

**yes,  
we  
can!**

**Secondary**

**2**

**Teacher's Guide**

 **Richmond**



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

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

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**Teacher's Guide**



**Richmond**

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# Introduction

## Welcome to Level 2 of Yes, We Can!

### About the Program

In contrast to Cycles 1, 2 and 3 of the National English Program, in this level, the expectancy is that learners develop not only listening and reading comprehension, but that they can achieve oral and written production by using a repertoire of linguistic and metalinguistic strategies. From a communicative and sociolinguistic perspective, this interpretation and production of oral and written texts can only occur in socio-functional contexts.

The contents of the syllabus for Cycle 4 of the National English Program were selected and organized based on the Common European Framework of References for Languages (CEFR), which is an international standard for describing language ability. For this reason, the social practices of the language are the key reference in the content definition of the syllabus. By the end of this cycle, students are expected to have reached a B1 level (Threshold).





## Social Practices of the Language

Social practices of the language are interaction modes that include a series of activities related to the comprehension and production of oral and written texts. Each of these practices has a communicative goal and is related to a very particular cultural situation. Learners are expected to participate in realistic or life-like social practices with native and non-native English speakers by means of specific competencies that define the curriculum contents of this subject in all the cycles of the national program.

These specific competencies occur in a number of common everyday situations, but since English is not present in many of the learners' social environments, the school is, more often than not, the only place where learners may have the necessary conditions to learn a non-native language. For this reason, it is of paramount importance that the school creates the necessary conditions to foster oral and written communicative situations where English is used for academic, social, literary and ludic purposes; the **learning environments** where the social practices occur.

In the **Familiar and Community Environment**, English is approached through situations that are close, well-known and familiar to the learners. In the **Literary and Ludic Environment**, learners are encouraged to appreciate and value other cultures in order to go beyond their immediate environment, to discover the creative power of the word and experience the enjoyment that literary fiction can bring. Last but not least, the **Academic and Educational Environment** intends to help learners develop their learning strategies, which will allow them to adjust their comprehension and production processes to identify meanings and solve problems.

The various communicative acts included in the social practices and the learning environments will act as a springboard for the development of the specific communicative competencies; these will enable the comprehension and production of oral and written texts in order for learners to carry out a specific task. These performance evidences, also referred to as **achievements**, may help teachers formatively assess their learners' progress and performance in their competency in English.

# Methodology

In order to understand the methodology behind the selection and organization of the materials and activities in *Yes, We Can!* it is important to mention the influence that the communicative competence and socio-constructivist theories have on the series.

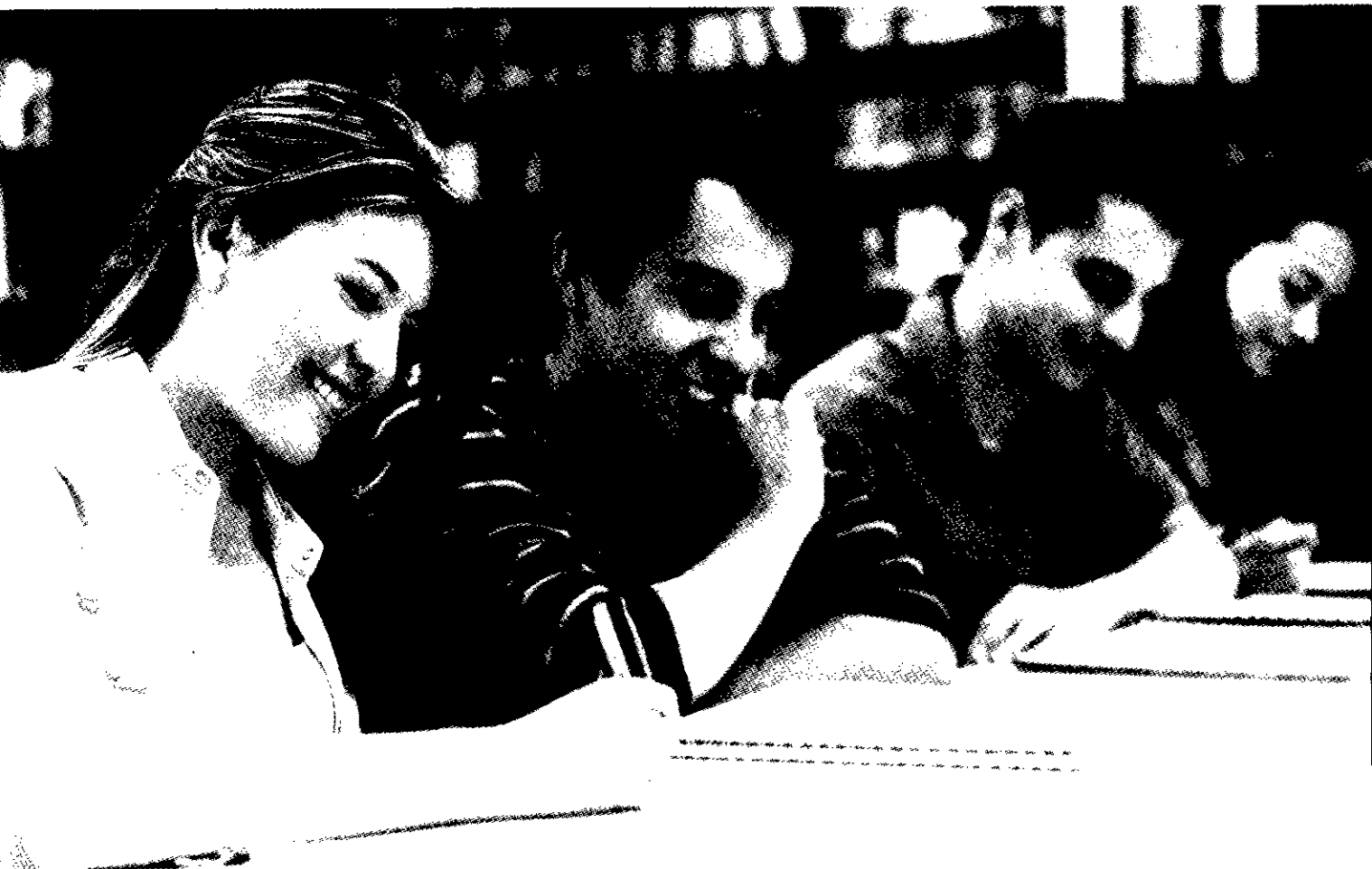
As suggested in the National English Program, in Mexico, language learners' acquisition is limited by a lack of exposure to the target language. For this reason, it is necessary to look for opportunities to optimize the non-native speakers' learning process. *Yes, We Can!* aims to provide the learner with traditional and electronic alternatives to increase interest in texts (through readers and websites), thus maximizing exposure to the target language.

The importance of helping learners develop communicative competencies is often repeated in the National English Program. In this series, learners are invited to develop these competencies by "doing" with the language, "knowing" about the language and "being" through the language. In other words, learners are not only expected to develop their linguistic competence,

but to learn about the sociolinguistic contexts in which language occurs, in order to participate more appropriately during communicative acts.

Another important aspect of language learning addressed in this series is the importance of promoting social interaction and collaborative work amongst learners in the language classroom. For this reason, opportunities to invite learners to do pair and collaborative work are often exploited. Furthermore, individual work, reflection and self-evaluation are also considered so as to give learners the opportunity to learn at their own pace.

Finally, assessment is seen as an on-going process so that importance is given to both language learning and the skill of learning itself. Continuous assessment is carried out by a series of self-assessments (diagnostic, mid-unit and final). Every effort is made to provide the learner with ideas and materials for the construction of this formative assessment tool.





# Student's Book

The Student's Book is the main component for students. It has 10 units, designed for use over three terms.

Term 1: Units 1-4

Term 2: Units 5-7

Term 3: Units 8-10

The first two pages are an overview of the unit. Students will be able to get acquainted with the context for the topic, to get to know what they will be expected to achieve. Furthermore, students will be able to do a task or two to activate their previous knowledge. To begin students see a chart with information from the National English Program that specifies the learning environment, social practice, communicative activities, achievements and product. There is also reference to the title of the Reader of the unit.

<b>Social Practice:</b> Impromptu or brief monologue on a subject of interest	<b>Achievements:</b> <ul style="list-style-type: none"><li>• Review genres of monologues</li><li>• Plan a monologue</li><li>• Present a monologue</li><li>• Encourage feedback</li></ul>
<b>Communicative Activities:</b> Recreational expression	
<b>Product:</b> Game: Imprompted Monologues	
<b>Reader:</b> <i>Standing Alone</i>	

## How Much Do I Know?

The purpose of this diagnostic section is to help learners reflect on how much they know regarding the social practice and the topic of the learning environments. They can do it either according to our suggestions in pairs, groups or individually, or you can think of a more appropriate way for your students to reflect as you know them best.

**How Much Do I Know?**


Read and reflect on the questions below.

1. How often do you think people talk to themselves? Why do you think they do this?
2. When did you last talk to yourself or express your thoughts out loud?
3. Have you seen films that include monologues? What was their purpose?
4. Do you think you could perform a monologue? Why or why not?

## Time to Read!

This section refers to a text in the Reader that students will read throughout the unit. We give students a short summary of the text to trigger their interest. We remind them to look for the icon within the unit to make the reading a pleasant experience that also enriches their work on the Social Practice and / or the Product.

**Time to Read!**

In this unit, you will read a text called *Standing Alone*, which includes information on body language and tips that can help you to adjust your body language so that you deliver a great improvised monologue. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

## Glossary Tip

This section includes suggestions students can use in order to learn, reinforce or practice vocabulary.

### Glossary Tip

Once you found the definition for a word you didn't know, include in your notes the example the dictionary is giving. Always keep an example from a book, magazine or dictionary you can use as a reference in case you are not sure how to use the new word. Don't forget to consult the Glossary at the back of the book to find the definition for the highlighted words in this unit.

The rest of the unit aims at covering the stages through which the social practice and the products will be created and completed. The activities are organized to meet the achievements proposed for this learning cycle.

Throughout the unit, students will find several steps that will help them organize the preparation of the Product. The number of steps depends on the complexity of the Product. Again, you might give students other suggestions if you find that more appropriate.

### Product Step 1

You will participate in a game of improvising monologues. Follow the steps:

1. Choose a topic for a monologue.
2. Make a mind map to organize the ideas in the monologue. Guide yourself with the questions in the boxes and write some key words (essential ideas) to remember what you want to say.

## How Am I Doing?

Halfway through the unit, students are invited to reflect on what they have learned so far. This is done by means of a series of questions or a short task that aim at helping students reflect on their progress regarding the objectives of the unit.

### How Am I Doing?

Discuss in your Product team.

How many different types of monologues do you know now? Can you remember some of their characteristics? Is body language important for eliciting emotions? Have you decided what type of monologue you would like to use in your Product? Do you have some topics in mind already?



# Student's Book

Another section that contributes to students' knowledge about the language is found within the unit. This provides explanations of how language works and is accompanied by some useful examples of language used in context.


We use verbs in different forms to talk about different times

- We use the **present simple** to give facts about ourselves.  
*Travis works in a circus.*
- We use the **present continuous** to talk about something we are doing at the moment.  
*What is **looking** for the key?*
- We use the **present continuous** to talk about temporary situations.  
*He **is helping** his grandma decorate her house.*
- We use the **present perfect** to talk about an action from the past that has recently happened.  
*You've **recently been** to an artist's.*



## Digital Learning

Each unit includes references to useful websites and accompanying tasks that require students to develop their digital abilities.

 If you want to know how to improve your storytelling techniques, visit this link

Finally, the last page of each unit is dedicated to the presentation of the Product. Students can read the last step of the preparation which mainly includes revision, rehearsal and ideas for how to do their presentation.

After the presentation, students are invited to reflect on their performance by answering the Self-evaluation section. This consists of a different evaluation instrument per unit that is suggested in the official program. Some examples are self-evaluation card, checklist, questionnaire, control card, among others.

### Self-evaluation

Use the code to answer the questions about your performance in this unit

4. Yes. Correctly and confidently
3. Yes. Correctly with some difficulties
2. Yes, but with more difficulties
1. No. I am unable to do it

1. I can identify different characters in a fantasy story. 1 2 3 4  
If you need to review the elements of a story, such as main character, secondary character, setting and narrator, go to page 79.

2. I can describe the appearance of a character with adjectives. 1 2 3 4  
If you need to review the adjectives used to define your characters' appearance, go to page 78.

3. I can describe fictional character's behaviours with adjectives. 1 2 3 4  
If you need to review the adjectives used to describe your characters' personality, go to page 81.

4. I can report dialogues in different ways. 1 2 3 4  
If you need to review direct speech and reported speech go to page 77.

## Bibliography

The bibliography at the end of the Student's Book provides a list of print and online resources used by the authors. Students can feel free to look for the source that think might help them deepen their knowledge about certain topics.

### Bibliography

**Bibliography for Students:**  
 1. ...  
 2. ...  
 3. ...  
 4. ...  
 5. ...

**Web sites for Students:**  
 1. ...  
 2. ...  
 3. ...  
 4. ...  
 5. ...  
 6. ...

## Glossary

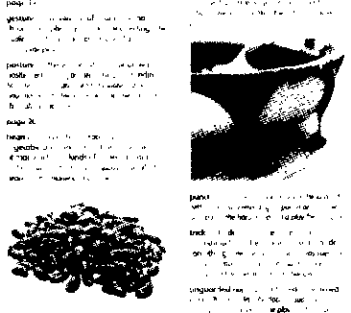
A glossary includes a selection of words taken from the texts in each unit. The words are highlighted in activities throughout each unit and students are encouraged to develop autonomy when approaching new vocabulary.

**Glossary**

...  
 ...  
 ...

**Glossary**

...  
 ...  
 ...



# Teacher's Guide

The Teacher's Guide includes specific suggestions for working with Student's Book activities at each stage of the unit, as well as notes and suggestions for working with the extra material provided for each unit.

## Scope and Sequence

On pages xi to xv, you will find a summary of unit contents. This includes the environment, social practice, communicative activities, achievements and product for each unit. In this section you will also find the titles for each unit from the Reader.

## Unit Structure

At the beginning of each unit there is a summary of the unit's **Environment, Social Practice, Communicative Activities Product and Reader.**

**Environment:** Family and Community

**Social Practice:** Express support and solidarity when faced with an everyday problem.

**Communicative Activities:** Exchanges associated with specific purposes

**Achievements:** Express interest in a problem. Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.

**Product:** Public service announcements (PSA)

**Reader:** *SEE the Difference*

Teaching guidelines are summarized on each page.

### Teaching Guidelines

Determine speaking situations. Understand how textual organization and graphic components help to the understanding of their content. Define key ideas and the intended audience.

Each unit includes references to useful websites for further practice.



To learn more about differences between the tone and the intonation, you can visit this website.

Each unit includes a **digital poster** with content that reflects the social practice of the unit. Suggestions are provided for its use.

### Poster 1

To finish the class, you may want students to brainstorm different everyday problems using Poster 1 to help them. They may want to work in their Product teams. If they still haven't formed their teams, now is a good time. Students should come up with a problem per image. Allow 5 minutes to do it and stop the activity. Students share their ideas with the class. Some ideas are: *a heartbreak, difficulties with math, loneliness*, etc. They might want to choose one situation and express their solidarity with the person.

## Language Awareness

This section provides a more complete explanation of the language section included in the Student's Book.

### Language Awareness

This is a good time to introduce students to the different theatrical genres. Read the information on the Language Awareness box with them and clarify any doubts they may have. Explain that all genres are different and present stories in different ways. Read the definitions and have students give you examples if possible. Then direct their attention to the characters and explain their purposes in the story, depending on whether they are main or secondary characters. Depending on your students' level and needs, you can explain both topics (genres and characters), or you can explain one and go back to

Students are guided to read the unit Reader.

### Time to Read! **SEE the Difference!** pp. 9–12

You can begin the class by asking students whether they recall what conclusions they reached about the meaning of the title of the reader. Then students read pages 9–12. We suggest that you write *SEE* on the board vertically. A volunteer writes what each letter represents next to it. You might discuss what the four students proposed (to start a campaign to promote *SEE*) and what they wanted to include (Public Service Announcements). Students can discuss why Daniel and Amanda can be considered supportive (they care about students having different problems and try to find ways to help them).

Continuous assessment is carried out through self-evaluation (diagnostic **How Much Do I Know?**, mid-unit **How Am I Doing?** and final **Self-evaluation**) to monitor students' progress. We are including suggestions for you to help students reflect on their knowledge.

### Self-evaluation

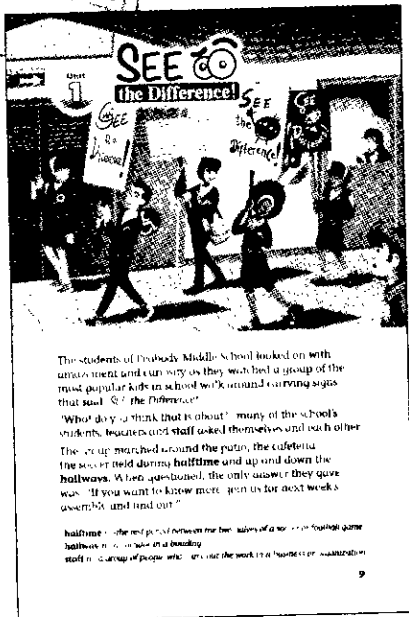
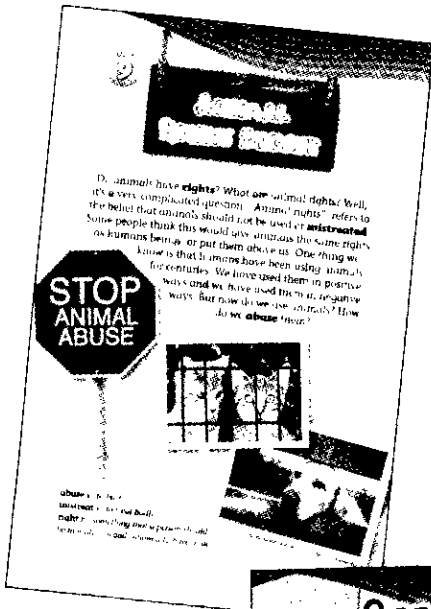
Students will evaluate their own performance according to the rubric in the evaluation instrument. You could read through the graphic organizer with the class before they begin, to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion. Finally, a volunteer could read the tips in the final paragraph and think what they can do next time to improve.

# Readers and Digital Component

## Time to Read (Readers)

*"A person who won't read has no advantage over one who can't read."* Mark Twain

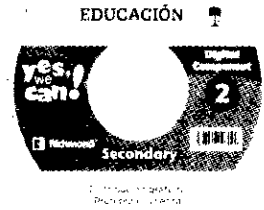
We are aware of the importance of reading as a part of everyday life, both inside and outside the classroom. At each level, *Yes We Can!* is accompanied by a Reader that includes fiction and nonfiction texts to foster curiosity, language acquisition, reading skills, and, above all, the habit of reading. The final page of each reader includes questions and activities to develop communication skills and personal involvement in reading. This page also includes suggested further reading. References are included so that students can verify facts and extend their learning.



## Digital Component

### Audio Program

*Yes, We Can!* includes a listening program. The activities recorded on the Digital Component will help all students, and in particular auditory learners, to assimilate the language. All listening exercises are included here. The audioscript is on pages T126 to T133.



### Posters

The Digital Component also includes a digital poster per unit. Its content reflects the social practice of the unit and gives students more ideas about their Product.



