online resources to check maps or websites about the geography of the four countries. Once they identify whether the countries have oceans, volcanoes, lakes, or cenotes, they have to discuss and check the corresponding "possible" god.

3. Have you ever felt afraid of a natural phenomenon (thunderstorm, fire, earthquake, tornado, etc.)? Create and draw a god to represent it as a comic. Share and describe it to a partner.

To have students make connections with personal experiences, ask them the question in the instructions. Invite them to share more details, for example, how they felt when they experienced an earthquake, or to describe a scene from a movie that shows that natural phenomenon. Finally, ask them to create a god of that natural phenomenon in the form of a comic. They can take inspiration from existing characters from comics.

4. Work in pairs to paraphrase the sentences by changing the words in italics. Use the words from the box to substitute them as in the example. If you need to recall more about paraphrasing, go to page 114.

Verdant, represented, painted, Japan
built, Artists from, sculptors, frequently

The Egyptians constructed enormous stone temples for their gods. The Egyptians stone temples for their gods. enormous

Japanese painters generally depicted dragons as symbols of good fortune. dragons as symbols of good fortune

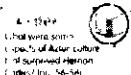
5. Use words from the box to describe the cultures mentioned in the previous exercise.

very advanced civilization, remarkably surprising

The Egyptians were a, with great knowledge in architecture.

Japanese traditions and art are

4. In teams, share other respectful descriptions about the cultural aspects mentioned in exercises 4 and 5. Then, compare them to Mexico's.



Comic

Think of the possible characters who could appear in the historical moments you chose in Step 1.

Write down some lines they might say on their scenes.

Self-evaluation (Check the box.)

- I could do up these sentences.
- I could use these to describe other cultures respectfully.
- I can compare natural and cultural aspects of Mexico and other countries.

Tip: Every week, choose a country or a word about its geography, history, and culture. Think about the similarities and differences with yours.

Achievement

Read historical accounts.

Teaching Guidelines

- Compare natural, historical, and cultural aspects in Mexico and other countries.
- Analyze words and expressions needed to respectfully describe other cultures.
- Paraphrase sentences that describe actions of people in different cultures.

Development

4. Work in pairs to paraphrase the sentences by changing the words in italics. Use the words from the box to substitute them as in the example. If you need to recall more about paraphrasing, go to page 114.

Remind students that paraphrasing means expressing something using other words. You may allow them to recall this theme by going to page 114. Draw students' attention to the example. Point out that they are going to paraphrase only the part in italics.

5. Use words from the box to describe the cultures mentioned in the previous exercise.

This activity will help students compare cultural aspects

in different countries. Ask them to point out the words that are related to cultural aspects (*architecture, traditions, art*). Now have them do the activity in pairs. Once they have finished, ask the class if the descriptions are about positive or negative aspects. Explain that the phrases from the box are words and expressions to respectfully describe other cultures.

6. In teams, share other respectful descriptions about the cultural aspects mentioned in exercises 4 and 5. Then, compare them to Mexico's.

Tell students that they are going to share other respectful opinions about cultural aspects. Read the instructions and make a list on the board (sculptors, artists, temples, paintings, etc.). Show them images of these cultural aspects in Mexico and other countries for them to compare.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to provide struggling students with more words and expressions to give respectful descriptions (*great, marvelous, excellent, spectacular, It's amazing how they... Their _____ is/are wonderful.*)



Elicit from students the aspects that surprised Cortes about each category (markets: variety of products, big markets; appearance: clothes were very different and Aztecs used piercings; religion: human sacrifice, a lot of gods and idols).

Product: Comic

In this lesson, students will continue planning their comic. This time, ask them to make a list of the important characters who could appear on the historical moments they chose in Step 1. Also, they have to write down one or two lines that these characters might say on their scenes. These activities 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is the importance of knowing about natural, historical, and cultural aspects?

Have them answer the question again but this time by recalling what they learned. Point out that nature has a strong influence on the cultural and historical aspects of a civilization, and the three aspects are important to explain who we are as society.

Lesson 3

Read aloud and underline the phrases that express similarities and differences.

People from the Past Part 1

In the distant past, changes in societies took a long time, but as technology started to advance, life had modifications more and more quickly. Take Mexico during the 20th century.

At the beginning of that century, most of the people worked in agriculture. Today, there is a bigger population living in cities than in the countryside. Now, they wear the same type of clothes as people in Europe. However, those who live in rural areas still wear traditional clothes. Sometimes they are made by hand or using

tools like weaving looms. The means of transportation also became different. The first commercial electric streetcar in the US was built in 1888 and it arrived in Mexico in 1900. From that year on, there were less vehicles pulled by animals than in the previous centuries. After a century of changes, many actions are not done anymore, but others still survive.



In teams, mention other similarities and differences between Mexico and the US or European countries. Use the following structures.

In pairs, ask each other if the following actions are still done or not nowadays. Follow the example. Then, check the boxes that correspond.



from Athens, the Greek goddess of wisdom. I can help you. Remember that yes/no questions are still known as closed questions. We cannot change the form of the verbs because they use the auxiliary for more examples, go to page 115.

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Achievement

Express similarities and differences of historic and cultural aspects between Mexico and other countries.

Teaching Guidelines

- Classify actions that are done or not done nowadays.
- Express similarities and differences in different ways.

Development

Why is it useful to ask questions when reading a text?

Write on the board the question and encourage students to reflect upon their answer.

1. Read aloud and underline the phrases that express similarities and differences.

Invite students to read the glossary word definitions on page 108. Draw their attention to the photo and tell them to scan the text to find the words it represents (weaving loom). Then, ask different students to read sections of the text aloud to practice pronunciation. Finally, have them underline the phrases that express similarities and differences.

2. In teams, mention other similarities and differences between Mexico and the US or European countries. Use the following structures.

Emphasize that the phrases students underlined on the text help us express similarities and differences in different ways. Draw their attention to the structures on the table (*more/-er than; the same...as; less than*). Ask them to read again the sentences they underlined, so they notice the comparative structures. Read the instructions aloud and have them do the activity in teams. Ask them to write down their sentences in the space provided.

Differentiated Instruction For this activity you can use the **Task Card Strategy** to have students carry out the activity based on a country they are interested in. Each member of the team has to write one of the structures (*more/-er than...; the same... as; less than*) and one country they want on a card. They work individually, and at the end they share their sentences with the team for everybody to complete the chart.

Learning to Do 115

Ask a volunteer to read aloud the information from the box below Athena image. Then, have them go to page 115 and read the information from the "Asking questions" section. Emphasize what it says about closed questions, and have students look at the examples of this type of questions on the table called "Asking questions using different tenses."

3. In pairs, ask each other if the following actions are still done or not nowadays. Follow the example. Then, check the boxes that correspond.

Draw students' attention to the last line of the text (*After a century of changes, many actions are not done anymore, but others still survive.*) and read it. Mention that one action is "working in agriculture" and ask them to look at the example in the Activity Book. Ask someone to read the question about it (*Do people still work in agriculture?*). Explain that they are going to make closed questions with the other actions. Have them do the activity and monitor to provide help when required.

Unscramble the words to form open questions.

1. Who / of / goddess / was / the / wisdom / ?

2. Which / in / settled / ?

3. Where / in / did / Columbus / ?

... on the Sphinx, and I am very good at asking questions like in the table you just saw. Remember that they all start with a *Wh*-question word. For some examples, go to page 115.



4. Look at the following information from the texts of the unit. Make open questions about the underlined phrase. Follow the example. Then ask them to a partner.

Columbus sent a letter to Queen Isabella in 1492.

Columbo said: "My eyes had never seen the seas so high and angry."

The word "hurricane" comes from the name of the Mayan god of winds, storms, and fire.

People who live in hot areas wear traditional clothes.

Before the electric streetcar arrived in Mexico, they worked with horses pulling them.

Start making sketches for the characters and the settings. Think of sound effects that could be used in the scenes.

Self-evaluation (Circle the box or boxes.)

I can express a letter in different ways.

I can write questions about historical events in different tenses.

Tip: Write a list of words for how objects or people are different.

Comic

5. Look at why were the Spaniards surprised by the Aztecs' hygiene? (pp. 102-2)

Achievements

- Express similarities and differences of historic and cultural aspects between Mexico and other countries.
- Compare historic and cultural aspects between Mexico and other countries.

Teaching Guidelines

- Ask and answer questions about a historical account in different tenses.
- Write questions and answers about the texts.

Development

Learning to Do

Ask a volunteer to read aloud the information from the box above the Sphinx image. Then, go to page 115 and direct students' attention to the *Wh*-words. Go over the function of each one, and ask them to read the examples on the table below.

4. Unscramble the words to form open questions.

Tell them that they are going to ask and answer questions about historical information using open questions. Once they have formed the questions, ask the class to answer them. For questions **b** and **c** you

may let them do research first. Answers: a- Athena; b - Great Britain, France, Spain, Portugal, among others; c- an island in the Bahamas.

5. Look at the following information from the texts of the unit. Make open questions about the underlined phrase. Follow the example. Then ask them to a partner.

This activity is designed for students to write questions and answers about the texts and historical accounts from the unit in different tenses. Direct their attention to the example. Explain that the phrase that is underlined will tell them the *Wh*-word they need. Ask them if "small rafts" is a place, a time, or a thing. Since it is a thing, we have to use "What" in our question. Also, explain that they have to keep the same tense of the sentence. Finally, have them make the questions and ask them to a partner.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to help struggling students identify the *Wh*-word, the tense, and the auxiliary they need.

Ask students to describe the hygienic habits of the Aztecs (they bathed twice a day, washed their clothes, and used the *temazcalli* for purification). Then, ask why in Europe they didn't have the same habits (people were afraid to get a disease after taking a bath since it opens the pores).

Product: Comic

In this lesson, students will start to create the visual aspect of the characters and settings related to the historical moments they previously chose. If there are skillful students at drawing, ask them to help their classmates. Also, ask them to close their eyes and picture their scenes in their minds to imagine possible sound effects. These activities will be your 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Why is it useful to ask questions when reading a text?

Ask students the question again and this time invite them to answer by explaining in which way writing questions helps them remember the information later. Encourage them to give examples.

Lesson 4

Look at the information and examples. Work in teams to make your own version on the right side and some others in your notebook.

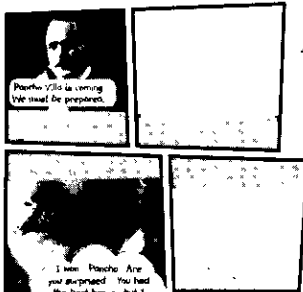


My name is Loki. I am a Norse god and I have appeared on many comics. I am going to show you some tricks to make a wonderful one, but first I need you to check the parts of a comic on page 115.

Now, we need important natural, historical and cultural information. Write a sentence to mention the details of the place, time and actions for our scenes.

Example: In a hot morning on April 6, 1915 Alvaro Obregon arrived in Celaya and got prepared. Pancho Villa arrived soon with the best horses. They fought for 10 days and Obregon won the battle.

My sentence: _____



In a comic, we can't write all that information as in a novel. Use a to give the details. Make a character explain what is going on by using a.

When you include dialogue, be careful with punctuation. Use a at the end of statements, of the end of questions, and after phrases that express surprise or more intensity, and when characters say the name of the person they are talking to.

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Achievement

Compare historic and cultural aspects between Mexico and other countries.

Teaching Guidelines

- Write sentences that include meaningful natural, historical, and cultural aspects of an account.
- Paraphrase actions to transform them into a comic.
- Check spelling and punctuation

Development

What characteristics do wonderful comics have?

Ask the question aloud and invite students to answer by recalling the comics they have read.

Learning to Know 115:

Ask a volunteer to read aloud Loki's first speech bubble. Encourage him or her to be expressive. Then, go to page 115 and draw students' attention to the chart that contains the parts of a comic. Ask volunteers to read the information provided and answer any question they may have so they can clearly know what they will do in the following activities to create their comic.

1. Look at the information and examples. Work in teams to make your own version on the right side and some others in your notebook.

Begin the lesson by saying that religion has been an important aspect in the history of the world, and sometimes culture and art depended on religion a lot. Ask the class to mention the deities that have been seen in the previous lessons (Athena, Thor, Zeus, Tonatiuh).

Ask another student to read Loki's second speech bubble. There, they are going to find that it's important to write sentences that include meaningful natural, historical, and cultural aspects of an account. Draw students' attention to the example. Ask them to identify a natural aspect (*In a hot morning*: the weather), and historical ones (the dates, the names of characters, the actions: *Obregon arrived in Celaya; fought for 10 days*). Tell them to write their own sentence about one of their historical moments and one character they had chosen in the previous lessons, and they have to include the three types of aspects (natural, historical, cultural). Explain that natural aspects can be the weather, landscapes, the season; and cultural aspects can be clothes, hair styles, a tradition, languages, art, etc.

The next step will help students paraphrase actions to transform them into a comic. Have a different student read Loki's third speech bubble. Make them notice how the information from the sample sentence was reorganized in the two panels below. Remind them that we can paraphrase by changing the words but keeping the same idea. Tell them to read the definition of "cavalry" in the glossary on page 108 and ask them where we can see that information in the comic (*You had the best horses.*) Then it's their turn to transform their own sentence to fit the comic. Remind them to put the information inside the captions and bubbles provided.

Read Loki's fourth speech bubble where students will be able to check punctuation. Make them notice the four punctuation marks on the comic. Ask them to write another version of their captions and bubbles using the four marks.

Finally, ask students to do all the process again in their notebook with other sentences. Tell them to check spelling as well. Assist struggling students.

Differentiated Instruction For this activity you can use the **Speedometer Strategy** to identify students who struggle. After each step of the process or before they have to practice more in their notebook, ask them to use their arms to signal how much they understand about what they have to do. Help the ones who need it.

In teams, write onomatopoeias for each of the sounds. Read them aloud and choose the best ones.

Do not forget to use onomatopoeias to add more action into the scenes!

A door opening
Falling in a pool
Clammy frowning
Hitting your head

Transform the account into comic format. Use captions and onomatopoeias on both panels.

In 966, Henriqueta Bastián ran swiftly across the stadium carrying the Olympic torch. When she lit the flame, all the people cheered, and it sounded like a thunder.

Lexia: Learn these only differences between Aztecs and Spaniards.

ICT Tip: Use a website or app that "transcribes" images. You can do it with a picture of your theme or moment, and then copy the resulting text.

Comic


Draw two scenes for each of the historic moments in your comic panels. Write details and captions in each panel. Where necessary, write dialogues appropriate for the content of your comic. Add onomatopoeias.

Self-evaluation (Check the box or boxes.)

- I can use the correct punctuation in dialogues.
- I can use the verbs or nouns to make their comics.
- I can write sentences with natural historical and cultural details.

Tip: Write an account of important events from the world related to nature, history and culture.

mention that they are going to read one final short account about the Olympic Games in Mexico. Ask a student to read the text. Instruct the students to transform the information to fit into the comic panels. Make them notice that there are two sentences, so each panel can be about one of them. Also, point out that there won't be any dialogues; only onomatopoeias and captions. Help them identify which actions can turn into a sound effect. This will offer them one last chance to paraphrase actions to transform them into a comic. When they finish, have them show their panels to a partner to check comprehension and make sure all the information is provided.

 Explain to students that historical accounts of conquerors tend to emphasize the differences in order to prove their supposed superiority over the conquered peoples. Ask them to recall the similarities mentioned in the text and have students discuss them in pairs.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

Achievement

Compare historic and cultural aspects between Mexico and other countries.


Teaching Guidelines

- Check comprehension in comic panels.
- Paraphrase actions to transform them into a comic.

Development

2. In teams, write onomatopoeias for each of the sounds. Read them aloud and choose the best ones.

Ask a student to read Loki's final speech bubble. Emphasize that sound effects make the comic more exciting. Have them write their sound effects individually and then show them to their group. The team will choose the best ones. Have the class copy them.

 **Differentiated Instruction** For this activity you can use the **Choral Response Strategy** for shy students to make sound effects with the whole class and avoid feeling self-conscious.

3. Transform the account into comic format. Use captions and onomatopoeias on both panels.

Draw students' attention to the glossary word in the text. Have them read the definition on page 108. Then,

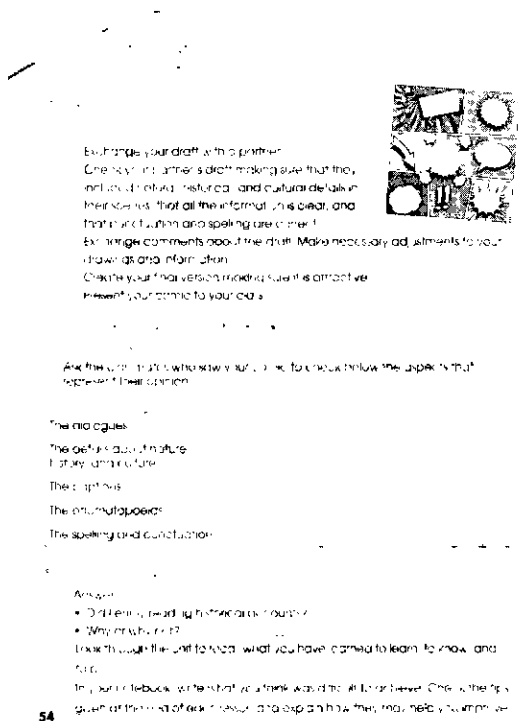
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What characteristics do wonderful comics have?

Ask the question again and encourage students to share what they learned during this lesson (*they contain natural, cultural and historical aspects in the form of captions and bubbles; they include sound effects and clear dialogues*).

Product and Assessing My Learning Process



Self-evaluation

1. Answer.

Read the questions aloud and invite different students to share their answers with the class.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

How is Mexican Culture Similar or Different to Other Cultures?

Finally, organize the class into small teams and read the title of the unit aloud: *How is Mexican Culture Similar or Different to Other Cultures?* Give them a few minutes to discuss their answers taking into account what they learned in this unit. Ask one person from each team to share their answers with the rest of the class.

Comic

In this session, students will check another partner's draft and texts to provide peer assessment for them to prepare the final version of their comic. Read aloud each of the steps on this page and have them perform each task while you monitor. Finally, invite them to present their comics to the class. Most likely the number of students would make it tedious to show all the comics, so you may paste them on the walls, spread the students around the classroom, and give them some time to look at different comics.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Ask the classmates who saw your comic to check below the aspects that represent their opinion.

Once students have had sufficient time to look at around five comics, tell them to exchange books to give and receive peer assessment. Monitor to make sure all comments are respectful.

Review

- In pairs, read the following account and underline the correct answers.
 - 968 Emperor Basil II ran swiftly across the stadium carrying the Olympic torch. When she lit the flame, all the people cheered, and it sounded like a thunder.

What is the theme of the text?

the origin of Olympic Games the excitement of Olympic Games

What is the purpose of the text?

to describe an event to explain cause-effect

Who could be the intended audience of the text?

sports teacher firefighters
 - In pairs, write sentences to describe the following cultures by offering respectful comments.
 - Native Americans
 - The Scandinavians
 - Ancient Greeks
 - In teams, have a conversation about the topics below.
- 4 Match the parts of a comic with their functions or characteristics.
- | | |
|----------------|---|
| onomatopoeia | a word that imitates a sound |
| action | frames or boxes that contain segments of action |
| speech bubble | a box that usually gives voice to a character |
| thought bubble | a cloud shape with the characters' thoughts |
| non-verbal | a round or similar shape with the characters' words |

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the self-evaluation/peer evaluation format and give one to each of your students so they may use it to assess themselves and one of their classmates during the presentation of their comics. Explain to them that self-evaluation will help them increase their responsibility and autonomy and to reflect critically about their own performance. 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 to each of your students for the peer evaluation and explain that they should be extremely respectful with their comments.



Evaluation Tool

Self-evaluation Card

Name: _____

Aspect	Yes	Not	Comments
1. I paraphrased the main events and ordered them in a sequence.			
2. I depicted those events in the comic panels showing natural, historical, and cultural aspects.			
3. I wrote short, concise statements in the speech/thought bubbles and captions.			
4. I checked spelling and punctuation.			
5. I created an attractive final version of the comic.			

Peer Evaluation Card

Name: _____

Aspect	Yes	Not	Comments
1. My classmate paraphrased the main events and ordered them in a sequence.			
2. My classmate depicted those events in the comic panels showing natural, historical, and cultural aspects.			
3. My classmate wrote short, concise statements in the speech/thought bubbles and captions.			
4. My classmate checked spelling and punctuation.			
5. My classmate created an attractive final version of his/her comic.			

6

How Can We Solve Problems Together?

Unit Overview

🎯 Academic and Educational Environment

🎯 **Communicative Activity**
Search and selection of information

🎯 **Social Practice of the Language**
To review and select information to solve a problem

🎯 **Achievements**

- State a problem.
- Choose information to answer questions.
- Register and organize information.

🎯 **Audio**
Tracks 21-22

🎯 **Vocabulary**

- damage
- harmful
- hazy
- index
- shadow
- sunshade
- sweats
- tournament

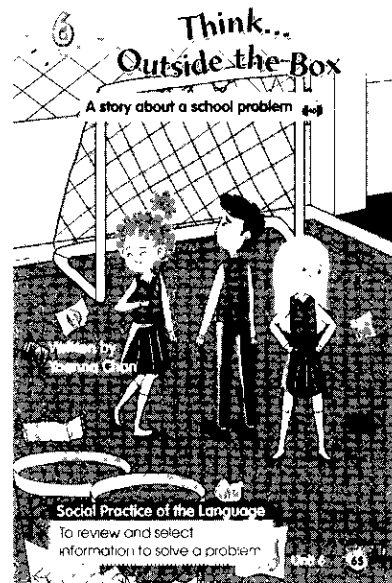
🎯 **Learning to Learn**
Using graphic resources

🎯 **Learning to Know**
Text features

🎯 **Learning to Do**
Proofreading a text

🎯 Reader

"Think... Outside the Box," pp. 65-76, Track 40



🎯 **Product**
Poster with FAQs About a School Problem

🎯 **Evaluation tool**
Rubric

Photocopy the rubric provided on page 90 and use it to evaluate students.

🎯 **Worksheet**
As an extra activity, you can use the Worksheet on page 151.

Lesson 1

Think about school problems that need to be solved. Share your ideas with your class and agree on five to fill in the graphic organizer.

To review and select information to solve a problem:

- State a problem
- Choose information to answer questions
- Register and organize information
- Poster with FAQs About a School Problem

School Problems

Work in teams to define which is the most important problem for you to solve.



Look at the picture. Did you include this problem in the graphic organizer from Activity 1? If not, discuss with your classmates its importance and possible consequences. Register your conclusions.



Prolonged Sun Exposure

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This problem affects my school community...
...because

It may cause

Achievement

State a problem.

Teaching Guidelines

- Name school problems to find a solution for them.
- Define aspects linked to a problem.

Development

What do you do when you want to solve a problem?

Ask the question aloud and invite students to share their experiences. At this point, you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

1. **Think about school problems that need to be solved. Share your ideas with your class and agree on five to fill in the graphic organizer.**

You may draw the graphic organizer on the board and ask one volunteer to read the title in the middle. Encourage students to name school problems that need a solution and write them in the circles around it. If necessary, you may use some of the possible

answers provided in this guide to help them complete the graphic organizer. Tell students to copy the problems in their books.

2. **Work in teams to define which is the most important problem for you to solve.**

You may organize the class into teams, read the instruction aloud, and have students reflect upon the importance of the problems they wrote in the previous activity. Have them select one problem and invite them to explain why they think it is the most important to solve. Monitor walking around to provide help in case they need it. Invite teams to share their answers by reading them aloud.

Differentiated Instruction For this activity you can use the **Individual Response Card Strategy** to have students register their answers. Tell them to hand them back to you so you know which problems most of your students are interested in solving.

3. **Look at the picture. Did you include this problem in the graphic organizer from Activity 1? If not, discuss with your classmates its importance and possible consequences. Register your conclusions.**

You may draw students' attention to the picture and ask: *What problem is it showing?* (a boy who has been under prolonged sun exposure). As this is a very common problem to which students don't pay much attention, have them reflect upon its importance by asking: *Have you ever felt sick after being out too long in the sun?* Elicit answers from different students encouraging them to give details, e.g., *Yes, last week during recess we played soccer out in the sun and I got a headache.* Have them write that information in their books. Finally, ask: *Do you know which health problems are linked to sun exposure?* Elicit answers and have students write them in their books.

- 4 Listen to the conversation. Then, with a partner, discuss which words are used to find out details about the problem. Circle them.
- | | |
|---------------------------------------|---------------------------------------|
| - Hi, I got bad news. | - Where are we going to train? The |
| - What happened, coach? | ... will start soon. |
| - From May to August, we can't train | - Well, I don't know yet. |
| in the schoolyard because we don't | - How are we going to solve this |
| have a | problem? |
| - Why? | Wait. When does the tournament |
| - There is a new policy that promotes | start? |
| sun-safe practices in schools. | - In two months. |
| - Who's promoting that policy? | - Don't worry, we have time to find a |
| - The government. | solution; our health is first. |

With your partner, share your doubts concerning prolonged sun exposure. Use the words you circled in the previous activity to ask questions.

Poster with FAQs About a School Problem

What is the problem?
 What needs to be solved?
 Why?
 How do you ask questions? To be all informed on about this theme, go to page 115.

Circle your answers from Activity 2 and circle one problem to work with.
 Write five questions about it.
 For homework, research the information that may help answer them.

Self-evaluation (Number)

To state a problem:

- ask about different aspects of it
- define aspects linked to it
- name different problems and decide which one is most important

Tip: When you find a problem, make sure to ask concrete questions about it. It will help you generate better solutions.

57

Achievement

State a problem.

Teaching Guideline

Ask about different aspects of a problem.