# Scope and Sequence

## Unit 1

### Dealing with Everyday Problems

**Environment:** Family and Community

**Social Practice:** Express support and solidarity before an everyday problem.

**Communicative Activities:** Exchanges associated with specific purposes

**Achievements**

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

**Product:** Public service announcements (PSA)

**Reader:** *SEE the Difference!*

## Unit 2

### Performing a Play

**Environment:** Literary and Ludic

**Social Practice:** Read theater plays.

**Communicative Activities:** Literary expression

**Achievements**

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

**Product:** Dramatized reading

**Reader:** *Pluto's Cup*

## Unit 3

### Knowing about Emergencies

**Environment:** Academic and Educational

**Social Practice:** Produce instructions to prepare for an environmental emergency.

**Communicative Activities:** Interpretation and follow-up of instructions

**Achievements**

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

**Product:** Poster with instructions

**Reader:** *Forces of Nature*

## Unit 4

### Reading the News

**Environment:** Family and Community

**Social Practice:** Compare news in different journalistic publications.

**Communicative Activities:** Exchanges associated with media

**Achievements**

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

**Product:** Comparative chart

**Reader:** *A World of News*



## Unit 5

### Improvising a Monologue

**Environment:** Literacy and Ludic

**Social Practice:** Improvise a brief monologue on a subject of interest.

**Communicative Activities:** Recreational expression

**Achievements**

- Review genres of monologues.
- Plan a monologue.
- Present a monologue.
- Encourage feedback.

**Product:** *Game Improvised Monologues*

**Reader:** *Santding Alone*

## Unit 6

### Looking Inside Machines

**Environment:** Academic and Educational

**Social Practice:** Paraphrase information to explain the operation of a machine.

**Communicative Activities:** Search for and selection of information

**Achievements**

- Select and review materials.
- Read and understand information.
- Write information.
- Edit texts.

**Product:** An infographic about a machine

**Reader:** *Stephanie's New Camera*

## Unit 7

### Sharing Personal Experiences

**Environment:** Family and Community

**Social Practice:** Comment on own and other's experiences in a conversation.

**Communicative Activities:** Search for and selection of information

**Achievements**

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

**Product:** Autobiographical anecdote

**Reader:** *The Anne of My Dreams*

## Unit 8

### Comparing Cultural Aspects

**Environment:** Literary and Ludic

**Social Practice:** Read short literary essays in order to contrast cultural aspects.

**Communicative Activities:** Understanding oneself and others

**Achievements**

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

**Product:** Comparative chart

**Reader:** *Market Day*

## Unit 9

### Participating in a Round Table

**Environment:** Academic and Educational

**Social Practice:** Discuss points of view to participate in a round table.

**Communicative Activities:** Exchanges associated with specific purposes

**Achievements**

- Review texts of civics and ethics education and select information.
- Understand general sense and main ideas.
- Discuss points of view by participating in a round table.

**Product:** A round table

**Reader:** *Animal Rights Debate*

## Unit 10

### Making Complaints

**Environment:** Family and Community

**Social Practice:** Express complaints about a product.

**Communicative Activities:** Exchanges associated with the environment

**Achievements**

- Listen and review complaints about products.
- Interpret general sense, main ideas and details of complaints.
- Make oral complaints.

**Product:** Making a complaint

**Reader:** *Surprise!*

Environment: Family and Community

<b>Social Practice</b> Express support and solidarity when faced with an everyday problem.	<b>Achievements</b> Express interest in a problem. Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.
<b>Communicative Activities</b> Exchanges associated with specific purposes	
<b>Product</b> Public service announcements (PSA)	
<b>Reader</b> SEE the Difference	

**Term 1: Unit 1**

**Dealing with Everyday Problems**

**Environment:** Family and Community

**Social Practice:** Express support and solidarity when faced with an everyday problem.

**Communicative Activities:** Exchanges associated with specific purposes

**Achievements:** Express interest in a problem. Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.

**Product:** Public service announcements (PSA)

**Reader:** SEE the Difference

The first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will follow several steps to prepare themselves to make a public service announcement about a problem that they find the most relevant in their everyday lives. You can go with students through the specific achievements listed in the chart. They may look at this two-page overview and identify its parts. Some possible questions for students to reflect on are:

1. Have you ever thought which everyday problems affect you and your friends the most?
2. What is the purpose of the *How Much Do I Know?* box?
3. How will the *Time to Read!* section help you achieve your objectives?

Students can reflect on these points in small groups, in pairs or even as a whole class.

**1 Read the text and discuss the questions from the *How Much Do I Know?* box on the next page.**

You can read the text for students to listen to with their eyes closed. They reflect on how much they understand. Having their eyes closed helps students focus on what they hear. Then students read the text and think how much they know about PSAs from their previous experiences. When the purpose of a PSA is clear, you may ask why some words are highlighted. Students may come up with different ideas, and then read the Glossary Tip on page 7. It is important they always try to guess the meaning of the unknown words from the context of the sentence, but if they cannot, they should look the word up or ask for help.

**1 Read the text and discuss the questions from the *How Much Do I Know?* box on the next page.**

Public service announcements (PSA) are commercials designed to inform and educate. They can be posters or radio or television spots. Some common topics PSA are health, the environment and safety.

**2 Read the PSA and identify the parts that answer the questions.**

- 1 Who is this PSA for?
- 2 What is the problem that the PSA wants us to be aware of?
- 3 What is the suggested way to deal with the problem?
- 4 What is the message for the public?

**▶ Reflect on the following questions.**

- 1 What PSAs would be necessary at your school?
- 2 What do you think they should contain?



**2 Read the PSA and identify the parts that answer the questions.**

Students analyze the PSA using the questions as a guide. The idea is for them to work in pairs or small groups and identify which part (an image or a text) of the PSA helps them answer each question. They should begin to realize that images and texts are equally important to put across an important message. As a well-know English idiom says, "A picture is worth a thousand words." Students can share their ideas with a class or with a different pair (group). **Possible answers:** 1. The PSA is directed to students who are bullied. ("My classmates make fun of me.)/ image of a sad girl. 2. Bullying ("I'm being bullied!") 3. Talk to an adult, and tell the bullies to stop. 4. Don't keep silent, speak up! Finally, you can ask questions related to the Social Practice of this unit: *How do you react to bullying? Do you know someone who is being bullied? What do you do when you are faced with this problem at school?*

**▶ Reflect on the following questions.**

Students can now do an individual reflection on the topic guided by the questions. They don't have to share this reflection. It is important that you allow moments of reflection, so that students get more and more involved in the topic.

3 Read and listen to the text. Identify which parts of the text are not said in the recording

**NARRATOR:** Have you seen a bully at your school? He or she might make fun of someone, frighten or even physically harm the person. (sound effects: [SFX] students laughing wickedly and a flicker flash) Other kinds of bullying are harder to see, like spreading unkind rumors or calling a person names. (whispering) [SFX] (inspiring music) The good news is that you can help! If you see any of these problems, don't ignore them! Tell a teacher or counselor right away. Together we can make a difference! [SFX: Applause]

**▶ Discuss how the sound effects make this PSA effective.**

**How Much Do I Know?**  
Discuss the questions.

1. What kind of sound effects are used to make your announcement in your community?
2. What topics were they about?
3. What topics would you like to see in a public service announcement?

**A New Reading Strategy**  
In this unit, you will read and listen to the text at the same time. This is called *reading and listening simultaneously*. The purpose of this strategy is to help you understand the text better. You will find examples of how a PSA script can be written for a recording. You will also find a script for a PSA about bullying. You will use this script to create your own PSA.

**Glossary Tip**  
There are many words in this text that you may not know. You can use the Glossary Tip to find the meaning of these words. You can also use a dictionary to find the meaning of these words.

Unit 1 7

2. In small groups, brainstorm the everyday problems they find relevant. It is not the moment to choose which problem they will use to make their; it is more important to activate their previous knowledge and spark their interest.
3. Define the teams in which they would like to prepare their Product and make a list of things necessary to achieve it.

While discussing, students should keep in mind the Social Practice – express support and solidarity when faced with an everyday problem.

**How Much Do I Know?**

The idea of this section is to activate students' previous knowledge about the topic related to the Social Practice for this unit. It is a diagnostic evaluation for them to begin reflecting on the problems in their community that could be the topic of the PSA they will have to make at the end of the unit. Students get into pairs to go through the questions. They compare their ideas with other pairs or share their conclusions with the class. We suggest you give them ideas for where to look for information: newspapers, magazines, billboards, TV and radio spots.

3 Read and listen to the text. Identify which parts of the text are not said in the recording.

Students read and listen to a text. They should do this at the same time and identify which parts that are present in the text are not read in the recording. *What is the purpose of these parts?* After listening to their ideas, you can tell students that these are called *parenthetical remarks* (ideas on how to read the text to achieve maximum impact). These can be special effects (music, applause) the tone of voice (whispering, shouting), etc. Finally, students read the script following the remarks in the text.

▶ Discuss how the sound effect make this PSA effective.

Students discuss how the indications make the announcement more effective. You can ask: *What does the whispering represent?* (secrets, talking behind people's back). *What about the applause?* (it shows agreement, celebration). It is important that students understand that to put an idea across, the PSA should be dramatic and have a strong message. To conclude the overview of the unit, students can do the following:

1. Share their views on making a PSA with the class: *How do they feel about this topic?*

**Glossary Tip**

One of the strategies we suggest is to highlight the words students don't know while researching the PSAs related to everyday problems. Once highlighted, students can guess their meaning from the context of the paragraph or by referring to images. When they still have doubts, they can ask a classmate for help or look the words up in a dictionary of their choice. In the Glossary Tip we recommend a user-friendly online dictionary. In the Glossary on page 93, they will find the meaning of the selected words from this text.

**Time to Read! SEE the Difference!**

In Unit 1, students will be able to read a fiction story about a school campaign which purpose it is to promote healthy habits among teens. This is related to the Social Practice (express support and solidarity) of the unit and it also will help students with models for the Product. You might want to ask students to speculate what the title of the story refers to. *Why is SEE written in this way?* *What is the purpose of capital letters?* Elicit some ideas and remind students that reading of fiction opens up their horizons, allows them to think critically and to become more creative, among other benefits.

## Teaching Guidelines

Determine speaking situations. Understand how textual organization and graphic components help to the understanding of their content. Define key ideas and the intended audience.

Students might like to work in pairs and go back to pages 6 and 7. They look at the images representing bullying. *How effective do they find them? Why? Is the symbolic representation better than the photos? Why?* After they share their ideas, they choose a different problem and try to come up with an image to represent it. Students then share their images with other pairs and discuss what they represent.

### 4 Read the dialogues and speculate on the relationship between the people.

You may have to explain that *support (solidarity)* means "encouragement and approval for someone because you want them to feel better." People who express solidarity with someone have empathy (are sensitive and understanding) and try to help by giving suggestions. Students will read some expressions to show support in the dialogues. Before students read the dialogues, they can determine the speaking situations in pairs. It is important they notice non-verbal language (gestures and facial expressions are a key to their understanding of certain situations.) *Can they imagine what the relationship between these people is?* Invite them to use their imagination, as there is no one correct answer (teacher- student, mother- daughter, etc.). Then they read the dialogues and identify the phrases that show support and solidarity (*Oh no! That's terrible! If you can't go away, scream. Yes, you look tired.*).

#### ► Look at and read the PSAs below. Define the key ideas using the following questions as a guide.

Students should look at both announcements first and observe the images. Can they deduce how they are related to the dialogues in Activity 4? Then students read the PSAs and define the key (main) idea of each using the questions to help themselves. Do they agree with the suggestions given in the announcements? Explain that the last phrase is called the strong phrase. The strong phrases address people's emotions and are easy to remember. In this way, the message of the PSA is more effective. In videos or recordings, these phrases are said louder and they sometimes are repeated several times. On posters, they are written with capital letters, in color, with a graphic effect, etc.

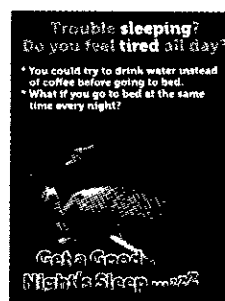
**Answers:** 1) the first PSA corresponds to Dialogue 1. The second PSA corresponds to Dialogue 2; 2) & 3)

4 Read the dialogues and speculate on the relationship between the people.



► Look at and read the PSAs below. Define the key ideas using the following questions as a guide.

1. Which dialogue from Activity 4 is depicted in each PSA?
2. Which PSA refers to safety and which to health issues?
3. Who is the intended audience for these PSAs?
4. Why do you think are the final phrases called "strong phrases"?



The first is a safety announcement directed to young people. // The second is a health announcement directed to people who have trouble sleeping. 4) They address your emotions.

### Poster 1

To finish the class, you may want students to brainstorm different everyday problems using Poster 1 to help them. They may want to work in their Product teams. If they still haven't formed their teams, now is a good time. Students should come up with a problem per image. Allow 5 minutes to do it and stop the activity. Students share their ideas with the class. Some ideas are: *a heartbreak, difficulties with math, loneliness*, etc. They might want to choose one situation and express their solidarity with the person.



1 Read the PSAs below and analyze the possible meaning of each message.

1. Read your dog's behavior. 2. Don't lose your dog's behavior series.

1. Don't let your dog's behavior be ignored. 2. Don't let your dog's behavior be ignored.

1. I should be the camera's subject. 2. I should be the camera's subject.

Read the excerpts from the PSAs and decide which poster they correspond to.

1. I should be the camera's subject.

2. I should be the camera's subject.

3. I should be the camera's subject.

Listen to the complete scripts and identify the additional information about each problem. Discuss what issue each PSA is talking about: health, environment or safety.

In PSAs, expressions showing solidarity and suggestions are very common. Here are some examples:

**Solidarity and Support**

• I'm not alone and neither are you. We're all in this together.

• You're not alone.

• You're not alone. We're all in this together.

• I suggest you...

**Suggestions**

• I suggest you... (I suggest you...)

• What if we... (What if we...)

• I suggest you... (I suggest you...)

• How about... (How about...)

**Teaching Guidelines**

Anticipate general sense. Determine speaking situations. Help students so that they can examine the consequences of providing support at the appropriate time. Adjust the language how to recognize different points of view when analyzing texts.

**Time to Read! SEE the Difference!**

pp. 9–12

You can begin the class by asking students whether they recall what conclusions they reached about the meaning of the title of the reader. Then students read pages 9–12. We suggest that you write *SEE* on the board vertically. A volunteer writes what each letter represents next to it. You might discuss what the four students proposed (to start a campaign to promote *SEE*) and what they wanted to include (Public Service Announcements). Students can discuss why Daniel and Amanda can be considered supportive (they care about students having different problems and try to find ways to help them).

**5 Read the PSAs below and analyze the possible meaning of each message.**

Students should read the PSAs in pairs. How different are these PSAs to the ones they have seen so far? (*less text, one strong phrase, strong symbolic image*). Tell students that sometimes the strong phrase doesn't have a literal meaning – they should speculate on the meaning of it. Then they read the possible interpretations and decide which one is the appropriate one. *Which PSA seems the most effective to them? Why? Is the problem relevant to their lives? If appropriate, refer students to watch the following PSAs online. They can watch them to look for the type of PSA (environmental, mental health, safety) and the strong phrase. They are appropriate for the age of your students.* <https://www.youtube.com/watch?v=v7-9ekD9vIk/> <https://www.youtube.com/watch?v=9JJ-JHrT2E8/> <https://www.youtube.com/watch?v=QPwIWDA6Br8>

**Read the excerpts from the posts and decide which poster they correspond to.**

Students read the fragments of the scripts that accompany the PSAs above. Can they decide which ones go with which PSA? They work in pairs and then share with the class which words gave away the meaning (*plastic / weight / hot temperature*).

**Listen to the complete scripts and identify the additional information about each problem.**

**Discuss what issue each PSA is talking about: health, environment or safety.**

Students will listen to the complete scripts for the PSAs above. They should take notes for any additional information. You may play each script two or three times. Then students compare their notes. Finally, you can have a group discussion about the type of issue that each PSA deals with.

**Language Awareness**

Students work in pairs and read the expressions of solidarity and support. They may notice that many of these expressions include incredulity, disbelief and empathy. Many times, when we listen to a problem, we identify with it and try to suggest a possible solutions. The expression in bold can be used for all different types of suggestions. Finally, have an open discussion about the importance of expressing solidarity and support.

## Teaching Guidelines

Understand how textual organization help to the understanding of content. Adjusting words repertoires of words and expressions. Decide how to express their opinions. Choose strategies to influence the opinions of others.

### Time to Read! SEE the Difference! pp. 13–16

Read or have a volunteers read page 13 to discover what problems students mentioned. *Do your students feel these problems are relevant to their lives? Which problem is the most common? How would they deal with these problems?* Students discuss and then they read pages 14–16 in pairs or small groups to find out how *SEE* can help with these problems. Ask students whether they can imagine a good PSA for a *SEE* campaign. *Can they think of a strong phrase? Images?* Allow several minutes for students to brainstorm ideas in pairs or small groups and share them with the class.

### Product Step 1

Students have learned a lot about the ideas behind PSAs. They should know by now that the purpose of a PSA is to give the audience a clear message about a problem that is relevant to that audience. You can have them recall the most important parts of a PSA: *What makes a PSA effective?* (strong message, images) *What types of issues can they address?* (health, environment, safety) *What is the main objective of PSAs?* (convince people to do something in order to improve their lives or their community). Students read the text and work on the mind map in their Product teams. To check, you can do the following: 1. Get several teams together to discuss and exchange ideas to improve each mind map. 2. Draw a similar mind map on the board and invite a team to complete it and explain their ideas. Their peers can respectfully add their comments and maybe offer alternative ideas. 3. You can work as a class to come up with alternative strong phrases. These are always the most difficult to write especially when we are trying to have a hidden meaning. You can help them with vocabulary to add to their repertoire. However you decide to work on the mind map, it is important that students are convinced that their topic is adequate for a PSA.

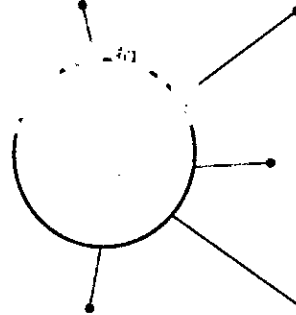
### Further Practice Poster 1

If time permits, you might want to finish the class with the practice of expressing solidarity and support.

### Product Step 1

You have seen several ideas for PSAs now. You know that each PSA is made for certain audience and talks about a relevant topic. In your Product teams, decide on the topic for your PSA and complete the Mind Map to organize your ideas. The expressions of Solidarity and Support can include some suggestions.

#### Intended Audience



Draw what they see or think of an image for your PSA.

### 10 Unit 1

Display Poster 1 and divide the class into seven groups. Assign each group with an image from Poster 1. They work on a dialogue with the characters using some expressions from the unit or others that they know from the previous level. As an alternative, they can use a dictionary, ask you or ask their peers for help. Here are some possible dialogues that you can write on the board as models and ask students which photos they go with. *Have they ever had similar conversations in their language?*

1. - Why are you crying?  
- My mom shouted at me.  
- But why? What happened?  
- I failed an exam.  
- I am sorry. Your mom wants you to do well, so you are successful. Would you like me to help you study?
2. -Hi, why are you sad?  
-My parents are getting a divorce.  
-Oh no! Why don't you tell me how you feel about it?
3. - You look tired.  
- I am very tired, I cannot sleep.  
- But why? That's terrible. Sleep is vital for you to function well. I suggest you don't look at your phone at least half an hour before you go to bed.

### How Am I Doing?

Circle your answers. 4

1. A PSA is

a. a short video. b. a speech given at a school assembly. c. a short advertisement.

2. Expressing an opinion in a PSA is

a. a good idea. b. a bad idea. c. a good idea if you are a professional actor.

3. Most people think

a. that PSAs are a waste of time. b. that PSAs are a good way to get your message across.

If you still have doubts you may go back to pages 6-9 or discuss them in pairs.

- Read and discuss the meanings of the concepts in the box below. Then listen and follow along.

PSA: *Do you ever have trouble sleeping? ...*

PSA: *Do you ever have trouble sleeping? ...*

Student: *... Wake up, the teacher is coming!*

Teacher: *... Wake up!*

Teacher: *... Mr. Ramirez, wake up! This is no place to sleep!*

Narrator: *... Has this happened to you? Can't stay awake in class?*

Teacher: *... Don't worry, you are not the only one who has trouble sleeping.*

Teacher: *... When the alarm wakes you up, you're tired.*

Teacher: *... What can you do to sleep better? Here are some tips to help you.*

Teacher: *... You shouldn't watch TV before going to bed. There is a blue light that makes it*

Teacher: *... difficult to fall asleep. You could also take a shower.*

Teacher: *... You should also try to get out your pajamas*

Teacher: *... 30 minutes before you go to bed. Remember, sleep in the night is sleepless in class!*

- Listen again. Then read the PSA paying close attention to the remarks on the tone, volume and special effects.

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## Teaching Guidelines

Vary prosodic features (volume, tone, intonation).  
Read a model script. Use prosodic features to create an effect.

### Time to Read! SEE the Difference! p. 17

Brainstorm with students what they remember from the previous pages of the story. *How many problems they can remember? What about the proposed solutions?* Students may want to share how they feel about the SEE campaign and their ideas on a possible PSA. Then read page 17 together. You can assign roles of a narrator and students who participate (Amanda, Juan, Jessica, a girl, etc.). When you finish, students can work in pairs to discuss the question: *Do students support the idea? How? What are the proposed PSAs? Which one do they think is more effective: a radio spot or a video? Several actors or a narrator?* Make sure they look up the highlighted words in the glossary.

### How Am I Doing?

Before you continue with the class, this is a good moment to do a formative evaluation. It is important that they reflect individually on the important parts of a PSA. They have seen several models so far and have had several moments of reflection. If they still have trouble, they can go back to previous pages, or clarify their doubts in pairs.

## 6 Read and discuss the meanings of the concepts in the box below. Then listen and follow along.

Students recall what special effects were included in the first model of a script they saw in this unit (p.7) and why they thought the message is more effective when they use special effects (*they help you connect your emotions to what is being said*). Students work in their Product teams and read the concepts. You may want to check whether the idea of tone is clear by asking students to read this sentence using different tones: *Dogs can die when left in a hot car*. They should see how effect of the message changes with each tone. *Is it OK to read this using the happy tone? Why not? What is the ideal tone to read this sentence?* (serious, sad).

Remind them what an intonation is by giving some examples: *Do you agree?* (rising intonation) *What are you talking about?* (falling intonation). Then groups read the script and decide on the best options for tone, special effect and volume to make the PSA below effective. Finally, they listen and follow along. *Where they ideas correct?*

- Listen again. Then read the PSA paying close attention to the remarks on the tone, volume and special effects.

Students listen again to get a clear idea on how the people in the recording vary their tone and volume. Then, in their Product teams, they plan on how to read the PSA following all the remarks. They will need to be creative to come up with special effects, or you may allow them to use their cell phones for this activity (if appropriate and relevant). Groups read the PSA for the class to decide with applause which group has done it the best.

### Further Practice

To practice tone and volume, you can write the following sentences on the board:

*One veggie a day, keeps the doctor away!*

*You friend could wait. Don't text and drive!*

*Don't be a night owl – sleep 8 hours a night!*

Explain that a *night owl* is a metaphor to describe someone who stays up late. Then students can read the sentences using different tones of voice.

## Teaching Guidelines

Activate previous knowledge. Vary prosodic features. Show impulse spirit and empathy using prosodic features. Contrast effects created by prosodic resources.

### Time to Read! **SEE the Difference!** pp. 18–19


The following two pages give students ideas on how to write a script for their PSA. They should read both pages individually and contrast both drafts that Amanda and Alex prepared. You can guide them by asking these questions: *Which PSA has more sound effects? How many people participate in each one? Which one is more effective according to you? Students can then read each PSA following the remarks. Make sure they remember how important it is to use the appropriate tone and volume of voice.*

### 7 Listen and circle the appropriate intonation.

Ask students to listen to the statements, and mark whether the intonation goes up or down. Volunteers can read the sentences imitating the intonation on the recording.

### Language Awareness

To begin talking about intonation, students should recall the other two prosodic resources they have talked about so far: *tone and volume*. It is important they understand that tone shows emotions whereas volume refers to how loudly or quietly you say a sentence to achieve the effect. Then students read the information about the intonation. Model a positive sentence: *This is wonderful!* and exaggerate your voice going up. Then say *This is so sad.* making sure your voice goes down. All these prosodic features are somehow connected and only when using three of them well, they will achieve the effect in their PSA.

 **To learn more about differences between the tone and the intonation, you can visit this website.**

If it is possible for students to go online, we recommend these sites to learn more about the tone and the intonation. In the video, students can see clearly how important it is to use intonation to avoid your message being flat and boring. On the other website, students can find out about the differences between the tone and the intonation. We recommend these sites as the language level and the complexity of the information is adequate for your students.

### 7 Listen and circle the appropriate intonation.

1. How do you feel today?
2. How do you feel today?
3. How do you feel today?
4. How do you feel today?
5. How do you feel today?

When you are speaking, you can use intonation to show different emotions. For example, you can use a rising intonation to show surprise or excitement, and a falling intonation to show sadness or disappointment. You can also use a rising intonation to show a question and a falling intonation to show a statement. Try to use different intonations when you speak and see how your listeners react.

To learn more about differences between the tone and the intonation, you can visit this website.

### Product Step 2

Now is a good time for students to work on the first draft of the script for their PSA. By now, they have chosen their topic and brainstormed the importance of having the right audience and an effective strong message. This time, they will focus on the prosodic resources that make the recorded message more effective. Students work in their Product team and read the questions that will work as a checklist on what to take under consideration. Before writing, they can read the example and analyze the problem and the audience. *Is this script effective enough? Why?*

#### The topic of the PSA

1. How do you feel today?
2. How do you feel today?
3. How do you feel today?
4. How do you feel today?
5. How do you feel today?

#### Work 1

When you are speaking, you can use intonation to show different emotions. For example, you can use a rising intonation to show surprise or excitement, and a falling intonation to show sadness or disappointment. You can also use a rising intonation to show a question and a falling intonation to show a statement. Try to use different intonations when you speak and see how your listeners react.

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### 12 Unit 1

### Product Step 2

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### Further Practice

To practice contrasting effects using intonation, you could do this fun activity with students. The idea is to say "Yeah" with different intonations to show different emotions. Write these on the board so that students notice the punctuation that will help them pronounce the words in the right way: Yeah (neutral)/Yeah. (falling) /Yeah? (rising)/Yeah! (enthusiastic) /Yeah!! (excited) /Yeah!!! (super excited) /Yeah?? (uncertain) /Yeah??? (surprise) /Yeah... (disinterested). Model the pronunciation for students to repeat. Then they can continue practicing in pairs. They can continue with "No" and "Okay" and other emotions.

8 Look at the model of the poster for a PSA and discuss what topic it may refer to. Then analyze it using the points below.

1. What is the problem this PSA deals with?  
 2. What suggestions are offered in this PSA?  
 3. Does it express support and solidarity for this community?

► Listen to a presentation. Then mark (✓) the box that best describes what you hear in the audio. 🗣️ 🎧

1. The girl sounds.	<input type="checkbox"/> excited	<input type="checkbox"/> bored	<input type="checkbox"/> enthusiastic	<input type="checkbox"/> serious
2. The boy sounds.	<input type="checkbox"/> supportive	<input type="checkbox"/> indifferent	<input type="checkbox"/> excited	<input type="checkbox"/> cheerful
3. Volume of the speakers	<input type="checkbox"/> soft	<input type="checkbox"/> medium	<input type="checkbox"/> loud	<input type="checkbox"/> too loud
4. Sound effects	<input type="checkbox"/> enough	<input type="checkbox"/> none	<input type="checkbox"/> some	<input type="checkbox"/> too many
5. Effectiveness of the PSA	<input type="checkbox"/> effective	<input type="checkbox"/> not effective		

Unit 1 13

8 Look at the model of the poster for a PSA and discuss what topic it may refer to. Then analyze it using the points below.

Each PSA needs to have an image to accompany it. They can be illustrations, photos or magazine cutouts. Students look at this poster and read the first sentence – *What can it refer to? What type of a PSA it is?* (environment) They might need to look up the highlighted phrases in the Glossary on page 93. *Do they feel empathy for people who have this problem? Elicit some expressions of support and solidarity. (It must be horrible to live in a place full of garbage. What can we do to help? Water is vital and so much of it is wasted!, etc.) Does it happen in their neighborhood?* Students work in groups and analyze the PSA using the points as a guide. *Do they find the strong phrase effective enough? Groups can share their ideas with the class and say whether the strategy of the creators of this PSA was effective enough or if they would improve it.*

► Listen to a presentation. Then mark (✓) the box that best describes what you hear in the audio. 🗣️ 🎧

Go through the points to analyze with the class, so that they know what information to listen for in the recording. You can play the recording several times until your students feel confident about their answers. Once they have marked the answers, they discuss them with a classmate. *Are they in agreement?* If not, they should listen to their peers and consider changing their answer. It is important to be polite but convincing.

### Teaching Guidelines

Decide how to express their ideas recognizing the effects of the prosodic features. Choose strategies to influence opinion of others. Encourage students to show resilient personality when facing complex tasks.

Remind students or let them recall in pairs what types of PSAs they have seen so far: safety, environment, health. This is a good moment for students to reflect on the issues that should be addressed in their community. Some ideas could be domestic violence, litter, assaults, etc. Remind them to stay serious while discussing as these are very important topics and, by addressing them, they can make a big difference. Allow a couple of minutes for them to brainstorm ideas and come up with possible campaigns to solve them. *Can they think of an image and a strong phrase that would accompany their PSA?* You may want students to present their ideas using the prosodic features they have learned about so far. Vote for the group that has been the most convincing.

### Further Practice 🗣️

Write “resilience” on the board. If students don’t understand the word, tell them that an iron stick or a rock at the shore is resilient to wind, to being bent, etc. Ask: *What does having a resilient personality mean?* Elicit ideas: *It’s the ability to readily recover from a crisis.* Have students work in pairs and discuss what characteristics a resilient person should have. If they have access to Internet, they can refer to this website to get ideas: <https://www.creativeboom.com/tips/10-personality-traits-that-will-help-you-become-more-resilient/>. If the Internet access is limited, you can guide them by writing some of the ideas on the board: 1. To have strong problem-solving skills (to be able to spot the solution that will lead to a safe outcome). 2. To have strong social connections (to have close people who can offer support and solidarity). 3. To be able to ask for help (it is important to accept that there are times you can’t solve a problem alone). Finally, you can write this quote from Winston Churchill: “Success is not final, failure is not fatal: it is the courage to continue that counts.” Have a class discussion on the meaning of this quote.

## Teaching Guidelines

Adjust the language to intended audience and purpose. Propose and suggest alternatives. Choose strategies to influence the opinion of others.

### Further Practice

Read the following PSA for the class following the remarks. You can have some dramatic background music in the background if possible.

Adult (serious, soft voice, falling intonation):

Imagine a day without water...

Child 1 (disappointed, sad): No more rainbows. I love rainbows.

Child 2: (matter-of-factly, serious): We couldn't take a shower.

Child 3 (sad): We couldn't drink water on a hot day.

Child 4 (disgusted): Everything would be dirty. We would be sick all the time.

Adult: Every 20 seconds a child dies from a water-related disease. (dramatically, slow) Every drop counts.

Ask students what the message of the PSA is:

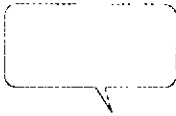
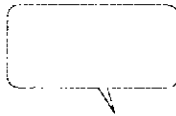
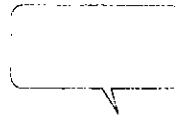
*Children are dying due to lack of water. What makes the message effective?* (Children are talking about what they imagine lack of water would cause – but the problem is much bigger, children would die without water.) You can write the dialogue on the board and assign roles for students to participate in reading the dialogue. If time permits, they can draft an image to accompany this PSA.

### Product Step 3

Students get in their Product teams and review their notes on their PSA. *What is the purpose of their PSA? What is the intended audience?* They had gone through two previous steps and have seen models of a script for PSAs. Now they should take some time to decide whether their message will have actors, a narrator or both. If they are planning on making a video, do they want people in it or just a voice-over (the voice of an unseen narrator speaking). They should write their script on a separate sheet of paper, following the model in the book. They should add special effects (*water dripping, a child crying, a car crashing, etc.*), and make remarks on participants' tone and volume of voice. Once the script has been drafted, student should plan their images in pencil in the space provided. They can use illustrations, photos or newspaper (magazine) cutouts for their final version.

### Product Step 3

Now is the time to prepare the final version of your PSA. Write the final version of the dialogue including the notes on how each sentence will be read.

PERSON 1	PERSON 2	PERSON 3
		
Special Effects	Special Effects	Special Effects
Tone of Voice	Tone of Voice	Tone of Voice
Volume	Volume	Volume
Other comments	Other comments	Other comments

Illustrate your poster with an effective image. You can also use photos or cutouts from newspapers, the your imagination and creativity. Don't forget to include the strong phrase.

If you want to record your script for the presentation, do it before the next class.

### Unit 1

They should do it on a big piece of cardboard before the next class presentation, so that everyone can see it while students present their work. If they want to record it, they should do it before the final lesson and make sure they have necessary devices to present their PSA to the class.

### Time to Read! SEE the Difference!

p. 20

Students can get in small groups or write their version of the script for a **SEE** campaign individually. They should be creative and come up with several strong phrases. They read their ideas to a class and vote on the best phrase. It would be a good idea to plan a similar campaign in their school. Invite students to share ideas on how they could collaborate with students from other classes to achieve that.



### Product Step 4

You are ready to present your PSA poster. Follow the suggestions below.

- Check your poster (spelling, punctuation, emphasized words)
- If you haven't recorded it, rehearse reading your script.
- Listen respectfully to your classmates.
- Give them feedback when they finish presenting their PSA poster.

Self-evaluation

Mark (✓) the boxes in this descriptive evaluation scale that best describe your progress in this unit.

	I do it easily and correctly.	I generally do it correctly with some difficulties.	I sometimes do it correctly, but with noticeable difficulties.	I have lots of difficulties.
1. I can recognize the needs of audiences for the PSA.				
2. I can identify the different aspects of a PSA.				
3. I can draft the PSA text and video or PSA script.				
4. I can explain students' and support.				
5. I can write the PSA text and video or PSA script.				

If you marked only a few boxes in the first two columns, keep in mind that you can go over the unit again to see what aspects to improve. You can also ask your teacher to help you decide what you should do in order to improve.

Unit 1 15

to realize what they have to work on in the future. However, if they detect some key problems in their learning, they should ask you for help. Remind them that people with resilient personality ask for help if they cannot solve a problem.

### Assessment

Remember that you can use Assessment 1 on page T102 to assess students' performance in this unit.

## Teaching Guidelines

Evaluate performance

### Product Step 4

Students are now ready to put final touches to their poster and the script. If they recorded their PSA, they should check all the technical details before their turn. If not, they should rehearse reading their presentation in teams, keeping in mind the intonation, tone and volume. While presenting, they can do it in a circle, so that everyone can see the images, or hang their work on the board. Remind them that it is important to respect classmates by paying attention to them when they are speaking. You can record their performances.

### Self-evaluation

As part of the continuous evaluation, it is time for students to think about what they have learned and what aspects of the topic they need to improve. In order to help students do this, ask them to evaluate how much they have learned about PSAs and how much they participated in the creation of their team's PSA. There is no need for students to share their reflections; it is an individual and personal evaluation

## Term 1: Unit 2

### Performing a Play

**Environment:** Literary and Ludic

**Social Practice:** Read theater plays.

**Communicative Activities:** Literary expression

**Achievements:** Select and review short theater plays for young people. Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings.

**Product:** A dramatized reading

**Reader:** *Pluto's Cup*

These first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It's important that students understand that throughout the unit, they will follow several steps to prepare themselves to participate in a dramatized reading, this will allow students to practice the different stages of their product. You might want to go through the table with them or ask them to do it in pairs or small groups.

#### 1 Read the theater play and discuss the questions.

Help students read the questions first so they know what they are looking for. Then have students read the play in groups of 4, assigning one character per student. Help them with any unknown vocabulary. Depending on their English level, you can have them reflect on the role of pictures used in a story or a play. Then ask them to discuss the questions in their groups. Finally, check the answers as a class.

**Answers:** 1. Answers will vary; 2. Naz; 3. Answers will vary; 4. Answers will vary; 5. Answers will vary.

#### How Much Do I Know?



To activate previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in pairs to discuss the three questions in the box. If time allows, have the students who have seen a play share that experience with the rest of the class. If possible, have them explain how the play was performed. Provide support if needed.

## Unit 2

<p><b>Social Practice:</b> Read theater plays.</p> <p><b>Communicative Activities:</b> Literary expression</p> <p><b>Product:</b> A dramatized reading</p> <p><b>Reader:</b> <i>Pluto's Cup</i></p>	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• Select and review short theater plays for young people.</li> <li>• Read short theater plays and understand general sense, main ideas and details.</li> <li>• Participate in dramatized readings.</li> </ul>
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### 1 Read the theater play and discuss the questions.

**The Key**

Adapted from a Traditional Tale of Nasrudin

*It's night. Naz is on his hands and knees outside his house under a streetlamp.*

Naz: Where could it be? Where could it be?

Neighbor 1: What are you doing, Naz?

Naz: I'm looking for something.

Neighbor 1: I can see that. What are you looking for?

Naz: My key.

Neighbor 1: Let me help.

Naz: Thank you, that's very kind.

*(The two continue searching. Another neighbor appears.)*

Neighbor 2: Hello, neighbors. What are you doing?

Neighbor 1: We're looking for Naz's key. Have you seen it?

Neighbor 2: No, I haven't, but I'll help you search.

*(The three continue searching. Before long, Naz is completely exhausted from work.)*

Naz's wife: What are you doing?

Neighbor 2: We're looking for Naz's key.

Naz's wife: Is this it? Naz: Have you lost your key?

Naz: Yes, dear.

Naz's wife: Where did you lose it?

Naz: In the house.

Neighbor 1: In the house?

Neighbor 2: That's why we're looking outside?

Naz: Because there is more light out here!

Naz's wife: Ugh. You're such a fool!

**How Much Do I Know?**

Discuss the questions.

1. Where are theater plays normally performed?
2. Have you ever seen a theater play?
3. What do you think a theater play should have?

16 Unit 2

#### Poster 2

In order to help students link the topic to their own lives in the How Much Do I Know? section, you can show them Poster 2, identify the theater genres (at this point it is not that important that they know the word genre, you can present the pictures as types of plays or theater) and ask them if they have ever seen any of those types of plays. Have them share their experiences with the rest of the class.

**2 Listen to the play from Activity 1 and discuss the questions.** 🎧 🗣️

1. Who is reading the play? How do you know?
2. How many different people are speaking?
3. Who reads the stage directions? A character, or a narrator?

**3 Body language helps you transmit your message with more clarity. Look at the body language in the pictures and read the descriptions. Then discuss the questions.** 🎭 🗣️

Not looking for many days, but he never found the key.

Not remembered where he left his key.

Not how the key around his neck the whole time.



1. Body language includes facial expressions, posture, eye movement, gestures, and use of space. Why is body language important when acting?
2. How can body language affect what someone is saying?

**IMPROVISE**

Write a short scene for a play. Use the following prompts to help you. Write a scene that takes place in a public place. Write a scene that takes place in a private place. Write a scene that takes place in a public place. Write a scene that takes place in a private place. Write a scene that takes place in a public place. Write a scene that takes place in a private place.

**Glossary Tip**

Encourage students to highlight words they don't know while reading the plays. Once highlighted, students can guess their meaning from the context or by referring to images, if any. In the Glossary on page 94, they will find the meaning of the highlighted words from this unit.

**Teaching Guidelines**

Revise short theater plays for young people. Understand stage directions. Read short theater plays and understand general sense, main ideas and details. Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. Link non-verbal language with the meaning of dialogue to reinforce the message. Discuss intended audience.

Write the words *THEATER PLAY* in the middle of the board. Invite different volunteers to the board and write ideas they associate with it. They can use what they have learned on the first page of this unit, their personal experience or the information their classmates shared. To help them come up with ideas, you can ask questions: *Would you like to watch a theater play? Why? What do you think you will like the most? And the least? Would you prefer to be in the audience or on stage?* etc.

**2 Listen to the play from Activity 1 and discuss the questions.** 6

Explain that now they are going to listen to the play they read last lesson. Have them read the questions so they know what to look for when they listen. Play the

track twice and have them work in pairs to discuss the questions. If the group needs it, you can play the track a third time.