Development

4. Listen to the conversation. Then, with a partner, discuss which words are used to find out details about the problem. Circle them.

You may organize the class into pairs. Draw students' attention to the glossary words in the conversation and invite them to read their definition on page 108. Then, read instructions aloud and play the track for them to perform the task. Check orally. If you notice they are having trouble with the task, you may give them a hint by asking them to recall the Sphinx from the previous unit and what she was good at.

Learning to Do 115

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. With your partner, share your doubts concerning prolonged sun exposure. Use the words you circled in the previous activity to ask questions.

You may read instructions aloud and encourage students to think about aspects related to sun exposure that they would like to clarify. Encourage them to use *Wh-* words to write their questions.

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** if you consider it necessary to review the use of the modals to have them ask questions. Explain their use and elicit examples.

Have them discuss a problem they see currently in their school. After the discussion, have them state the problem in the story. Have they ever had that problem in their school? Have them talk about it.

Product: Poster with FAQs About a School Problem

In this unit, students will select a school problem and they will design a poster in which they will include frequently asked questions and their answers to contribute to solve the problem. In this lesson, students will choose the problem they will work with and write five questions about different aspects of that problem. Before pairs start to work, elicit that FAQs stand for Frequently Asked Questions and that they are questions that are commonly asked related to a topic. Read the instructions aloud and once pairs have selected their problem, suggest that they take the questions from Activity 5 as a model for theirs. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer.

For homework, ask students to research information about the problem they chose and bring the texts the next session to work with their product.

Self-evaluation

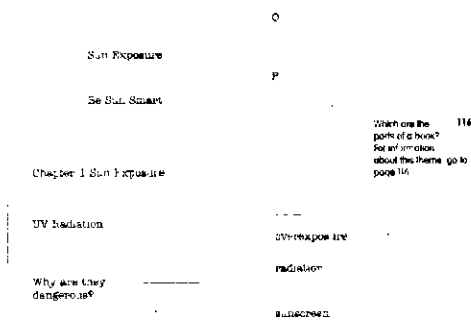
You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What do you do when you want to solve a problem?

Invite students to answer the question in English explaining what they did in this lesson (define the problem and ask questions about different aspects related to it). Explain to them that before thinking of a solution, it is important to analyze the problem, and one way to do it is by asking questions.

Lesson 2

Analyze the parts of a book presented below and label them. Then, with a partner discuss how identifying them may help you to find information easily.



Listen and analyze with your partner which pieces of information from this text may contribute to answer the questions you wrote on page 57.

58

Achievement

Choose information to answer questions.

Teaching Guideline

Recognize how text features are organized in a book to find specific information.

Development

What should I do to select important information from a text?

Write the question on the board. Invite students to share their ideas.

Learning to Know

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. Analyze the parts of a book presented below and label them. Then, with a partner discuss how identifying them may help you to find information easily.

Before students start to work on this task, you may explain that text features are parts of a book that give the reader extra information. These additional

elements (that are not the main body of the text) help readers to find specific information easily and to better understand the main text, like tables of contents, images, glossaries, etc. You may suggest students to read the information provided in the Appendix and encourage them to find these sections in the books they have in the classroom or in the school library. Once you do it, tell them to identify the three glossary words on this page. Have them go to page 108 and invite some volunteers to read the definitions aloud. Then, you may organize the class into pairs, read the instruction aloud, and give them some time to recognize how text features are organized in a book by labeling the parts. Tell them to use the words provided on page 116. Monitor while they work and check orally. Finally, elicit how each of these sections may help them find specific information (table of contents: the main sections or chapters of the book; heading: the content of a section; subheading: the content of a subsection; glossary: unknown words; index: a specific page on which they may find a term; fact box: key facts related to a theme). Have students share if they used any of these parts to find the information they researched for their product.

Differentiated Instruction For this activity you can use the **Choral Response Strategy** to check the activity encouraging shy students to participate.

2. Listen and analyze with your partner which pieces of information from this text may contribute to answer the questions you wrote on page 57.

You may explain to students that they will listen to some information related to the problems that could be caused by prolonged sun exposure and that maybe they will find useful information to answer their questions. Give them some time to read their questions before you play the track. Finally, play Track 22 and have them perform the task. Invite volunteers to share the information they selected.

Read the text. Then, analyze it with a partner to identify its text patterns.

Protecting the Skin
 The skin is the largest organ in the human body. It is made of many layers of cells. The outermost layer is the epidermis. It is made of a thick layer of dead skin cells. The epidermis is constantly shedding and regenerating itself. The inner layer is the dermis. It is made of living cells and contains blood vessels, nerves, and hair follicles. The dermis is responsible for the skin's elasticity and strength. The deepest layer is the hypodermis. It is made of fat and connective tissue. The hypodermis helps to insulate the body and store energy.

Why is it important to identify text patterns? To search for information about the theme, go to page 114.

The text patterns we found are

Time to Shine!

How do you protect yourself from the sun?

- 4. Reread the text and circle words that are related to the problem of sun exposure. Write a sentence using them to explain how we can be "Sun Smart."

Poster with FAQs About a School Problem

Read the information you brought for homework and select key words that may help answer the questions you wrote.

Self-evaluation (Underline)
 I used a lot of information to answer my questions. I recognized the different parts of a text to know where to find information in a word text pattern.
 I selected information from key words.

Tip: When you research, always read, understand and use your own words to write your notes.

Achievement

Choose information to answer questions.

Teaching Guidelines

- Select information from key words.
- Analyze text structure.

Learning to Know 114

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

Development


3. Read the text. Then, analyze it with a partner to identify its text patterns.

You may read instructions aloud, and give pairs some time to analyze the structure of the text to recognize the text patterns. Suggest that they look for the clues provided in the Appendix that can help them identify the pattern (ideas: problem & solution; consists: description). Check orally. Then, you may have students identify glossary words and invite them to read their definitions on page 108. Finally, read the question in the Time to Shine! box and praise the students who answer.

4. Reread the text and circle words that are related to the problem of sun exposure. Write a sentence using them to explain how we can be "Sun Smart."

Before students work on this task, you could draw their attention to how the information is organized; ask: *What is the heading?* (Chapter 2 Be Sun Smart). *What is the subheading?* (Protecting the Skin). *What is the title of the fact box?* (The Shadow Rule). Finally, you could read instructions and give students some time to select information by recognizing key words.

Differentiated Instruction For this activity you can use the **First of Five Strategy** asking students to use their fingers as a scale of one to five to express the help they think they will need to perform the task. Work closely with students that need more help to identify key words as this is a very important researching skill. Have them reread the questions from page 57 and focus their attention on the words that may help them answer those questions.

 Have students recall the five steps the teacher in the story wrote on the board. Have them work in pairs to talk about a problem they have already solved, and check if they followed every step or they skipped one.

Product: Poster with FAQs About a School Problem

As you may recall, in this unit students will select a school problem and they will design a poster in which they will include frequently asked questions and their answers to contribute to solve the problem. In this lesson, students will read the information they brought for homework to identify key words. Tell students to get together with their partner, read the instruction aloud, and monitor to check their work. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What should I do to select important information from a text?

Ask the question again and encourage students to answer by recalling what they did in this lesson (identify key words).


Lesson 3

To continue gathering information for your research, read the text and underline key words. Then write sentences to summarize it.

www.kenhub.com

Heat Stroke, a Fatal Illness

After many, especially in the summer months, of time, besides being at risk of skin and eye damage, you can also get heat stroke. Heat stroke is the most severe form of heat illness and it may even cause death in some conditions. A person who has heat stroke has a body temperature that is higher than normal, such as above 103°F (39.4°C), and may have a rapid heart rate. The cooling system may be too hot to fall, so you get dehydrated and cannot sweat enough to cool your body. Take care of yourself and avoid being outdoors for long periods.



With your partner, paraphrase the information from the texts you have read so far to answer the questions you wrote in Activity 5, page 57.

Which strategies do you use to paraphrase? In the all information about the text, go to page 114.



60

Achievement

Register and organize information.

Teaching Guidelines

- Organize information according to its relevance and pertinence.
- Paraphrase information.

Development

Which graphic resources are you familiar with?

Write the question on the board: *Which graphic resources are you familiar with?* Invite students to leaf through their books to check the ones included and encourage them to name them.

1. To continue gathering information for your research, read the text and underline key words. Then write sentences to summarize it.

You may organize the class into pairs and before they read the text, have them identify the glossary word; invite them to read its definition on page 108. Then, read instructions aloud and give them some time to identify key words. Explain that identifying key words will help them select pertinent information they will use to answer the questions from page 57. Once all

pairs have underlined the key words, tell them to organize the information according to its relevance, that is, to write sentences with relevant information and order them from the most important to the least important. Monitor to check each pair's work.

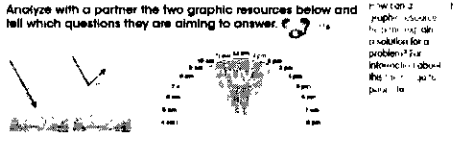
Learning to Do 114


Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. With your partner, paraphrase the information from the texts you have read so far to answer the questions you wrote in Activity 5, page 57.

You may invite students to go to page 114 in their book to review the four "Rs" strategy to paraphrase. Then, go back to page 60, read instructions aloud, and give pairs some time to reread the texts provided on pages 58, 59, and 60 to paraphrase information that may help them answer the questions. Monitor to offer help if required and check by asking volunteers to write their sentences on the board.

Differentiated Instruction For this activity you can use the **Open-ended Statement Strategy** to help students paraphrase the information from the texts. Use the possible answers provided in this guide to give them a hint, e.g.: Have students reread the text from page 58, Activity 2, to identify key words and then read: *Ultraviolet rays may...* and elicit the rest of the sentence from students (damage our skin and eyes).

Analyze with a partner the two graphic resources below and tell which questions they are aiming to answer. 

With your partner, create a graphic resource that aims to answer one of the questions you wrote. 

Poster with FAQs About a School Problem

Design a graphic resource to register the information you researched.

Self-evaluation (C, 4, 5)
 Register and organize information paraphrased in your own words. Then, write the information that answers the questions from the previous activity. Use the information to create a graphic resource.

Tip: To create a graphic resource, take time to create each piece of information.

61

Achievement

Register and organize information.

Teaching Guideline

Register information that answers questions with the support of graphic resources.

Development

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Analyze with a partner the two graphic resources below and tell which questions they are aiming to answer.

You may draw students' attention to the graphic resources provided and encourage them to review the texts they have read while working on this unit to check which specific aspects they are aiming to reinforce. Invite them to formulate a question for each that can be answered just by looking at them (or check if they answer any of the questions they wrote on page 57).

4. With your partner, create a graphic resource that aims to answer one of the questions you wrote.

Tell students to get together with the same partner they worked with during the previous sessions and give them some time to read the sentences they wrote in Activity 2. Tell them to analyze the information in order to decide which graphic resources may be the most appropriate to register information that answers questions. If you have access to word processors in the classroom, you may suggest that students check different options of graphic organizers by clicking the SmartArt tab. Monitor while pairs work to offer help if required.

Differentiated Instruction For this activity you can use **Individualized Feedback Strategy** to help struggling students decide which graphic resources are most suitable to organize their information.



Have students answer the question as a class. Then, have them work in groups of three to discuss if they think that was a good solution. Finally, have them share their opinions with the class.

Product: Poster with FAQs About a School Problem

In this lesson, students will design a graphic resource to register the information they researched. Tell them to take out the text in which they identified key ideas, give them some time to paraphrase the information, and once they have it ready, design their graphic resources. This activity will be your 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Which graphic resources are you familiar with?

Ask students the question again and this time encourage them to describe the ones they learned in this lesson, explaining their use.

Lesson 4

Let's put everything together to write some FAQs! Go back to page 57 and copy your questions below. Then, use the information you wrote on page 60 to answer them. Finally, include the graphic resource you created on page 61.

With your partner, read your FAQs and check if you included words that are only used in a certain field (for example, UV). Write them down and check their spelling using a dictionary or an online tool.

Read your FAQs and underline words with letter combinations that are not common in your native language. Check their spelling.

62

Achievement

Register and organize information.

Teaching Guideline

Check spelling of specialized vocabulary and words with letter patterns that are not common in their native language.

Development

What is proofreading?

Ask students: *What is proofreading?* and invite them to answer by using previous knowledge.

1. **Let's put everything together to write some FAQs! Go back to page 57 and copy your questions below. Then, use the information you wrote on page 60 to answer them. Finally, include the graphic resource you created on page 61.**

You may ask students to get together with the classmate they have been working with during the previous sessions. Read the instructions aloud and invite pairs to design their FAQs sheets. Explain that they should write a title first; one that summarizes the importance of the problem. Then, they should copy the questions they wrote on page 57; next, they should answer the questions using the information

they paraphrased on page 60, Activity 2. Finally, they should include the graphic resource they created on page 61, Activity 3, and include it to make their sheets more attractive. Monitor while pairs work to offer feedback.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** to differentiate the task. You may ask struggling students to include only three questions instead of six. Monitor those cases closely and make sure they feel proud of their achievements.

2. **With your partner, read your FAQs and check if you included words that are only used in a certain field (for example, UV). Write them down and check their spelling using a dictionary or an online tool.**

Read instructions aloud and explain to students that specialized vocabulary refers to words that are used in a specific discipline. Have pairs identify those words in their FAQs and invite them to use a dictionary or an online tool to check their spelling.

3. **Read your FAQs and underline words with letter combinations that are not common in your native language. Check their spelling.**

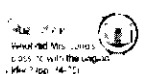
Invite pairs to read their FAQs to identify letter patterns that are not common in their native language (vowel clusters, *th, sh, wh, kn*, etc.). You may suggest them to check their spelling using a dictionary or online tools. Monitor while they work to check.

116 Evaluate with your partner the use of *a*, *an*, and *the* in the FAQs you wrote using the checklist below.

- Did we use *a/an* for *indefinite* nouns?
- Did we use *the* for *specific* nouns?
- Did we use *a/an* for countable singular nouns?
- Did we use *a* for nouns starting with a consonant?
- Did we use *an* for nouns starting with a vowel?

116 Check the use of commas and periods.

- 116 All the *an* persons used commas used for information about the theme go to page 10.
- Did we use a period before introducing a new theme?
- Did we separate ideas using commas?



Poster with FAQs About a School Problem

- 116 Answer your questions. Consider who, if not you, will use the poster. Bring it to school.
- 116 Self-evaluation (Check the box or boxes.)
 - The strategies that I used to check the information that I researched were:
 - Check spelling of specialized words
 - Verify the use of *a*, *an*, and *the*
 - Review the use of commas and periods
- 116 Tip: After you finish your own work, it is always best to get a peer assessment by asking one of your classmates to give you feedback.

Achievement

Register and organize information.

Teaching Guidelines

- Verify and compare the use of determiners.
- Review that commas are used to separate ideas and periods to introduce a new theme.

Development

Learning to Do 116

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Evaluate with your partner the use of *a*, *an*, and *the* in the FAQs you wrote using the checklist below.

Before students start working on this task, you may explain that proofreading is the last step they should always follow before creating a final version of a text. Tell them that it consists of rereading and correcting spelling, punctuation, and grammatical errors to ensure their texts are understandable and well written. Explain that in this unit they will focus on checking the

use of definite and indefinite articles (determiners). Have them work in pairs to identify them in their FAQs. Then draw their attention to the checklist and ask volunteers to read the questions aloud to ensure comprehension.

Differentiated Instruction For this activity, you could use the **Think-Pair-Share Strategy** to form pairs in which one student may tutor the other to proofread their FAQs.

Learning to Do 116

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Check the use of commas and periods.

Students will continue working in pairs to review that commas are used to separate ideas and periods to introduce a new theme. Monitor to check their work.

Elicit that Mrs. Luna's students adapted the original idea to their school's rules. Have them discuss how the original idea could be implemented in their own school and how they would adapt it.

Product: Poster with FAQs About a School Problem

In this lesson, students will write the answers to their questions using the information they paraphrased. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

For homework, ask students to bring the material they will use to design their posters.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is proofreading?

Ask the question again and encourage students to recall what they learned in this lesson. Encourage them to mention its importance.

Product and Assessing My Learning Process

On a sheet of paper, draft your poster. Write a title for it that emphasizes the importance of the problem. Check the use of each of the 10-question words. Revise the structure of your questions. Check spelling of specialized vocabulary words with uncommon letter patterns in your language. As well as the use of periods and commas. Make sure your answers include paraphrased information (avoid copying). Highlight information. Select graphic resources that contribute to understand the answers to the questions. Design your poster and make sure it's attractive. Present it to your class.

Use the rubric to assess the questions, answers, and graphic resources.

<p>1. Questions were drafted and written clearly.</p> <p>A. Questions included relevant information.</p> <p>2. Questions were drafted and written clearly.</p> <p>B. Questions included relevant information.</p>	<p>2. Questions were drafted and written clearly.</p> <p>B. Questions included relevant information.</p> <p>3. Questions were drafted and written clearly.</p> <p>C. Questions included relevant information.</p>	<p>3. Questions were drafted and written clearly.</p> <p>C. Questions included relevant information.</p> <p>4. Questions were drafted and written clearly.</p> <p>D. Questions included relevant information.</p>
---	---	---

Give your opinion.

- Do you think that writing FAQs is a good way to gather information that may solve a problem?
- Why or why not?

Look through the unit to read what you have learned to learn, to know, and to do. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

64

Self-evaluation

- 1. Give your opinion.**
Read instructions and invite students to analyze the relevance of FAQs to solve a school problem; encourage them to give reasons.
- 2. Look through the unit to recall what you have learned to learn, to know, and to do.**
Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.
- 3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.**
Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

Poster with FAQs About a School Problem

In this session, students will design their posters using the evidence they already have in their portfolios. Read aloud each of the steps on this page and have pairs perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Use the rubric to assess the questions, answers, and graphic resources.

Once all students have presented their posters, draw their attention to the rubric and have them read the statements included in it. Tell them they will exchange books with another pair to give peer assessment by circling the statements that best describe what they think about the different aspects of the poster. Encourage pairs to give oral feedback and to include reasons. Monitor to make sure all comments are respectful.

How Can We Solve Problems Together?

Finally, organize the class into small teams and read the title of the unit aloud: *How Can We Solve Problems Together?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class.

Review

1. Read the text with a partner to identify the problem.

"As I walked to my classroom from recess, I couldn't believe all the garbage that littered the yard: plastic water bottles, candy wrappers, plastic bags, pudding cups... It's hard to believe that people are unable to take care of their own trash."

The problem is _____

2. Discuss with your partner which questions may guide you to find solutions for this problem. Write them down.



With your partner, reflect on the answers to the questions you wrote. If possible, use electronic devices to look for information that may help answer and write notes.

3. With your partner, create a graphic resource that may aim to explain a solution.

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

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.

We are providing you with an analytic rubric that separates different assessment criteria addressing them comprehensively to make evaluation easier for you.

We suggest that you give students a copy of the rubric before they present their posters and explain each of the aspects that will be assessed so that they can take an active part in the evaluation process. You should be totally familiarized with the criteria as well so you can handle them effectively while they present their products. Just circle or highlight the achieved level of performance for each criterion on it. You may also include additional specific or overall comments at the end.

Evaluation Tool

Rubric

Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Title	The title mentions the problem and summarizes the solution.	The title mentions the problem but makes no reference to the solution.	The title doesn't mention the problem nor summarize the solution.
Questions	All the questions use <i>Wh</i> -words correctly and are well structured.	Some questions don't use <i>Wh</i> - words correctly or are not well structured.	Most of the questions don't use <i>Wh</i> - words correctly or are not well structured.
Answers	All the answers include relevant paraphrased information.	Some answers include relevant paraphrased information but some others don't.	Most of the answers don't include relevant paraphrased information.
Graphic resource	It contributes to understand the answers to the questions because it registers only relevant information.	It contributes to understand the answers to the questions but some of the information registered is not relevant.	It doesn't contribute to understand the answers to the questions because the information registered is not relevant.
Spelling	All the specialized vocabulary and words with letter patterns that are not common in the native language are spelled correctly.	Most of the specialized vocabulary and words with letter patterns that are not common in the native language are spelled correctly.	Specialized vocabulary and words with letter patterns that are not common in the native language are not spelled correctly.
Punctuation	Commas are used to separate ideas and periods are used before introducing a new theme.	In some cases, commas are used to separate ideas and periods are used before introducing a new theme, but not always.	Commas are not used to separate ideas and periods are not used before introducing a new theme.
Attractiveness	The poster is very attractive because it is neat, well organized, and colorful.	The poster is neat and well organized, but it lacks attractiveness.	The poster is not neat, organized, nor colorful.
Presentation	The student knew exactly what he/she should do and say throughout the whole presentation.	The student knew what he/she should do and say throughout most of the presentation.	The student remained silent for long periods of time.

Observations:

7

What Is the Purpose of Warnings and Prohibitions?

Unit Overview

Family and Community Environment

Communicative Activity

Exchanges associated with the environment

Social Practice of the Language

To understand and express warnings and prohibitions

Achievements

- Listen and explore warnings announced in public places.
- Understand general sense and main ideas of warnings.
- Express warnings.

Audio

Tracks 23-25

Vocabulary

- closures
- facilities
- handrail
- landslides
- lifeguard
- rip currents
- shallow
- sharp

Learning to Learn

- Using non-verbal language
- Using expressions to clarify meaning

Learning to Know

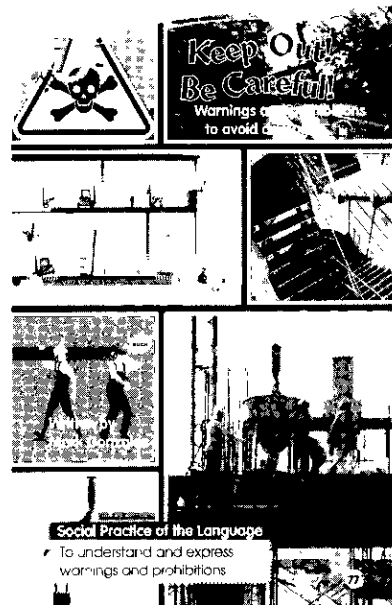
Types of warnings and prohibitions

Learning to Do

Writing conditional warnings and prohibitions

Reader

"Keep Out! Be Careful!" pp. 77-88, Track 41



Product

Sketch to Express Warnings

Evaluation tool

Peer Evaluation Card

Photocopy the peer evaluation card provided on page 102 and use it for students to evaluate other classmates.

Worksheet

As an extra activity, you can use the Worksheet on page 152.

Lesson 1

Discuss what each sign is used for. Explain it on the lines provided.



To understand and express warnings and prohibitions

- Listen and explore warnings announced in public places
- Understand general sense and main ideas of warnings
- Express warnings.

Sketch to Express Warnings

Work in teams. Look at the sign, read the key words, and anticipate the content of the warnings.



With your team, decide which *Wh-* word best completes the question. Then, answer it.

¿A quién va dirigido el cartel?

66

Achievement

Listen and explore warnings announced in public places.

Teaching Guidelines

- Activate previous knowledge to identify theme.
- Anticipate content from key words and expressions.
- Question who the intended audience is.

Development

What is the purpose of a warning?

Ask the question aloud and encourage students to use previous knowledge to answer. At this point, you may allow some Spanish words to help them feel confident enough to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

1. Discuss what each sign is used for. Explain it on the lines provided.

To activate previous knowledge to identify theme you could draw students' attention to the signs and elicit what each of them is used for. Ask students to recall if they have seen them around and to say which kind of warnings and prohibitions they might communicate. Encourage all students to participate.

2. Work in teams. Look at the sign, read the key words, and anticipate the content of the warnings.

You may draw students' attention to the picture and invite one volunteer to describe it. Then, read the key words aloud and invite students to check the meaning of the glossary word on page 109. Organize the class into teams and give them some time to anticipate the content of a situation in which a warning is expressed from key words and expressions. Invite teams to share their conclusions.

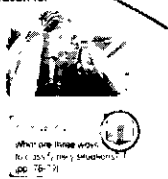
3. With your team, decide which *Wh-* word best completes the question. Then, answer it.

You may suggest students to continue working in teams to question who the intended audience of the sign in Activity 2 is. First, have them complete the question using an appropriate *Wh-* word; you may suggest that they check *Wh-*question words on page 115 in their books. Once they complete the question, encourage teams to think who may benefit from this warning. Monitor while teams work to provide any help they may need, especially with vocabulary words. Finally, invite teams to share their answers.

Differentiated Instruction For this activity you can use the **Open-ended Statement Strategy** saying the first part of the answer (all people who use escalators, especially the ones who...) and have students complete the sentence paying attention to the details shown in the sign (...are responsible for small children).

4 Listen and circle the sentence in which you can perceive a change in pauses and intonation. Discuss in teams the reason for this change.

- Today, the escalators can be very dangerous, please supervise your child.
 - No, see the?
 - In fact, you know that escalators can be very dangerous, there is an average of 10,000 reported accidents per year.
 - Dangerous? What's the problem?
- Well, you or your child can fall or get stuck so, please always hold the handrail, stand between the yellow lines and supervise small children.



Discuss to fill in the graphic organizer.

These warnings are presented because

6 Suggest other warnings that can be given to escalator users.



What type of warnings are they? How are they familiar with? For some examples, go to page 117.

Sketch to Express Warnings

Write a list of warnings you have seen in public places and choose one to work with.

Self-evaluation (4 minutes)

Write and express a warning, announce it in public places and use your previous knowledge to identify the theme. Write the words to persuade people to follow the instructions.

If possible, use a sketch to express the warning and discuss it with your classmates. Create them with the help of your family.

Tip: When you offer to warn or to advise somebody to pay attention to the way they are exposed to the danger, it is important to be clear and to be very respectful.

Achievement

Listen and explore warnings announced in public places.

Teaching Guidelines

- Perceive differences of pauses and intonation and the effect that they cause on the listeners.
- Establish reason or purpose of warnings and prohibitions.

Development

4. Listen and circle the sentence in which you can perceive a change in pauses and intonation. Discuss in teams the reason for this change.

You may tell students they should focus on perceiving differences of pauses and intonation, and the effect they cause on the listener. Organize the class into teams and play the track. Check orally and ask: *How did the woman react at the beginning?* (she seemed annoyed). *How did she react at the end?* (she understood the warning was important).

Differentiated Instruction For this activity, you could use the **Choral Response Strategy** to check the answer and to encourage shy students to participate.

5. Discuss to fill in the graphic organizer.

You may organize the class into teams and, to have them establish a reason or purpose of warnings and prohibitions, tell them to analyze the ones they listened to in the conversation from the previous activity. Monitor while teams work to check their answers.

Learning to Know 117

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. Suggest other warnings that can be given to escalator users.

Students will continue working in teams. You may ask them to observe the signs and tell them to suggest some other warnings related to the use of escalators. Monitor while they work and invite them to share their warnings with the class.



Ask students how many safety labels are mentioned and the differences between them (danger indicates very serious risks, warning is less serious than danger, and caution is the least serious).

Product: Sketch to Express Warnings

In this unit, students will plan a short sketch in which they will express warnings. In this lesson, they will write a list of warnings they have seen in public places and they will choose one to work with. Organize the class into pairs, read the instruction aloud, and give them some time to work. This activity will be your first evidence in this unit; ask students to file their lists following the procedure you prefer.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is the purpose of a warning?

Invite students to answer the question explaining what they analyzed in this lesson.

Lesson 2

Look at the picture and listen to the news. Then, work in pairs to identify and circle important information. Agree on a warning that you may see in that situation.



"As strong rains continue, highway are reported across the country due to Our houses are being eroded."

With your partner, review the text from Activity 1 to find words that mean the same as *freeway* and *parking lot*. Then, discuss why you think those words were used. Write your conclusions.

Analyze the signs with a partner. Write W for warning and P for prohibition.



Discuss and write the reasons for the warning and prohibition from the previous activity.

68

Achievement

Understand general sense and main ideas of warnings.

Teaching Guidelines

- Anticipate general sense from contextual cues and key words.
- Compare lexical differences between British and American English.
- Determine action, conduct, or reason that gives rise to warnings and prohibitions.

Development

Why is it important to identify key words when reading a text?

Ask the question aloud and encourage students to recall previous experiences as readers to answer.

1. Look at the picture and listen to the news. Then, work in pairs to identify and circle important information. Agree on a warning that you may see in that situation.



You may have students identify the glossary words in the text and invite them to read their definitions on page 109. Read instructions aloud and play Track 24

for them to follow the reading and circle key words. Finally, organize the class into pairs to have them anticipate general sense from contextual cues (the picture) and key words by writing a possible warning for this situation. When they have finished, invite pairs to read their answers aloud.

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** to remind students what key words are and what is the importance of identifying them.

2. With your partner, review the text from Activity 1 to find words that mean the same as *freeway* and *parking lot*. Then, discuss why you think those words were used. Write your conclusions.

You may suggest that students perform the task in pairs so they can help each other to compare lexical differences between British and American English. Check orally and encourage them to share similar examples in their native language (e.g.: *carretera y estacionamiento* (Mexico) / *autovía y aparcamiento* (Spain)).

3. Analyze the signs with a partner. Write W for warning and P for prohibition.

To make sure students identify the difference between a warning and a prohibition, you may have them work on this task in pairs. Check orally asking them to explain to you the difference (the warning sign is describing a risky landslide situation and the prohibition sign is forbidding an action).

4. Discuss and write the reasons for the warning and prohibition from the previous activity.

You could organize the class into teams of four by joining two pairs together. Read the instruction aloud and give them some time to determine the action, conduct, or reason that gives rise to the warning and the prohibition from the previous activity. Monitor while teams work and when they have finished, invite them to share their answers.

Work in teams to analyze the signs and decide which type of warning or prohibition they are showing. Label them.



What is a conditional warning? The information about this is on page 71.

4. With your team, leaf through the pages of this and the previous lesson. Identify words or expressions that you might use to express warnings and prohibitions. Write them down.

Where is a danger sign? What could be the repercussions? (pp. 50-51)

Sketch-to-Express Warnings

Think of a situation that may be prevented through the warning you choose. Define what exactly the warning will prevent and who will benefit from it.

Self-evaluation (4 minutes)

- To understand general sense and main ideas of warnings, I used oral text and cues to contribute their content.
- I determined the actions that give rise to them.
- I contrasted conditional and non-conditional warnings with each other.

Tip: Warning and prohibition signs are similar all around the world so to understand them, it is useful to explore similarities with the ones you see in your country.

Achievement

Understand general sense and main ideas of warnings.

Teaching Guidelines

- Contrast conditional warnings, non-conditional warnings, and prohibitions.
- Clarify the meaning of new words in repertoires.

Development

Learning to Do 117

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Work in teams to analyze the signs and decide which type of warning or prohibition they are showing. Label them.

Explain that a conditional warning may include the consequences of a real hazard; non-conditional warnings don't express consequences. Have students get together with their product teams and give them some time to label the conditional and non-conditional warnings, and the prohibition.

6. With your team, leaf through the pages of this and the previous lesson. Identify words or expressions that you might use to express warnings and prohibitions. Write them down.

You may suggest students to continue working with their product teams to clarify the meaning of new words in repertoires. Read instructions aloud and give them some time to look for words and expressions that they didn't previously know and they think might be helpful to express the warning they chose for their product. Tell them to use the right column to clarify their meaning; they may use their own words or look them up in a dictionary.

Differentiated Instruction For this activity you can use the **Jigsaw Strategy** to promote collaboration. Have students identify the new words and expressions and dictate them to you; draw the chart on the board and write them in the first column. Assign each team only one word from the list and ask them to define it.

Have students work in pairs to recall where there could be Danger signs (in construction sites; where there is unguarded equipment, high voltage, explosives, or chemical substances). Ask volunteers to write on the board the repercussions (death, burns, damage to nervous and muscular systems, asphyxiation, etc.).

Product: Sketch to Express Warnings

In this lesson, students will identify the action, conduct, or reason that gives rise to the warning and they will define purpose and audience. Organize the class into teams, read instructions aloud, and have them perform the task in teams while you monitor to provide help if needed. Once they define purpose and audience, tell them to copy that information on a sheet of paper. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

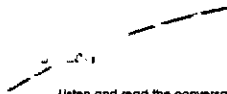
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Why is it important to identify key words when reading a text?

Ask the question again and encourage students to explain how identifying key words helped them recognize the general sense of a warning in this lesson.

Lesson 3



Time to Shine!

Mention risks at the beach

Listen and read the conversation. Then, with your partner, analyze the warnings.

- Hi. Are you having a good time?
- Yes, thank you.
- Just be careful, because there are sharks here. You shouldn't swim in the area.
- I don't have any problems with water. I'm an excellent swimmer.
- Well, that may be true, but I should also tell you that there are sharks sighted so swimming is forbidden.
- Could you repeat that please?
- Yes, some people have been shark-around, so please take care and enjoy our here at the beach.
- Thanks a lot for your warnings!



Look at the signs, read the warnings, and analyze the expressions used in the beginnings and in the endings. Follow the example.



coral.
Watch your feet.



No life jacket required.



If you use a kayak, a life jacket is required.

Select new words and expressions from this lesson to include in your class glossary.

70

Achievement

Understand general sense and main ideas of warnings.

Teaching Guidelines

- Determine the sequence of enunciation.
- Reflect about beginnings and endings of warnings and prohibitions.
- Analyze expressions of warnings.
- Clarify new words and expressions and broaden repertoire.

Development

What aspects should you consider when choosing a repertoire of words to express a warning?

Write the question on the board and invite students to reflect upon the answer. Invite them to share their ideas.

1. Listen and read the conversation. Then, with your partner, analyze the warnings.

Before working on this activity, you may read aloud the task in the Time to Shine! box and encourage students to mention different risks they may face

while spending time at the beach. Then, ask them to identify the glossary words in the conversation and invite them to read their definition on page 109. Organize the class into pairs and explain that they will listen to a dialogue in which some warnings are given and they should follow it so they can determine the sequence of enunciation of those warnings. Play Track 25 for them to listen and give them some time to identify the warnings and fill in the chart. Check by drawing the chart on the board and inviting volunteers to write the answers.

2. Look at the signs, read the warnings, and analyze the expressions used in the beginnings and in the endings. Follow the example.

You may give pairs some time to identify glossary words and read their definition on page 109. Then, read instructions aloud and draw their attention to the example. Read the warning and, to have them analyze expressions of warnings, ask: *Is the warning giving lots of details?* (no). *Is it long?* (no). *How is it?* (short and concise). Then, draw their attention to the other signs and ask volunteers to read the warnings aloud to make sure everybody understands them. Give pairs some time to reflect about the beginnings and endings of warnings and prohibitions by performing the task. Monitor to provide help if required and check their work.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to provide support to struggling students. Have them analyze the warnings in order to infer the content of each part (beginning and ending). Then, invite them to reflect on the possible consequences each risky situation may have.

3. Select new words and expressions from this lesson to include in your class glossary.

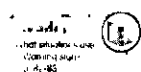
You could tell students to get together with their product team and have them look for more words and expressions in this lesson, which they may use to express the warning they chose. Tell them to include them in their class glossary in which they will clarify their meaning to broaden their repertoire.

Work in pairs. Choose three of the signs below, circle them, and answer the question.



Which action, conduct, or reason gives rise to the warnings you chose?

Review the words and expressions you wrote on page 69, Activity 4, and the ones from your class glossary. Choose your repertoire to write your warning.



We will use the following words and expressions

Sketch to Express Warnings

Define the reason for giving your warning.
Copy your definition on a sheet of paper.

Self-evaluation (Check the box if you...)
The language that used to identify general ideas and main ideas of writing were

Determine sequence of events that reflect the beginnings and endings of the writing units which begin. Analyze explicit information included in writing.
Tip: To protect your writing, always try to figure out what conduct or action gave rise to it.

Achievement

Express warnings.

Teaching Guideline

Decide which action, conduct, or reason to emphasize in warnings and which repertoire to use.

Development

4. Work in pairs. Choose three of the signs below, circle them, and answer the question.

Before starting to work on this activity, you may tell students to go to page 109 to check the definition of the glossary word (shallow). Then, draw their attention to the signs and have them choose their favorite three. Organize the class into pairs and ask one volunteer to read the question and the example aloud so they may follow it to decide the action, conduct, or reason that should be emphasized to express a warning for the signs they chose.

5. Review the words and expressions you wrote on page 69, Activity 4, and the ones from your class glossary. Choose your repertoire to write your warning.

You may tell students to get together with their partner and read instructions aloud. Give them some

time to decide which repertoire they will use to express warnings related to the risk situation they chose. Explain that they should choose language that is appropriate for their audience and purpose, and that they must take into account that they should be kind and respectful when expressing their warnings.

Differentiated Instruction For this activity you can use the **Group Based on Goals Strategy** to differentiate the task for struggling students. Have them choose only one or two signs instead of three.



Remind students that the consequences of ignoring a Warning sign are personal injuries, which are serious but maybe not fatal. Ask them to give examples of these injuries (skull fractures, concussions, brain swelling). Then, have some students write on the board what could cause those injuries (toxic and flammable materials, doors opening constantly, welding flashes, boiling water, etc.).

Product: Sketch to Express Warnings

As you may recall, in this unit students will plan a short sketch in which they will express warnings. In this lesson, students will determine the reason for giving the warning and will register the repertoire they chose in Activity 5. This activity will be your third evidence in this unit; once they have their repertoires ready, 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What aspects should you consider when choosing a repertoire of words to express a warning?

Ask students the question again and encourage them to answer explaining what they learned in this lesson (It should fit the audience and purpose of the warning).

Lesson 4

Work in pairs. Write a conditional warning, a non-conditional warning, and a prohibition for the signs you chose in Activity 4, page 71.

How do I write a conditional warning? For information about this theme, see page 117.

With your partner, order your warnings into a sequence.

If you spend a day at the beach...

Discuss with your partner how people may feel when you express a warning. Complete the sentence.

If I express these warnings to people who are enjoying their day at the beach, they may...

Exchange books with another pair. Read their warnings and provide feedback.

Is the situation described in the beginning?
Is a clear instruction given in the ending?
Are words and expressions used appropriately?

Adjust your warnings considering the feedback you received.

72

Achievement

Express warnings.

Teaching Guidelines

- Write sentences to express warnings.
- Order warnings into sequences.
- Identify the effects warnings may have.
- Recognize, repair mistakes, and adjust.

Development

Why is it important to show assertiveness when giving a warning?

Write the question on the board. If necessary, explain that assertiveness refers to behaving confidently so that people notice you. Encourage students to share their opinions.

Learning to Do 117

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. Work in pairs. Write a conditional warning, a non-conditional warning, and a prohibition for the signs you chose in Activity 4, page 71.

You may tell students to get together with the same person they worked with in the previous session. Ask them to go back to page 69 (Activ. 5) to recall the difference between a conditional warning, a non-conditional warning, and a prohibition. Read the instruction aloud and give pairs some time to write sentences to express warnings for the signs they chose. Tell them they should write at least one sentence for each sign.

Differentiated Instruction For this activity you can use the **Jigsaw Strategy** to promote collaboration. Organize the class into teams and assign each team only one of the three parts of the task.

2. With your partner, order your warnings into a sequence.

You may suggest students to continue working with the same partner to order the warnings they wrote in the previous activity into a sequence. Tell them that they may sequence them by order of importance.

3. Discuss with your partner how people may feel when you express a warning. Complete the sentence.

You could have students go back to page 67 to reread the dialogue and ask: *What effect did the warning have on the lady?* (first, she was upset, and then she understood it was important to take care of her child). Tell them to turn to page 70 and also reread the dialogue; ask: *What was the boy's reaction to the warning?* (first, he was arrogant, but then he was frightened and thankful for the warning). After reviewing these two examples, have pairs write the effects their warnings may have. Invite them to share their answers with the class.

4. Exchange books with another pair. Read their warnings and provide feedback.

You may organize the class into teams by joining two pairs together. Draw their attention to the checklist and ask volunteers to read the questions aloud. Once you are sure they understand that they have to recognize mistakes in their classmates' warnings, give them some time to perform the task.

5. Adjust your warnings considering the feedback you received.

You could read instructions aloud and have students work again in pairs to repair the mistakes that were pointed out and adjust their warnings.

Present a short sketch in which you express the warnings you wrote.

Both use...

...non-verbal language.

...an appropriate tone of voice.

...make it clear with appropriate language that the theme is a warning.

Make sure that the person who is expressing the warning shows...

...assertiveness when expressing it.

...sensitivity to the effects on the recipient.

And the recipient uses...

...expressions to clarify meaning.

...expressions to clarify meaning.

...expressions to clarify meaning.

Present to your class.

Sketch to Express Warnings

Write a warning that is readable to you and your class. Write a second warning that is not readable to your class.

Order the warnings in sequence.

Self-evaluation (Circle)

1. I gave a warning.

2. I used non-verbal language.

3. I used an appropriate tone of voice.

4. I showed assertiveness when giving my warning.

5. I showed sensitivity to the effects on the recipient.

Tip: Don't get nervous when you think about what people will say. You can always go back to read them.

73

Achievement

Express warnings.

Teaching Guidelines

- Adopt an appropriate tone of voice.
- Use non-verbal language.
- Use strategies to show assertiveness and be sensitive to the effects on the recipients.
- Use expressions to clarify meaning.

Development

Learning to Learn 117

Ask the questions from the boxes and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

6. Present a short sketch in which you express the warnings you wrote.

You may ask students to get together with the same person they have been working with in the previous sessions. Read the instruction aloud and suggest that they use the dialogues provided in this unit (Activity 4, page 67; Activity 1, page 70) as models. Ask volunteers to read aloud the aspects they should

consider so they may be able to adopt an appropriate tone of voice, use non-verbal language, use strategies to show assertiveness and be sensitive to the effects on recipients, and use expressions to clarify meaning.

Differentiated Instruction For this activity you can 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 plan the dialogues for the sketch, but the one being tutored may suggest appropriate body language.

7. Present to your class.

Invite pairs to present their sketches to the class. Encourage students to give respectful feedback after each presentation. Remind students that this is a practice that will help them prepare their product.



Remind students that ignoring Caution signs has consequences; maybe minor injuries, but they are still injuries. Have them recall some of them (cuts, bruises, abrasions, bumps on the head, broken bones, etc.).

Product: Sketch to Express Warnings

In this lesson, students will write their warnings and order them in a sequence. Read instructions aloud and emphasize that they can write more than three warnings if they wish. 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Why is it important to show assertiveness when giving a warning?

Ask the question again and encourage students to explain the importance of assertiveness by analyzing the work they did in this lesson. Also ask them why it is important to be sensitive to the effects that the warning causes on the recipient.

Product and Assessing My Learning Process



Check the structure of warnings and prohibitions

Make sure they include

- a description of the risky situations in the beginning
- an instruction at the end

Check that the words and expressions you used are appropriate

Revise that your language is suitable for your audience

Prepare a short sketch in which you express the warnings

Clearly state the reason for the warning

Use an appropriate tone of voice

Use non-verbal language

Show assertiveness when expressing the warnings

Show sensitivity to the recipient's reactions

Provide explanations to clarify meaning

With the whole class, discuss which sketches were the ones that

- used appropriate expressions to express warnings and prohibitions

- showed sensitivity and assertiveness towards the warnings or prohibitions

- used non-verbal language or a suitable tone of voice to reinforce the message

Reflect

Why is it important to understand and express warnings and prohibitions?

... through the unit to recall what you have learned (to know, and to do)

In your notebook, write what you think was difficult to achieve. Check the tips

given at the end of each lesson and explain how they may help you improve.

74

Sketch to Express Warnings

In this session, students will rehearse and present their sketches. Read aloud each of the steps on this page and have pairs perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

With the whole class, discuss which sketches were the ones that...

Once all students have presented their sketches, read instructions aloud and invite students to identify the sketches that successfully attained the achievements mentioned. Encourage them to assess each of the sketches presented providing respectful feedback to help each other improve.

Self-evaluation

1. Reflect.

Read the question aloud and elicit answers from different students. Encourage them to give reasons.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What Is the Purpose of Warnings and Prohibitions?

Finally, organize the class into small teams and read the title of the unit aloud: *What Is the Purpose of Warnings and Prohibitions?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class.

Review

Work in pairs to analyze the signs, identify the ones that show warnings, and discuss to answer the questions.



Where could you find these signs?

Who are they intended for?

What is their purpose?

Work with your partner to write warnings for the signs above.

Together create a comic strip showing a situation in which the warnings you write are expressed. Then, act the story out in front of your class.

75

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

Photocopy the peer evaluation format and give one to each of your students so they may use it to assess one of their classmates during the presentation of the sketches.

Remember that peer evaluation will provide your students with relevant feedback as it is generated by someone who "speaks the same language." Read each of the questions aloud to make sure everybody understands what each of them refers to. Assign one classmate to each of your students and explain they should be extremely respectful but honest while assessing.



Evaluation Tool

Peer Evaluation Card

Name of my classmate: _____

Answer each of the questions. If your answer is yes, explain how your classmate did it; if your answer is no, explain how he/she can improve.

Did my classmate include at least one conditional warning, one non-conditional warning, and one prohibition?	
Did my classmate include a description of a risky situation at the beginning of his/her warnings?	
Did my classmate include an instruction at the end of his/her warnings?	
Was my classmate's repertoire of words appropriate for his/her audience?	
Did my classmate use an appropriate tone of voice during the presentation of the sketch?	
Did my classmate use non-verbal language to convey the meaning of what he/she was saying during the sketch?	
Did my classmate state the reason for the warning clearly?	
Did my classmate show assertiveness when expressing the warnings during the sketch?	
Did my classmate show sensitivity to the recipient's reaction during the presentation of the sketch?	
Did my classmate use expressions to clarify meaning in the dialogues of the sketch?	



What Do I Know About Customs Around the World?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Ludic Expression

Social Practice of the Language

To explain customs based on pictures

Achievements

- Explore and select pictures about customs in different cultures.
- Describe and contrast details.
- Explain customs based on pictures.

Audio

Tracks 26-27

Vocabulary

- amazed
- checkered
- costume
- homesick
- insulated
- mood
- striped
- wrapped

Learning to Learn

Comparing and contrasting

Learning to Know

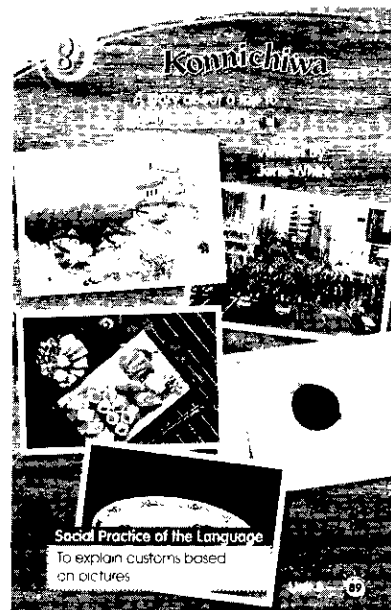
Useful phrases

Learning to Do

- Using adjectives
- Comparatives and superlatives

Reader

"Konnichiwa," pp. 89-100, Track 42



Product

Comparison of Customs Based on Pictures

Evaluation tool

Scale of Descriptive Assessment

Photocopy the scale of descriptive assessment provided on page 114 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 153.

Lesson 1

Look at the pictures and find, with your class, similarities and differences.

To explain customs based on pictures

- Explore and select pictures about customs in different cultures.
- Describe and contrast details.
- Explain customs based on pictures.

Comparison of Customs Based on Pictures

Draw how you and your family usually eat. Then, work in pairs to describe your pictures to each other.

76

Achievement

Explore and select pictures about customs in different cultures.

Teaching Guidelines

- Observe characteristics of elements used in pictures.
- Establish connections with personal experiences.

Development

What words are used to describe?

Ask the question aloud: *What words are used to describe?* Encourage students to use their previous knowledge to answer.

1. Look at the pictures and find, with your class, similarities and differences.

You may draw students' attention to the four pictures in this activity and have them observe characteristics of elements used in these images to have them find similarities and differences. You may ask the following questions: *What do people shown in the pictures have in common?* (all of them are families, there are kids and adults in all the pictures). *What are the differences between them?* (their cultures, their physical traits like skin color or facial features, the way in which they

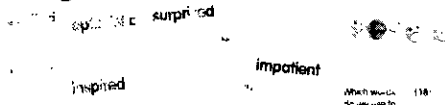
are dressed). *What are all of them doing?* (eating). *What are the differences in the way they eat?* (in the first picture they are using chopsticks; in the second, the boy is eating with a tortilla; in the third, they are sitting in the floor; in the fourth, they are having a barbecue outdoors). *Where are they?* (all of them are inside a house, but in the fourth picture they seem to be in a garden). *What are they eating?* (most of them are eating traditional food from their country). *What time is it?* (in the first three pictures, it seems to be daytime; the fourth picture seems to be at night). Encourage all students to participate.

Differentiated Instruction For this activity you can use the **Individual Respond Card Strategy** to help shy students participate without the fear of being heard. Ask students to take out a sheet of paper and write on the board: *color, forms, people, objects*. Tell them to observe the details in the pictures and write at least one similarity and one difference for each category.

2. Draw how you and your family usually eat. Then, work in pairs to describe your pictures to each other.

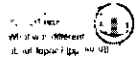
You could draw instructions aloud and give students some time to draw while you monitor walking around to check they are including enough details concerning people, places, objects, time of day, food, etc. Once everybody has finished, organize the class into pairs and have them describe their pictures to each other so they may establish connections with personal experiences. Encourage students to speak in English all the time.

Look at the pictures from the previous page and choose one. Circle the words that show how it makes you feel and compare your answers with a partner.



Use a dictionary to find words and expressions that may be useful to describe the pictures from page 76, and fill in the chart. Then, get in small groups and take turns to use them.

When words do not seem to describe the information about the items, go to page 118.



Comparison of Customs Based on Pictures

Think of different customs people do in the world. Choose one and make a chart with words and expressions that may be useful to describe it. Fill in the words and expressions that show the custom you choose in different parts of the world.

Self-evaluation (Number)

Think of pictures about customs in different cultures. Make a chart at least 100 words. Read the pictures and draw connections with personal experiences. Write down the words and expressions.

Tip: Customize the elements shown in the picture and define which words and expressions will be used in the chart.

Unit 77

Achievement

Explore and select pictures about customs in different cultures.

Teaching Guidelines

- Recognize emotions and sensations.
- Define a repertoire of words and expressions that can be used based on the elements shown in pictures.

Development

- Look at the pictures from the previous page and choose one. Circle the words that show how it makes you feel and compare your answers with a partner.

You may ask students to identify glossary words and invite them to read their definitions on page 109. Then, go back to this page and ask volunteers to read the rest of the words aloud to check comprehension. If students don't know the meaning of a word, invite them to use their dictionary to look it up and share the definition with the class. Once you are sure they all understand the words, have students choose their picture and circle the words that show how they feel when looking at it so they may recognize emotions and sensations. Finally, organize the class into pairs

so they may compare the pictures they chose and the words they circled.

Learning to Do 118

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

- Use a dictionary to find words and expressions that may be useful to describe the pictures from page 76, and fill in the chart. Then, get in small groups and take turns to use them.

To have students define a repertoire of words and expressions that can be used based on the elements shown in the pictures, you may organize the class into small groups, read instructions aloud and give them some time to perform the task while you monitor.

Differentiated Instruction For this activity, you could use the **Jigsaw Strategy** to encourage collaboration. Organize the class into teams and assign each team only one column from the chart. Once all teams have finished, draw the chart on the board and invite them to write the words they found so that everybody may have them.