**3 Body language helps you transmit your message with more clarity. Look at the body language in the pictures and read the descriptions. Then discuss the questions.** 🎭 🗣️

Ask students if they know or remember what body language means. Ask, *Do we use body language in everyday life?* Ask them to give as many examples as they know (eyes wide open, shrugging, etc.). Have them go to the page, look at the pictures and read the descriptions. Have them reflect on the importance of body language by discussing the questions in groups of three or four. After reading the questions, call students' attention to the highlighted words. Ask them what they think those words mean or are related to. At this point, allow them to express their ideas without correcting too much, and then read the Glossary Tip on this page.

**Answers:** Answers will vary.

**Glossary Tip**

Encourage them to highlight other words they don't know while reading the plays. Once highlighted, students can guess their meaning from the context or by referring to images, if any. In the Glossary on page 94, they will find the meaning of the highlighted words from this unit.

To conclude the overview of the unit, students can do the following:

1. Share their views on the topic with the class: *How do they feel about the topic and the Social Practice?*
2. In small groups, brainstorm what they'd like to learn about Theatre.

**Time to Read! Pluto's Cup**

Take some time to introduce this unit's reading story, *Pluto's Cup*. Explain that different types of literary texts should be read differently. You don't read a poem the same way you read a play. Explain that this unit will help them to learn how to read and what to pay attention to in plays. Tell them that as they will need to pay attention to stage directions and how they contribute to the development of the actions in the story because this will help them socialize their product at the end of the unit.

## Teaching Guidelines

- Revise short theater plays for young people.
- Determine genre. Read short theater plays and understand general sense, main ideas and details.
- Create links between senses of sections and general sense. Establish a relationship between main character(s), secondary character(s) and/or incidental character(s). Determine themes.

Make students aware of how important creativity and imagination are when performing or watching a play. Have them notice that the creativity of the actors can engage the audience. Point out that by using our imagination, we are able to understand the characters' experiences and perspectives. Finally, ask students how they think imagination relates to theatrical genres.

## Language Awareness

This is a good time to introduce students to the different theatrical genres. Read the information on the Language Awareness box with them and clarify any doubts they may have. Explain that all genres are different and present stories in different ways. Read the definitions and have students give you examples if possible. Then direct their attention to the characters and explain their purposes in the story, depending on whether they are main or secondary characters. Depending on your students' level and needs, you can explain both topics (genres and characters), or you can explain one and go back to the other as you read more fragments along the unit.

### 4 You have now read about genres and characters. Read the play. With a classmate, identify the genre, main character, and secondary characters.

Explain that now they are going to read a different play, and that they should pay attention to its genre and its characters. Let them go back to the Language Awareness section if they need to and reread the information. Ask them to read carefully in pairs. When they have finished, ask them to compare their answers with another couple and revise their work. Then check as a class.

When you do this, you should be able to identify the genre of the play. You should also be able to identify the main character(s) and secondary character(s).

#### Common literary genres

Tragedy: a story of a person's downfall, often due to a flaw in their character.  
Comedy: a story of a person's misadventure, often due to a flaw in their character.  
Musical: a story with songs and dances.  
Monologue: a story told by one person.  
Drama: a story of a person's life, often with a focus on a specific event.

An important part of a story is the plot. The plot is the sequence of events that are important to the story. It is the main action of the story.

#### Main characters

These are the characters who are most important to the story. They are the ones who drive the plot forward.

#### Secondary characters

These are the characters who are less important to the story. They often provide support for the main characters or add depth to the story.

- 4 You have now read about genres and characters. Read the play. With a classmate, identify the genre, main character, and secondary characters.

## THE MEDIUM

By Hanish Mc Lavish

It was a dark, stormy night. The rain fell in heavy, cold sheets. The wind howled through the trees, and the lightning flashed across the dark sky. In the middle of the storm, a small, old-fashioned house stood alone on a hill. The house was made of dark wood and had a steeply pitched roof. The windows were small and the doors were heavy. The house had a long, narrow porch that ran along the front. The porch was made of dark wood and had a railing. The house was surrounded by a large, old-fashioned garden. The garden was filled with many different kinds of plants and flowers. The garden was well-kept and the plants were all in bloom. The house was the only one of its kind in the area. It was a place of mystery and intrigue. The house had a long history and many secrets. The house was the home of a family of mediums. The mediums were people who could communicate with the dead. They were able to see and hear the spirits of the dead. The mediums were very powerful and their abilities were feared by many people. The mediums were also very kind and helpful. They were able to help people who were in need. The mediums were a special kind of people. They were different from everyone else. They were the only ones who could see and hear the spirits of the dead. The mediums were a gift from God. They were a blessing to the world. The mediums were a source of hope and comfort for many people. The mediums were a part of the world. They were a part of the human experience. The mediums were a part of the story of the world. The mediums were a part of the human condition. The mediums were a part of the human soul. The mediums were a part of the human heart. The mediums were a part of the human mind. The mediums were a part of the human spirit. The mediums were a part of the human life. The mediums were a part of the human death. The mediums were a part of the human journey. The mediums were a part of the human quest. The mediums were a part of the human search for meaning and purpose. The mediums were a part of the human search for truth and justice. The mediums were a part of the human search for love and happiness. The mediums were a part of the human search for peace and harmony. The mediums were a part of the human search for the good life. The mediums were a part of the human search for the better life. The mediums were a part of the human search for the best life. The mediums were a part of the human search for the highest life. The mediums were a part of the human search for the most beautiful life. The mediums were a part of the human search for the most meaningful life. The mediums were a part of the human search for the most fulfilling life. The mediums were a part of the human search for the most rewarding life. The mediums were a part of the human search for the most satisfying life. The mediums were a part of the human search for the most enriching life. The mediums were a part of the human search for the most inspiring life. The mediums were a part of the human search for the most motivating life. The mediums were a part of the human search for the most empowering life. The mediums were a part of the human search for the most liberating life. The mediums were a part of the human search for the most freeing life. The mediums were a part of the human search for the most enlightening life. The mediums were a part of the human search for the most enlightening life.

### Time to Read! Pluto's Cup pp. 21-23

To conclude the lesson, have students read the card on page 21. If time allows, have them guess what the story is going to be about and what adventures the characters are going to face. Explain that this first scene represents the introduction of the characters to the audience.

### Further Practice

If time permits, you may want to finish the class with a discussion on theatrical genres. Display Poster 2 and divide the class in four groups. Assign each group with an image from Poster 2 (only assign Christmas play, Monologue, Musical, Horror). Students will write the characteristics they believe are part of the genres of each assigned image. They can use the Language Awareness box on page 18 as a model. Monitor and provide help as necessary. Ask students to justify their answers and check as a class.

at I think I work in the spin room  
 with the girls.

**VOICES** (Tranzo) I've seen it!

**TRANZO** Have you another chance? To  
 show this on stage, and to discuss it  
 on the radio? I'd love to! *Tranzo  
 looks at the paper and reads it  
 out loud.* Yes, this time at six o'clock  
 on the radio. Well, yes. Now I'm  
 training for a job on a circus  
 roller coaster.

**VOICES** (Tranzo) How recently?  
 That's a good question.

**TRANZO** Next time I've just recently  
 been to an audition for a reality TV  
 show.

**VOICES** (Tranzo) Yes, I have. That's  
 incredible!

**VOICES** (Tranzo) Why, about me? This is  
 a crush.

**TRANZO** Well, two out of three isn't bad.

**MANEER** Maestro Tranzo, ladies and  
 gentlemen! *Tranzo bows.*

3. Read the extracts from *The Medium*. Then discuss the questions with your classmate.
- TRANZO** Ah, I'm listening.  
 We're listening.
- TRANZO** Yes, I'm training for a job  
 on a circus roller coaster.
- TRANZO** Yes, I've recently  
 been to an audition for a  
 reality TV show.
- VOICES** (Tranzo) Yes, I have.

1. Which extract mentions an event happening at the time the speaker is talking?  
 2. Which extract mentions an event that has recently happened?  
 3. Which extract mentions a temporary situation?

We use verbs in different forms to talk about different times.

- We use the **present simple** to give facts about ourselves.  
*Tranzo works in a circus.*
- We use the **present continuous** to talk about something we are doing at the moment.  
*Tranzo is looking for a job.*
- We use the **present continuous** to talk about something that is going on.  
*He is helping his guests in the restaurant.*
- We use the **present perfect** to talk about what has happened in the past that has recently happened.  
*You've recently been to an audition.*

▶ With a classmate, read *The Key* on page 16 again and identify any sentences similar to the ones above.

**How Am I Doing?**

Discuss with a classmate.

1. What are stage directions?
2. What's the difference between main and secondary characters?
3. Which different literary genres can you identify?
4. Why is it important to use body language in a theater play?

fragment. At the end, you can check students' ideas and correct any mistakes you might come across.

- Answers:** 1. Tranzo: Ah, I'm listening... Yes, it's here.  
 2. Tranzo: You've recently been to an audition for a reality TV show.; 3. Tranzo: You're training for a job in the circus! Is that right?

**Language Awareness**

Have them read the Language Awareness section on verbs or read it with them. Depending on your class' English level, you can read the Language Awareness capsule before doing the exercise or you can let them reflect on the verbs by themselves and then complement their conclusion with the Language Awareness explanation.

▶ With a classmate, read *The Key* on page 16 again and identify any sentences similar to the ones above.

Have students go back to *The Key* on page 16 and reread it, now with the intention of looking for sentences similar to the ones they have just read about, that is, sentences that use present simple, present continuous or present perfect. Have them classify the sentences in their notebooks and discuss which verb tense is used mostly in *The Key* (present continuous). If time allows, have them discuss why they think present continuous is mostly used.

**Teaching Guidelines**

Understand stage directions. Read short theater plays and understand general sense, main ideas and details. Compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present. Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. Establish a relationship between main character(s), secondary character(s) and/or incidental character(s).

You might begin the class by writing the titles of the plays they have read so far (*The Key* and *The Medium*) and have students discuss in pairs what they liked the most about each play and what they liked the least. Encourage them to talk and give their opinion about the genre and the characters.

**5 Read the extracts from *The Medium*. Then discuss the questions with your classmates.**

Go over the questions with students before doing this activity. Invite your students to read the extracts from the play in the boxes. Discuss the questions in groups and have them pay close attention to the verbs in each

**How Am I Doing?**

To conclude the lesson, invite students to reflect on the aspects of plays that they have been learning about up until this point in the unit. Ask students to work in pairs to reflect and answer the questions. Incite them to use the information they have been learning and also any personal experience they might have. Encourage them also to justify their answers.


## Teaching Guidelines

Revise short theater plays for young people. Identify intended audience. Determine genre. Read short theater plays and understand general sense, main ideas and details. Identify main and secondary characters.

To begin, you may want to elicit the different theatrical genres they remember. Have them mention some of their characteristics. Monitor the class so that you can pick up on common errors students might be making.

### Product Step 1

At this point, students should start gathering information for their Product. Have them go to the school library or tell them about other short theater plays for young people. Have students make a list in their notebooks. After the discussion, have students get into their Product teams and select one of the plays. Ask them to complete the chart with the information from the play they chose.

 If possible, encourage students to visit the web page to find more plays.

### Poster 2

Show Poster 2 again so students remember other genres and can accurately identify the genre of the play they chose for their Product Step 1.

## 6 Listen and read along with the theater play.

Explain to students that they are going to read another play but this time they are going to listen to it and follow along. First, have them read the title and ask them to identify the characters and tell you their names. Then have them look for the highlighted words in the Glossary on page T93. Play the track twice if necessary. Finally, answer any questions students may have about vocabulary or the play itself.

We suggest having students watch an example of a dramatized reading. You could share the following link of a performer's dramatized reading: <https://yhoo.it/2lDahNA>. If there is no Internet access at school, you may suggest watching it at home. Another option is reading the scene yourself in order to model how to do this.

### Product Step 1

Go to the school library or ask your teacher to take you able if more short theater plays for young people. Write a list in your notebook. If possible, you can also visit the following website for more ideas. After you have selected one, with your team, complete the chart.

Name of play	.....
Genre	.....
Main character	.....
Secondary characters	.....
Light and music	.....

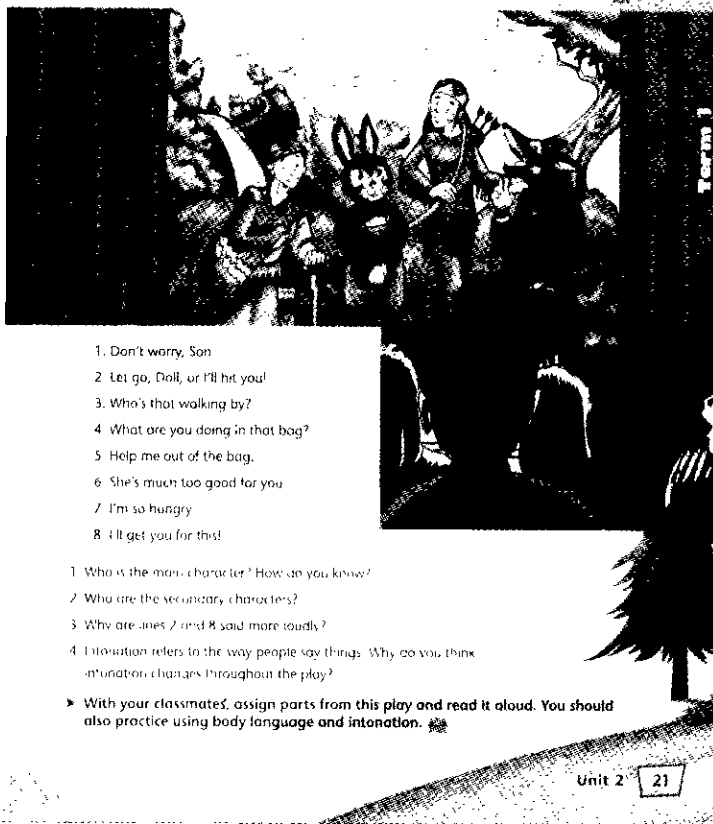
## 6 Listen and read along with the theater play.

### COYOTE AND RABBIT Adapted from a Traditional Native American Tale

*(Son and Mother are standing beside their bean field.)*  
**SON:** Mother! Mother! Just look at our field! Rabbit has been eating the beans again! Soon there will be none left! What are we going to do?  
**MOTHER:** Don't worry, Son. I know just how to stop him. First, take this doll and cover it with molasses. Then leave it on the side of the field and we'll hide behind this tree.  
*(Son covers the doll with molasses and they both hide before long. Rabbit appears on stage.)*  
**RABBIT:** Ah! Those foolish humans have left their beans unprotected again. It's time for my lunch.  
*(Rabbit goes toward the field but falls over the doll and gets one foot stuck.)*  
**RABBIT:** Let go, Doll, or I'll hit you! *(swears for a while but doesn't get one.)* Let go, say! *(his doll and gets his hand stuck.)* Let go of my hand and foot or I'll punch and kick you! *(Receives no reply so punches and kicks the doll and becomes completely stuck.)*  
*(Mother and Son appear from behind the tree.)*  
**MOTHER:** Now we've caught you, RABBIT!  
**SON:** And you'll taste delicious with all those beans inside you!  
**MOTHER:** Put Rabbit in a bag and let's collect some wood for a fire.  
*(Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)*  
**RABBIT:** Who's that walking by?  
**COYOTE:** It is, Coyote. Is that you, Rabbit? What are you doing in that bag?  
**RABBIT:** The old woman put me in this bag because she wants me to marry her daughter.  
**COYOTE:** Really?  
**RABBIT:** Yes, but I'm small and ugly, and her daughter is tall and beautiful.  
**COYOTE:** Yes, she's much too good for you.  
**RABBIT:** Why don't you marry her instead? You are strong and handsome, and you'd make a much better husband than I.  
**COYOTE:** Of course I will.  
**RABBIT:** Help me out of the bag and take my place.  
*(Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbit ties it up.)*  
**COYOTE:** Now go away quickly, before the old woman comes back. *(to self.)* Stupid Rabbit!  
*(Rabbit exits. Son and mother enter stage with wood in their arms and start to make a fire.)*  
**SON:** Ah, what a delicious dinner we're going to have!  
**COYOTE:** *(Wriggles a little in bag, aside to audience.)* Dinner?  
**MOTHER:** Yes, I'm so hungry. OK, the fire's ready. Son, open the bag and we'll cook Rabbit!  
**COYOTE:** *(aside to audience.)* Fire?  
*(Son opens bag. Coyote jumps out and runs away.)*  
**SON:** *(Gets a shock.)* Mercy me!  
**COYOTE:** *(Runs offstage shouting.)* Rabbit! Rabbit! You tricked me. I'll get you for this!



- ▶ With a classmate, identify the genre of the play.
  - ▶ Discuss who the audience for this play is. Find evidence to support your opinion.
- 7 Listen and read the lines from the theater play again. Then discuss the questions.



1. Don't worry, Son
2. Let go, Doll, or I'll hit you!
3. Who's that walking by?
4. What are you doing in that bag?
5. Help me out of the bag.
6. She's much too good for you
7. I'm so hungry
8. I'll get you for this!

1. Who is the main character? How do you know?
  2. Who are the secondary characters?
  3. Why are lines 7 and 8 said more loudly?
  4. Intonation refers to the way people say things. Why do you think intonation changes throughout the play?
- ▶ With your classmates, assign parts from this play and read it aloud. You should also practice using body language and intonation.

- ▶ Discuss who the audience for this play is. Find evidence to support your opinion.

Remind students that, at the beginning of the unit, they talked about the audience of a play. Ask them to say who they think the audience will be and why. You can do this activity as a class discussion, or you can have them discuss in groups.

- 7 Listen and read the lines from the theater play again. Then discuss the questions.



Ask students to listen carefully to how the lines are said and who says them. After listening to the track, have them reflect on the concept of *intonation*. Ask: *Do you know what intonation is? What do we use different intonations for? Have them get in pairs and discuss the questions. Help them as needed.*

**Answers:** 1. Rabbit, because the story centers around him; 2. Mother, Son and Coyote; 3. Because lines 2 and 8 end with exclamation marks which indicate strong feelings; 4. Answers will vary.

- ▶ With your classmates, assign parts from this play and read it aloud. You should also practice using body language and intonation.

Remind them that, a few pages back, they learned about body language. Allow them to go back to page 17 if necessary. Tell them they will be assigned parts in the play and that they have to read them. Ask them to use body language and intonation in their reading/acting that match what they are saying. Have a round of questions before the reading, in case any student has doubts as to what any of the words or expressions mean.

Students could practice reading their lines with a classmate that does not belong to their group. They should take turns reading one of their lines aloud using different intonation and body language. Their classmate should guess the intention or feeling.

## Teaching Guidelines

Identify genre of a play and intended audience. Revise short theater plays for young people. Link non-verbal language with the meaning of dialogue to reinforce the message. Participate in dramatized readings. Use body language. Practice intonation and pronunciation of words and expressions

### Poster 2

Show students Poster 2 and give them a minute to look at it and review the different genres. After one minute, cover the poster and have students work in pairs to write down as many play genres as they remember. Have the group with the highest number of genres come up to the front and read them.

- ▶ With a classmate, identify the genre of the play.

Have students review the Language Awareness box on page 18 if necessary. Then have them work in pairs to reread the play and identify its genre. Check as a class and discuss why they think so. Let everyone participate.

## Teaching Guidelines

Revise short theater plays for young people. Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings. Use body language.

You may want to write some dialogues from the plays in this unit and say them without any gestures or body language. Then you could ask: *What kind of gestures or movements do you think I could use?* Allow students to come up with ideas or even try to say the dialogues with appropriate body language. Then you could repeat the sentence using gestures and body language. Invite students to reflect on how gestures help us to convey the meaning of dialogues.

## Language Awareness

Remind students of what they discussed about body language on page 17 and the examples they gave about body language in everyday life. Then read the text in the Language Awareness box and have them look at the pictures and their captions in pairs or groups and discuss: *Is that body language used also in Mexico?* Solve any questions they may have about the topic and encourage them to find more instances of body language.