Ask students to look for the answer to the question in the text (traditions and customs). If time permits, have them look at the story cover and point out similarities or differences with Mexico.

Product: Comparison of Customs Based on Pictures

In this unit, students will orally present a comparison of customs based on two pictures of their choice. In this lesson, they will choose a custom from another country to work with. Organize the class into pairs, read instructions aloud, and have them create their charts with words to describe that custom. This activity will be your first 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

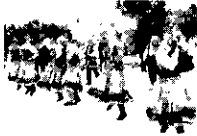
What words are used to describe?

Invite students to answer by explaining what they reviewed about adjectives in this lesson.

Lesson 2

Look at the pictures and work in pairs to recall what you learned about writing questions while working in Unit 5. Use the first column of the chart to write questions.

Russian Dance



What new do we use to ask questions? In several columns, write the questions you write on page 115.

Masai Dance



Exchange books with another pair and use the information from the pictures to answer their questions in the second and third columns of the chart from Activity 1.

Check the answers your classmates wrote. Provide feedback.

78

Achievements

- Explore and select pictures about customs in different cultures.
- Describe and contrast details.

Teaching Guidelines

- Formulate questions about what is observed.
- Answer questions to define aspects that will be described.

Development

Why is it important to ask questions about pictures?

Ask aloud: *Why is it important to ask questions about pictures?* Invite students to share their ideas.

Learning to Do 115

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. Look at the pictures and work in pairs to recall what you learned about writing questions while working in Unit 5. Use the first column of the chart to write questions.

You may organize the class into pairs, read instructions aloud, and ask some volunteers to read the examples provided in the chart. Draw their attention to the glossary words and invite them to read their definitions on page 109. Give pairs some time to formulate questions about what is observed in the pictures; suggest that they check question words on page 115 in their books. Emphasize that all the questions they write must be answered only by looking at the pictures. Monitor walking around to offer help if required.

Differentiated Instruction For this activity you can use the **Mini Lesson Strategy** to remind your students how to write open and closed questions.

2. Exchange books with another pair and use the information from the pictures to answer their questions in the second and third columns of the chart from Activity 1.

You could organize the class into small teams. Tell them to exchange their books so they can answer each other's questions to define aspects that will be described. Suggest that they have a dictionary on hand in case they need to look up words to answer the questions. This and the next activity will help students notice details of the pictures that maybe they didn't see when writing their own questions.

3. Check the answers your classmates wrote. Provide feedback.

You may ask the two pairs to get together again to check the answers to the questions they wrote and to provide feedback. Monitor while teams work and, when all of them have finished, invite them to share their questions and answers with the class.

Work in pairs. Listen and circle the expressions that are used to compare and contrast. Analyze them.

There are wonderful traditions around the world. Here in these pictures, we can see two interesting examples. First, let's take a look at the people. In both pictures, they are dancing, however, in the culture of the Russians, only women dance, while in the culture of the Masai, only men dance. Next, let's analyze the mood. The Russian girls look very happy; the Masai men look happy as well. Concerning the weather, the Masai seem to be in a hot and sunny climate, while the Russians who are in the snow in very cold weather. Finally, let's observe the clothing. Russian dancers are wearing thick, warm clothes; on the other hand, Masai dancers are wearing light, thin, checkered or striped clothing around their bodies. And that's all I have to say.

What are the differences between the two cultures regarding contrasting? Read about the theme on page 118.

Work with a partner to compare and contrast the Masai dance shown in the picture from Activity 1 and the dance shown in the picture below.



ICT
Tip: Use a digital library to seek dancing videos. Share them with classmates and read in pairs. Label the differences between them.

Comparison of Customs Based on Pictures

Work in pairs. Choose two of them. Write questions and answers to define the aspects that will be described.

Self-evaluation (check one)

I can describe a cultural detail from a picture.

I can ask questions about a picture to define the aspects that will be described.

I can use the questions to define the aspects that will be described.

Tip: To compare and contrast the cultures, you can use the questions provided for this activity. For example, if there is a difference, you have to find similar aspects to the cultures.

79

Achievement

Describe and contrast details.

Teaching Guidelines

- Analyze expressions used to compare and contrast.
- Write expressions to describe similarities and differences.

Development

Learning to Learn 118

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

4. Work in pairs. Listen and circle the expressions that are used to compare and contrast. Analyze them.

You may organize the class into pairs. Explain that they will listen to a girl giving an oral presentation about the differences and similarities shown in the pictures from Activity 1. Suggest that pairs have one of their books opened on page 118 and the other on this page so they may check what expressions the girl is using. Play Track 26 for them to identify the expressions.

Finally, have them analyze the expressions one by one asking: *Is this expression used to compare or to contrast?*

5. Work with a partner to compare and contrast the Masai dance shown in the picture from Activity 1 and the dance shown in the picture below.

Suggest students to continue working in pairs. You may draw their attention to the picture and ask: *What is this dance called?* (jarabe tapatio). Then, using Activity 4 as a model, ask them to write expressions to describe similarities and differences between both dances. Invite pairs to share their sentences.

Differentiated Instruction For this activity you can use the **Individualized Feedback Strategy** to help struggling students write their expressions. Have them reread the text in Activity 4 so they can use it as a model.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.



Ask students to recall what happens in these three pages. Then, in order, have them mention what the family saw (temples, cherry trees) and ate (sushi, ramen), using *first*, *then*, *next*, and *finally*.

Product: Comparison of Customs Based on Pictures

In this lesson, pairs will choose two of the pictures they brought. Once they have done so, they will write questions and answers about the pictures to define the aspects that will be described; suggest that they use Activity 1 (p. 78) as a model. This activity will be your second 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Why is it important to ask questions about pictures?

Ask the question again and guide students to answer it by reflecting upon the use they gave to the questions and answers while working on the activities of this lesson (define aspects to be described).

Lesson 3

Listen and write a title for each picture. Then, share with your class what you know about these two customs.



Work in pairs. Fill in the chart with information you can see in the pictures.

number of people	
surroundings	
time	
actions performed	
color	
objects	

Work in small groups. Watch the pictures and focus on two different aspects that can be compared. Share sentences in which you compare two elements of each aspect. Then, compare more than two elements. Write them down and compare them with the ones that other groups have.

80

118

Time to Shine!

Describe how Día de Muertos is celebrated in your community.

Achievement

Describe and contrast details.

Teaching Guideline

Identify information that is seen in the pictures.

Development

Which aspects of a picture can you compare and contrast?

Write on the board: *Which aspects of a picture can you compare and contrast?* Invite students to reflect upon the answer by recalling the aspects they have compared in the previous lessons.

1. Listen and write a title for each picture. Then, share with your class what you know about these two customs.

You may read instructions aloud; draw students' attention to the pictures and play Track 27 for them to write the titles. Then, invite all students to participate sharing what they know about these two customs. You may guide them by asking: *Where and when is each of them celebrated?* (in the US on October 31 and in Mexico on November 2). *What is their history?* (Halloween comes from a Celtic tradition in which they believed that the spirits of dead people come

back every year to our world, and the Day of the Dead comes from a pre-Hispanic tradition in which they believed that the dead come back to visit their living families). *Which activities are carried out in each of them?* (in Halloween, kids wear costumes and ask for treats, while on the Day of the Dead, families set up *ofrendas* in their homes and cemeteries). *Have you ever participated in these activities?* etc.

2. Work in pairs. Fill in the chart with information you can see in the pictures.

You could organize the class into pairs and draw their attention to the chart; have them identify glossary words and invite them to read their definitions on page 109. Then, ask one volunteer to read aloud the other aspects to make sure all students understand what they refer to. Give pairs some time to observe the pictures from the previous activity to identify information that is seen in them and register it in the chart. Check by drawing the chart on the board and asking volunteers to fill it in.

Learning to Do 118

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Work in small groups. Watch the pictures and focus on two different aspects that can be compared. Share sentences in which you compare two elements of each aspect. Then, compare more than two elements. Write them down and compare them with the ones that other groups have.

You may read instructions aloud. Then, suggest that students get organized in small groups and choose one of the aspects from the chart to write one comparative and one superlative sentence. Monitor while they work to offer help if required. When all groups have finished, invite them to read their sentences aloud.

Read the task in the Time to Shine! box and invite different students to share their descriptions.

Differentiated Instruction For this activity you could use the **Open-ended Statement Strategy** to indicate to students which aspects they can compare by using comparatives and superlatives. Say the beginning of the sentences provided as possible answers in this guide and have students complete them.

- With a partner, use the information from the chart in Activity 2 to write sentences that include expressions to explain similarities and differences. If necessary, go back to page 79 to recall how to do it.

- With your partner, reread the sentences you wrote in the previous activity and define the aspects you are focusing on. Order them from the most to the less relevant for you.



Comparison of Customs Based on Pictures

Design a chart to identify the similarities and differences between the two customs.

Self-evaluation (Check the boxes.)

The strategies that I used to compare and contrast customs were:

✓ I used the words used to compare and contrast.

✓ I used words to describe the similarities and differences.

✓ I ordered the expressions according to their relevance.

Tip Observe carefully to identify every detail that is shown in the pictures.

Page 81

Achievement

Describe and contrast details.

Teaching Guidelines

- Write expressions to explain similarities and differences.
- Order expressions into a sequence using connectors.

Development

- With a partner, use the information from the chart in Activity 2 to write sentences that include expressions to explain similarities and differences. If necessary, go back to page 79, to recall how to do it.

You may suggest students get together with the same person they worked with in the previous session and have them go back to check the information they wrote in the chart from Activity 2. Tell them to use that information to write expressions to explain similarities and differences. Suggest that they go back to page 118 so they can choose the most suitable comparing and contrasting connector for each case from the Learning to Learn section.

Monitor closely while pairs work to offer any help they may need to write their sentences and to check them when they are ready.

Differentiated Instruction For this activity you could use the **Group Based on Goals Strategy** to differentiate tasks. Advanced students can perform it as indicated, while struggling students might write only two sentences, one to explain a similarity and another to explain a difference.

- With your partner, reread the sentences you wrote in the previous activity and define the aspects you are focusing on. Order them from the most to the less relevant for you.

Now that pairs have established similarities and differences between the pictures, ask them to decide which are the aspects they considered the most important so they can establish a sequence when they explain both customs later on.



Help them recall the two Japanese traditions explained on pp. 96-97 (greeting, taking shoes off when entering a house) and compare them with Mexico.

Product: Comparison of Customs Based on Pictures

In this lesson, they will design a chart in which they will register the aspects they will describe in the pictures they chose and the information that is seen in each case. Organize the class into pairs, read the instruction aloud, and give them some time to perform the task while you monitor. Suggest that they take the chart from Activity 2 as a model. This activity will be your 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Which aspects of a picture can you compare and contrast?

Ask the question again and encourage students to answer considering the aspects included in the chart from Activity 2 and the ones they included in the chart they designed for their product.

Lesson 4



With your partner, fill in the Venn Diagram with the information you wrote on page 81, Activity 4. Then, choose the most relevant for your presentation.

Halloween Picture Birth Day of the Dead Picture

With your partner, order the information that you decided to include using connectors.

What is something about the information that you decided to include in your presentation?

Choose useful phrases to include in your presentation. Register them in the chart below.

What is useful phrase that you use to include the beginning and the end of your presentation?

82

Achievement

Explain customs based on pictures.

Teaching Guidelines

- Control amount and order of information.
- Use expressions that indicate the beginning of an explanation.
- Use or repeat expressions to gain time.
- Use expressions that indicate the end of an explanation.

Development

Which aspects are important to consider when preparing an oral presentation?

Write the question on the board and invite students to share their ideas.

1. With your partner, fill in the Venn Diagram with the information you wrote on page 81, Activity 4. Then, choose the most relevant for your presentation.

You may suggest students to get together with the same person they worked with in the previous sessions. Read instructions aloud and, before they start, elicit from students how to fill in a Venn Diagram

(they should write similarities in the space where the two circles overlap, and in each of the sides they should write the differences). Explain to students that they will use the information they wrote on the previous page to fill in the diagram; this way, they will be able to visualize everything they have written in order to control the amount of information that they will present by choosing the most relevant. Give pairs some time to perform the task while you monitor to check.

Differentiated Instruction For this activity you could use the **Think-Pair Share Strategy** within the pairs to promote peer tutoring. Don't forget to always highlight the contributions of both students.

Learning to Know 113

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. With your partner, order the information that you decided to include using connectors.

You could invite pairs to order the sentences they chose from the Venn diagram into a sequence using connectors. If you consider necessary, you may ask them to open their books on page 113 and draw their attention to the Learning to Know section so they may recall the connectors of sequence they learned in Unit 3. Once you are sure everybody knows how to use them, give them some time to order their sentences using the text from Activity 4, page 79 as a model. Monitor to check their work.

Learning to Know 118

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Choose useful phrases to include in your presentation. Register them in the chart below.

You may read instructions aloud and give pairs some time to choose the phrases they will use to indicate the beginning of their explanation, to indicate its end, and to gain time if necessary.

Work with another pair to present your comparison. Use the checklist below to monitor prosodic resources.

- Do they use an appropriate volume?
- Do their intonation convey feelings and emotion?
- Do they speak with an appropriate pace?
- Do they pronounce all words clearly?
- Are there any spelling and punctuation mistakes?



How is intonation, volume, tone, and rhythm help me to convey a message? To get oral information about this theme, go to page 11.

Use the spaces below to provide feedback.

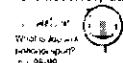
Volume

Tone

Rhythm

Dicton

Make necessary adjustments and present your comparison to your class.



Comparison of Customs Based on Pictures

Write sentences using expressions to explain similarities and differences. Use connectors to order them.

Self-evaluation (Circle)

Controlled amount and order of information? yes no

Use appropriate connectors to organize and order the oral presentation? yes no

Use appropriate connectors to organize and order the oral presentation? yes no

How much difficulty did you have to find oral information about this theme?

Tip: In oral presentations, it is not to learn what you will say by heart, instead use what is useful for all of them to have to say.

83

Achievement

Explain customs based on pictures.

Teaching Guidelines

- Share relevant information.
- Monitor prosodic resources to ensure clarity.

Development

4. Work with another pair to present your comparison. Use the checklist below to monitor prosodic resources.

You may read aloud the instructions and each statement in the checklist to ensure all students understand. Explain that they must check the "yes" or "no" square to monitor prosodic resources to ensure clarity. Then, tell pairs to get together with another pair so they can share relevant information about their pictures when presenting their comparisons and to practice peer assessment.

Differentiated Instruction For this activity you could use the **Three-minute Pause Strategy** to give students three minutes to recall which the prosodic resources are. After this time, invite volunteers to share what they know.

Learning to Learn 111

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Use the spaces below to provide feedback.

Once everybody has presented their comparisons, you may tell pairs that they should give feedback especially for the aspects that had a "no" answer in the previous activity. Explain to them that they should give brief advice on how to improve, e.g.: *You should speak a little bit louder, try to pronounce words clearly, etc.* Monitor to check all comments are respectful.

6. Make necessary adjustments and present your comparison to your class.

Once pairs have read their feedback, you may give them some time to rehearse their presentations again considering the suggestions they received. Then, invite pairs to present in front of the class.



Have students discuss common sports in Mexico, and uncommon sports they know. Ask them if they know any martial arts (karate, taekwondo, kung fu, judo, etc.). Then, ask them about Japan's national sport.

Product: Comparison of Customs Based on Pictures

In this lesson, they will write sentences using expressions to explain similarities and differences based on the descriptions they already have, and they will use connectors to order them. Organize the class into pairs, read instructions aloud, and give them some time to perform the task while you monitor to check. 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. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Which aspects are important to consider when preparing an oral presentation?

Encourage students to answer the question by mentioning the aspects they practiced during this lesson (control the order and amount of information they will include, use appropriate expressions and use prosodic resources to ensure clarity).

Product and Assessing My Learning Process



Select relevant information to include in your presentation.
 Check suit, selecting appropriate expressions to compare and contrast.
 Include at least one comparative or superlative.
 Order your sentences using connectors.
 Include expressions to begin and to end your presentation.
 Prepare expressions to give a time if necessary.
 Rehearse using pronunciation resources and use rhythm, tone, and diction.
 Present your comparison to your class.

Use the rubric to evaluate another pair's presentation.

Expressions	At the end of their speech, they say 'I hope you like it'.	They use 'but' to compare and contrast.	They use 'because' and 'so' to give a reason.	They use 'and' to connect ideas.
Use of prosodic resources (volume, rhythm, tone, and diction)	They speak clearly and loudly.	They use a variety of intonation.	They use a variety of intonation.	They use a variety of intonation.

Reflect

- How do you feel about the experience of being a learner?
 - What did I learn by comparing and contrasting the tips?
- Go through the unit and recall what you have learned to learn, to know, and to do. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

84

Comparison of Customs Based on Pictures

In this session, students will prepare their oral presentations. Read aloud each of the steps on this page and have pairs perform the tasks. Monitor closely to provide help when required.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Use the rubric to evaluate another pair's presentation.

Once all students have presented their comparisons, draw their attention to the rubric and have them read the statements included in it. Tell them they will exchange books with another pair to give peer assessment by circling the statements that best describe the way they presented. Encourage pairs to give oral feedback and to include reasons. Monitor to make sure all comments are respectful.

Self-evaluation

1. Reflect.

Ask the questions aloud and encourage students to reflect upon the things they learned by working on the activities of this unit. Invite them to share their answers with the class.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What Do I Know About Customs Around the World?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do I Know About Customs Around the World?* Give them a few minutes to discuss their answers considering what they learned in this unit. Finally, ask one person from each team to share their answers with the rest of the class. Have them reflect that it is important to always respect the differences other cultures might have and to use similarities to establish links with them.

Evaluation Tool

Scale of Descriptive Assessment

Name: _____

Aspect	1	2	3	4	5
1. The presentation included only relevant information about the pictures.					
2. The student used appropriate expressions to compare.					
3. The student used appropriate expressions to contrast.					
4. The student used comparatives or superlatives correctly.					
5. The student ordered sentences using connectors.					
6. The student used appropriate expressions to begin and to end his/her presentation, and to gain time when necessary.					
7. The student used an appropriate tone of voice.					
8. The student used adequate volume.					
9. The student spoke at a good pace.					
10. The student pronounced all words clearly.					

9

What Do You Know About Jobs?

Unit Overview

Academic and Educational Environment

Communicative Activity

Exchanges associated with specific purposes

Social Practice of the Language

To register information to elaborate a report about a job or profession

Achievements

- Gather information about jobs or professions.
- Explore reports about activities.
- Write information about jobs and professions to make a report.

Audio

Tracks 28-29

Vocabulary

- 3D printers
- gear
- hazardous
- headhunters
- humble
- nourish
- path
- purchase

Learning to Learn

Making inferences

Learning to Know

- Main and secondary ideas
- Passive form

Learning to Do

Steps to write a report

Reader

"What Will You Do for a Living?" pp. 101-112, Track 43



Product

Illustrated Report

Evaluation tool

Questionnaire

Photocopy the questionnaire provided on page 126 and use it to evaluate students.

Worksheet

As an extra activity, you can use the Worksheet on page 154.

Lesson 1

With your team, look at the picture, and read the title and the first sentence of each paragraph. What is the text about?

What Would You Like to Be When You Grow Up?

Professional athletes are paid for practicing their favorite sports and competing. But it is not easy to become one. You must know that it takes a lot of work. Athletes must train several hours a day with teammates and trainers. Another thing you must consider is that those who become full-time athletes have short careers because of the physical demands their job implies. Due to this, many athletes very often become coaches later in their careers.

Firefighters are considered real-life heroes as they help people who are in danger. Their duties range from putting out fires and rescuing people to fighting wild fires or managing hazardous materials. If you would like to become a firefighter, you must study and prepare yourself physically. Normally, they must pass a series of written and physical tests, as well as take different courses such as an emergency medical technician course to be able to help the people they rescue.

Physicians study how the human body works and help people be healthy. There are different types of physicians depending on their specialty. For example, pediatricians or cardiologists. There are also general practitioners who don't specialize in a particular area of medicine.

If you want to become a physician, you must consider that this is a very long. First, they require 4 or 5 years of medical school, and specialists study 2 to 3 more years of residency. Normally they work in hospitals or they may also have a private practice.

Read the text. Discuss with your partner who it is written for and why.

86

Achievement

Gather information about jobs or professions.

Teaching Guidelines

- Make inferences about images.
- Explore illustrated texts about jobs and professions.
- Analyze purpose and audience.

Development

Why is it important to explore texts?

Ask: *Why is it important to explore texts?* and invite students to share their ideas based on previous experiences.

Learning to Learn

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. With your team, look at the picture, and read the title and the first sentence of each paragraph. What is the text about?

Before students start working on this task, you may explain that we can make inferences about things we

see, listen to, or read when we connect them with our previous knowledge or experiences. Also, you may encourage them to share examples of inferences they make in their daily lives following the example provided in the Appendix. Then, you may organize the class into small teams and, to activate previous knowledge, ask: *What jobs and professions do you know?* Invite students to share information about them. Have students identify the Glossary words in this activity and tell them to go to page 110 to read their definitions and give examples. Next, ask them to go back to page 86 and draw their attention to the pictures; invite volunteers to describe them and tell the class to make inferences about the images. Finally, to have them explore the illustrated text about jobs and professions, tell them to read the title, skim the text, and distinguish the relation between visual and written information. Have them predict what it is about.

Differentiated Instruction For this activity, you could use the **Gather Background Information Strategy** before working on this lesson to check if any of your students' parents or relatives is a professional athlete, doctor, or firefighter. If so, invite those students to share more information about any of those jobs.

2. Read the text. Discuss with your partner who it is written for and why.

You may organize the class into pairs and give them some time to read the text. Invite them to circle unknown words to include them in the class glossary and, when they have finished reading, ask them to dictate those words to you; write them on the board and invite students to define them by taking the context into account. If not possible, encourage them to use a dictionary. Once you are sure they have understood the text, have them analyze its purpose and audience by asking: *Who is this text written for?* (children or teenagers). *How do you know?* (because of the title and phrases such as "...if you would like to become..."). *What is its purpose?* (to provide information about different jobs and professions).

Reread the text and underline main ideas. Then, compare your answers with a partner and find a secondary idea linked to each of the main ideas you found. Use your own words to write them in order. Follow the example.

What is the difference between a main idea and a secondary idea? For information about this theme, go to page 119.

Write a poster for a classroom to use when you go to page 114.

With your partner, analyze the following fragments from the text you read and discuss to determine what their text patterns are. Write them on the lines provided.

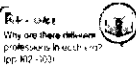
Time to Shine!

Mention the most common jobs or professions in your community.

1. They require 4 to 5 years of training and special skills to do.

2. They were held some full-time athletes have their careers because of this.

3. They must pass a series of written and practical tests, as well as take different courses and/or on-the-job training.



Illustrated Report

On a sheet of paper, write a list of jobs and professions, and vote for one. For homework, research information about the job or profession you chose and bring notes.

Self-evaluation (Check the box or boxes.)

1. The strategies that I used to gather information about job or professions were:

Make inferences about images.

Analyze the purpose and audience of a text.

Recognize text patterns.

Tip: Gather as many details as you can about the job or profession you chose.

Unit 9 87

Achievement

Gather information about jobs or professions.

Teaching Guidelines

- Identify main ideas and their sequence.
- Recognize text patterns.

Development

Learning to Know 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. Reread the text and underline main ideas. Then, compare your answers with a partner and find a secondary idea linked to each of the main ideas you found. Use your own words to write them in order. Follow the example.

You could organize the class into pairs and have them reread the text on page 86 to identify main ideas and their sequence. Monitor while they work and, when they finish, invite pairs to the board to write their sentences.

4. With your partner, analyze the following fragments from the text you read and discuss to determine what their text patterns are. Write them on the lines provided.

You may suggest students to continue working in pairs to recognize text patterns. Before they start working on the activity, invite volunteers to explain what each of the text patterns refers to; they may check them on page 114 while they perform the task. Check orally.

Finally, read the task in the Time to Shine! box and invite different students to share information about jobs and professions in their community.

Differentiated Instruction For this activity, you could use the **Mini Lesson Strategy** if you consider it necessary to review the text patterns before working on this activity.



Ask students to mention common jobs from our times. Ask why there weren't jobs related to the media or the Internet in ancient times. Elicit the answer to the question (because each period has different needs).

Product: Illustrated report

In this unit, students will write an illustrated report about a job or profession. Organize the class into pairs, read the first instruction aloud, and have them write their lists on a sheet of paper. Once they have them ready, they must vote to choose the job or profession that they will describe in their report. Then, read the second instruction aloud and explain that they will research information about that job or profession for homework, and they should bring notes. Remind them about the research skills they learned in Unit 3 and tell them to use them to assess their sources. This activity (the notes with researched information) will be your first 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

Why is it important to explore texts?

Invite students to answer the question explaining what they did in this lesson (make inferences about images, analyze audience and purpose, identify main ideas, and recognize text patterns) and how these activities helped them understand the text better.

Lesson 2

119

How can you identify an introduction? It usually has the main theme, so go to page 110.

Listen and read the report. Then, with your partner, label its parts using words from the box.

conclusion conclusion introduction title subheadings

118

www.sportiefollowing.com

Run to Live or Live to Run?

Raramuri runners are among the best in the world. In the world, four times a month they are organized in the marathon every year. Although Run to Live is the world's oldest, it is not the only running technique. It is a... (show up) (run) (out) (fast) (in) (Raramuri) (of) (Hills)

1. They are... (run) (fast) (in) (the) (world) (of) (Hills) (by) (the) (Raramuri) (runners) (who) (have) (shared) (and) (worked) (to) (benefit) (the) (whole) (community).

2. They have... (run) (fast) (in) (the) (world) (of) (Hills) (by) (the) (Raramuri) (runners) (who) (have) (shared) (and) (worked) (to) (benefit) (the) (whole) (community).

3. They don't... (run) (fast) (in) (the) (world) (of) (Hills) (by) (the) (Raramuri) (runners) (who) (have) (shared) (and) (worked) (to) (benefit) (the) (whole) (community).

Work in teams to compare and contrast professional runners and Raramuri runners. Follow the example.

88

Achievements

- Gather information about jobs or professions.
- Explore reports about activities.

Teaching Guidelines

- Recognize parts of a report.
- Contrast cultural differences about the way in which work activities are developed.

Development

What are the parts of a report?

Ask: *What are the parts of a report?* Encourage students to recall them from what they learned in Unit 3.

Learning to Do 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. Listen and read the report. Then, with your partner, label its parts using words from the box.

You may organize the class into pairs and have them identify the Glossary words in this text; invite them to go to page 110 to check their definitions and give examples. Then, read instructions aloud, draw their attention to the words in the box, and play Track 28. Give pairs some time to recognize the parts of this report and tell them to label the parts using the words from the box.

2. Work in teams to compare and contrast professional runners and Raramuri runners. Follow the example.

You could organize the class into teams. To have them contrast cultural differences about the way in which work activities are developed, tell them to go back to page 86 and draw their attention to the picture of the runner and to the information related to this profession. Then, tell them to go back to page 88 and read the example aloud. Remind them that during the previous unit they learned some expressions they can use to compare and contrast, which they can check on page 118 in their books. Monitor while teams work to offer any help they may require and check by inviting them to read their sentences aloud.

Differentiated Instruction For this activity, you could use the **Choral Response Strategy** to assess the activity without singling students out and to give shy students the opportunity to participate.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

With your partner, reread the text on page 88 and underline main ideas. If necessary, go back to page 87 to recall how you did it.

Use the graphic organizer to sequence the main ideas you underlined.

Main idea from Paragraph 1

Secondary ideas

Main idea from Paragraph 2

Secondary ideas

Main idea from Paragraph 3

Secondary ideas

Main idea from Paragraph 4

Secondary ideas

Main idea from Paragraph 5

Secondary ideas

Complete the graphic organizer from Activity 4 by paraphrasing secondary ideas.

Illustrated Report

State the notes you brought about the job or profession you chose and write a paragraph for the information that includes the main and secondary ideas.

Self-evaluation (number)

1. Explore reports about activities. Differentiated and paraphrased secondary ideas. Identified main ideas and sequenced.

Tip: Main ideas are usually found at the beginning of the paragraphs.

89

Achievements

- Gather information about jobs or professions.
- Explore reports about activities.

Teaching Guidelines

- Identify main ideas and their sequence.
- Differentiate main and secondary ideas in paragraphs.

Development

3. With your partner, reread the text on page 88 and underline main ideas. If necessary, go back to page 87 to recall how you did it.

You may organize the class into pairs and read instructions aloud. Ask: *How can you identify the main idea of a text?* (by determining the topic and finding the topic sentence, which they can achieve by identifying the author's main point). Give pairs some time to perform the task and check orally.

4. Use the graphic organizer to sequence the main ideas you underlined.

To identify the sequence of main ideas, you may have pairs fill in the four rectangles by copying the information they underlined in Activity 3. Check by

drawing the graphic organizer on the board and inviting volunteers to write the answers.

Differentiated Instruction For this activity you could use the **Flow Map Strategy** to help students visualize the sequence of main ideas before filling in the graphic organizer.

5. Complete the graphic organizer from Activity 4 by paraphrasing secondary ideas.

You could read instructions aloud and invite students to go to page 114 to recall the four "Rs" of paraphrasing. Remind them that when researching information, it is important not to copy the exact words in order to avoid plagiarism, and also because it is a better way for them to understand and analyze it. Then, go back to page 89 and have pairs complete their graphic organizers differentiating main and secondary ideas in the rest of paragraphs on page 88. Monitor while they work to provide any help they may need. Check by asking volunteers to write the answers on the board.



Write the four occupations on the board (praegustators, leech collectors, newspaper readers, lamplighters). Mention that two of them were not dangerous and have students say which ones (newspaper readers, lamplighters). Then, ask them to choose the most dangerous. They might choose praegustators because poison kills quickly, but tell them that a leech could cause deadly bleeding.

Product: Illustrated Report

As you may recall, in this unit students will write an illustrated report about a job or profession. In this lesson, students will share the information they brought and organize their ideas in a graphic organizer; suggest that they follow the model in Activity 4. Organize the class into teams, read the instruction aloud, and give them some time to perform the task while you monitor. This activity will be your second evidence in this unit; ask students to file it following the procedure you prefer.

Self-evaluation

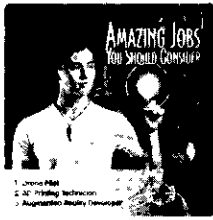
You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. If necessary, go back to some of the previous activities so students understand what each statement refers to. Read the tip provided and make sure to offer individual support to those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

What are the parts of a report?

Invite students to answer the question by recalling what they learned during this lesson.

Lesson 3

With your partner, look at the poster and ask questions about the information contained in it.



Questions

Read the title of the text and anticipate its content.

As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.

Job	Description	Future Outlook
Drone Pilot	Drone pilots have more and more commercial uses such as delivering packages. It is expected that this will be used for other things like delivering medicine, monitoring air pollution levels, or performing tasks in high places that are hard to reach. So drone pilots will be needed to control them.	As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.
3D Printing Technician	3D printing has now been used to manufacture things such as tools, food, clothing, and even medical implants. It is expected that in the future every home and business could have a 3D printer. Therefore, technicians who specialize in maintaining them will probably have great job opportunities.	As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.
Augmented Reality Developer	The entertainment industry has gained success by developing ways to project computer-generated images onto a person's view of the real world in a virtual environment. Consequently, augmented reality developers will continue to be needed to create new content for this technology.	As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.

Listen and read the article. Underline the information that may answer your questions. For homework, research the information that you are missing.

90

Achievement

Explore reports about activities.

Teaching Guidelines

- Ask questions about jobs or professions.
- Read title and anticipate content.
- Assess which type of information is presently available and which needs to be broadened.

Development

What is the importance of paraphrasing the information we research?

Write the question on the board and encourage them to answer using previous knowledge.

1. With your partner, look at the poster and ask questions about the information contained in it.

You may draw students' attention to the poster and ask one volunteer to read the information included on it. To make sure students understand what these jobs are, ask: *What is a drone?* (an aircraft that is controlled by someone on the ground). *What is 3D printing?* (the process of creating a solid object from a digital model by adding many successive thin layers

of a material). *What is augmented reality?* (technology that combines a person's view of the real world with computer-generated images to improve the sensory perception of the user). Then, organize the class into pairs and give them some time to ask questions about these three jobs or professions. You may suggest that they check *Wh*-question words on page 115 in their books so they may use them to write their questions. Monitor while pairs work to provide any help they may need and check by asking them to read their questions aloud.

Differentiated Instruction For this activity, you could use the **Open-ended Question Strategy** if you consider it necessary to help students write the questions that will guide their reading/research. Say the first part of the questions provided as possible answers in this guide and encourage students to finish them.

2. Read the title of the text and anticipate its content.

You may organize the class into pairs. Read the title aloud and give pairs some time to discuss what kind of information they think they will find in the text. To check how they anticipate the content, ask: *Which type of information do you think this text includes?* Elicit answers from different pairs. Finally, have students identify the Glossary word in this activity and tell them to go to page 110 to read its definition.

3. Listen and read the article. Underline the information that may answer your questions. For homework, research the information that you are missing.

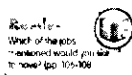
You may suggest students to will continue working in pairs to assess which type of information is presently available and which needs to be broadened. Tell them to reread the questions they wrote in Activity 1. Then, have them listen and read the text from Activity 2 to find information that may answer any of the questions; when they find it, they should underline it. Finally, they should go back to their questions to check if any of them was not answered; in that case, they should research the answer for homework and bring notes. Monitor while pairs work to check the procedure they are following to assess the information and give them feedback.

- Work in pairs. To answer your questions, paraphrase the information from the article in Activity 2 and the one you researched for homework.

- Fill in the graphic organizer. Explain which type of information you will include in the introduction and in the conclusion.

My audience will be _____

Introduction	Subheading 1	Subheading 2
--------------	--------------	--------------



Subheading 3

Conclusion

Illustrated Report

Crisply the information for your report

Decide what information you will include in the introduction and in the conclusion.

- Write subheadings for each section in the body and paraphrase the information you will include in each section.

Self-evaluation (underline)

To explain reports about activities I

- asked questions about jobs and professions
- evaluated the information that was available
- considered my audience to select the information
- justified the information to answer the questions I will be

Tip: Always paraphrase the information you find

Unit 9 91

Achievement

Explore reports about activities.

Teaching Guidelines

- Answer questions about jobs or professions.
- Paraphrase descriptions of jobs or professions to verify comprehension.
- Justify the selection of information for the reports considering the audience.
- Classify information for reports.

Development

4. **Work in pairs. To answer your questions, paraphrase the information from the article in Activity 2 and the one you researched for homework.**

You could suggest students to continue working with the same partner. Tell them to take out the notes they brought for homework. Explain that now they have all the information they need to answer the questions they wrote in Activity 1. Draw their attention to the 3D Printing Technician section, read each sentence aloud, and guide them to paraphrase descriptions of this job to verify comprehension (e.g.: Today, many things are done through 3D printing. In the future, everybody will use 3D printers so we will need specialists for

maintenance.). Tell pairs to do the same with the rest of the text and the information they brought in order to answer their questions.

Differentiated Instruction For this activity, you could use the **Individualized Feedback Strategy** to help struggling students paraphrase the information to answer their questions.

5. **Fill in the graphic organizer. Explain which type of information you will include in the introduction and in the conclusion.**

You may draw students' attention to the graphic organizer and ask: *Who is going to read your report?* Have them write their answer in the first space on the top. Now, help them justify the selection of information for their reports considering their audience, by asking: *What type of information will you include in the introduction?* Remind them that in this part of the report they should grab their audience's attention and explain what their purpose of writing is. Follow the same procedure with the conclusion. Then, have them decide how to classify the information for their report by writing the subheadings. Monitor while pairs work to check.



Tell students to write a list with those jobs in order of preference. Have them compare their lists with a partner and say why they order the jobs that way.

Product: Illustrated Report

In this lesson, they will classify the information for their reports. Organize the class into pairs, read the instructions aloud, and have them decide what information they will include in each of the parts. Suggest that they take the activities in this lesson as a model. Monitor while they work to check. This activity will be your 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is the importance of paraphrasing the information we research?

Ask students the question and invite them to reflect upon how paraphrasing helped them enhance their comprehension of the information they read.

Lesson 4



With your partner, check the information you wrote in the graphic organizer on the previous page. Decide the best way to complete the introduction and conclusion for a report on this theme.

Introduction

The world is changing very quickly and we think that it is very important to be informed about

Conclusion

The article is very interesting, but we support that you

Compare the two ways of presenting the information in each case. Decide with your partner which will have the best effect on your readers and circle them.

How should I write a sentence when I want to link the sentence and that on the previous page for information about this theme, go to page 119.

With your partner, check the graphic organizer on page 91 again. Review the information you have about this theme and write one or two sentences for each subheading. Use the connectors you learned in Unit 3 to link them.

How can I link the sentences I write in the body of the report? Use all information about this theme, go to page 113.

Achievement

Write information about jobs and professions to make a report.

Teaching Guidelines

- Complete writing models with information about jobs and professions.
- Compare ways to present the information in reports and their effects.
- Choose appropriate connectors to relate sentences to each other.

Development

How can we help each other improve our work?

Ask the question aloud. Invite students to share ideas.

1. With your partner, check the information you wrote in the graphic organizer on the previous page. Decide the best way to complete the introduction and conclusion for a report on this theme.

You may ask students to get together with the same person they have been working with in the previous sessions. Explain to pairs that this activity

provides them with models for their introduction and conclusion. Have them complete both by writing the information they decided to include in these two sections while working on Activity 5 (page 91). Give pairs some time to perform the task while you monitor to check.

Learning to Know 119

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. Compare the two ways of presenting the information in each case. Decide with your partner which will have the best effect on your readers and circle them.

You may read instructions aloud and give pairs some time to compare ways to present the information in reports and the effects that each of them has on readers. Tell them to circle their favorite in each of the three cases. Finally, invite pairs to share their preferences with the class explaining why they chose them.

Learning to Know 113

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

3. With your partner, check the graphic organizer on page 91 again. Review the information you have about this theme and write one or two sentences for each subheading. Use the connectors you learned in Unit 3 to link them.

You could tell students to use the information they paraphrased on page 91, Activity 4, to write the body of their report. Suggest that they go to page 113 in their books to check the connectors they may choose to relate sentences to each other. Monitor while they work to check they are using appropriate connectors.

Differentiated Instruction For this activity, you could use the **Group Based on Goals Strategy** allowing struggling students to write the information related to only one or two subheadings in the body of their reports.

4. With your partner, read the information you wrote in the previous activity and underline the most important words. Then, discuss what the purpose of your report will be and write an appealing title including at least one of the words you underlined.

5. Create or look for a graphic resource to illustrate your report.

6. Check spelling using a dictionary and write a final version of your report.

7. Work with another pair to read each other's report. Use the checklist to practice peer assessment.

The left column explains the purpose.

The sub-heading indicates the theme of the information in the body.

The title and sub-heading are together.

The graphic resource helps to better understand the information.

Illustrated Report
 1. Write the introduction explaining the purpose.
 2. Write the sub-heading indicating the theme of the information in the body.
 3. Write the title and sub-heading together.
 4. Write the body of the report including a graphic resource to illustrate the information.

Write the draft of your report. First, write the introduction explaining the purpose. Then, prepare the information in your research to write the body. Finally, write the title and sub-heading including a suggestion for your reader.

7. For the next work, create or look for a graphic resource to illustrate your report.

Self-evaluation (Circle)

- 1. I wrote information about jobs and professions.
- 2. I completed writing models.
- 3. I chose topics and the content to think sentences.
- 4. I included graphic resources.
- 5. I checked spelling.

Tip: Every time you write a text, make sure to use a dictionary to check spelling.

Achievement

Write information about jobs and professions to make a report.

Teaching Guidelines

- Write titles for reports.
- Decide the graphic resources that will be used.
- Check spelling.

Development

4. With your partner, read the information you wrote in the previous activity and underline the most important words. Then, discuss what the purpose of your report will be and write an appealing title including at least one of the words you underlined.

Elicit the meaning of *appealing* (attractive or interesting). Have them consider again their audience to decide the best title for their reports.

5. Create or look for a graphic resource to illustrate your report.

You may ask students to go to page 116 so they may recall the different types of graphic resources they learned. Tell them they can create one of these resources or they can also use a picture.

6. Check spelling using a dictionary and write a final version of your report.

You could ask students to read the texts they have written and circle the words they consider difficult to write so they can check their spelling using a dictionary. Once they have done so, invite them to write their final versions.

Differentiated Instruction For this and the previous activity you could use the **Think-Pair-Share Strategy** to promote peer tutoring. Don't forget to always highlight the contribution of each student; e.g., one tutors another to write the final version of the report, but the one being tutored designs the graphic material.

7. Work with another pair to read each other's report. Use the checklist to practice peer assessment.

You may organize the class into small teams by joining two pairs together; have them exchange their reports and use the checklist provided to practice peer assessment. Read aloud the aspects in the first column to ensure understanding. Once all pairs have received their assessment, tell them to take it into account when preparing their products, as these activities are just a practice for it.



Ask students what the author thinks about choosing a job only because of the salary (that people should not do that). Elicit the good reasons (a job has to bring satisfaction, you have to be passionate about it, it has to help society). Ask them if they agree with these ideas and have them give other good reasons.

Product: Illustrated Report

In this lesson, students will write the draft of their report using the information they already have. Organize the class into pairs, read instructions aloud, and monitor while they work. This activity will be your fourth evidence in this unit; ask students to file it following the procedure you prefer.

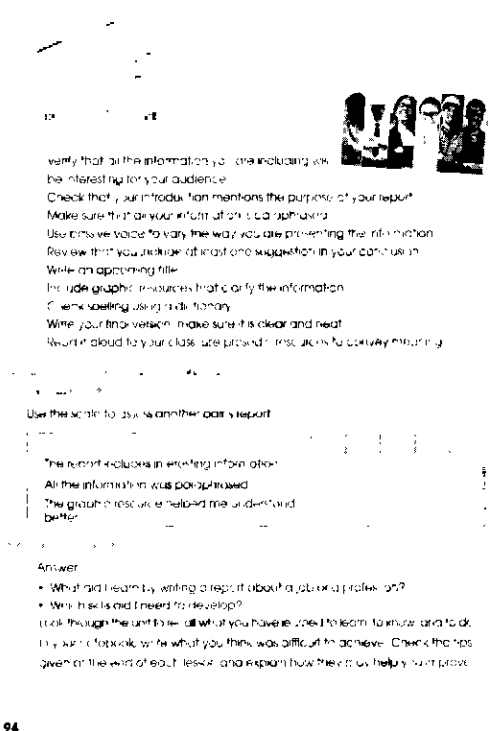
Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can we help each other improve our work?

Encourage students to explain how peer assessment helped them improve their work (when checking other classmates' work they may notice omissions or mistakes they also made).

Product and Assessing My Learning Process



Verify that all the information you are including will be interesting for your audience.

Check that your introduction mentions the purpose of your report.

Make sure that your information is well organized.

Use time we have to vary the way you are presenting the information.

Review that you include at least one suggestion in your conclusion.

Write an appealing title.

Include graphic resources that clarify the information.

Check spelling using a dictionary.

Write your final version; make sure it is clear and neat.

Report aloud to your class; use provided instructions to convey meaning.

Use the scale to assess another pair's report.

The report includes an exciting introduction.
All the information was presented.
The graphic resources helped me understand better.

Answer

- What did I learn by writing a report about a job or a profession?
- Which skills did I need to develop?

Look through the unit to recall what you have learned to know, and to do.

In your notebook write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they can help you improve.

94

Illustrated Report

In this session, students will write the final version of their illustrated report. Remind them they already have their drafts ready in their portfolios so in this session they should only check them and prepare their final illustrated version. Read aloud each of the steps on this page and give teams some time to prepare their reports. Then, invite them to read them aloud in front of the class.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Use the scale to assess another pair's report.

Once all pairs have presented their illustrated reports, give students some time to exchange books to receive peer assessment using the scale provided. Read each statement aloud to make sure everybody understands what each of them refers to; encourage students to give oral feedback. Monitor to make sure all comments are respectful.

Self-evaluation

1. Answer.

Ask the questions aloud and encourage students to reflect upon what they learned by writing a report and the skills they developed. Invite them to share their answers with the class.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What Do You Know About Jobs?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do You Know About Jobs?* 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. Encourage them to share if they learned something new by working on the activities of this unit.

Review

Work in pairs. Read the text and underline main ideas.

asked. Also, technology is expected to be in most homes. So, many factories no longer provide by. This technology helps to create building systems such as heating, air conditioning, and security. Making it more efficient. More people who will maintain and repair these systems will be needed.

Nanotechnology is already being commercialized in home electronics and consumer products like clothing. As this technology evolves, scientists believe it will be needed for those developing innovations that will be vital for human beings and for the environment.

Over the next year or two, and industry farming practices are changing the natural environment. In the future, we need to identify crops that may grow in the food that we need. Some farmers who can help people with hydroponics and vertical farming methods.

Work with your partner to paraphrase the information you underlined. Use connectors to link some of them.

Write a sentence to introduce the information you wrote.

Write a sentence to give your reader a suggestion related to this theme.

Evaluation Tool

Photocopy the control questionnaire provided to evaluate each student individually. This type of questionnaire contains only closed questions which 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 illustrated report.

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.



Evaluation Tool

Questionnaire

Name: _____

Use the following questions to evaluate the illustrated report.

- | | | |
|--|-----|----|
| 1. Is the information interesting for the intended audience? | yes | no |
| 2. Does the introduction mention the purpose of writing? | yes | no |
| 3. Is the information paraphrased? | yes | no |
| 4. Is passive voice included to vary the way information is presented? | yes | no |
| 5. Is there a suggestion in the conclusion? | yes | no |
| 6. Is the title appealing? | yes | no |
| 7. Does the graphic resource help to clarify the information? | yes | no |
| 8. Did they check spelling? | yes | no |
| 9. Is the final version clear and neat? | yes | no |
| 10. Did they use prosodic resources when presenting the report? | yes | no |

Comments:

10

What Is Important When Narrating a Sports Event?

Unit Overview

Family and Community Environment

Communicative Activity

Exchanges associated with information about oneself and others.

Social Practice of the Language

To narrate a sports event

Achievements

- Explore narrations of sports events.
- Understand general information and details of narrations of a sports event.
- Narrate a brief fragment of a sports event.

Audio

Tracks 30-34

Vocabulary

- approaching
- breathtaking
- disappointed
- edge
- match
- rookie
- tricky
- twisting

Learning to Learn

Expressing emotions

Learning to Know

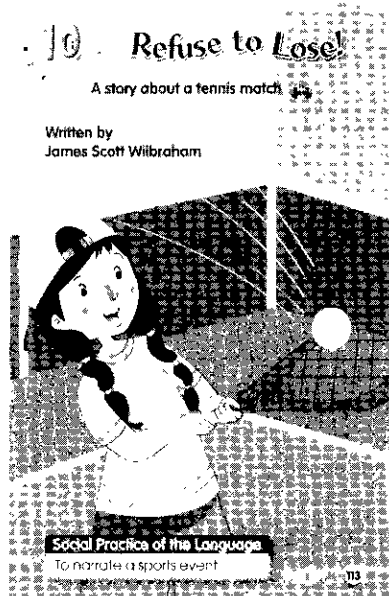
Strong adjectives and intensifiers

Learning to Do

Using greeting and farewell expressions

Reader

"Refuse to Lose!" pp. 113-124, Track 44



Product

Narration

Evaluation tool

Rubric

Photocopy the rubric provided on page 138 and use it to evaluate students.

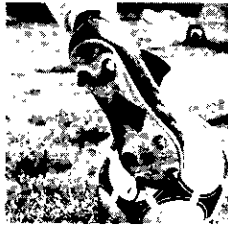
Worksheet

As an extra activity, you can use the Worksheet on page 155.

Lesson 1



Read and circle key words. Then, discuss with your class which event took place the day before.



- to narrate a sports event
- Explore narrations of sports events
- Understand general information and details of narrations of a sports event
- Narrate a brief fragment of a sports event

EPIC LAST MINUTE GOAL!

Yesterday in the stadium, we lived a great moment in the minutes of the end of the match.

Listen and read the narration. With your partner, fill in the flow map to analyze the sequence of events.

...with a minute... McPherson... the Ginger Prodigy... attacker... is getting into the penalty area. Around the defender is following him, but he's slower. English supporters are surely getting nervous now. If they don't score a goal, we'll go to extra time. McPherson knows the ball to the... of the penalty area. Jones crosses the ball to the center... can't breathe. McPherson strikes... Goal! This was absolutely an outstanding moment! Jones and McPherson played... well. The goalkeeper couldn't do anything. Brilliant game played by the English team. French supporters must be... in the 90th minute they are losing 2-3.

- Discuss with your classmates the purpose of the narration from the previous activity.

96

Achievement

Explore narrations of sports events.

Teaching Guidelines

- Anticipate the narrated event from key words and previous knowledge.
- Analyze the sequence of events.
- Determine the purpose of a narration.

Development

What is the purpose of narrating a sports event?

Ask: *What is the purpose of narrating a sports event?*
Elicit answers encouraging students to share details they have heard in sports events narrations.

1. Read and circle key words. Then, discuss with your class which event took place the day before.

You may draw students' attention to the picture and ask: *Which event is that?* (a soccer match). Then, to activate previous knowledge, ask: *How do you know?* (because of the gear they are using, the ball, and the place). Then, have students identify glossary words and invite them to check their meanings on page 110.

Finally, ask one volunteer to read the text aloud and tell students to circle key words; elicit them and have students anticipate the narrated event encouraging them to give details (the part of the soccer match in which the goal was scored).

2. Listen and read the narration. With your partner, fill in the flow map to analyze the sequence of events.

You could explain to students that they will listen to the event they anticipated in Activity 1. Before you play the track, invite them to read the definitions of the glossary words on page 110; then, play Track 30 for them to follow the reading. Next, organize the class into pairs and, to have them analyze the sequence of events, give them some time to fill in the flow map. Tell them to identify the main actions and to paraphrase them in each space. Monitor while they work to offer help if required. Check by drawing the flow map on the board and inviting volunteers to write the answers.

3. Discuss with your classmates the purpose of the narration from the previous activity.

To have the class determine the purpose of a narration, you may read the instructions aloud and invite different students to share their points of view. After listening to them, ask: *How did the narration make you feel?* Elicit answers from different students to have them reflect upon the fact that one important objective of the narration is to transmit emotions related to the narrated event.

Differentiated Instruction For this activity you could use the Individual **Response Card Strategy** to help shy students participate without the fear of being heard. Tell students to take out a recycled sheet of paper, write their answer, and hand their sheets back to you. Once you have them all, you will read the answers aloud and discuss them as a class.

- Listen to the narration again and visualize what you hear; draw it. Then, use those drawings to tell a partner what happened in the game.

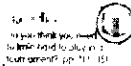
Listen and analyze the narration with your partner. Follow the instructions.

- Underline the sentences in which rhythm is different.
- Circle the one in which volume increases.
- Draw a square around the one in which a function is different.

Good job by Smith, he's been playing absolutely fantastic football here over the last couple months. The 21-year-old has been making great plays all season long. Watch him right here, he's going into motion – the key is when they run these routes, they'd run into the linebackers. Look at him here! There he goes! He's coming right down the line! An awesome touchdown by Smith!