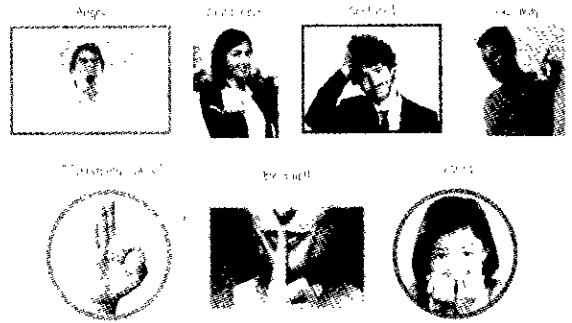
- Look back at the *Coyote and Rabbit*. With a classmate, think about which characters could use the following types of body language.

Have students name the characters in *Coyote and Rabbit*. Let them reread the play if they need to. Then tell them to look at the pictures in the activity and to think about which characters could use the different types of body language. Ask them to work in pairs and discuss their answers.

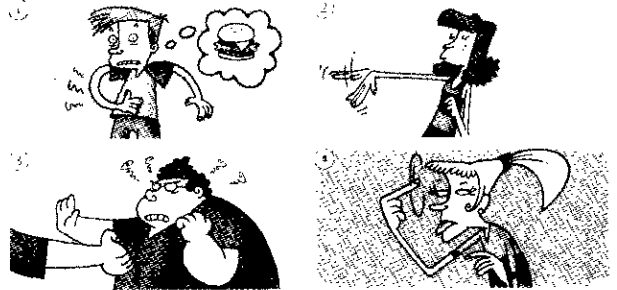
- Choose another play from this unit and perform it using appropriate body language.

Have students get into groups and choose another play from the unit. Give them enough time so they can rehearse and perform the play using the appropriate body language. Walk around and help them get the most out of body language in the plays they perform.

Body language is not only important when you're performing a play, but also when you're talking to someone else. It's important to keep eye contact in order to play that you're confident and interested. Look at the following examples of body language.



- Look back at the *Coyote and Rabbit*. With a classmate, think about which characters could use the following types of body language.



- Choose another play from this unit and perform it using appropriate body language.

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## Further Practice

Display Poster 2 so students can look at the pictures. You may ask students to look at the pictures and have them say what ideas the characters of each picture are expressing. Then students can imagine dialogues for the characters' gestures. Students can compare answers as a class or in small groups.

## Time to Read! Pluto's Cup pp. 24-27

Have students read pages 24-27 (scenes 2-5). Ask them to pay attention to the characters. Have them think about the intended audience and the genre of the play. Have them justify their answers with the information they have learned up to this point and their personal experience. If time allows, have them assign different instances of body language to different parts of pages 24-27 and share them with the rest of the class. For example, "Hmmm" for Emily's line "They're delicious" on page 24. At this moment, have them notice stage directions and have them reflect on them. Ask: *What do you think they are for? What do they help with? What would happen if we didn't have stage directions? How would the play or the understanding of the play change?*

6 Read the text aloud. Assign roles and practice using body language and intonation.

### THE MOUSE AND THE LION

Adapted from Aesop's Fables, Act 1, Scene 1

**Kit Mouse:** *Whap! (scrambles offstage)* 'Mum, I'm so hungry. Let's go find some food in the jungle!

**Mum Mouse:** *Roar! (from offstage)* You go, I'm busy. But watch out for the other animals. They may be hungry, too!

**Kit Mouse:** OK, Mum! *(Scrambles offstage)* Ah, there are some sunflower seeds! I'll eat a few and then take some home. *(Sings)*

**Lion:** *Roar! (Appears on stage)*

**Kit Mouse:** Agh! Who's that?

**Lion:** It's me, Lion. And I'm hungry!

**Kit Mouse:** Well, you're in luck! There are lots of sunflower seeds here.

**Lion:** Sunflower seeds? I'm the king of the jungle! I don't eat sunflower seeds!

**Kit Mouse:** *(screams)* Help! So, what do you eat?

**Lion:** Anything that moves, including mice!

**Kit Mouse:** But I am so small. You won't ever know I'm in your stomach!

**Lion:** Better than nothing!

**Kit Mouse:** Please, Lion. I promise, if you save me, I'll make it up to you some day!

**Lion:** *(laughs, paws, then laughs again)* Ha, ha, ha! You Mouse. Help me, Lion? *(Laughs again)* That's the best laugh I've had in ages. Just ha that! *(He coughs...)*

**Kit Mouse:** Oh, thank you, Lion. Sunflower seeds!

**Lion:** *Roar!* *(Kit Mouse runs offstage)* *Some lion paws in...*

*(Lion can't get through net)*

**Lion:** *(crying)* I'm the king of the jungle, so nobody crosses with me. When animals

*(hears him)* they run away or hide up a tree. *(Lion reaches for a mouse and it falls)*

**Kit Mouse:** Help!

**Lion:** Help!

**Kit Mouse:** It sounds like he's saving help. But he's Lion! Does he really need help?

**Lion:** Heeeelp!

**Kit Mouse:** Oh my! Gaining! *(sings)* Lion! Oh, Lion, what happened?

**Lion:** I got caught in this net. I'm doomed! The hunter will return any minute and turn me into a... *(sings)*

**Kit Mouse:** Perhaps I can help!

**Lion:** Oh, Mouse. I wish you could, but you're so small and weak!

**Kit Mouse:** Lion, be small and weak, but my teeth are big and strong. *(Sings)* *(laughs)* *(hears him)*

**Lion:** So you have a lovely smile. And...

**Kit Mouse:** And I can chew through the net. Watch! *(He starts gnawing)* *(Lion is able to escape to the ground)*

**Lion:** Ouch! Let's get! What a good decision that was to save you! *(Sings)* *(Lion runs away)*



► In literature, the theme refers to the central idea or message behind a story. With a classmate, talk about what you think the theme for this play is.

Explain what the theme of a story is (the central idea or message of the story). Have students work in pairs to discuss what they think the theme of the play is. If time allows, have pairs share their ideas with the rest of the groups.

### Further Practice

Have students analyze, discuss and discover the theme of the other plays in this unit. You may want to monitor their work and give ideas and suggestions if the groups have any problems. Elicit answers and check as a class.

You could ask some students to reflect on their progress respective to the Social Practice of this unit. They can say how they feel, what they have learned, and what else they would like to work on to better read theatre plays. Ask students to justify their answers and discuss as a class.

In literature, the theme refers to the central idea or message behind a story. With a classmate, talk about what you think the theme for this play is.

## Teaching Guidelines

Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings. Use body language. Practice intonation and pronunciation of words and expressions. Identify themes.

Have students think about the importance of body language in each of the theatrical genres. Ask them to get into groups and assign a genre per group. Have them identify three different instances of body language for the genre they were assigned.

### 8 Read the text aloud. Assign roles and practice using body language and intonation.

Explain that they are going to read another play, this time adapted from one of Aesop's fables. Give them a minute so they can read the title and identify the characters. Then have them work in groups of three and assign roles. Remind them not only to read their parts but to also practice using body language and intonation.


## Teaching Guidelines

Revise short theater plays for young people.  
Link non-verbal language with the meaning of dialogue to reinforce the message.

Elicit ideas on the importance of gestures and body language when we speak. Remind them that they help us convey meaning and emphasize important ideas. After that, you may allow students to discuss how they can use body language in their daily life.

## Product Step 2

Students are now ready to do Step 2 of their Product. In Step 1, they reviewed other plays and gathered information about one of them. Now they will need to take a look at the play they selected and choose a character whose lines each of the team members will read (suggest characters to team members). Explain that everyone in the team must be assigned a different character. Review the mind map with students and have each team member complete it with their character's information. Encourage them to review and use what they have learned along the unit. Help them with unknown vocabulary or, if possible, give access to a dictionary (printed or online).

 If possible, encourage students to visit the website to help them prepare to perform their plays.

Once students have chosen their character, ask them to exchange roles with a classmate. Then invite them to act out their new role using the body language they think suits the character.

## Product Step 2

Look at the play you selected in Product Step 1. Now, you must choose a character whose lines you will read. Make sure everyone in your team has a different character. Once you have selected a character, complete the mind map and the information card.

Team 1

My character

To help you prepare to perform your play, you can click on the link below

24 Unit 2

### Product Step 3

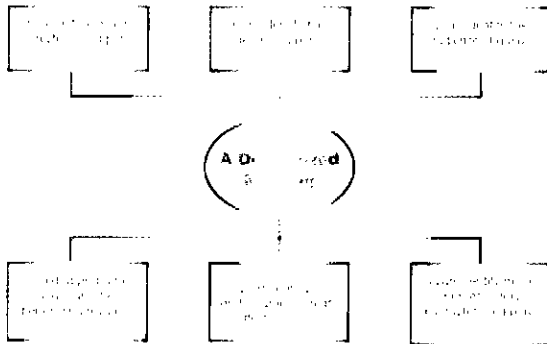
Now it is time to perform the theater play you selected with your group.

1. Before you perform, it's a good idea to practice your play with your team several times.
2. Remember to use the appropriate intonation and body language when performing your play.
3. Take turns presenting. Be respectful when another group is performing.
4. You can also give feedback and comments about the plays your classmates performed.

### Self-evaluation

Complete the graphic organizer to evaluate your performance. Use the numbers to assign a grade for each section.

1. Intonation and body language
2. Intonation and body language
3. Intonation and body language
4. Intonation and body language



If you still need more practice, try working with a classmate to identify the points above in the plays from this unit. You can check your answers with the teacher, and ask for clarification if necessary.

Unit 2 25

### Self-evaluation

Students will evaluate their own performance according to the rubric in the evaluation instrument. You could read through the graphic organizer with the class before they begin, to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion. Finally, a volunteer could read the tips in the final paragraph and think what they can do next time to improve.

### Time to Read! Pluto's Cup pp. 28-31

Have students read pages 28-31 (scenes 6-8). Review with them the main aspects of theater plays learned in this unit: theme, genre, characters, body language and stage directions. Then have them do the After Reading activity on page 32. Help them as necessary with the vocabulary they need. Finally, encourage them to check the references, if possible, to learn more about the topic of this unit or read more plays.

### Assessment

Remember that you can use page T103 for Assessment 2 to assess students' performance of this unit.

### Teaching Guidelines

Participate in dramatized readings. Use gestures, eye contact, body language and pauses. Monitor intonation. Analyze and give feedback.

Ask students what difficulties they have found when preparing to read theatre plays. Give some advice to students so that they can solve their difficulties. Emphasize the fact that students should use body language and intonation.

### Product Step 3

Explain that they are now ready to perform a dramatized reading of the play they selected. First, give them time to rehearse the performance. At this stage, remind them to use the appropriate intonation and body language. Establish turns with the teams so they can all perform in front of the class. Give each group feedback and encourage their classmates to give them respectful feedback, too.

# Term 1: Unit 3

## Knowing about Emergencies

- Environment:** Academic and Educational
- Social Practice:** Produce instructions to prepare for a natural disaster.
- Communicative Activities:** Interpretation and follow-up of instructions
- Achievements:** Select and review instruction sheets. Read and understand instruction sheets. Write instructions. Edit instruction sheets.
- Product:** Poster with instructions
- Reader:** *Forces of Nature*

The first two pages aim to get students into the context of emergencies. Tell students that they will follow a series of steps to make a poster with instructions to deal with a natural disaster.

### 1 Look at the first part of a poster. What is it about? What are the possible sections that are missing?

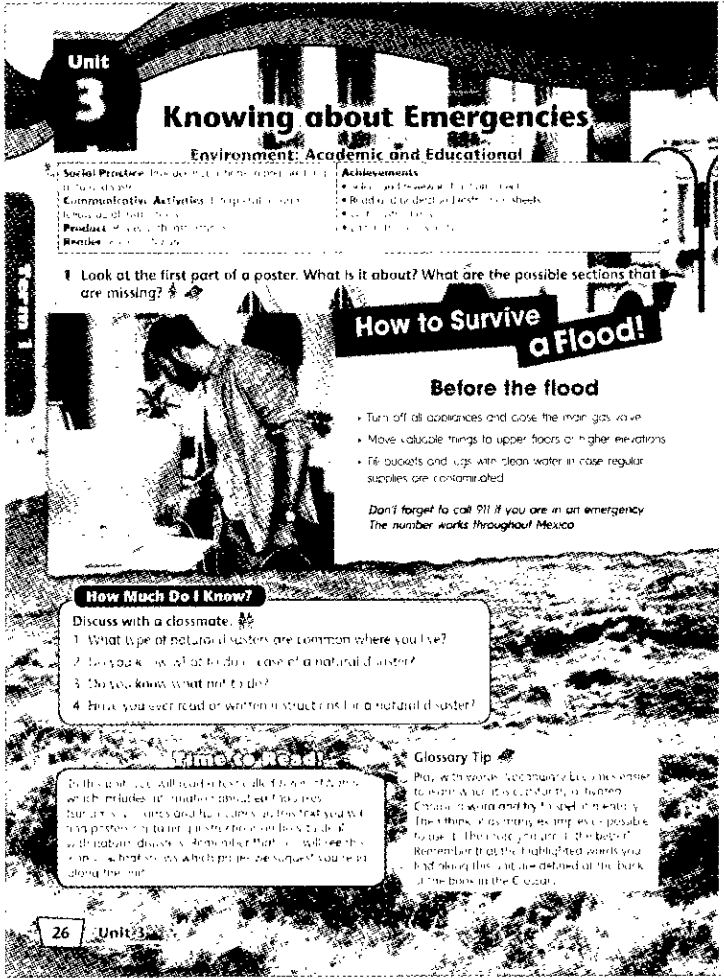
Draw their attention to natural disasters. Ask students to look at the first part of a poster to know what to do in case of a flood. In order to make sure students are familiarized with the term flood, you may ask:

1. How are floods caused?
2. Where do they usually happen?
3. Do you know what to do in case of a flood?

Let students take a look at the first part of the poster on page 26 and read the steps. Encourage them to predict the following steps and how they will probably be organized.

**How Much Do I Know?**

The idea of this sections is to activate students' previous experiences and knowledge with natural disasters in their community. The questions aim to make a connection between the text and their background knowledge.

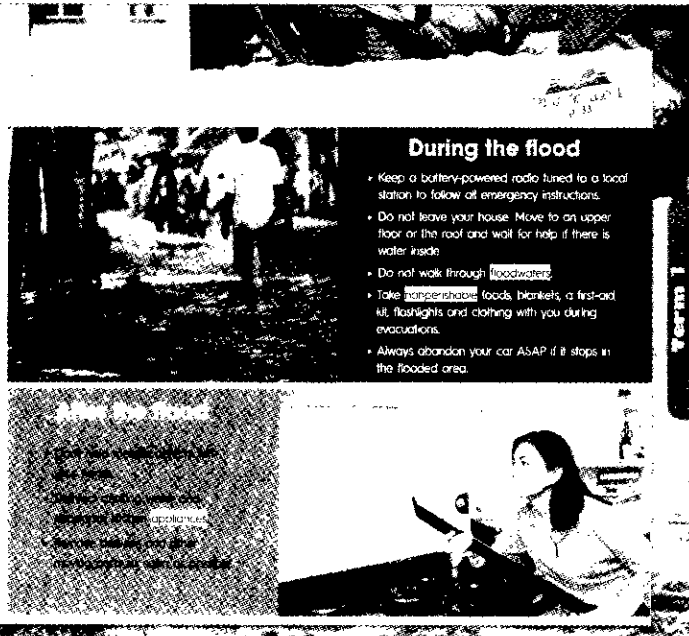


### Time to Read! Forces of Nature

In Unit 3, students will be able to learn more about natural disasters and how to deal with them by reading the text *Forces of Nature*. Call students' attention to the task and ask what forces of nature could be and how they are related to the first part of the poster. Elicit answers and then ask students to read the information in the box to check their predictions.

**Glossary Tip**

Part of the strategies we suggest in this unit is playing with words. Constant elicitation of words allows students to recall words faster. The more flexibility they have to use the words, the better they are at expressing their ideas. If they still have questions, they can ask their classmates for additional examples. In the Glossary on page 95, they will find the meaning of the highlighted words from this unit.



Term 1

- Look at the rest of the poster and discuss the questions below with a classmate.
1. Has there been a natural disaster where you live? What happened? What did you do?
  2. Do you think posters are useful to know what to do in case of natural disasters?
  3. Where can you find similar posters in your town, city?
  4. What kind of information can you find in the poster?
  5. How is the information presented in the poster?
  6. Do you think the information in the poster is relevant? Why?

- 2 Look at the poster again and tick (✓) the elements required in a poster.
- |                                   |  |                                    |
|-----------------------------------|--|------------------------------------|
| <input type="checkbox"/> Title    | <input type="checkbox"/> Sentences that start with an action | <input type="checkbox"/> Subtitles |
| <input type="checkbox"/> Graphics | <input type="checkbox"/> Sentences that start with a person  |                                    |

**2 Look at the poster again and tick (✓) the elements required in a poster.**

It is important for students to identify the elements a poster should include and the way the sentences are structured. Focus their attention on the structure of the sentences.

Have them reflect on how indicative sentences (you drive to the nearest supermarket) differ from imperative sentences (drive to the nearest supermarket). It is essential for them to understand that sentences in imperative should always start with the verb in its simple form.

Provide as many examples as needed so that they can identify the elements and purpose of each structure.

**Answers:** Title; graphics; sentences that start with an action; subtitles.

**Time to Read! Forces of Nature p. 33**

Write on the board the words *hazard*, *damage* and *natural disaster*. Have students discuss the way these words are connected. You may ask them to look for their meaning in a dictionary and analyze the differences in the examples provided therein. Then ask them to read page 33 and discuss some examples they have lived or seen in their community.

**Teaching Guidelines**

Explain and model for your students how to access concrete information. Help them identify the general impression and purpose.

Have students go back to the first part of the poster on page 26. Ask questions for them to remember the content of the poster: *What did the first part of the poster talk about? How did the image relate to the information?* Elicit answers. Then ask: *What could be the next parts of the poster?* Ask students to work in pairs and discuss what kind of information they are likely to find in the second part of the poster.

► **Look at the rest of the poster and discuss the questions below with a classmate.**

Students work in pairs and read the rest of the poster. Use this section to have them recognize the steps a poster should follow and how the illustrations support the instructions. Emphasize the importance of dividing the information into clear steps.

Have students discuss the questions so as to value where they can find reliable information regarding their community. Help them determine the importance and order of information.

Ask students what natural disasters they have gone through. *Were they scared? Did they know what to do?* You may invite them to ask their family members whether they think their family is prepared for a natural disaster.

## Teaching Guidelines

Value the order of sentences in sequences. Examine the distribution and use of the graphic and textual components.

### 3 Look at the posters. Discuss the questions below.

Before having students working in groups, you may want to ask them to remember the expected organization in the poster. Then ask them to take a look to get a general impression of the two posters presented. Have them reflect on how the images are connected to the title of the poster. You may want to ask them to look back at the first two pages and compare the poster there with the ones on this page and ask:

#### 1. What similarities are there among them?

This will help students identify organized information in a poster, as well as graphics.

Then ask them to read the posters and discuss the questions.

### Language Awareness

It is essential for students to understand that instructions and orders are constructed in English with imperative sentences. Draw their attention to the fact that the verb remains in its simple form for all pronouns. Explain to them how adding an explicit subject to the sentences changes their function. Point out the necessary words to write the negative form of the sentence with *do not*, and its corresponding contraction, *don't*.

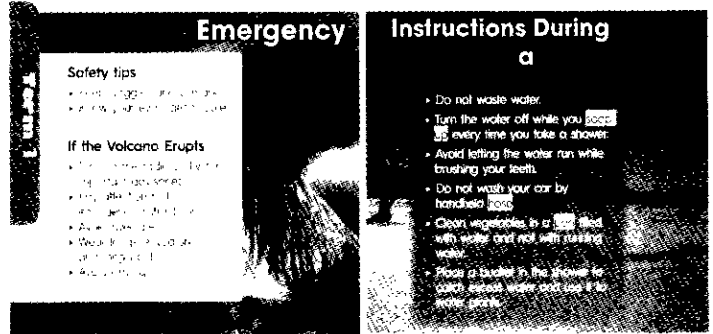
#### ► Now answer with a classmate the questions about the posters you have seen in this unit.