- Discuss with your class the differences and similarities between the soccer narration and the football narration. Focus on the way they transmit emotions.



Narration

- Write and list words and expressions related to that sport.
- Create a repertoire of words and expressions related to that sport.

Self-evaluation (Underline)

- To explore more about a narration event, identified key words and expressions related to the event.
- Identify the sentences of the event.
- Determine the purpose.

Tip: When you listen try to visualize what you hear.

Achievements

- Explore narrations of sports events.
- Understand general information and details of narrations of a sports event.

Teaching Guidelines

- Visualize what is heard.
- Detect changes in intonation, rhythm, volume, and tone, and their purposes.
- Value cultural differences in the transmission of emotions.

Development

- Listen to the narration again and visualize what you hear; draw it. Then, use those drawings to tell a partner what happened in the game.

To have students visualize what is being heard, you may play Track 31 for them to draw the actions described in Activity 2. Pause to give them time to include details. Once they have finished, organize the class into pairs and have them compare their drawings.

- Listen and analyze the narration with your partner. Follow the instructions.

Students will continue working in pairs to detect changes in intonation, rhythm, volume, and tone, and

their purposes. Read instructions aloud and play Track 32 for them to perform the task. Check orally.

- Discuss with your class the differences and similarities between the soccer narration and the football narration. Focus on the way they transmit emotions.

You could read instructions aloud and invite different students to share their ideas so they may value cultural differences in the transmission of emotions. Guide them by asking: *How does the British narrator show his excitement about the goal?* (by saying how he and the audience feel, stressing words, changing the rhythm in which he speaks, and speaking louder). *How does the American narrator show his?* (by speaking faster and louder).

Differentiated Instruction For this activity you could use the **Stimulate Student Senses Strategy**. Play Tracks 30 and 32 again; this time tell them to close their eyes and focus only on the emotions that narrators transmit (it doesn't matter if they don't understand every single word). Once they have listened to both tracks, tell them to open their eyes and share their experiences with the class.

Have students discuss in groups if they think hard training is necessary. Discuss their answers in plenary and have them look for the answer in the text (it states that "She trains several hours a day, six days a week, all year long. Training is extremely hard.").

Product: Narration

In this unit, students will narrate a sports event. In this lesson, students will choose the sport that they will narrate about and they will create a repertoire of words and expressions related to that sport. Organize the class into pairs, read instructions aloud, and have them agree on a sport and look up vocabulary related to it. If they don't have access to electronic devices, ask them to complete the task for homework. This activity will be your first 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What is the purpose of narrating a sports event?

Have students reflect upon the purpose of the narrations they listened to in this lesson.

Lesson 2

Listen, read, and paraphrase key ideas with your team.

—Hello, everyone! How are you all? You're watching the Olympic Championships directly from the Olympic Arena. It's almost 10 o'clock and we're just about set for competition. There are eight competitors here for the uneven bars. Could Nina Thompson win a medal for our country? What do you think, Lisa?

Oh, absolutely. I don't think she's here for the gold, let's see her routine. She's starting right now. She begins with a combination she flies from high bar to low bar. Gorgeous work! Now the handstand is particularly difficult, watch the release, nicely done! And now she finishes with a full double. I'm so nervous. Oh, no! She fell! That's a shame.



Together, answer the questions about the narration you listened to in the previous activity.

- Where is the event taking place?
- When is it scheduled to start?
- How many competitors are there?
- What apparatus are they using?
- Who is competing here?



Write a list of other Olympic sports you know.

Time to Shine!

What does the most popular sport in your community consist of?

98

Achievement

Understand general information and details of narrations of a sports event.

Teaching Guidelines

- Paraphrase key ideas to control comprehension.
- Answer basic questions about an event.

Development

Which aspects should you consider when narrating a sports event?

Ask the question aloud and invite students to share their ideas.

1. Listen, read, and paraphrase key ideas with your team.

You may draw students' attention to the Glossary words in this activity and invite them to go to page 110 to read their definitions. Then, draw their attention to the picture and have them describe it; encourage them to share their preferences concerning this sport (gymnastics). Then, organize the class into small teams and play Track 33 for them to follow the reading. Next, elicit from students what is paraphrasing (to use their own words to explain something they read or listened to) and explain that they should paraphrase key ideas

to control comprehension about what each of the narrators said. Monitor while teams work to offer help when required. Check by asking volunteers to write their answers on the board.

Differentiated Instruction For this activity you could use the **Open-ended Statement Strategy** if you consider that your students need help to paraphrase the key ideas. You may say the first half of the sentences provided as possible answers in this guide and encourage your students to complete them with information from the narration.

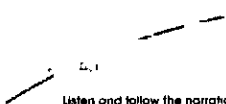
2. Together, answer the questions about the narration you listened to in the previous activity.

You could suggest students to continue working in teams to answer basic questions about the narration of the event they listened to in the previous activity. Ask volunteers to read the questions aloud to ensure comprehension and give them some time to answer them. Check orally.

3. Write a list of other Olympic sports you know.

To broaden students' vocabulary concerning sports, you could tell teams that they have five minutes to write a list of Olympic sports. Encourage them to use a dictionary to find the names in English. After that time, invite teams to read their lists aloud and praise the team with the longest list. Finally, ask the question in the Time to Shine! box and encourage students to describe the most popular sport in their community.

Lesson 3



Listen and follow the narration. With your partner, identify the expressions that show emotions and underline them; circle the one that allows interaction.

Welcome to the Olympic Track. This is the competition we've been waiting for: the Paralympic men's 100-meter sprint. There are five athletes from nine different countries in the race, wanting to take the gold. It's the big one. So, okay, we go! And Jefferson takes off at a sprint, but Wilson is cut into Jefferson, lurches quite back and it's going to be... When getting the gold, silver for Jefferson and Profus get the bronze medal. In a word, to see these athletes really giving their best. It was an awe-inspiring performance. How do you think Jefferson?

— One of the most exciting I have ever seen. 27-year-old Wilson was definitely the favorite to win. He has been training very hard and he has lots of experience from previous games.

— Well, Congratulations Wilson for winning the gold. It was a pleasure to be here to witness such a great performance for the women's final.



Analyze the following fragments with your class.

How do the words in bold contribute to the audience's understanding of the event?

120
 How can you make a great impression for the audience? Read the text on page 120.

Work with your partner to identify general information and details. Use the graphic organizer to register them.

100

Achievement

Understand general information and details of narrations of a sports event.

Teaching Guidelines

- Classify expressions to share emotions and allow others to interact.
- Contrast general information with details that broaden or exemplify.
- Analyze resources to add intensity to actions.

Development

How can we add intensity to a narration?

Ask students: *How can we add intensity to a narration?* Encourage them to reflect upon their answers taking into account personal experiences.

1. Listen and follow the narration. With your partner, identify the expressions that show emotions and underline them; circle the one that allows interaction.

Organize the class into pairs; invite them to identify the Glossary word in this activity and read its definition on page 110. Then, read instructions aloud and play Track 34 for them to follow the narration and classify expressions to share emotions and allow others to interact. Check orally.

Differentiated Instruction For this activity you could use the **Choral Response Strategy** to encourage shy students to participate when eliciting the answers.

Learning to Know 120

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

2. Analyze the following fragments with your class.

You may ask different students to read aloud the fragments stressing the words in bold. Have the class analyze these resources and how they are used to add intensity to actions by asking aloud the question in their books. Elicit answers from different students.

3. Work with your partner to identify general information and details. Use the graphic organizer to register them.

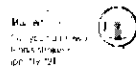
To have students contrast general information with details that broaden or exemplify, you could read instructions aloud and ask volunteers to reread the text from Activity 1. You could organize the class into pairs and give them some time to discriminate general information from details writing each sentence in the corresponding space. Check orally.

4. Look at the picture and work with your partner to propose general information about the sports event.



What?
 Who?
 Where?
 When?
 Details

5. With your partner, write a possible sequence of actions for the event shown in the picture from the previous activity. Then, get with another pair to narrate it.



Instructions

Answer the questions you write to describe general information about the event. Create a flow map to describe the sequence of actions for this event.

Self-evaluation (Check how you did.)

1. List at least three things you did well on and give yourself a star for each.

2. List at least three things you need to work on and give yourself a star for each.

3. List at least three things you need to work on and give yourself a star for each.

Tip: During the process, you provided the self-evaluation that you need only to work on.

Achievement

Narrate a brief fragment of a sports event.

Teaching Guidelines

- Propose general information about the event.
- Describe actions that happen in the event.

Development

4. Look at the picture and work with your partner to propose general information about the sports event.

You may draw students' attention to the picture and invite volunteers to describe it. Organize the class into pairs and ask them to propose general information about this event. Explain to them that they should come up with logical information to answer each *Wh*-question. Monitor while pairs work to help if needed and check orally.

Differentiated Instruction For this activity, you could use the **Individualized Feedback Strategy** to support struggling students to define the general information for their event. Suggest that they check the models provided in this unit to decide it.

5. With your partner, write a possible sequence of actions for the event shown in the picture from

the previous activity. Then, get with another pair to narrate it.

Suggest students to continue working in pairs to describe the sequence of actions that happened in the sports event shown in the picture from the previous activity. Suggest that they check the flow map provided on page 96, Activity 2, so they can recall how they analyzed the sequence of events in that narration. Then, they may also check the script provided on page 100, Activity 1, so they can identify the actions in a narration of a similar sports event (it is also a Paralympic athletic race). To check, draw the flow map on the board and invite pairs to write their answers. Once they finish, suggest them to get with another pair to narrate the event they described.



Ask students if they have ever watched or played tennis. Then, have them go back to the reading and look for the names of two tennis strokes in pairs. You can create a competition and have pairs write the words on a piece of paper and put it on your table, or run to the board and write the names.

Product: Narration

In this lesson, students will answer the questions they wrote to propose general information about the event and they will create a flow map to describe the sequence of actions that they will narrate. Organize the class into pairs, read the instructions aloud, and give them some time to perform the tasks while you monitor to check. This activity will be your third evidence in this unit; ask students to file it following the procedure you prefer.

ICT Box

Promote the development of digital abilities on students by suggesting them to perform this task. Have them focus on using them to foster communication and collaboration among them.

Self-evaluation

You could read the statements in the box together to make sure everybody understands what they need to self-evaluate. Read the tip provided and make sure to offer individual support to those students who detected areas of opportunity.

How can we add intensity to a narration?

Ask the question again. This time, invite students to recall the expressions they learned in Activities 1 and 3 and to give examples on how to use intensifiers and strong adjectives.

Lesson 4

102

Review the information you wrote on page 101, Activity 4. With your partner, write an appropriate greeting and farewell for your narration.

Use intensifiers and strong adjectives to describe some of the actions that you will include in your narration.

Write two expressions to show emotions during your narration.

102

Achievement

Narrate a brief fragment of a sports event.

Teaching Guidelines

- Start the narration with greeting expressions.
- End the narration with farewell expressions.
- Include intensifiers to describe actions.

Development

What resources can I use to transmit emotions?

Write on the board: *What resources can I use to transmit emotions?* Invite students to share their ideas.

Learning to Do ¹²⁰

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

1. Review the information you wrote on page 101, Activity 4. With your partner, write an appropriate greeting and farewell for your narration.

You could ask students to get together with the same person they worked with in the previous lesson. Read instructions aloud and give pairs some time to decide the greeting expression they will use to start their narration and the farewell expression they will use to end it. Check by inviting pairs to read them aloud.

2. Use intensifiers and strong adjectives to describe some of the actions that you will include in your narration.

You may ask pairs to go to page 120 to recall strong adjectives and intensifiers they learned in the previous lesson. Encourage students to choose at least two of them and include them to describe actions in their narration. Monitor to check pair's work.

3. Write two expressions to show emotions during your narration.

Invite students to reread all the scripts of the narrations included in this unit (page 96, Activity 2; page 97, Activity 5; page 98, Activity 1; page 100, Activity 1) so they may identify the expressions narrators use to show emotions in each of the cases. You could tell them they may choose any of them or propose new ones. Check by asking pairs to read their expressions aloud.

Differentiated Instruction For the three activities on this page, you could use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may guide the other to perform the tasks. Be sure to highlight the contribution of both students when you check their work.

4. With your partner, write a short script for your narration using the information you have prepared.

5. Narrate your sports event. Use body language and prosodic resources to transmit emotions, especially concerning speed and volume.

6. Present your narration to another pair; use the checklist to give and receive feedback.

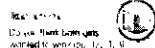
They started with a greeting and ended with a farewell.

They gave general information about the event (to set the scene/past tense).

They used intensifiers to describe actions.

They used expressions to show emotions.

They used body language and prosodic resources to show emotions.



Narration

Write expressions and intensifiers to show emotions and to allow others to interact. Use body language and prosodic resources to show emotions.

Self-evaluation (Circle)

To narrate a brief fragment of a sports event I:

gave general information about the event? Yes No

described a short story that happened in the event? Yes No

used intensifiers to describe actions? Yes No

used expressions to show emotions? Yes No

used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

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Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Used body language and prosodic resources to show emotions? Yes No

Learning to Learn 120

Ask the question from the box and elicit students' prior knowledge; encourage them to go to the Appendix if needed.

5. Narrate your sports event. Use body language and prosodic resources to transmit emotions, especially concerning speed and volume.

You could give pairs some time to rehearse their narration using body language and prosodic resources to transmit emotions. Monitor to provide them with feedback especially on how to regulate speed and volume while narrating. If necessary, you may play some of the narrations they heard during the unit so they can imitate the way the narrators speak.

6. Present your narration to another pair; use the checklist to give and receive feedback.

You may organize the class into teams by joining two pairs together. Draw their attention to the checklist and ask volunteers to read each of the statements to ensure understanding. Then, give teams some time to present their narrations to each other and practice peer assessment.



Have students work in pairs to look for the clues in the text that indicate that both girls wanted to win. Accept any reasonable clue.

Product: Narration

In this lesson, students will write expressions they may use to provoke emotions and to allow others to interact, and they will choose intensifiers to describe some of the actions they will narrate. Organize the class into pairs and give them some time to perform the tasks while you monitor to check. 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 tip provided and make sure to offer individual support to those students who detected areas of opportunity.

What resources can I use to transmit emotions?

Encourage students to describe the resources they learned in this lesson (body language, prosodic resources, intensifiers, strong adjectives).

Achievement

Narrate a brief fragment of a sports event.

Teaching Guidelines

- Use body language and prosodic resources to transmit emotions.
- Regulate speed and volume.

Development

4. With your partner, write a short script for your narration using the information you have prepared.

You may tell students to get together with the same classmate they worked with in the previous session and read the instruction aloud. Explain that this activity will help them put all their ideas together in a script that will serve them as a guide for their narration. Suggest that they choose one of the models they have in this unit to write theirs (preferably the one on page 100, Activity 1). Monitor while pairs work to check.

Differentiated Instruction For this activity, you could use the **Individualized Feedback Strategy** with struggling pairs who may need more help to write their scripts monitoring them closely.

Product and Assessing My Learning Process

Using the model, one of the steps for a presentation when a student narrates a narration. Be sure to include:
• appropriate greeting
• general information about the event, that is, type of event, place, time, and people involved
• sequence of actions
• intensifiers and strong adjectives to describe some of the actions
• expressions that show emotions
• at least one expression to invite another person to interact
• appropriate farewell
Rehearse if using prosodic resources and body language to highlight emotions.
Present to your class. Don't worry if you forget your part; improve and have fun!



Debate with your class to decide which the best narrations were.

- Write a brief report on these narrations with the J.
- State three points of advice you may follow the next time you should present a similar activity.

Debate

- How do you feel when you narrate a sports event?
- Which aspects would you improve?

Look through the unit again. What you have learned in each lesson and to do in your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

104

Narration

In this session, students will prepare a script for their narration and will rehearse it using appropriate body language and prosodic resources. Read aloud the steps provided on this page and monitor while students perform each of the tasks. Once pairs are ready, invite them to present their narrations in front of the class.

Remember you always have the option to adapt the product to your class's needs and interests.

Assessing my Learning Process

Peer evaluation

Debate with your class to decide which the best narrations were.

Once all pairs have presented their narrations, organize a brief debate to have students recognize which were the best presentations. Have them reflect upon the characteristics those narrations have and think about the aspects they should all improve for future similar products.

Self-evaluation

1. Reflect.

Read the questions aloud and elicit answers from different students. Encourage them to give reasons.

2. Look through the unit to recall what you have learned to learn, to know, and to do.

Give students some time to leaf through the pages of the unit so they can recognize the achievements they attained while working on each of the activities. Encourage them to share them with their classmates.

3. In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

Invite students to reread the tips given at the end of each lesson and reflect on how these tips may help them to improve. Have them write their conclusions in their notebook. Make sure to record which students need help so that you may design strategies to support them.

What is Important When Narrating a Sports Event?

Finally, organize the class into small teams and read the title of the unit aloud: *What Is Important When Narrating a Sports Event?* 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.

Review

Look at the picture and, with your partner, propose general information about the sports event.



Who?

Why?

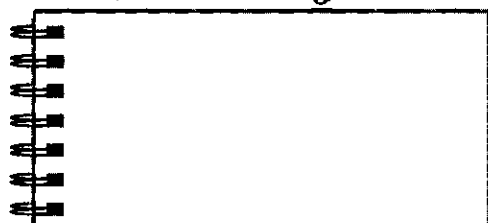
Where?

When?

Details

Write a possible sequence of actions for the event shown in the picture from the previous activity.

With your partner, write notes that may be useful to narrate the sports event. You may include specific data such as names of moves, useful expressions to start or end, expressions to show emotions, etc.



Use your notes to present your narration in front of your class.

105

Review

The aim of this section is to have students perform communicative activities in teams or pairs so they can practice the skills they learned during the unit. It is a great opportunity to give individualized support to struggling students. Another useful strategy is to promote tutoring between pairs, so advanced students may help their classmates. In any case, monitor them closely while they work on these activities so they feel confident enough to attain the achievements by themselves.

Evaluation Tool

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. We are providing you with an analytic rubric that separates different assessment criteria addressing them comprehensively to make evaluation easier for you.

We suggest that you give students a copy of the rubric before they play and explain each of the aspects that will be assessed so that they can take an active part in the evaluation process. You should be totally familiarized with the criteria as well so you can handle them effectively while they present their dialogues. Just circle or highlight the achieved level of performance for each criterion on it. You may also include additional specific or overall comments on the back of the page.

Evaluation Tool

Rubric

Name: _____

	Achievement Attained	Needs Reinforcement	Needs Help
Greeting and Farewell	An appropriate greeting to start their narration and an appropriate farewell to end it were included.	One of the two was missing or was not appropriate.	Both were missing or were not appropriate.
General Information (type of event, place, time, and people involved)	The narration included the four aspects.	The narration included only three of the four aspects.	The narration included only one or two aspects.
Sequence of Actions	All the actions were described following a logical sequence.	Most of the actions were described following a logical sequence.	The actions did not follow a logical sequence.
Intensifiers and Strong Adjectives	The narration included at least one intensifier and one strong adjective.	The narration included only one of the following: intensifier / strong adjective.	The narration did not include intensifiers nor strong adjectives.
Expressions	The narration included at least one expression to show emotions and one to invite another person to interact.	The narration included only one of the following: expressions to show emotions / expression to invite another person to interact.	The narration did not include expressions to show emotions nor to invite another person to interact.
Speed	Speed was modified during the narration to convey emotions.	Speed was modified during some parts of the narration, but not always conveyed emotions.	Speed was not modified during the narration to convey emotions.
Volume	Volume was modified during the narration to convey emotions.	Volume was modified during the narration, but not always conveyed emotions.	Volume was not modified during the narration to convey emotions.
Body Language	Body language was used appropriately during all the narration to convey emotions.	Body language was used appropriately only in some parts of the narration to convey emotions.	Body language was not used appropriately during the narration to convey emotions.

TRACK 1

Copyright

UNIT 1

TRACK 2

Listen. Then, exchange impressions with a partner to answer the questions.

Leo: I'm very hungry. Let's buy a snack.

Alicia: Yes, Leo! It's time for a delicious chocolate ice cream!

Leo: Are you sure, Alicia? I don't think it's very healthy for you to eat ice cream every day.

Alicia: Why not?

Leo: I think it's OK to eat junk food once in a while but not every single day like you do. Why don't you try these cereal bars with dried fruits?

Alicia: I don't like dried fruits...

Leo: Well, then, you could try the ones with nuts; they are great!

Alicia: You're right, I should change my eating habits... I'll buy one of those.

Leo: If you like it, you can buy a box in the supermarket, it's much cheaper that way.

Alicia: Thanks for caring for my health!

TRACK 3

Listen again and draw vertical lines where you hear pauses. Then, pay attention to the interlocutors' intonation and, in pairs, discuss how each of them speaks. Follow the example.

(same audio from Track 2)

TRACK 4

Listen and read. Circle the expressions used to start the dialogue and underline the ones used to end it.

Emilia: Hi, Gabriel, are you OK?

Gabriel: Hello, Emilia, not really. It's going to be my mom's birthday and I have very little money to buy her a gift.

Emilia: Have you thought about making her a gift?

Gabriel: I'm not good at crafts.

Emilia: You don't have to be good! I've just seen a video on how to make wonderful design mugs. It's very simple and cheap. I can help you if you wish.

Gabriel: What do I need?

Emilia: You should buy a stainless steel mug; you might find it in any kitchen supply store.

Gabriel: And what about the design?

Emilia: Easy! You could buy some permanent markers at the stationery store and create a wonderful design. You may even include a message for your mom.

Gabriel: It sounds like a great idea!

Emilia: Yes... I think I will start selling them.

Gabriel: How about you doing them and me selling?

Emilia: We can have our own little enterprise! I like that! I should go now, but I'll see you tomorrow to help you make your mom's gift and discuss our project.

Gabriel: Thanks a lot! Bye!

TRACK 5

Listen to the dialogue from Activity 2 again. Write numbers to show how Gabriel felt when the conversation started (1), during (2), and at the end (3). (same audio from Track 4)

TRACK 6

Listen and, with your partner, identify the suggestions. Circle them.

Aida: Hi, teacher! I'm ready to go on the school trip.

Teacher: Good morning, Aida! Did you bring your lunch inside a bag as I asked?

Aida: Of course! Here it is.

Manuel: Wow! That bag is nice.

Teacher: Is it eco-friendly?

Aida: Yes! We shouldn't use plastic bags anymore. This is a water-resistant paper bag, and wait to see what I have inside.

Manuel: Show us!

Aida: These straws.

Manuel: What is special about them?

Aida: They are biodegradable because they're made out of bamboo.

Teacher: Where can I buy them?

Aida: You might order them online, I strongly recommend you replacing plastic straws with them.

Teacher: I'm thinking that we should produce some eco-friendly products and sell them ourselves. What do you think?

Kids: Count on us!

TRACK 7

Listen and identify the differences when a word is said on its own and when it is said as part of a sentence. Discuss them with a partner and write your conclusions.

- As you can see, the first step to becoming eco-friendly is that you immediately change the way you consume.
- The second step involves actively seeking connections with other eco-friendly people.
- car – packing – catch – concept – cabbage
- concentrate – carrot – coconut – king – cup

UNIT 2

TRACK 8

Listen and read the tale. Circle unknown words and work with your partner to define them by considering the context.

Audio Scripts

The Princess and the Pea

by Hans Christian Andersen

There was once a prince who wanted to marry a real princess. But his mother, the queen, was very demanding and wanted nothing but the best for her son. One evening, a storm came on; rain poured down in torrents when a knock was heard at the door of the palace. It was a girl asking for shelter. She was all wet and her dress muddy; she looked awful. Yet she claimed to be a real princess. The queen, who didn't believe she was a princess, went into the bedroom where the girl was going to sleep, took all the bedding off and laid a pea on the bottom; then, she took 20 mattresses and laid them on top of the pea. The next morning, she asked the girl how she had slept. "Oh, very badly! Heaven only knows what was in the bed, but I was lying on something hard," the princess said. Then they knew she had spoken the truth because nobody but a real princess could possibly have such sensitive skin. So, the prince took her for his wife. There, that is a true story.

TRACK 9

Listen and read the tale. With your partner, circle words and expressions that describe characters, objects, and places.

The Tale of Peter Rabbit

by Beatrix Potter

Once upon a time there were four little Rabbits, and their names were: Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother underneath the root of a very big fir tree. One morning, Mrs. Rabbit had to go out. She told her children that they could go into the fields or down the lane but never into Mr. McGregor's garden. "Your Father had an accident there; he was put into a pie by Mrs. McGregor," she explained.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden and ate all his lettuce, French beans, radishes, and parsley. Mr. McGregor got extremely mad. "I will catch you!" he shouted and ran after Peter all over the garden. He caught him but fortunately Peter managed to escape. He jumped out of a window and terrified, sat down to rest. He didn't know the way out. After a while, he began to wander about, he met some animals but none of them helped him. Peter was desperate and began to cry.

Finally, Peter found the way out and slipped underneath the gate, and was safe at last. He ran home and when he arrived, he just flopped down upon the nice soft sand in the rabbit-hole. His mother didn't say anything; she put him to bed, and gave him a dose of chamomile tea. But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

TRACK 10

Listen and read.

The Master Cat (Part 1)

by Charles Perrault

Long, long ago, there was a miller who had three sons. When he died, he left his mill to the eldest son, his donkey to the second son, and his cat to the youngest, who had always been his favorite.

The poor boy, with only one cat, wondered what he should do to get his bread. While he was sitting thinking about it, his cat jumped up on the table and touched him with his paw. "My dear master," he said, "I will get you what you need to live. Only you must buy me a pair of boots and give me a bag." The boy thought it was a wonderful thing to hear a cat talk. So, he took the cat to the shoemaker, and got him a pair of boots and gave him a nice large bag.

Once the cat received what he wanted, he put some lettuce leaves and fine parsley into his bag, went into a rabbit warren, and held the bag very quietly open, hiding himself behind it. Two little rabbits ran into it and the cat pulled the string of the bag, and carried them off to his master. Early the next day, the cat took his bag and went again into the warren to catch two more fine young rabbits. But instead of carrying them home, he walked to the king's palace and knocked at the door. "I have brought a present to the king," said the cat. The porter let him in, and when the cat came into the king's presence he said, "My Lord Marquis of Carabas sends these rabbits to your majesty with his respects." After visiting the palace, the cat went home and told his master all he had done. The miller's son laughed; but every morning the cat caught a rabbit and carried it to the palace with the same message.

TRACK 11

Listen and read. Discuss with your class how these sceneries are similar to or different from the ones where you live.

The Master Cat (Part 2)

by Charles Perrault

One day the cat went to see an ogre that lived nearby in a magnificent castle. "I heard," the cat said, "great Ogre, that you are so clever, that you can turn yourself into any creature you please." "Yes, so I can," said the ogre. "Dear me," said the cat, "how much I should like to see your ogreship do it." The ogre turned himself into a lion, and roared loudly. Then, he changed back into an ogre again. The cat praised him a great deal, and then said, "Can your ogreship become a small animal?" "Oh, yes," said the ogre; and he changed himself into a little mouse. Immediately the cat ate him.

Then, the cat ran home and asked his master to go and bathe in the river. The miller's son obeyed; and while he was in the water, the cat took away all his clothes.

and hid them. As soon as the king's carriage came into sight, just as the cat had expected for he always drove in that direction, the cat began to cry very loudly, "Help for my Lord the Marquis of Carabas." The king put his head out, and asked what was the matter. "Oh, your majesty," said the cat, "my master the marquis was bathing, and someone has taken away his clothes." The king ordered one of his attendants to ride back to the palace and get a suit of his own clothes for the marquis, "who has so often sent me gifts," he said. And when they were brought, the cat took them to his master. The miller's son looked quite like a gentleman in the king's clothes, and when he went to thank his majesty for them, the king asked him: to get into the coach and he would drive him home. The cat told the coachman to go to the Ogre's castle, and when they arrived, he said, "Your majesty and the princess are welcome at the castle of my Lord Marquis of Carabas."

The king was delighted, for it was indeed a very nice castle. They sat down to a great feast, which the cat ordered to be served, and the king was so pleased with the miller's son that he allowed him to marry his daughter and made him a prince. And they lived happily ever after.

UNIT 3

TRACK 12

Listen and read. Identify unknown words or expressions and work with your partner to define them. Write them below.

Avoid Social Networking Risks

Nowadays in social networks, we can find many risks that may lead to unpleasant experiences. We must say that social networks *per se* are not the problem; the problem is not being able to notice the danger and not taking precautions. Children are exposed to stalking, theft of personal information, or blackmail, among other risks. So here is some advice you can follow to protect yourself:

- Never post personal information (e.g., mobile number or addresses).
- Think twice before posting pictures or videos of yourself if you don't want people to see them and be able to download them.
- Think carefully about what you say before you write something online.
- Never share your passwords and keep your privacy settings as high as possible.
- Don't befriend unknown people and never meet up with people you've met online; remember not everyone is who they say they are.

Finally, we advise you that, if you see something online that makes you feel unsafe or worried, leave the website right away and tell a trusted adult. Never underestimate the risks, always keep safe!

TRACK 13

Listen and read. In small groups, discuss what the purpose of the last sentence is.

Dealing with Peer Pressure

What is it?

Peer pressure is when someone your age pushes you to do something.

Why should you react?

Sometimes what they request you to do may be harmful or risky for you; it might lead you in the wrong direction.

What to do?

- First, reflect if you feel certain about the request.
- Then, think about the consequences of accepting the request.
- Finally, choose what will make you feel safest and happiest, and not what others want you to do. Paying attention to your beliefs about what is right and wrong can help you know the right thing to do.

It is very important to avoid high-risk situations!

UNIT 4

TRACK 14

Listen and answer the questions with your partner.

Interviewer: Hi, Jim! Please come this way, we will go to the school library.

Jim: OK. I'll follow you.

TRACK 15

Listen and read. With your partner, identify the beginning, the body, and the ending of the interview. Then, write which the text pattern is.

Interviewer: Good morning, classmates! Today, Jim Robins is visiting our school. Please Jim, tell us about yourself.

Jim: Hi, everybody! I'm studying robotic engineering and I will start to teach robotic classes here in your school.

Interviewer: That sounds great! So, can you start by telling us what a robot is?

Jim: It's an automatic device that performs functions that living beings normally do.

Interviewer: When was the first robot created?

Jim: The first robot, Unimate, was created in the 1950s by George Devol.

Interviewer: I can't believe the first robot was created the year my grandpa was born! What was it used for?

Jim: It was used in the car industry to perform tasks that were dangerous for people.

Interviewer: What are robots used for today?

Jim: They are used for all sorts of automation projects;

Audio Scripts

I could go on and on about it, but if you want to know more, you're all invited to my robotic classes.

Interviewer: I'm sure you'll have lots of students in your course. Thank you for being here.

Jim: Thanks for your invitation; it has been a pleasure.

TRACK 16

Listen and read. Work in pairs to underline key ideas and explain them using your own words.

Interviewer: "Visiting outer space seems a bit crazy; that only happens in sci-fi films," my mother told me when I dreamt about it. But that's no longer a dream; the day has come. Dr. Sue Jones will explain to us why. Welcome, Dr. Jones.

Dr. Jones: Thank you. It's a pleasure to be here.

Interviewer: Dr. Jones, is it true that very soon we will be able to travel in a spacecraft to explore other planets?

Dr. Jones: Yes, it is. In fact, some private companies, which have the purpose of taking common people into space, are already making trials sending objects such as cars to outer space.

Interviewer: Can you describe the spacecraft that will be used?

Dr. Jones: Trips will be made in a winged spacecraft. Since 2012, these spacecraft are being used to deliver cargo to the International Space Station. But they were initially designed to carry people.

Interviewer: How much will the trip cost?

Dr. Jones: Well, that is a problem right now; very few people could afford to buy their tickets because the cost is very high. But there is hope that the price will come down as the technology becomes more advanced. Who knows? Maybe in a few years, instead of taking your kids to the zoo, you will take them to the Moon!

Interviewer: Could anyone go space traveling?

Dr. Jones: To become a space tourist, you must have excellent health and an ideal weight. Those who research the effects of zero gravity say that it affects the human body in different ways. On long journeys, there can be muscle and bone loss, for example. However, nothing can beat the feeling of floating in zero gravity!

Interviewer: Personally, I can't wait to do it! Thanks for sharing this interesting information with us, Dr. Jones.

Dr. Jones: Thank you for inviting me.

TRACK 17

Intonation, volume and rhythm are details of the interview that we must analyze. Listen to a fragment and check the squares that correspond in each case. Compare your answers with a partner.

Well, that is a problem right now; very few people could afford to buy their tickets because the cost is very high. But there is hope that the price will come down as the

technology becomes more advanced. Who knows? Maybe in a few years, instead of taking your kids to the zoo, you will take them to the Moon!

TRACK 18

Now, let's analyze another detail: words that sound almost the same! In pairs, listen and repeat the following words from the interview emphasizing the different pronunciations.

- a. Sue zoo
- b. bit beat
- c. effects affects
- d. day they

UNIT 5

TRACK 19

Read the title and the questions on the first paragraph. Share what you think of them. Then, listen to the text and follow along.

People from the Past - Part 1

Humans have always asked themselves these questions: Where do we come from? Is the past important? How much have we changed? To answer them, we need to travel to ancient times. We don't have a machine to do that, but fortunately, archaeologists have discovered many historical accounts where we can find amazing and valuable information. Let me share with you some of the ones I have found myself.

"We finally arrived at the Great Tenochtitlan. The people are not like us. Men wear a kind of cloak made of cotton, and a sort of apron that hangs down to the knee. Women wear skirts and sometimes they don't cover their breasts. Their king has a name difficult to pronounce. His castle is very different than ours, but it is still incredible. When we got there, he beckoned my captain with great respect."

"They go all naked, covering only their private parts.

In the winter they wear deer skins. Their hair is black and their skin is brown, and they like painting it. Men and women have long hair, and they use something similar to a crown with a lot of feathers.

They don't have vessels as we do, but they use small rafts to move along the rivers in a swift way.

TRACK 20

1 Listen and follow along. Then, read aloud.

People from the Past - Part 2

Cristopher Columbus wrote the earliest account of a hurricane in a letter he sent to Queen Isabella in 1494:

"My eyes had never seen the seas so high and angry. The sky never looked more terrible. The flashes came with such fury that we all thought the ships would be destroyed. Only God and the Monarchy can make me face this danger again."

These storms were new to the explorers, so they needed a special name. Fry Bartolomé de las Casas wrote in a book: "Four vessels were destroyed by a great tempest that the locals call *Huracan*." *Huracan* was the name of the Mayan god of wind, storm, and fire. This is a good example of a characteristic of many ancient cultures. Their deities were related to elements or forces from the natural world they saw and which sometimes they were afraid of. The gods of the sun and the moon, for example, were common to most civilizations because everybody could see them.

However, some divinities existed only in certain places thanks to the natural aspects in those regions. For instance, there were gods of corn in the Americas but not in other continents because they did not have corn. And there were not gods based on horses or sheep in the Americas as people did not know these animals before the Spaniards took them there.

UNIT 6

TRACK 21

Listen to the conversation. Then, with a partner, discuss which words are used to find out details about the problem. Circle them.

- Coach:** Hi, kids. I have bad news.
Boy: What happened, coach?
Coach: From May to August we can't train in the schoolyard because we don't have a sunshade.
Girl: Why?
Coach: There is a new policy that promotes sun-safe practices in schools.
Boy: Who is promoting that policy?
Girl: The government.
Girl: Where are we going to train? The tournament will start soon.
Coach: Well, I don't know yet...
Girl: How are we going to solve this problem?
Boy: Wait... When does the tournament start?
Coach: In two months.
Boy: Don't worry, we have time to find a solution, our health is first.

TRACK 22

Listen and analyze with your partner which pieces of information from this text may contribute to answer the questions you wrote on page 57.

Small doses of sunlight can support vitamin D production, which is important for your bones, blood cells, and immune system, but you should be careful to avoid the sun when UV rays are strong because they can affect your skin and eyes.

Consult your weather services online every day to check the UV index. This index describes the day's levels of exposure to UV rays; if it is above 3, you must protect yourself!

UNIT 7

TRACK 23

Listen and circle the sentence in which you can perceive a change in pauses and intonation. Discuss in teams the reason for this change.

- Police officer:** Lady, the escalators can be very dangerous, please supervise your child.
Woman: Excuse me?
Police officer: I'm telling you that escalators can be very dangerous; there is an average of 10,000 reported accidents per year.
Woman: Dangerous? What could happen?
Police officer: Well, you or your child can fall or get stuck so, please, always hold the handrail, stand between the yellow lines, and supervise small children.
Woman: OK, I'll do it.

TRACK 24

Look at the picture and listen to the news. Then, work in pairs to identify and circle important information. Agree on a warning that you may see in that situation. As strong rains continue, motorway closures are reported across the country due to landslides. Car parks are b enabled.

TRACK 25

- Listen and read the conversation. Then, with your partner, analyze the warnings.
Lifeguard: Hi! Are you having a good time?
Boy: Yes, thank you!
Lifeguard: Just be careful because there are rip currents, so you shouldn't swim in this area.
Boy: I don't have any problems with currents; I'm an excellent swimmer.
Lifeguard: Well, that may be true, but I should also tell you that there are sharks sighted so swimming is forbidden.
Boy: Could you repeat that, please?
Lifeguard: Yes, some people have seen sharks around, so please take care and enjoy our facilities here at the beach.
Boy: Thanks a lot for your warnings!

UNIT 8

TRACK 26

Work in pairs. Listen and circle the expressions that are used to compare and contrast. Analyze them. There are wonderful traditions around the world. Here in these pictures, we can see two amazing examples. First, let's take a look at the people. In both pictures, they are dancing; however, in the picture of the Russians, only women dance, while in the picture of the Masais, only men dance. Next, let's analyze the mood. The Russian girls look very happy; the Masai men look happy as

Audio Scripts

well. Concerning the weather, the Masais seem to be in a hot and sunny prairie, unlike the Russians who are in the snow in very cold weather. Finally, let's observe the clothing. Russian dancers are wearing thick, warm clothes; on the other hand, Masai dancers are wearing light... um... checkered or striped clothes around their bodies. And that's all I have to say.

TRACK 27

Listen and write a title for each picture. Then, share with your class what you know about these two customs.

These pictures show two of my favorite customs: Halloween and the Day of Dead. Both pictures show three kids celebrating, however...

UNIT 9

TRACK 28

Listen and read the report. Then, with your partner, label its parts using words from the box.

Run to Live or Live to Run?

Raramuri runners are among the best marathoners in the world. Four ultra-marathons are organized in Chihuahua every year. Athletes from all over the world attend to learn about the Raramuri's running techniques; also headhunters show up seeking out talent in Raramuri athletes.

Culture

Surprisingly for us, they do not consider themselves professional runners. They participate in competitions to earn money so they can purchase seeds for their lands, which are shared and worked by the whole community.

Roots

For them, running is part of their cultural heritage. For centuries, they have run across the slopes of Chihuahua's Copper Canyon and since the time they are little children, they are trained to survive in a difficult environment.

Equipment and Diet

They don't wear expensive sneakers or modern gear but only their sandals made from tire scraps and traditional costumes. They don't follow specialized diets but rather nourish themselves by eating tortillas and *pinole*.

We should learn from them because despite their fame, which they gained by their amazing abilities, they are humble people who work together to benefit their community.

TRACK 29

Listen and read the article. Underline the information that may answer your questions. For homework, research the information that you are missing.

Jobs That Already Exist and Will Be Very Useful in the Future

As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.

Drone Pilot

Drones are having more and more commercial uses such as delivering packages. It is expected that they will be used for other things like removing waste, monitoring air pollution levels, or performing tasks in high places that are hard to reach. So, drone pilots will be needed to control them.

3D Printing Technician

3D printing is now being used to manufacture things such as tools, food, clothing, and even medical implants. It is expected that in the future every home and business could have 3D printers. Therefore, technicians who specialize in maintaining them will probably have great job opportunities.

Augmented Reality Developer

The entertainment industry has gained success by developing ways to project computer-generated images onto a person's view of the real world to enhance it. Consequently, augmented reality developers will continue to be needed to create new content for this technology.

UNIT 10

TRACK 30

Listen and read the narration. With your partner, fill in the flow map to analyze the sequence of events.

...wait a minute... McPherson, The Ginger Prodigy attacker, is getting into the penalty area; Armand, the defender, is following him but he's slower. English supporters are surely getting nervous now; if they don't score a goal, we'll go to extra time. Thompson throws the ball to the edge of the penalty area. Jones crosses the ball to the center... I can't breathe... McPherson strikes... Goal! This was absolutely an outstanding movement! Jones and McPherson played it well; the goalkeeper couldn't do anything. Brilliant game played by the English team. French supporters must be disappointed; in the 90th minute they are losing 2-3....

TRACK 31

Listen to the narration again and visualize what you hear; draw it. Then, use those drawings to tell a partner what happened in the game. (same audio from Track 30)

TRACK 32

Listen and analyze the narration with your partner. Follow the instructions.

Good job by Smith, he's been playing absolutely fantastic football here over the last couple of months. The 21-year-old rookie has been making great plays all season long. Watch him right here, he's going into motion... the key is when they run these routes; they'd run into the linebackers. Look at him here! There he goes! He's coming right down the line! An awesome touchdown by Smith!

TRACK 33

Listen, read, and paraphrase key ideas with your team.

Narrator 1: Hello, everyone! How are you all? You're watching the Gymnastics Championships directly from the Olympic Arena. It's almost six o'clock and we're just about set for competition. There are eight competitors here for the uneven bars. Could Nina Thompson win a medal for our country? What do you think, Lisa?

Narrator 2: Oh, absolutely, Tom! I think she's here for the gold; let's see her routine, she's starting right now. She begins with a tricky combination; she flies from high bar to low bar. Gorgeous work! Now, this handstand is particularly difficult; watch this release, nicely done! And now she finishes with a full twisting double, I'm so nervous... Oh, no! She fell! That's a shame!

TRACK 34

Listen and follow the narration. With your partner, identify the expressions that show emotions and underline them; circle the one that allows interaction.

Peter: Welcome to the Olympic Track. This is the competition we have been waiting for, the Paralympic men's 100-meter athletic final. There are nine athletes from nine different countries in the lanes wanting to take the gold home. This is the big one... So, away we go! And Jefferson takes off strongly, but Wilson is approaching closely. Jefferson stays quite back and it's going to be Wilson getting the gold; a silver for Jefferson and Peters gets the bronze medal. I'm amazed to see these athletes really giving their best. It was an awesome competition; don't you think, Joan?

Joan: One of the most exciting I have ever seen; 27-year-old Wilson was definitely the favorite to win. He has been training very hard and he has lots of experience from previous games.

Peter: Well! Congratulations Wilson, for winning the gold! It was a pleasure to be here with you all. See you tomorrow for the women's final.

TRACK 35, Reader pp. 5-15

TRACK 36, Reader pp. 17-27

TRACK 37, Reader pp. 29-39

TRACK 38, Reader pp. 41-51

TRACK 39, Reader pp. 53-63

TRACK 40, Reader pp. 65-75

TRACK 41, Reader pp. 77-87

TRACK 42, Reader pp. 89-99

TRACK 43, Reader pp. 101-111

TRACK 44, Reader pp. 113-123

TRACK 45, Teacher's Guide, p. xii, Pronunciation Guide

TRACK 46, Teacher's Guide, p. xiii, Useful Expressions in the Classroom

Worksheet 1

1. Work in pairs. Choose a product you would like to sell and describe it.

The product we chose is: _____
Its main characteristics are: _____

2. Write one open question and one closed question to ask about the product you chose. Follow the example.

How much does it cost? / Does it use batteries?

3. Answer the questions you wrote. Follow the example.

It costs 15 pesos. / Yes, it does.

4. Use a modal to express a suggestion about this product. Follow the example.

You should buy it because it will make your life easier.

5. Use a phrase to express a suggestion about this product. Follow the example.

I strongly recommend that you buy it because it is cheap and efficient.

6. Use the correct intonation to exchange suggestions in a dialogue about the product you chose. Include the information you wrote; start and end your dialogue using appropriate phrases.



1. Read the fantastic tale.

The Elves and the Shoemaker

by Brothers Grimm

Once there was a very poor shoemaker, who only had leather to make one pair of shoes. One night, he cut it out and went to bed planning to work on the shoes the next day. In the morning, to his surprise, the shoes were already made. Soon after, a customer came in and liked the shoes so much that he told the shoemaker he was going to pay a higher price for them. The shoemaker could buy leather to make two more pairs, and it happened again: he cut it out, went to bed, and next morning the work was ready. Soon, buyers came in and paid him well for them. This continued for some time until the shoemaker decided to discover who

was helping him. That night, he didn't go to bed and could see two little naked elves that sat upon the shoemaker's bench and set to work at once. The shoemaker was so thankful that he told his wife, "Let's make each of them a shirt, a coat, and a pair of shoes."

About midnight they came in again and went to their work as usual, but when they saw the clothes lying for them, they were very happy. They put them on and danced as merry as could be, till at last they danced out at the door, and away over the green. The good couple saw them no more, but everything went well with them from that time forward.

2. Work in pairs. Write examples from the tale you read.

a. Direct speech: _____

b. Indirect speech: _____

3. Identify the protagonist and the secondary characters.

a. protagonist: _____ b. secondary characters: _____

4. Explain the plot.

a. beginning: _____

b. rising action: _____

c. climax: _____

d. falling action: _____

e. resolution: _____

5. Discuss with your class what values are shown in this tale.

Worksheet 3

1. Work in pairs to choose a personal risk situation and research how to avoid it. Write some notes.

2. Using the information you researched, write three recommendations for somebody to avoid that situation.

a. _____

b. _____

c. _____

3. Use connectors to link your recommendations, and apostrophes or contractions.

4. Draft a brief report including your recommendations.

Title: _____

Introduction: _____

Recommendations: _____

Conclusion: _____

1. Read the interview and identify the text pattern.

- Good morning! Our guest this time is Ana Jones, who will talk about waterless washing machines. Hello, Ana, it's great to have you here.
- Thank you for inviting me, Tom.
- Ana, please tell our audience why they should choose this type of washing machines.
- Well, obviously because, if they use them, they will help save a lot of water.
- Is it really waterless?
- Not technically, but you only need one cup of water per load which is a lot less than ordinary washing machines use.
- How does it work?
- The dirty water is absorbed by plastic chips, eliminating the need for a rinse cycle.
- Which kind of detergent do they use?
- You can use any kind, but we strongly recommend the use of biodegradable ones.
- This green invention seems fascinating to me, I hope there will be some other green home machines available.
- In fact, there are already some others such as steam dishwashers and zero-energy bio-gel refrigerators.
- You should tell us where to acquire them! It was a pleasure to have you here in our program.
- It was a pleasure for me, too!

The text pattern is: _____

2. Paraphrase the main ideas of the interview.

3. Use appropriate phrases to:

a. Express an opinion in favor or against.

b. State evidence to back up your opinions.

c. Refute an opinion respectfully.

Worksheet 5

1. Read the text and underline key ideas.

Columbus Reports on His First Voyage, 1493

On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. Finally, we landed in an island that we called Hispaniola; there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island and the excellence of the rivers, in volume and salubrity, surpass human belief. Hispaniola abounds in various kinds of species, gold, and metals. The inhabitants are all unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted. They are very honest and very liberal. No one refuses the asker anything that he possesses; on the contrary, they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all. I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.

2. Write questions that may be answered with the information contained in the historical account.

- a. Who _____ ? _____
- b. What _____ ? _____
- c. Where _____ ? _____
- d. When _____ ? _____
- e. How _____ ? _____
- f. Why _____ ? _____

3. Exchange your activities with another pair and have them answer the questions you wrote.

4. On a sheet of paper, create a comic strip that shows the sequence of actions explained in the text you read in Activity 1. Draw six panels and include texts in speech bubbles, thought bubbles, and captions.

Worksheet 6

1. Work in teams. Look at the picture and identify the problem.



The problem is: _____

2. Write four FAQs about this problem.

- a. _____ ? _____
- b. _____ ? _____
- c. _____ ? _____
- d. _____ ? _____

3. Select information to solve the problem and write answers to your FAQs.

4. Proofread your FAQs; check the use of articles and punctuation.

5. Design a graphic resource that may help understand the information included in your FAQs.

Worksheet 7

1. Work in pairs. Look at the sign and answer the question.



What type of warning is it?

.....

2. Write a non-conditional warning for the sign.

.....

3. Write a prohibition associated to the sign.

.....

4. Discuss with your partner what might happen to somebody who doesn't follow this warning.

.....

5. Write a conditional warning to avoid the situation you described in the previous activity.

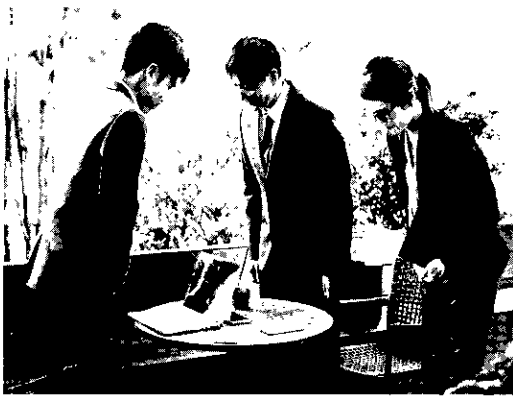
.....

6. Create a comic strip showing the situation you described in Activity 4.

Worksheet 8

1. Work in pairs. Look at the pictures and use a dictionary to find adjectives that may describe them.

Japanese Greeting



Western Greeting



a. _____

b. _____

2. With your partner, fill in the comparative chart.

Aspect	Japanese Greeting	Western Greeting
number of people	a	b
surroundings	c	d
time	e	f
mood	g	h
actions performed	i	j
clothing	k	l
objects	m	n

3. Write a phrase to indicate the beginning of your description.

4. Write a phrase to make time in case you forget something.

5. Write a phrase to indicate the end of your description.

6. Use the information from the chart and the phrases you wrote to explain to your class the custom shown in the pictures.

Worksheet 9

1. Work in pairs, look at the picture, and use the graphic organizer to infer what their profession might be.



a. Details you can see:

b. Previous knowledge based on personal experiences

c. Inference

+

=

2. With your partner, read the text. Circle the main idea and underline secondary ideas.

Civil Engineers

Have you ever traveled on a road, crossed over a bridge, or stepped inside a building? Then, you have surely used something designed by a civil engineer.

Civil engineers design and supervise the building of public structures we all use every day. If you like math, science, and finding solutions to problems, this profession may be ideal for you. All civil engineers must have a four-year bachelor's degree from a university to be licensed to work.



Civil engineers mainly develop in two areas:

- Transportation: They design roads, tunnels, bridges.
- Buildings: They determine what kind of foundation the structures need and what kind of materials should be used.