Students exchange points of view with the questions provided in this section. At this point, students have had some experience with imperatives and sequenced information. In case they have problems answering the questions, you may ask them to look back at the Language Reference box and compare the posters with the information provided there.

**Answers:** they give instructions about what to do in a natural disaster; the sentences are in imperative; short and clear statements.

#### ► Look at the posters. Discuss the questions below.

1. Have you read or heard about any of the natural disasters in the posters?
2. Are any of the posters related to others you read?
3. What type of information do the posters give to prevent a natural disaster or to know what to do in case of one?
4. How do the graphics help you understanding the instructions?



Sometimes, we need to give instructions in cases of emergency. There are many structures we can use to do this.

- Imperative instructions: verbs in the infinitive form without 'to'.  
*Go to the nearest shelter in case of an earthquake.*
- Imperative instructions with pronouns:  
*Turn away from windows in the case of an earthquake.*
- Imperative instructions with 'do not' to indicate prohibition:  
*Do not touch any electrical wires during an earthquake.*

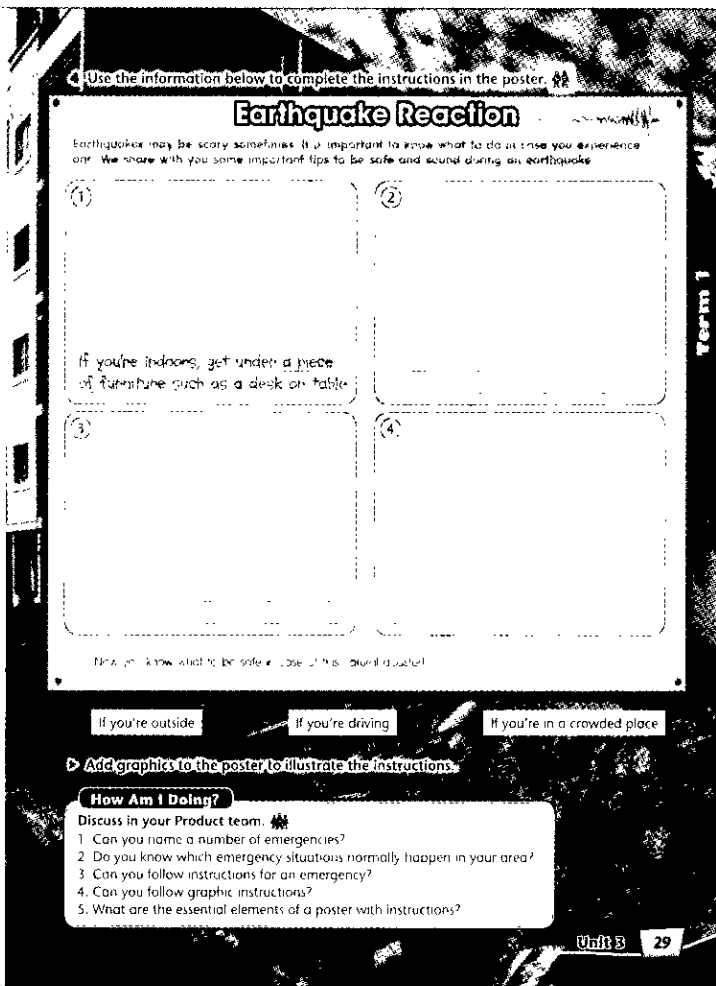
#### ► Now answer with a classmate the questions about the posters you have seen in this unit.

- What does the information in posters have in common?
- What do you think is the most important?
- How are instructions given in these posters?

## Time to Read! Forces of Nature pp. 34-37

Before having them read the text, elicit students' previous knowledge of natural disasters. Write the words *air*, *water*, *fire* and *wind*. Then ask them if they know any natural disasters related to these elements of nature. Read pages 34 to 37 as a group. Ask them how these natural disasters are related to the words you wrote at the beginning.





They can use additional resources such as books, magazines and reliable websites to get the information needed. Emphasize the importance of evaluating their decisions about including or omitting information based on the reliability of the source.

► **Add graphics to the poster to illustrate the instructions.**

After students have completed the instructions to follow in different scenarios, ask them to add graphics. Remind them the importance of having relevant graphics related to the instructions in order to make the poster easier to follow. Make sure the graphics are clear and precise. They may use additional resources such as cut-outs from magazines or draw the images by themselves.

**How Am I Doing?**

Here students can evaluate how much they have learned about the structure of an instruction sheet, which they will need for the preparation of their poster at the end of the unit. Most importantly, they have the chance to look ahead and see what they still need to learn or investigate. Students can reflect and make notes to check in subsequent lessons.

**Teaching Guidelines**

Take a look to get a general impression. Anticipate general sense. Examine distribution and use of graphic and textual components.

You could ask students what they found out from their family members about their family's readiness for a natural disaster. Does someone think they should be better prepared? How?

**4 Use the information below to complete the instructions in the poster.**

This exercise is intended for students to create instructions to deal with an earthquake based on contextual information previously provided in the prompts. You can begin this activity by talking about steps they already know about what to do in case of an earthquake. This will allow students to feel motivated to share their own experiences and knowledge on the topic. Have students work in pairs. Focus their attention on the example provided in Activity 1. Then ask them to use the prompts below to create instructions for two, three and four.

At this point, you might want to ask students to form their teams for the poster. We recommend these are different teams than in Units 1 and 2 so that students can learn to work with more classmates.

**Further Practice**

Have students work in small groups and discuss the natural disasters they read about in the Reader pp. 34 - 37. Tell them they will work on an activity similar to Activity 4 with one of the natural disasters in the Reader. Encourage them to use both the reader and their own experience to choose one that could be useful within their community. Then ask them to make a list of important tips for that natural disaster. Have them read their lists for the class and let the other teams guess what natural disaster the list of tips is for.

## Teaching Guidelines

- Make connections between the text and students' background.


Before starting the lesson, you may ask students to share their notes with the information they discussed in *How Am I Doing?* Allow time to discuss how much they know the information. Encourage them to keep a list of local emergency numbers in case they need them.

### Product Step 1

At this point, students can go through the first step of their Product preparation. Have them work in small groups and think about recent natural disasters they have experienced or read about in their community. This general view will allow them later to select the most relevant option for their context and produce instructions to be prepared for that natural disaster.

- ▶ Choose one of the natural disasters you listed above and research about it. Consider the following.

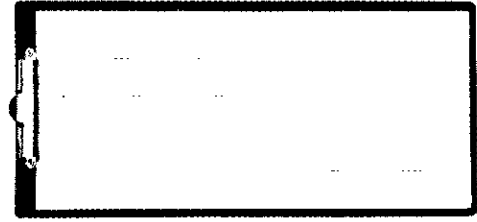
It is essential that students practice how to find reliable information. You may want to discuss with them the sources they consulted for Activity 4 and verify their reliability. Encourage the use of additional resources. Draw their attention to research only about one of the natural disasters they wrote on the list above.

 If possible, encourage students to visit the website to find out more about emergencies and how to deal with them.

The guide offered by the World Health Organization is a reliable source with instructions to be safe in case of different disasters. This resource is intended to help students achieve the expected social practice. It is also a good opportunity to discuss the work they have done so far and the information they have recollected. Have them reflect on the similarities by asking them: *Were your instructions in the previous exercises similar to these ones?* Let students integrate information in their own Product if they consider it useful. Encourage them to edit that information to adapt it to their poster instead of just copying.

### Product Step 1

Make a list of natural disasters that can occur in your town or city.



- ▶ Choose one of the natural disasters you listed above and research about it. Consider the following.

Natural disaster	What natural disaster the natural disaster is?
Characteristics of the natural disaster usually take place?	Why and if the danger is?
How can you prepare yourself before it happens?	What can you do if the natural disaster takes place?
If it is possible, visit	

30 Unit 3

## Time to Read! Forces of Nature pp. 38-41

Although we cannot control nature, there are several steps we can take in order to be safe. We recommend explaining that pages 39 to 41 have safety tips of things to do before, during and after natural disasters. Have students read these pages. You may want to invite them to add their own ideas for each situation.

3 In Activity 1, you read information about floods. Drowning is one of their most serious consequences. Read about what to do in case someone is drowning and discuss the questions.

## What to Do in Case Someone is Drowning

First, get help. Call 911 and, if you cannot do it yourself, ask someone to call for you.

Then put the person's feet higher than his/her head. This helps the water exit the lung.

After that, place your ear next to the person's mouth and nose. Look if the person's chest is moving.

Next, check the person's pulse for 10 seconds.

Finally, if the person is not breathing and you have been properly trained for it, do chest compressions. If you have not been properly trained, make notes of the information you collected about the pulse and breathing and wait for help to arrive.

Following the instructions above will help you calm down during the emergency.

- What is the first thing you need to do to help someone drowning?
- What is the last thing you can do to avoid drowning?
- Can you change the order of the instructions? Why? Why not?



### Sequence Words

We use *sequence words* and *process* to show the exact order in which we would follow instructions.

- *first* • *then* • *after that* • *next* • *finally*

Sequence words make the steps clearer and easier. We use *first* to begin the first step of a list. The word *then* and the phrase *after that* can be used to connect or label connected steps and events to follow. Use them alternately to give a reader to know the order. Do not forget to use a comma (,) after most of the sequence words. The only word that does not follow is a comma is *then*.

Unit 3 31

## Teaching Guidelines

Help your students make a list of words that determine the order of steps. Help them identify steps in sentences. Think about the purpose of sequence words and how they determine the order of steps.

Ask students to share the natural disasters they chose. Encourage them to tell their classmates what they learned about them and what reliable sources of information they found. You may start a discussion about the topic and encourage students to tell you if they have ever been involved in any of these emergencies.

3 In Activity 1, you read information about floods. Drowning is one of their most serious consequences. Read about what to do in case someone is drowning and discuss the questions.

So far, students have practiced the elements a poster should have, as well as the expected sentence structure. It is important for them to identify a list of words that determine the order of steps. Such words will help them make better organized instructions

for their own poster. Have students work in small groups with the text and discuss the questions. Focus their attention now on the way the steps are divided by sequence words. The questions are intended for students to analyze the function of sequence words.

## Language Awareness

Sequence words are a key element in the construction of their product and the achievement of the Social Practice. Notice that these words have punctuation rules that students should be aware of. You may read the text as a class and draw their attention to the words in red. You may want to ask them to compare how the text would look like without the sequence words and have them reflect on the importance and function they have.

Elicit previous experiences with these words and examples students have already. Emphasize the importance of proper punctuation when using sequence words in order to make the Product clear and easy to follow.

At this point, you may want to tell students to ask any questions they have about ordering ideas with sequence words. Additionally, you may ask them to look for other examples in other materials in English they use and share the examples they find with the class.

## Further Practice

Write on the board the words *hurricane*, *earthquake* and *flood*. Ask them to think about the information they read in their reader pp. 38 - 41. As a class, brainstorm the tips they remember from it. Then have them work in pairs. Tell them each of them will choose one of the natural disasters on the board. They are to write on slips of paper survival tips for the natural disaster they choose and shuffle them. Monitor the class to verify they use the verbs in imperative. Then ask them to exchange their slips of paper with their classmate and put them in order individually. Once in order, they must add the sequence words *first*, *then*, *after that*, *next* and *finally* to each slip of paper and read the list aloud for their classmate to verify they put the slips of paper in the correct order.

Encourage them to reflect on the importance of adding sequence words to a list of steps when producing instructions.

## Teaching Guidelines

Let your students share their text so that they can verify punctuation and spelling. Help them evaluate decisions regarding the included or omitted information. Value how to determine importance of information. List words that determine the order of steps.

You may ask students to reflect on how the instructions they have read on different pages in the unit are similar or different.

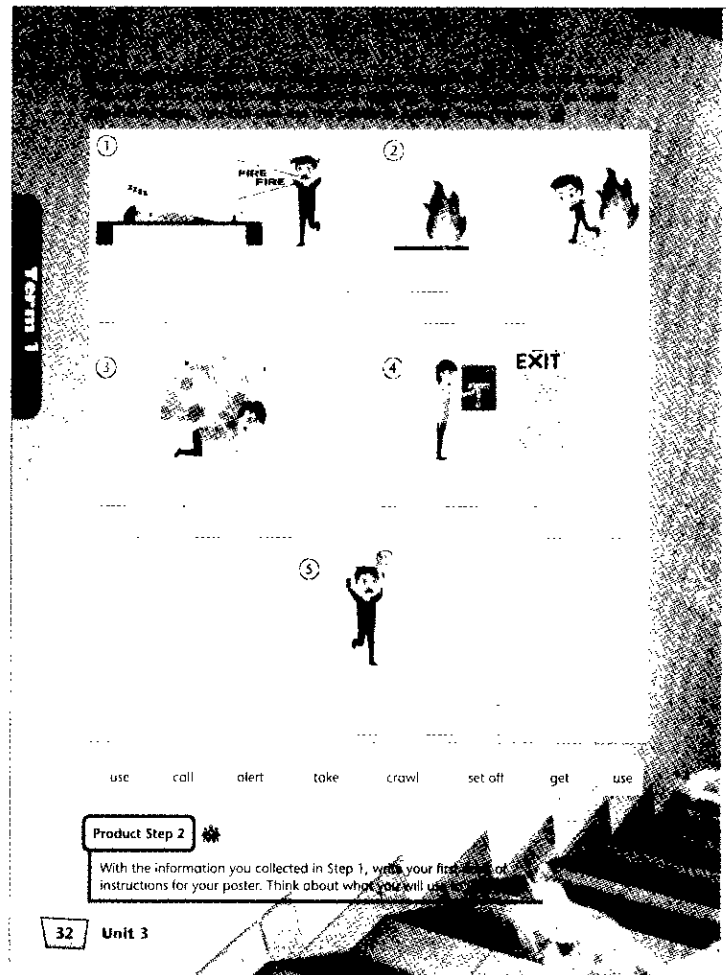
## Poster 3

Show Poster 3. Tell students they are going to write instructions to deal with a fire emergency. Display Poster 3 and say: "Look! This is an example of the kind of poster you should create. This poster shows what to do in case of hurricane. How are the instructions written in this example? What is the structure of the orders? How do the graphics support the steps?". Allow a couple of minutes to discuss in pairs or small groups.

**6 Look at the poster below. Use the graphics as a support to write the instructions. You can use the actions in affirmative or negative. Use sequence words to order the instructions. You can also use the poster in Activity 5 as a model.**

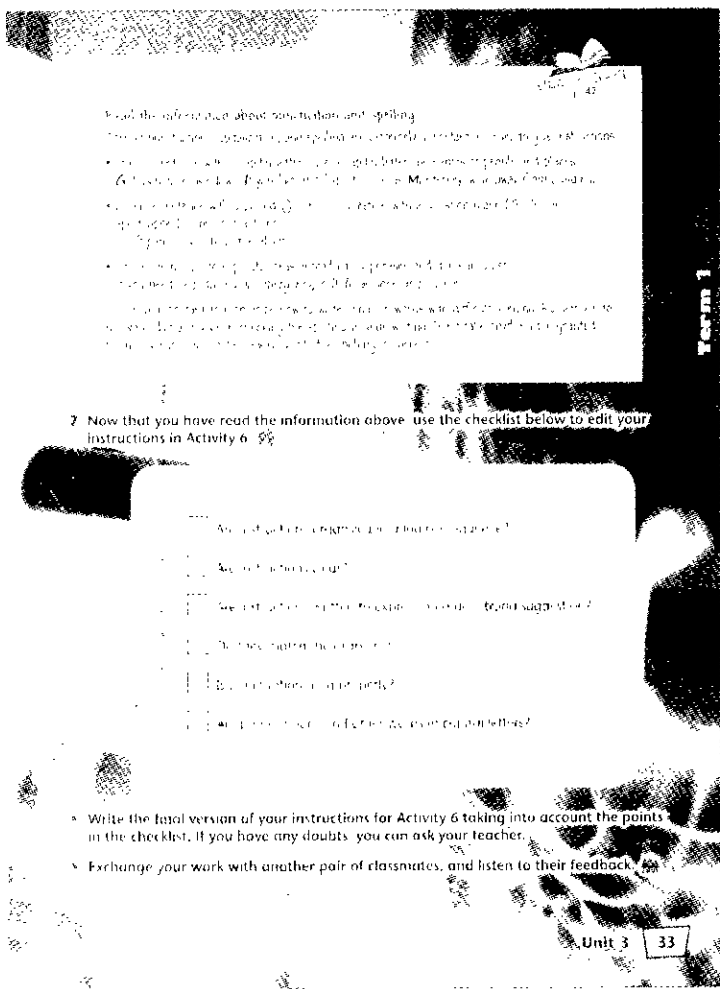
Tell students they are going to complete a poster similar to the one you displayed before. Ask them to take a look at the poster on page 32 first and try to predict the verbs and structures they may require completing the activity. Point out that, for this activity, they are to add sequence words where appropriate. Focus their attention on the numbers on top of the images and how they can be used as a support to order the instructions. Encourage students to use the graphics as a reference to write the instructions. This exercise will help students achieve the Social Practice by allowing them to practice how to write steps using words that determine the order of steps.

**Possible Answers:** 1. First, alert others about the fire; 2. Then use the stairs to evacuate; 3. After that, crawl through the smoke; 4. Then set off the fire alarm; 5. Finally, call 911 to get help.



## Product Step 2

Students have the chance now to use the knowledge about imperatives and sequence words they just practiced in Activity 6. Before having them work in teams, ask students to discuss possible verbs that they could use for Product Step 2, as well as the order in which they should be placed. At this point, students should be able to think of the possible graphics they will use for their poster; however, they do not have to use any in this moment since they will have the chance to do it later. Point out that they should focus on giving clear instructions and that they will have the chance to add graphics later.



Read the information about punctuation and spelling.  
 The information below is based on the information in the previous unit.  
 • Use commas to separate items in a list.  
 • Use semicolons to separate clauses in a sentence.  
 • Use apostrophes to show possession.  
 • Use hyphens to join words.  
 • Use brackets to add extra information.  
 • Use parentheses to add extra information.  
 • Use brackets to add extra information.  
 • Use brackets to add extra information.

7 Now that you have read the information above, use the checklist below to edit your instructions in Activity 6.

- Are all verbs in the infinitive form?
- Are all verbs in the right form?
- Are all verbs in the right tense?
- Are all verbs in the right voice?
- Are all verbs in the right mood?
- Are all verbs in the right aspect?
- Are all verbs in the right degree?

- ▶ Write the final version of your instructions for Activity 6 taking into account the points in the checklist. If you have any doubts, you can ask your teacher.
- ▶ Exchange your work with another pair of classmates, and listen to their feedback.

▶ Write the final version of your instructions for Activity 6 taking into account the points in the checklist. If you have any doubts, you can ask your teacher.

Provide students with as much help as they need to verify they are using the appropriate punctuation, verb structures and sequence words.

▶ Exchange your work with another pair of classmates, and listen to their feedback.

Students now exchange the final draft for Activity 6. Give students the opportunity to use and combine writing, reading, and speaking simultaneously in this section. This will help them achieve the Social Practice. Exchanging their work will allow them to use the information they learned throughout the lesson in an interactive and communicative manner.

**Time to Read! Forces of Nature p. 42**

Students read the After Reading activity on page 42. It might be a good idea to refer them back to page 38 and ask them what other things they would want to include in a disaster survival kit. They should work in groups to prepare a poster with instructions.

**Teaching Guidelines**

Remove, add or change information to improve a text. Check punctuation marks and spelling of words. Use expression to show generic facts.

**Language Awareness**

In order to produce correct instructions for a natural disaster, it is essential for students to understand the use of punctuation marks. Take this section as an opportunity to analyze the posters in the previous activity as models and have students reflect on how much they have been using this punctuation so far.

7 Now that you have read the information above, use the checklist below to edit your instructions in Activity 6.

Point out the importance of keeping a consistent punctuation style when producing instructions. You may want to take some time to check and edit previous instructions they had written throughout the unit. Elicit examples where students were able to identify and edit themselves their own previous work.