3. Write one sentence in passive form using information from the text.

4. On a sheet of paper, write a brief report about civil engineers.

Worksheet 10

1. Work in small teams. Choose a sports event, illustrate it, and write information about it.



What? _____

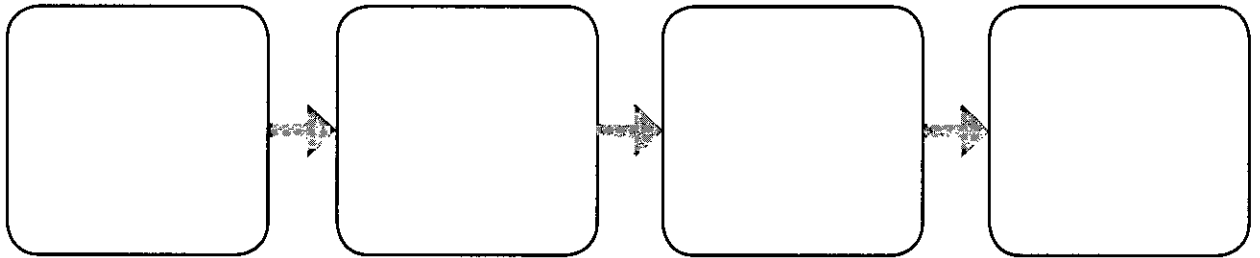
Who? _____

Where? _____

When? _____

Details: _____

2. Write a sequence of actions for the event you chose.



3. Write a list of strong adjectives and intensifiers you might use during your narration.

4. Write a greeting for your narration.

5. Write a farewell for your narration.

6. Improvise the narration of the sports event in front of your class.

Worksheets Answer Key

PA = Possible answers

Worksheet 1

1- 5 Answers may vary.

Worksheet 2

- a-"Let's make each of them a shirt, a coat, and a pair of shoes." b-...he told the shoemaker he was going to pay a higher price for them.
- a-shoemaker, b-wife, elves
- a-The shoemaker was very poor. b-He left the leather at night and in the morning the shoes were made. c-He discovered that some elves were making the work for him. d-His wife made some clothes for the elves. e-Everything went well for the couple.
- PA: If we help people, others will help us too.

Worksheet 3

1- 4 Answers may vary.

Worksheet 4

- questions and answers
- Ana is talking about an eco-friendly washing machine that uses only one cup of water per load. It doesn't need a rinse cycle when it works. She recommends that people use it with biodegradable detergents and she mentions some other green home machines that are already available.
- Answers may vary.

Worksheet 5

- PA: Indian Sea, Hispaniola island, fertile, salubrity, inhabitants destitute of arms, honest and liberal, manifest affection, gave beautiful things, win their affection, might become Christians.
- PA: a-wrote this account? b-is he describing? c-did he arrive? d-was this account written? e-did the people in the island receive him? f-did he want to win their affection?
- PA: a-Christopher Columbus b-an island and its people c-at an island that he called Hispaniola d-in 1493 e-They were very nice to him. f-He wants them to become Christians.
- Answers may vary.

Worksheet 6

- bullying
- PA: a-What is bullying? b-What do bullies do? c-What are its consequences? d-Which actions can we take to avoid it?

- PA: a-exposing a person to abusive actions b-They attack others physically or verbally. c-Bullied students may experience negative emotions or physical harm. d-Respect each other and report it in case we see it.
- PA: graph bar, chart, diagram, graphic organizer

Worksheet 7

- a public warning
- PA: Workers ahead, change route.
- PA: No trespassing, workers ahead.
- PA: They might be trapped in traffic jam.
- PA: If you are going ahead, use alternate routes.
- Answers may vary.

Worksheet 8

- PA: a-serious, respectful, formal b-friendly, happy, formal
- PA: a-three b-four c-terrace d-office e-day f-day g-serious and respectful h-friendly and happy i-greet j-greet k-formal l-formal m-laptop, soda, cell phone n-laptop, water, cup, board
- PA: Here, take a closer look...
- PA: ...you know...
- PA: ...and that's what I have to say.

Worksheet 9

- PA: a-people with helmets, a construction machine b-My uncle dresses like that and he is a civil engineer. c-I think those people are civil engineers.
- PA: Circle Civil engineers design and supervise the building of public structures. Underline must have a four-year bachelor's degree / They develop in two areas: transportation and buildings.
- PA: Roads, tunnels, and bridges are designed by civil engineers.
- Answers may vary.

Worksheet 10

- 1-2. Answers may vary.
- PA: really good, fantastic, exhausted, extremely furious, exceptionally brilliant
- PA: Good morning, everybody!
- PA: See you next time!

Activity Book Answer Key

PA = Possible answers

(Answers to free activities are not included as they may vary.)

Unit 1

- p. 6, act. 2 PA: a boy and a girl about our age / They want to buy a snack and the boy suggests one to the girl.
- p. 6, act. 3 Circle a cereal bar b supermarket
- p. 7, act. 5 Lines after Are you sure, Alicia? / ...I should change my eating habits...
- p. 7, act. 6 Circle Why don't you / could / should
- p. 8, act. 2 Circle Hi / Hello Underline I'll see you tomorrow / Thanks a lot! Bye!
- p. 8, act. 3 PA: **Problem** Gabriel has very little money for his mother's birthday gift. **Solution** Emilia suggests to him that he make the present himself. **Project** Emilia will make mugs and Gabriel will help her sell them.
- p. 9, act. 4 3, 1, 2
- p. 9, act. 5 Circle a a person who exposes a problem b a person who has an idea for a project
- p. 10, act. 2 Circle We shouldn't use plastic bags anymore. / I strongly recommend you replacing plastic straws with them.
- p. 10, act. 3 Left column Is it eco-friendly? / What is special about them? / Where can I buy them? Right column This is a water-resistant paper bag... / They are biodegradable... / You might order them online...
- p. 10, act. 4 PA: Aida is providing information about her products to persuade her classmates to use them, while her classmates are only asking about them.
- p. 11, act. 5 Word biodegradable / water-resistant / eco-friendly Part 1 bio: relating to living things / water, clear liquid without color / eco: relating to the environment Part 2 degradable: capable of being broken down into simpler forms / resistant: not affected by something / friendly: behaving in a kind way Meaning that can be separated into small parts by bacteria / not damaged or affected by water / not harmful to the environment
- p. 11, act. 6 PA: We can better understand the word when it is said on its own because the pronunciation is clearer.
- p. 12, act. 1 PA: Draw pens made from recycled bottles, LED bulbs, etc.
- p. 12, act. 3 PA: Is it easy to produce? Where can I find the material I need? How much does it cost? Are all ingredients and materials biodegradable? Could I sell them here?

Unit 2

- p. 16, act. 1 written for children / to entertain, to teach something
- p. 16, act. 2 PA: about a princess who could not sleep because of a pea that was under many mattresses, but still she could feel it
- p. 17, act. 4 PA: **Beginning** A prince wanted to marry a real princess. **Middle** One rainy day, a princess came to the castle, but she looked awful. **Climax** The queen put a pea below the mattresses where the princess was going to sleep. **End** After the princess passed the test, the prince married her.
- p. 17, act. 5 PA: to not judge others by their appearances: things are not always what they seem
- p. 18, act. 1 Circle very big / good little / very naughty / extremely mad / terrified / desperate / nice soft
- p. 19, act. 4 PA: because he didn't follow his mother's advice
- p. 19, act. 5 "Your Father had an accident there; he was put in a pig by Mrs. McGregor."
- p. 19, act. 6 PA: Periods are used to end sentences and after the abbreviation (Mr.). / Quotation marks are used to repeat the exact words said by Peter's mother. / Commas are used after the introductory phrase and after the exact words said by Peter's mother.
- p. 20, act. 3 PA: **Main character** The cat: He caught some rabbits and took them to the king. **Secondary character** The boy: He got a pair of boots and a nice large bag for the cat. **Narrator**: He tells the story.
- p. 22, act. 2 PA: Loyalty is the value that guides the cat's actions. My best friend is also a very loyal person.
- p. 23, act. 3 PA: The cat and the miller's youngest son are friends. / The king and the princess are father and daughter. / The miller's son and the princess are husband and wife at the end.
- p. 23, act. 4 PA: I have a good friend as the miller's son; I don't have a husband.
- p. 23, act. 5 PA: The values are similar because friendship and

loyalty are important in both countries. The conducts are different because in my country there are not kings nor castles.

Unit 3

- p. 26, act. 2 PA: Circle social networks, risks, personal information, pictures, videos, passwords
- p. 26, act. 4 PA: Bullets are used to establish a list of points; bold type for emphasis; italics for introducing foreign words.
- p. 27, act. 5 PA: **First Paragraph** Introduction: It explains we must be aware that there are risks when using social networks so we can avoid them. **Bullets** Recommendations: They give advice on how to avoid risk situations. **Last Paragraph** Conclusion: It emphasizes the importance of taking care of ourselves when using social networks.
- p. 27, act. 6 **Direct Recommendation** Don't post personal information. / Never share your passwords. / Don't befriend unknown people. **Polite Recommendation** We advise you that, if you see something online that makes you feel unsafe or worried, leave the website right away and tell a trusted adult.
- p. 28, act. 1 PA: to emphasize the importance of following the recommendations given
- p. 28, act. 3 PA: The author used these visual resources to grab the reader's attention to the most important ideas.
- p. 29, act. 4 PA: smoking, fighting, skipping classes, breaking rules in general
- p. 30, act. 1 PA: Smoking Stinks!
- p. 30, act. 2 PA: Practice saying no. Look for positive role models. Get away from the places where they smoke. Don't believe that everybody is smoking. Evaluate your friendships.
- p. 30, act. 3 PA: We advise you to practice sports. We suggest you to get away from the pressure zone.
- p. 30, act. 4 PA: We will use bullets to list the recommendations, a special font to stress important ideas, and a different color to grab our readers' attention.
- p. 31, act. 5 PA: Every day, thousands of kids and teens start smoking mainly because of peer pressure. This is very sad because smoking greatly damages our health. We will give you some recommendations to avoid it.
- p. 31, act. 6 PA: Furthermore, evaluate your friendships and look for positive role models.
- p. 32, act. 1 PA: Practice saying no. Don't believe that everybody is smoking. Get away from the places where they smoke. Furthermore, evaluate your friendships and look for positive role models. We suggest you to get away from the pressure zone and to practice sports.
- p. 32, act. 2 PA: Always think before you act and never do something because others are pushing you!
- p. 32, act. 3 Smoking Stinks! / Every day, thousands of kids and teens start smoking mainly because of peer pressure. This is very sad because smoking greatly damages our health. We will give you some recommendations to avoid it. / •Practice saying no. / •Don't believe that everybody is smoking. / •Get away from the places where they smoke. / •Furthermore, evaluate your friendships and look for positive role models. / We suggest you to get away from the pressure zone and to practice sports. Always think before you act and never do something just because others are pushing you!

Unit 4

- p. 36, act. 2 a student / probably in a school / PA: to ask the interviewee about a theme students would like to know about
- p. 36, act. 3 **Beginning** from "Good morning..." to "...in your school." **Body** from "That sounds..." to "...robotic classes." **Ending** from "I'm sure..." to "...a pleasure" / The text pattern is questions and answers.
- p. 37, act. 4 **Audience** students / **Purpose** invite them to the robotic classes Jim will teach
- p. 37, act. 5 **Expressions to start** Good morning, classmates! / Hi, everybody! **Expressions to end** Thanks for being here. / Thanks for your invitation.
- p. 38, act. 2 PA: soon we will be able to travel in a spacecraft / Trips will be made in a winged spacecraft / To become a space tourist, you must have excellent health and an ideal weight.
- p. 38, act. 3 PA: **Repeats exact words** "Visiting outer space

Activity Book Answer Key

seems a bit crazy; that only happens in sci-fi films" **Reports** Those who research the effects of zero gravity say that it affects the human body in different ways. / The differences are that in the first one quotations marks are used and it ends with a comma; in the second case, they use "say that..." to report.

- p. 39, **act. 4** **General information** Trips will be made in a winged spacecraft. To become a space tourist, you must have excellent health and an ideal weight. **Details** Since 2012, these spacecraft are being used to deliver cargo to the International Space Station. / On long journeys, there can be muscle and bone loss, for example.
- p. 39, **act. 5** **First row** slow / low / sad **Second row** fast / high / happy
- p. 40, **act. 1** PA: Anyone can become a space tourist as long as they have excellent health and an ideal weight.
- p. 40, **act. 2** PA: I consider that all people who are in good health should be able to go to space traveling.
- p. 40, **act. 3** PA: **In Favor** I totally agree that space travelers must have excellent health. **Against** I'm not really sure that the weight of a person is important for space traveling.
- p. 41, **act. 4** PA: According to scientific studies, an ideal weight is not always an indicator of good health. / It is demonstrated that space traveling makes the body suffer so you must have good health to resist.
- p. 41, **act. 5** PA: Are you really sure that being underweight or overweight is always a sign of disease?
- p. 42, **act. 1** PA: **Time to speak** 3 minutes per turn **Desired attitudes** to listen attentively to others **Allowed behavior** to show respect and to be polite **Behavior not allowed** to interrupt, rudeness
- p. 42, **act. 2** PA: **Start** Today we will discuss the characteristics that people should have for space traveling. We have with us... **End** In conclusion... We thank all our participants for being here.

Unit 5

- p. 46, **act. 2** a iii b ii c i
- p. 47, **act. 3** **Check** different cultures getting in contact / clothes that people used to wear / people from past times
- p. 47, **act. 4** **Check** Look at the title. (It mentions the general topic.) / Look at the pictures. (They offer visual information...)
- p. 47, **act. 5** PA: religion, traditions, indigenous languages, government, food, clothes
- p. 48, **act. 2** **Mexico** Gods of Ocean, Volcano, Lake, Cenote / **Uganda** Gods of Volcano, Lake
- p. 49, **act. 4** built / Artists from Japan frequently painted
- p. 49, **act. 5** very advanced civilization / certainly surprising
- p. 50, **act. 1** ...there is a bigger population living in cities than in the countryside. / ...the same type of clothes as... / ... there were less vehicles pulled by animals than in the previous centuries.
- p. 50, **act. 2** PA: **more/-er than** Mexico is bigger than Switzerland. / **the same...as** Mexicans eat the same food as Americans. / **less than** There are less people in France than in Mexico.
- p. 51, **act. 4** a Who was the Greek goddess of wisdom? b Which European countries settled in America? c Where did Columbus arrive in America?
- p. 51, **act. 5** When did Columbus send a letter to Queen Isabella? Who said "My eyes had never seen the seas so high and angry"? Where does the word "hurricane" come from? What do those who live in rural areas still wear? How did the streetcars work before the electric ones arrived in Mexico?
- p. 53, **act. 3** PA ZAPI / SHAAA!

Unit 6

- p. 56, **act. 1** PA: dirty toilets / trash in the yard after recess / few books in the library / too much sun in the yard / no Internet access
- p. 56, **act. 3** sometimes we are exposed to the sun's rays for long periods of time without using any protection. / skin and eye damage.
- p. 57, **act. 4** What / Why / Who / Where / How / When
- p. 57, **act. 5** PA: Why should we protect ourselves from the sun? What can we do to protect ourselves from the sun? Where should we stay when there is too much sun? When should

we avoid the sun? Who must take precautions? How can we know if the sun is dangerous?

- p. 58, **act. 1** **Left Column** Contents / heading / subheadings / Fact Box **Right Column** Index / Glossary
- p. 59, **act. 3** PA: protective clothing, sunscreen, Avoid, outdoors, Protect, UV rays / **Text patterns:** Description / Problem-solution
- p. 59, **act. 4** PA: To protect ourselves from UV rays, we should always use protective clothing, sunscreen and we must avoid being outdoors.
- p. 60, **act. 1** PA: **Key words** exposed, sun, long periods, heat stroke, cause death, vigorous activity, dehydrated **Sentences** Heat stroke may cause death. Exercising under the sun's rays may cause heat stroke.
- p. 60, **act. 2** PA: Ultraviolet rays may damage our skin and eyes. Too much sun may cause heat stroke. We can use protective clothing and sunscreen. We should stay indoors or under a sunshade if the UV index is above 3. We should not exercise under the sun's rays when it is too hot. Everybody must take precautions despite their skin color.
- p. 61, **act. 3** PA: What product can we use to protect ourselves? When should we stay indoors?
- p. 62, **act. 2** PA: ultraviolet, UV index, heat stroke

Unit 7

- p. 66, **act. 1** to give a warning / to establish prohibitions and show specific warnings
- p. 66, **act. 3** Who... all people who use escalators, especially the ones who are responsible for small children
- p. 67, **act. 4** Well, you or your child...the yellow lines
- p. 67, **act. 5** PA: if you fall or get stuck, you can be badly injured or even die.
- p. 67, **act. 6** PA: Avoid sides. Pets must be carried. No strollers allowed.
- p. 68, **act. 1** PA: **Circle** strong rains / closures / landslides **Warning** Caution: Landslide Don't pass.
- p. 68, **act. 2** PA: In the US it is common to use freeway and parking lot, but in the UK they use motorway and car park instead.
- p. 68, **act. 3** W / P
- p. 68, **act. 4** PA: Rocks and mud may fall on top of the cars causing injury. The pavement may collapse and produce a serious accident.
- p. 69, **act. 5** conditional warning / prohibition / non-conditional warning
- p. 70, **act. 1** PA: **Beginning** There are rip currents so / There are sharks sighted so **Ending** you shouldn't swim in this area. / swimming is forbidden.
- p. 70, **act. 2** PA: The beginning explains a situation; the ending explains that if something happens to you, nobody will help you. / The beginning mentions an activity that can be done; the ending, the equipment you should use to be safe.
- p. 72, **act. 3** PA: be thankful because they will be safe from risky situations, or get mad, or not take them into account.

Unit 8

- p. 77, **act. 4** PA: **People** old, thin, nice, friendly, kind **Food** spicy, sweet, colorful, delicious, traditional **Situations** interesting, incredible, funny, peculiar, boring **Expressions** It is great when...
- p. 78, **act. 1** PA: Where are they? What are they doing? How many people are there? Do they seem happy? How is the weather?
- p. 78, **act. 2** **Russian Dance** in the snow / dancing / six women and some men around / yes / very cold **Masai Dance** on a prairie / dancing / 12 men / yes / hot and sunny
- p. 79, **act. 4** both / however / while / as well / unlike / on the other hand
- p. 79, **act. 5** PA: **Compare** In both pictures, people are dancing and seem happy. **Contrast** In Mexico, dancers are wearing charro and china poblana costumes; on the other hand, Masai people are wearing light checkered or striped clothes around their bodies.
- p. 80, **act. 1** Halloween / Day of the Dead
- p. 80, **act. 2** **First Picture** three / outside a house / day / happy, excited / asking for candies / vampire and pirate costumes / black, white, red / decorated buckets of candy **Second Picture** three / crowded street / day / serious / posing for a picture / catrina costumes / very colorful / nothing

Activity Book Answer Key

p. 80, act. 3 PA: The kids in the Halloween picture seem happier than the kids in the Day of the Dead picture. The tall girl in the Halloween picture seems to be the happiest. / The costumes in the Day of the Dead picture are more colorful than the costumes in the Halloween picture. The most colorful costume is worn by the girl in the middle of the Day of the Dead picture.

p. 81, act. 4 PA: Both pictures show three kids. In the first picture (Halloween), kids seem to be outside a house; on the other hand, in the second picture (Day of the Dead), kids are in a crowded street. In the first picture, kids seem to be happy and excited, unlike the kids in the second picture, who are serious. In the first picture, kids are carrying decorated buckets, but in the second picture kids are not carrying anything. In the first picture, the costumes are black, white, and red, while in the second picture, costumes are more colorful.

p. 81, act. 5 place / people and their mood / objects / costumes

p. 82, act. 1 **Halloween Picture** The kids are outside a house. They seem to be happy and excited. They are carrying decorated buckets. Their costumes are black, white, and red. **Both** There are three kids wearing costumes. **Day of the Dead Picture** The kids are in a crowded street. They are serious. They are not carrying anything. Their costumes are very colorful.

p. 82, act. 2 First, let's take a look at the people. In both pictures, there are three kids wearing costumes. Next, let's analyze the mood. The kids in the Halloween picture seem to be happy and excited, unlike the kids in the Day of the Dead picture, who are serious. Finally, let's observe the costumes. The kids in the Halloween picture are wearing black, white, and red costumes, while the kids in the Day of the Dead picture are wearing more colorful costumes.

p. 82, act. 3 **Indicate the Beginning** Let's start by... **Gain Time** ... you know... **Indicate the End** ...and that's all we have to say.

Unit 9

p. 87, act. 3 PA: Main idea: Firefighters are considered real life heroes. Secondary idea: They must study and prepare themselves physically. / Main idea: Physicians study how the human body works and help people be healthy. Secondary idea: The path to become a physician is very long.

p. 87, act. 4 sequence / cause & effect / description

p. 88, act. 1 title / introduction / body / subheadings / conclusion

p. 88, act. 2 PA: Both of them train very hard. Professional runners participate in competitions; Raramuri runners compete as well. Professional runners follow special diets, unlike Raramuri runners who nourish themselves with tortillas and pinole.

p. 89, act. 4 **Paragraph 2** Main idea: They do not consider themselves professional runners. Secondary ideas: The money they earn is used to buy seeds. They share and work their lands. **Paragraph 3** Main idea: For them, running is part of their cultural heritage. Secondary ideas: For centuries, they have run across the slopes of the Copper Canyon. They have been running across the mountains for centuries. **Paragraph 4** Main idea: They don't wear expensive sneakers or modern gear. Secondary ideas: They use sandals made of old tires and wear traditional clothes. They usually eat tortillas and pinole. **Paragraph 5** Main idea: We should learn from them. Secondary ideas: They are humble. They work together to benefit their community.

p. 90, act. 1 PA: Why is a drone pilot needed? Where will a 3D printing technician work? What do augmented reality developers do?

p. 91, act. 4 PA: to control drones that are used to deliver packages, monitor pollution, or film making / in every house and business with a 3D printing machine / They project digital images over a person's normal view of the world to increase the perception of reality.

p. 91, act. 5 PA: **Audience** my classmates **Introduction** We will explain to our classmates why it is important for them to know about these jobs and professions. **Subheading 1** Drone Pilot **Subheading 2** 3D Printing Technician **Subheading 3** Augmented Reality Developer **Conclusion** We will give our classmates some suggestions.

p. 92, act. 1 **Introduction** the jobs and professions that will be needed in the future. **Conclusion** research some other jobs that will be needed in the future.

p. 92, act. 3 PA: Drone Pilot Drones are currently used for delivering packages, in addition to basic services such as roof inspections, aerial photography, or film making. So, more drone pilots will be needed to control them. **3D Printing Technician** Many things are being created by 3D printing and it is expected that in the future everyone will use a 3D printing machine. Therefore, technicians will be needed to give them maintenance. **Augmented Reality Developer** Augmented reality is used in the entertainment industry to project digital images over a person's normal view of the world to increase the perception of reality. In the future, developers will create new content for this technology.

p. 93, act. 4 PA: Amazing Future Jobs

Unit 10

p. 96, act. 2 McPherson got into the penalty area. / Thompson throws the ball to the edge. / Jones crosses it to the center. / McPherson strikes and scores a goal.

p. 96, act. 3 PA: to create expectation by narrating the details that lead to the last-minute goal

p. 97, act. 5 **Underline** Look at him here! There he goes! He's coming right down the line! **Circle** An awesome touchdown by Smith! **Square** The 21-year-old rookie has been making great plays all season long.

p. 98, act. 1 Tom... greets the audience, explains that there are eight competitors for the uneven bars, and asks Lisa her opinion about Nina Thompson. Lisa... gives her opinion and describes Nina's routine on the uneven bars.

p. 98, act. 2 Olympic Arena / at six o'clock / eight / the uneven bars / Nina Thompson

p. 98, act. 3 PA: archery, athletics, basketball, boxing, cycling, equestrian, judo, rowing, sailing, swimming, taekwondo, tennis, volleyball, weightlifting, wrestling

p. 99, act. 4 **Soccer** match, attacker, defender, penalty area, score a goal, extra time, goalkeeper **Football** making great plays, run the routes, linebackers, touchdown **Gymnastics** arena, competitor, uneven bars, routine, handstand, release, full twisting double

p. 99, act. 5 **Expectation** ...wait a minute... / We're just about set for a competition. **Pride** Brilliant game played by the English team. / An awesome touchdown by Smith! **Deception** French supporters must be disappointed... / That's a shame!

p. 100, act. 1 **Underline** I'm amazed to see these athletes really giving their best. / One of the most exciting I have ever seen; **Circle** ...don't you think, Joan?

p. 100, act. 2 PA: They are adding intensity to actions

p. 100, act. 3 **General Information** It is the Paralympic 100-meter athletic final. **Details** It takes place at the Olympic Track. There are nine countries competing. / **General Information** Wilson won the gold medal. **Details** Wilson is 27 years old. He has experience from previous games.

p. 101, act. 4 PA: **What?** The Paralympic 100-meter wheelchair race **Who?** Women **Where?** At the Champions Track **When?** this morning **Details** There were eight competitors: the Vietnamese athlete won the gold.

p. 101, act. 5 PA: The eight competitors are in their lanes. / The competitor starts and Yamamoto takes off strongly. / Nguyen approaches closely. / Nguyen wins the gold medal.

p. 102, act. 1 PA: **Greeting** Good morning, everybody! **Farewell** See you next time!

p. 102, act. 2 PA: All the athletes have trained very hard. It was an exceptionally fantastic race.

p. 102, act. 3 PA: I feel so inspired. This is the most exciting competition I have ever seen!

p. 103, act. 4 PA: —Good morning, everybody! Welcome to the Champions Track for the women's 100-meter wheelchair race. There are eight athletes wanting to take the gold home. So, away we go! And Yamamoto takes off strongly, but Nguyen is approaching closely. Yamamoto stays quite back and it's going to be Nguyen getting the gold; a silver for Yamamoto and Schmidt gets the bronze medal. This is the most exciting competition I have ever seen; don't you think, Pedro?

—I agree; I feel so inspired. It was an exceptionally fantastic race. Congratulations, Nguyen, for winning the gold! It was a pleasure to be here with you all. See you next time!

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