You may want to tell students that, during this stage, they are only going to verify punctuation of the sentences. They should write down any questions regarding how to punctuate properly and bring them to the next class.

## Teaching Guidelines

Evaluate decisions about included and omitted information. Value order of statements in sequences. Point out and solve misunderstandings. Remove, add or change information to improve the text.

At this point, you may encourage the teams to ask any questions that might have come up while they were working on their first draft. Alternatively, you can tell students about the importance of checking punctuation, spelling and capitalization in a text they write. You could explore what they know about these topics by asking: *What words are always written with capital letters? What is a question mark?* Encourage students to give examples.

### Product Step 3

In this section, students have the chance to reinforce the knowledge learned throughout the unit and apply it directly to the instructions for the natural disaster they have been working on. Students can now write the instructions for their poster taking into account punctuation marks.

Ask them to work with their Product team. Before they start working on the final version, you may want to ask a volunteer to sum up the key points they must keep in mind while working on their poster: use imperatives, sequence words, relevant graphics and proper punctuation marks.

Encourage them to be polite and objective when giving feedback to other teams. Remind them the importance of giving well-founded feedback to their classmates. Remind them they can always look back at the Language Awareness boxes in case they have questions.

### ► Write the final version of your poster taking into account the feedback you received.

Have students work in their product teams. Make sure all of them participate actively. They should be able to integrate the material they have created so far. They can edit it if necessary. Remind them the importance of having a poster with ordered steps and based on reliable sources of information, proper punctuation and graphics that help the poster be clearer and easier to understand. Remind students they can go back and check previous activities and Language Awareness boxes in case of doubt.

### Product Step 3

Exchange your first draft of your poster with another team. Use the checklist in Activity 7 to give your classmates feedback.

► Write the final version of your poster taking into account the feedback you received.

► Illustrate the instructions in your poster. Use the graphic resources in the poster in Activity 6 as a model.

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### ► Illustrate the instructions in your poster. Use the graphic resources in the poster in Activity 6 as a model.

Point out that images in Activity 6 are only a model and by no means should they be part of the final version of the poster. Ask students to use as many resources as possible such as cut-outs from magazines, books, encyclopedias or drawings.

**Product Step 4** 🐛

Now it's time for your team and you to present the poster you have prepared. With your team, show your poster and explain how you created it. Don't forget to verify important points before the final presentation such as order of instructions, graphics, spelling and punctuation.

Self-evaluation

Use the rubric to mark (✓) the boxes that best describe your abilities.

	Easily and correctly	Correctly, but with minor difficulties	Occasionally correctly with noticeable difficulties	Rarely correctly
1. I can read and understand instruction sheets.				
2. I can give instructions according to a specific situation.				
3. I can use sequence words when writing steps in a set of instructions.				
4. I can write instructions about a natural disaster emergency.				
5. I can effectively illustrate written instructions.				

Ask them to tick the boxes that are closer to their performance. Should a student tick several times the box *Rarely correctly*, provide positive and enriching feedback on the strategies he or she could use in order to improve. Encourage students to constantly check the unit in case they feel the need to review topics.

Finally, students could examine the posters made by other teams with their team members and then reflect on these questions: *Did other teams include more information? Did they miss anything? How could they improve their work?* This is also an opportunity to talk to students about the value of this unit for their community and to ask them what they have learned about natural disasters and how to produce instructions to be ready in case of one.

**Assessment**

Remember that you can use Assessment 3 on page T104 to assess students' performance in this unit.

**Product Step 4** 🐛

Now that students are ready to present their posters. You might want to ask them to review the process they followed throughout the unit to get to this point. When ready, students can take turns presenting their posters to the class. The rest of the students should be encouraged to listen respectfully and ask questions or offer feedback at the end based on the criteria established for the poster. Once all the groups have presented their product, students can be asked to display the poster for other students to see. If time allows, you could ask students about their experience preparing the disaster survival kit from the After Reading activity before presentations, and how that activity helped them to achieve their poster with instructions to be prepared in case of a natural disaster. Keep a positive and supporting environment while the teams are speaking.

**Self-evaluation**

As part of their ongoing evaluation, this section is for students to think about what they have learned. It isn't necessary for students to share their ideas and reflections, as it is an individual and personal evaluation to identify what they have to work on in the future.

# Term 1: Unit 4

## Reading the News

**Environment:** Family and Community

**Social Practice:** Compare news in different journalistic publications.

**Communicative Activities:** Exchanges associated with the media

**Achievements:** Review journalistic news. Read journalistic news. Contrast journalistic news in different newspapers.

**Product:** A comparative chart

**Reader:** *The World of News*

The objective of the first two pages of the unit is to show students what they will be expected to achieve by the end of it. Throughout the unit, they will follow several steps that will enable them to compare articles about the same subject that are published in different media. Students will learn how to prepare and present the information in the form of a comparative chart. On these introductory pages they will see an example of such a chart comparing two articles.

### 1 Read the two pieces of news and discuss the questions.

Draw students' attention to the two pieces of news and ask them to pay special attention to the design. Then discuss where news articles are published (*newspapers, magazines, Internet*). If time permits, you could ask them how news articles or stories are different from books. Point out that news articles are written with a specific audience in mind. Some are age-appropriate due to the subject matter. We aren't all interested in the same things. You could invite several volunteers to name a subject they would be interested in reading about and one they would not. Make a list of different audiences on the board, for example, *senior citizens, children, teenagers, adults, boys, gender, nationality*, etc.

Then divide the group into teams and have them read the two articles together. Before beginning, encourage students to look up the highlighted words in the Glossary on page 96. Next, have them discuss the questions at the bottom of the page. Once they have finished, invite them to share their answers with the

4

## Reading the News

Environment: Family and Community

**Social Practice:** Compare news in different journalistic publications.

**Communicative Activities:** Exchanges associated with the media

**Product:** A comparative chart

**Reader:** *The World of News*

**Achievements:** Review journalistic news. Read journalistic news. Contrast journalistic news in different newspapers.

**1 Read the two pieces of news and discuss the questions.**

Blog
Star
Person
Envelope

**Phone Addiction in Teenagers**

As part of a project in Science 7, Leo reviewed some planning studies about teenage phone use. He had some of his own comments when he read the article.

- Half of today's teenagers don't know how to use an old-fashioned phone.
- More than three-quarters of teenagers have their own phones.
- Most teenagers text preferred to receive text messages, instead of calling them.
- More than half of teenagers say that they are with their friends all day, all night, just to use an old-fashioned phone.

The report continues to say that because the 21st-century teenagers are so used to smartphones, it is causing a worry in schools, especially in US high schools.

**NEWS**

1 News can be found online, in newspapers, and more. Where can you find each article?

2 Who is the audience of each article?

3 What are the articles about?



Look at the comparative chart about the news and discuss the questions.

	Are You Addicted To Your Phone?	Phone Addiction in Teenagers.
Type of media	Digital news	Printed media - newspaper
Audience	Teenagers	Teenagers and adults
Presentation	Colorful and interactive	Serious and factual
Main idea		

1. What do you think the main idea of each text is?
2. Which version of the news is clearer for you?
3. How are the articles different? How are they similar?

Read both articles again and discuss the questions.

1. Do you think teenagers spend too much time on their phones?
2. Are the statistics surprising to you?
3. Did you know the word "nomophobia"?

**How Much Do I Know?**

Discuss the questions.

1. Do you usually read the news?
2. Where can you find news?
3. What kinds of news exist?

# NEWS

It's addictive.  
You'll labor six times.

**Glossary Tip**

Remember that throughout the unit, you will find some highlighted words. These are defined in the Glossary in the back of your book. Another way to learn words faster is to use them whenever you can. Next time your teacher assigns you a task either in the classroom or for homework, use the word that you had a chance to remember in the task. That way, you will have the chance to use it.

**Time to Read!**

In this unit, you will read a text called *The World of News*, which includes information about this media type and how to use the news. Remember that you will see this unit in which shows which pages are suggested you read during the unit.

Term 1

Read the headings and the first column out loud. Explain that the first column contains topics that can be used to compare news articles and invite them to name a few more. Divide the class into pairs and have them read and discuss the questions. Invite pairs to share their answers with the rest of the class. You could ask for a show of hands to do a survey about which article they liked best.

Read both articles again and discuss the questions.

Encourage students to read the two articles again. Then divide the class into groups to read and discuss the questions. Explain that these questions have more to do with content. As an alternative, lead a class discussion and encourage the participation of all students.

**Time to Read! The World of News**

Explain that the story *The World of News* gives descriptions of different publications that feature news stories. It begins with printed media and goes on to talk about mobile news, online newspapers and blogs, to name a few. You could discuss how the story will be useful as students prepare and present their Product.

**Teaching Guidelines**

Anticipate news content from their structure. Anticipate news content from graphic and textual components. Contrast journalistic news in different news media.

**How Much Do I Know?**

The idea of this section is to activate students' previous knowledge about the topic related to the Social Practice for this unit. Students work in groups to discuss the questions. Encourage them to give examples to support their answers and, if possible, to ask other questions. Afterward, students can share their answers with other groups.

2 Look at the comparative chart about the news and discuss the questions.

Explain that the chart on this page compares two articles about phone addiction. Read the chart together and point out the headings. Remind students that their Product for this unit will be a comparative chart of news media and that this is a good example to help them get started.

**Glossary Tip**

Remind students that throughout the *Yes We Can! Student's Book* there are highlighted words that they can look up the Glossary. Read the Glossary Tip together in class and discuss the suggestion to help them learn new words. Tell them that some language experts say: *A word isn't yours until you have used it three times.* Ask them if they think this true and why.

**Further Practice Poster 4**

Display Poster 4 and have students look at the different types of news there are. Students can work in small groups to talk about the type of news they are interested in. They should mention where they can find them. For example; on the Internet, newspapers, TV or any other sources they can name. This will help them activate their previous knowledge about the types of news there are and the sources where they can get them. It is a good opportunity to know about how news are spread where they live.

## Teaching Guidelines

Choose news from headlines and headers. Analyze ways to request points of view on news headlines to exchange them with others. Anticipate news content from graphic components. Compare changes posed to describe identical facts.

### 3 Read the headlines from the news below and look at the images in each. With a classmate, guess what the articles are about. Then read the articles to check your answers.

Point out that headlines and pictures, can help us detect what an article is about and decide if we want to read it or not. Divide the class into pairs and have them read the headlines and look at the pictures to decide what the articles are about. (*The headlines mention that certain animals have been endangered by war.*) Ask students how they know that the animals are rhinos. (*From the pictures.*) Finally, have them check their answers by reading both articles

**Answers:** The white rhinoceros are war victims in Africa.

#### ► Read Article 1 again and focus on the underlined sentences. Discuss which information is similar in Article 2.


Have pairs read the first article again paying special attention to the underlined sentences. Then have them read the second article and decide which information is similar to each one. If you feel it is necessary, you could do the first one together in class as an example before having them work in pairs. For example: *In 1996, the number of remaining white rhinos, an endangered species in DR Congo, was 31, = In 1996, there were 31 rhinos in the Democratic Republic of Congo.*

#### ► Look back at the comparative chart on page 37. Discuss the similarities and differences between these articles.


Encourage students to continuing working with their classmate and apply the comparative chart on page 37 to these two articles. They could also add any appropriate topics to the comparison chart. As an option, have the pairs make a chart comparing the two articles. Walk around the classroom helping out where necessary. Finally, invite a couple of pairs to read their chart to the rest of the class.

3 Read the headlines from the news below and look at the images in each. With a classmate, guess what the articles are about. Then read the articles to check your answers.

**Animals Are Casualties In Africa**

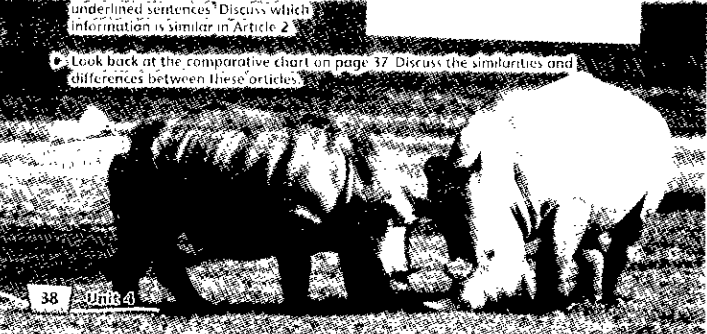


**Animals Die As Result Of War**



► Read Article 1 again and focus on the underlined sentences. Discuss which information is similar in Article 2.

► Look back at the comparative chart on page 37. Discuss the similarities and differences between these articles.



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## Time to Read! The World of News pp. 43-45

Explain that in the first part of the story they will read about the more traditional printed media. Before reading, ask students what they think printed media includes. Then invite them to read pages 43 to 45 of their Reader. Finally, ask them if they ever read articles and stories in newspapers or magazines or if they know someone who does. You might also discuss what some of the advantages of printed media are: *You don't need special equipment or a WiFi connection. You can read it anywhere at any time.*

4 Read the articles on page 38 again. Then look at the questions below and write notes to answer them. Write *1*, *2*, or *both*, according to which article contains the information.

1. Who or what does the news involve?      2. What happened?      3. Where did it happen?

Article: \_\_\_\_\_      Article: \_\_\_\_\_      Article: \_\_\_\_\_

4. When did it happen?      5. Why did it happen?      6. How did it happen?

Article: \_\_\_\_\_      Article: \_\_\_\_\_      Article: \_\_\_\_\_

► Discuss the questions.

- Did you find all the answers to the questions in both articles?
- Is the information organized the same way in both articles?
- In your opinion, which article is the best? Explain your answer.

**Product Step 1**

In this unit, you will make a comparative chart about two different news articles. Choose a classmate to work with. Discuss which news topics you're interested in (entertainment, the environment, sports, etc.) and choose one.

Unit 4 39

### Teaching Guidelines

Compare changes posed to describe identical facts. Differentiate ways in which tales and statements of news main characters are presented. Classify resources used to describe main characters, where the event took place, time, etc.

**4 Read the articles on page 38 again. Then look at the questions below and write notes to answer them. Write 1, 2, or both, according to which article contains the information.**

Have students read the articles again. Point out that there is space in each box to answer the questions. At the bottom of the box they can write in which article(s) they found the information. This time ask students to work on their own. However, if you feel it is necessary, you could do the first one together in class to get them started: *Who or what does the news refer to? To the white rhinoceros. In which article did you find the information? Both.* Volunteers could read the phrases or sentences in the articles that answer the question.

### ► Discuss the questions.

Once the students have finished writing their notes, have them form small groups. Then ask them to discuss and answer the questions. Encourage them to express their feelings about the contents of the articles.

### Product Step 1

Remind students that they will make a comparison chart for their Product. Invite them to choose a classmate to work with on the project. Encourage them to discuss what topics they are interested in. You could ask them to suggest possible topics and write them on the board: *pets, endangered species, environment (pollution), sports, space travel, video games, teen-related problems, eating healthy*, just to name a few. Then ask them to select one and begin researching articles about their topic.

### Further Practice

In order to give students extra practice, you can have them work in pairs to do Activity 4, from page 39 again. But this time they should use the news on pages 44 and 45 from their Reader. This is a good opportunity for them to analyze and compare two pieces of news from different publications. Give students enough time to reread the news and work on the questions. Monitor and provide help. Finally, have volunteers share their notes with the class.

## Teaching Guidelines

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

## How Am I Doing?

The purpose of these questions is for students to evaluate how well they can now compare news articles about the same subject taken from different media. Tell them not to worry if they still don't feel confident about locating and comparing the information about *who*, *what*, *where*, *when*, *why* and *how*. The *How Am I Doing?* activity is a way for them to evaluate their progress so far.

## 5 Key words are words that contain the main ideas of a text. Look at the following news headlines and identify the key words.

Before starting, encourage students to look up the highlighted words in the Glossary on page 96. Explain that identifying key words is a strategy that will help them in their reading comprehension and make it easier for them to remember what they read. In the case of a headline, the key words will help them quickly understand what the article is about.

Divide the class into pairs and have them read the headlines and find the key word(s) in each one. Then check answers together in class. Accept any reasonable answers or suggest more appropriate ones.

- ▶ Look at the headlines above. Work with a classmate and discuss which article they correspond to. Justify your answer.

Again, invite students to look up the highlighted words in the Glossary on page 96. Then have the same pairs take turns reading the initial paragraphs from four articles. Next, ask them to match each headline with one of the initial paragraphs and be ready to defend their answers. Check as a class.

**Answers:** Across: 1. A YOUNG SCIENTIST PROVIDES SHELTERS FOR HOMELESS STUDENTS 2. FOODS SUCH AS SLICED BREAD AND SUGARY CEREAL CAN CAUSE CANCER 3. GUILLERMO DEL TORO TO DIRECT A NEW FILM NEXT YEAR 4. DJOKOVIC WILL RECOVER COMPLETELY FROM ELBOW INJURY

### How Am I Doing?

Discuss the questions.

1. Can you compare two news articles about the same subject?
2. Can you identify information that answers questions such as *who*, *what*, *where*, *when*, *why* or *how*?
3. Can you guess the content of the news by looking at the pictures or title?

- ▶ Key words are words that contain the main ideas of a text. Look at the following news headlines and identify the key words.

**GUILLERMO DEL TORO TO DIRECT A NEW FILM NEXT YEAR**

**DJOKOVIC WILL RECOVER COMPLETELY FROM ELBOW INJURY**

**A YOUNG SCIENTIST PROVIDES SHELTER FOR HOMELESS STUDENTS**

**FOODS SUCH AS SLICED BREAD AND SUGARY CEREAL CAN CAUSE CANCER**

- ▶ Look at the headlines above. Work with a classmate and discuss which article they correspond to. Justify your answer.

Louis is now a thermal engineer at NASA Laboratories. But when he was a student, he had nowhere to live.

A 10 percent increase in eating processed foods is associated with a 12 percent increased risk of cancer.

*The Shape of Water* is both a sinister monster movie and a touching fairy tale.

The former Serbian tennis champion has had a "small medical intervention" and says he is now ready to compete again.

40 Unit 4

## Time to Read! The World of News pp. 46-48

Encourage students to read pages 46 to 48 in the Reader to learn about more modern ways of reading the news. Encourage students to give a couple of reasons why the more modern media are preferable: *You don't need to purchase a magazine or newspaper. The news is up-to-date.* Discuss how the target audience determines the best place to publish a news story. You could give some examples of target audiences such as *teenagers, young business executives, senior citizens, hair stylists, etc.* and ask students to say which media they think that audience would prefer.

Use the chart to compare and contrast the two articles. Write about how the two articles are similar and how they are different. Use the phrases that are helpful.

Talking about similarities	Talking about differences
As ... as	Not as ... as
Just like	Less ... comparative ... than
More ... comparative ... than	More boring than ...
Both	Comparative ... than
Neither	Less ... comparative ... than
Just like	Less ... comparative ... than
More ... comparative ... than	Less interesting than ...

6 Read these two articles about Louis Tse. Then do the tasks below.

Louis Tse was a talented engineer at NASA Laboratories. But when he was a student, he had nowhere to live. When he asked for why he lived in a tent, he answered that he had had two options: to be the poorest homeless mother, a two-hour drive from college, or to live in a tent. He chose the tent, but he gave up the ability to live. He made the car out of a table and money as provided.



Louis Tse was so poor when he was a student that he had to live in his car. Tse's kitchen was a bag where he kept bottled water and instant foods. His living room was the backseat window, where he hung photos of his family. At night, Tse parked close to an open WiFi network so he could do his homework. In October 2015, Tse opened a shelter for students who are homeless due to the high costs of education. Students for Students provides them with a safe place to eat, sleep, socialize, and

study during the academic year. The shelter has nine beds and welcomes college students from the Los Angeles area. Students for Students interviews students and offers a place to stay for up to six months. Bread for the World says the shelter is open every day so students can keep the water running day and night. "There are many students who are facing difficult life circumstances just like I did, and we want to help them," Tse says.



pronunciation and check fluent oral reading skills. Ask students if they have any questions about the meaning of words. Remind them that they can look up the highlighted words in the Glossary on page 96 and other words in a dictionary. If there is enough time, you might also want to ask a few comprehension questions: *Where did Tse live when he was a student? Why did he live there? What did he open in October 2016? What meals are served there?*

Divide the class into pairs and ask students to do the tasks below the articles. Remind them to use the phrases they learned to talk about similarities and differences. Walk around the classroom helping out where needed. Finally, invite pairs to share their answers with the class.

### Time to Read! The World of News pp. 49-53

Tell students that the next part of the story features specialized publications. Have them read pages 49 to 53. They can discuss what they think the target audiences could be for each of these publications. Students could work in groups and list who would be interested in reading each one. Then encourage students to choose the publications they would like to read. Invite members from each group to report back to the rest of the class.

### Teaching Guidelines

Differentiate ways in which tales and statements of news main characters are presented. Classify resources used to describe main characters, where the event took place, time, etc. Exchange points of view about the same news stories. Compare changes posed to describe identical facts.

### Language Awareness

Draw students' attention to the tips about making successful comparisons presented in the chart at the top of the page. One by one, go over the phrases that will help them talk about similarities and differences. Invite volunteers to give more examples of each of the phrases and write them on the board. Explain that these phrases will very useful as they work on the unit's Product.

6 Read these two articles about Louis Tse. Then do the tasks below.

First of all, refer students back to the initial paragraph about Louis Tse on page 40 and call on a student to read it out loud. Then ask: *Who is Louis Tse?* Invite volunteers to read the articles on page 41 out loud. This will be a good opportunity to check

### Further Practice

Students will look back at the pieces of news from pages 44 to 53 of their Reader. This time, ask them to focus on the headlines and identify the key words. Have them work in pairs to do the task. Then they should work in small groups to compare the key words they selected and justify their choice. Walk around and monitor to provide help if necessary. This will reinforce their understanding of the main ideas of a text by reading headlines.

## Teaching Guidelines

Anticipate news content from graphic and textual components. Compare changes posed to describe identical facts. Exchange points of view about the same news stories. Classify resources used to describe main characters, where the event took place, time, etc.

To begin the class, you might want to elicit from some pairs what type of chart they decided to use for their Product. You can allow a few minutes for them to ask questions, ask their peers for advice, or simply share their decisions. Encourage discussion and a helpful attitude from students.

### Product Step 2

By now students have located and read several articles regarding the subject they chose. Now, it is time for them to choose some articles from different media to compare. Suggest that students go online and check the link provided to read more articles.

#### 7 With your classmates, discuss the characteristics of a good news article. Be sure to give reasons for your answers.

Read the texts in the boxes and explain that they are characteristics of news articles. Have students form small groups and discuss which of these characteristics are essential to a good article and which are less important or not necessary. As an alternative, lead a class discussion. You could draw a two-column chart on the board with the headings: *Necessary, Not necessary*. Then have volunteers write the characteristics in the correct column. You could also encourage them to add other characteristics.

#### 8 Work with a classmate and review these three articles from the unit. Discuss the characteristics and mark (✓) the boxes according to what you think.

Draw students' attention to the chart below and read the first column out loud. Make sure students are clear about them. Ask them to form pairs and review the three articles. They should put a checkmark in the box under each article if they think it complies with the characteristic.

#### ► Compare the articles in a small group and discuss the questions.

Invite pairs to form groups and compare the articles. First, have them talk about similarities and differences, and the most important characteristic. Next, ask

### Product Step 2

You have now read several news articles about the same subject. Now, choose some news articles from different sources so you can compare them. You can check the news from your Reader, or go online and check the following link.

#### 7 With your classmates, discuss the characteristics of a good news article. Be sure to give reasons for your answers.

Read the texts in the boxes and explain that they are characteristics of news articles. Have students form small groups and discuss which of these characteristics are essential to a good article and which are less important or not necessary. As an alternative, lead a class discussion. You could draw a two-column chart on the board with the headings: *Necessary, Not necessary*. Then have volunteers write the characteristics in the correct column. You could also encourage them to add other characteristics.

#### 8 Work with a classmate and review these three articles from the unit. Discuss the characteristics and mark (✓) the boxes according to what you think.

	Phone Addiction in Teenagers	Animals Are Among The War Casualties In Africa	A Young Scientist Provides Shelter For Homeless Students
1. It has an appealing headline.			
2. It contains some graphics, such as photographs.			
3. It includes at least three of these terms: who, what, when, where, why.			
4. It includes background information about the topic.			
5. It is interesting to read.			

► Compare the articles in a small group and discuss the questions.

- How are the articles similar? How are they different?
- Which characteristic from the table is the most important?
- What other characteristics would you add to the table?

### Product Step 3

Now that you have chosen some news articles in Step 2, prepare a comparative chart. You can use the one on this page as a model, or the one on page 47. You can also check the following link for more ideas.

## 42 Unit 4

them to suggest other characteristics to add to the chart. Recommend that they write their answers and comments in their notebook or on a sheet of paper. This will make it easier for them to share the results of their discussion with the class.

### Product Step 3

Tell students that it is time to prepare their comparative chart of the articles they selected in Step 2. Remind them to use the model charts on this page and on page 37, but explain that their charts do not need to be identical. Nevertheless, recommend that they include type of media, target audience, presentation and design, as well as different aspects related to content.

## Time to Read! The World of News p. 54

Encourage students to form teams and turn to page 54 of their Reader. First, they could visit some of the websites listed. Then have them do the After Reading activity together. Once they have finished discussing the questions, you could call on different students share the results of their discussion. Remind them that the information found in the story will help them prepare and present the unit's Product.

**Product Step 4**

Now the news teams to present their comparative chart to the class. Follow the steps below:

1. Check your comparative chart for any missing information.
2. To the classroom: ready to go, you will present your chart.
3. As the other teams in your class to tell your classmates about the news articles you chose.
4. Don't forget! Talk about the differences and similarities that you found.
5. Ask your class if they have any questions.

Self-evaluation

For this questionnaire, use the code to circle the numbers according to your answers. Then add your answers together to get your score.

4. I can find news.
5. I can find news from several places.
2. I can do this from several places.
1. I can do this from one place.
1. Can I identify the main idea of a news article?  
1 2 3 4
2. Can I specify information from news content by using just a few main words or facts?  
1 2 3 4
3. Can I answer basic questions about a news article?  
1 2 3 4
4. Can I make a comparative chart?  
1 2 3 4
5. Can I use specific facts to talk about how two things are similar?  
1 2 3 4
6. Can I use specific facts to talk about how two things are different?  
1 2 3 4
7. Can I compare and contrast two different news articles?  
1 2 3 4

If you scored 16 or lower, remember you can always go back and check the unit again. You could also ask a classmate to explain the topics you had more problems with.

from the unit when this activity is done

**Product Step 4**

It's time for pairs to present their comparative chart. Go over the steps together in class and clear up any doubts. Then have them follow the steps and present their Product to the class. If possible, they could pass copies of the articles they used and the comparative chart around the class. If not, you may want to display them around the classroom.

**Self-evaluation**

In this unit the Self-evaluation is a questionnaire. It is an opportunity for students to evaluate their progress by circling the number that best indicates how well they can do the things mentioned.

Make sure they understand that this is for their personal use and that they will not be judged by what they answer.

**Assessment**

Remember that you can use Assessment on page T105 to assess students' performance in this unit.

**Term Assessment**

Now you can also use Assessment Term 1 on pages T112-T115 to assess students' performance in this term.

**Teaching Guidelines**

Contrast journalistic news in different news media. Classify resources used to describe main characters, where the event took place, time, etc. Differentiate ways in which tales and statements of news main characters are presented. Compare changes posed to describe identical facts.

**Tone and Volume**

Before presenting their comparative chart, remind students that it is important to speak clearly and to moderate their voice tone and volume. They shouldn't yell or whisper, but speak just loud enough for their audience to hear and understand. You could write sentences on the board or pass out slips of paper with a statement on each one. Have students take turns standing and reading their sentences out loud. Then ask the class if the tone and volume were correct or what they could do to improve it.

## Term 2: Unit 5

### Improvising a Monologue

**Environment:** Literary and Ludic

**Social Practice:** Improvise a brief monologue on a subject of interest.

**Communicative Activities:** Recreational expression

**Achievements:** Review genres of monologues. Plan a monologue. Present a monologue. Encourage feedback.

**Product:** Game: Improvised Monologues


**Reader:** *Standing Alone*

The table on this page aims to show students what they will be expected to achieve by the end of this unit. Keep them at ease by explaining that, throughout the unit, they will learn what a monologue is and how to improvise one. Continue explaining that they will do this step by step, which will allow them to practice the different stages of their product. You might want to go through the table with them or ask them to do it in pairs or small groups.

**1 Read the definition of monologues. Then read the fragments of monologues below and discuss with a partner which type of monologues these are.**

Start by telling students that they are now going to learn what a monologue is and what types of monologues there are, and then they are going to read three monologue fragments and identify the type of monologue. Read the definition with them, clarifying any unknown vocabulary. As you read, allow them to go to the Glossary at the end of the book to look for the highlighted words. Do any further explanation to make sure students understand what a monologue is. Then have them read the fragments in pairs and identify the type of monologue. Discuss in class and further explain any doubts students may have.

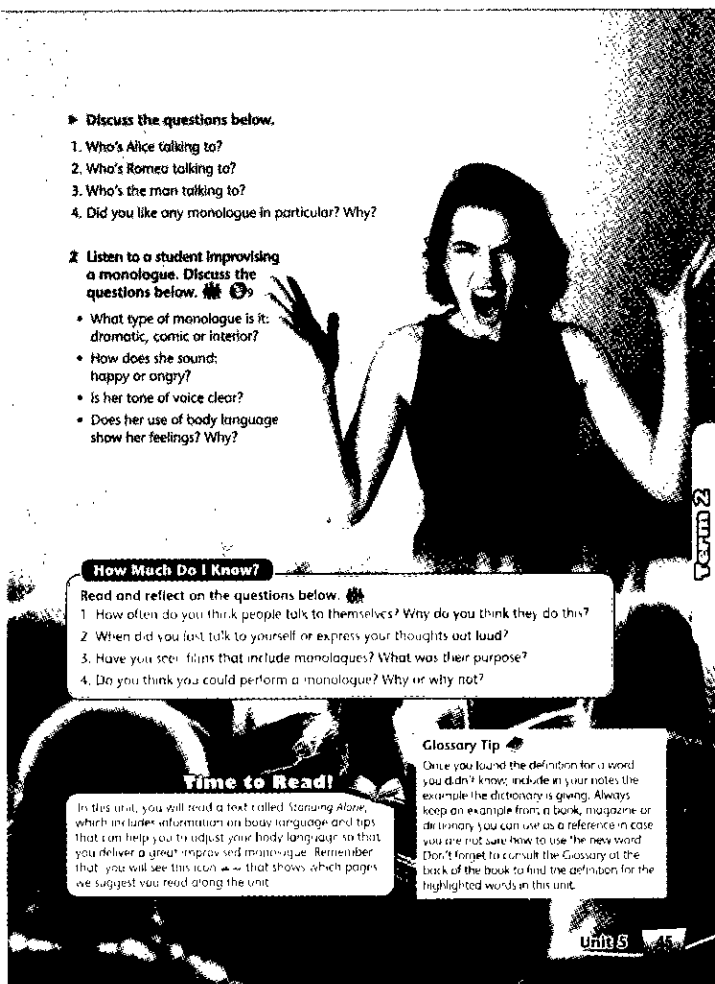
**Answers:** (from left to right) interior monologue, dramatic monologue, comedic monologue

 If possible, encourage students to visit the web page to learn more about monologues for teenagers and see some examples. You could also print some examples for students to read them in groups and identify the type of monologue.

#### Poster 5

During the explanation in Activity 1, show Poster 5 (bottom half) so students can see pictures of the different types of monologues. It might be easier for most of them to understand the concept if they associate it to a picture or gesture from the actors.





► Discuss the questions below.

1. Who's Alice talking to?
2. Who's Romeo talking to?
3. Who's the man talking to?
4. Did you like any monologue in particular? Why?

2 Listen to a student improvising a monologue. Discuss the questions below.

- What type of monologue is it: dramatic, comic, or interior?
- How does she sound: happy or angry?
- Is her tone of voice clear?
- Does her use of body language show her feelings? Why?

How Much Do I Know?

Read and reflect on the questions below.

1. How often do you think people talk to themselves? Why do you think they do this?
2. When did you last talk to yourself or express your thoughts out loud?
3. Have you seen films that include monologues? What was their purpose?
4. Do you think you could perform a monologue? Why or why not?

Glossary Tip

Once you found the definition for a word you didn't know, include in your notes the example the dictionary is giving. Always keep an example from a book, magazine, or dictionary you can use as a reference in case you are not sure how to use the new word. Don't forget to consult the Glossary at the back of the book to find the definition for the highlighted words in this unit.

Time to Read!

In this unit, you will read a text called *Standing Alone*, which includes information on body language and tips that can help you to adjust your body language so that you deliver a great improvised monologue. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Unit 2

Unit 5

**How Much Do I Know?**

To activate previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in pairs to discuss the four questions in the box. At this point, allow any answer, as they are linking the new topic to their own previous knowledge. Let them know that by the end of the unit they will be able to expand on their answers.

**Time to Read! Standing Alone**

Remind them that all along the unit they will be reading a text from their Reader Book. In this unit, they will read about body language and how to deliver a great improvised monologue. If time allows, elicit what they already know about body language from Unit 2 and write on the board the instances of body language they remember or know. Have students copy them in their notebooks, as they will have to come back to them on page 46.

**Glossary Tip**

Explain that when they check a new word in a dictionary or glossary, it is important that they record an example of the word used in a sentence. Recommend that they get their real examples from dictionaries, magazines or books. This way, they will know how to use the word, in addition to knowing its meaning.

To finish the class, write this link on the board: [https://youtu.be/T0g\\_SlHEayc](https://youtu.be/T0g_SlHEayc). Students should watch this monologue for homework and bring their notes to the next class: *What type of monologue is it? Who is the character? How long is her monologue? Was it easy to understand? Why?*

**Teaching Guidelines**

Revise genres of monologues. Recognize different types of monologues (e.g. comic, dramatic, interior, etc.). Choose genre of monologue. Analyze characteristics of chosen genre.

► Discuss the questions below.

In order to further dig into the concept of monologue and its different types, have students discuss the questions. Depending on the level of your students, you can carry the discussion in plenary or you can let them discuss in pairs.

**Answers:** 1. To herself and also to Mr. Rabbit, 2. To himself, 3. To an audience

2 Listen to a student improvising a monologue.

Discuss the questions below.

Explain that now they are going to listen to a student improvising a monologue. Have them read the questions so they know what they need to pay attention to during the listening. Play the track twice and have them discuss the questions in plenary or in small groups. You can play the track three times if your students need one more time to be able to answer the questions.

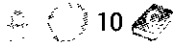
**Further Practice**

To provide students with some useful practice, you can ask them to work in groups of three and practice saying the monologues in Activity 1 aloud. You can remind them of using appropriate intonation and voice features. Monitor students while you go around the classroom and make sure they also try to integrate some body language if possible. Time permitting, students can take turns saying the monologues at least once. Depending on how confident they are, you can encourage them to use their own words to say the monologue.

## Teaching Guidelines

Value the appropriate type of body language for a monologue. Talk about how to apply body language to cause the desired emotions.

### 3 Read and listen to a fragment of Hazel's monologue. Discuss the questions below and give examples to justify your answers.



Explain that they are now going to read and listen to Hazel's monologue, so they can answer some questions. Ask them to read the questions first and then have them individually read the text. Play the track once (twice if needed) and have students discuss the questions in groups. At this point, they should know they can go to the book's Glossary section for the highlighted words, but remind them if you see that students do not work with the glossary.

**Answers:** 1. About Hazel's best friend and something she did, 2. To her, 3. Informal language, 4. Yes, she does.

### Language Awareness

Explain that when it comes to body language and facial expressions, there are things that you should do because they are positive, and things you should not do because they are negative. Have students read the chart. You can do this in plenary or you can get them in small groups.

If time allows, you can have students open their notebooks to the different instances of body language that they recalled from Unit 2. Have them compare those to the ones in the chart on this page. Then have them reflect on which gestures they use in real life and in what situations. You can do this in plenary or you can get them in small groups.

### Time to Read! Standing Alone pp. 55-57

Explain that the text talks about public speaking (at this point, you may show Poster 5 for a summary of public speaking tips). Before reading, ask students if they have ever had to speak in public in their mother tongue. Have them explain what they did and how they felt. Ask students to read pages 55-57 from the Reader Book. Remind them to check the words in bold at the bottom of each page, and solve any other vocabulary doubts as they read.

**3 Read and listen to a fragment of Hazel's monologue. Discuss the questions below and give examples to justify your answers.**

**1** What is the monologue about?  
**2** Is she talking about something that happened to her or someone else?  
**3** Does she use informal or formal language?  
**4** Does she talk about her feelings openly?

**Body language and facial expressions**

Do's	Don'ts
<b>1 Make eye contact.</b> Look at your audience or the person who you are speaking with.	<b>Look down or into space.</b> It shows that you are unprepared or not interested in the subject.
<b>2 Open your arms.</b> This shows that you are confident about your message.	<b>Fold your arms.</b> This shows that you are not confident about the monologue or that you are uncertain about it.
<b>3 Smile.</b> This shows you are a confident, confident and trustworthy person.	<b>Play with an object.</b> This shows you are shy, nervous and restless, and so did not attract your audience.
<b>4 Use facial expressions.</b> This can make your audience understand the meaning of your message. Use your words as your face will express your ideas.	<b>Move your legs.</b> This shows that you are not prepared or just bored with the whole situation.

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### Poster 5

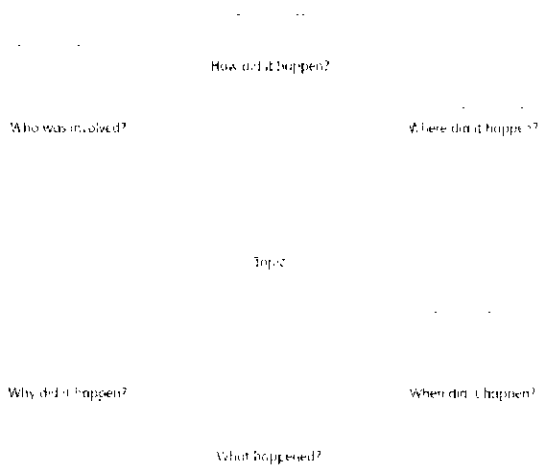
As you have already explained what the Reader text is about for this unit, show Poster 5 so students can see some tips for public speaking. You can also show it before you start speaking about the Reader text and elicit other tips for public speaking from students. At this point, accept any answer from them (as long as it makes sense).

► Read Hazel's monologue again and discuss which gestures and body language she uses.

**Product Step 1**

You will participate in a game of improvising monologues to follow the steps.

1. Choose a topic for a monologue.
2. Make a mind map to organize the ideas in the monologue. Go to course 1 with the questions in the boxes and write some key words for initial ideas to remember what you want to say.



3. With the ideas in the mind map, make a card with your ideas.
4. You will make a catalogue of body language for improvising. Think about facial expressions, posture, and hand gestures you can use.

Unit 5 47

**Teaching Guidelines**

Plan a monologue.

► Read Hazel's monologue again and discuss which gestures and body language she uses.

Have students read the monologue aloud in groups. They can take turns doing this to practice using some body language and facial expressions. Encourage them to do this and also to discuss which may be more suitable to convey the situation. You can ask one or two students to read the monologue aloud to the class to wrap this activity up.

**Product Step 1**

Explain that now, for the first step of their Product, and so that they are able to socialize it at the end of the unit, they will participate in a game of improvising monologues. To do this, they will begin by taking notes on a topic they choose. You can tell students they can think of an anecdote about something personal and memorable, like a trip, a day they spent with friends or relatives, or perhaps how they met their best friend. You can brainstorm ideas with the class before you give more instructions. Then, have them read the four steps and take a look at the mind map. Allow them to ask any questions they may have about vocabulary or about the development of the steps. Have them follow them individually and help them along the process.

**Further Practice**

If you notice that students can complete the mind map confidently, you can ask them to use the notes to rehearse the monologue at the end of the lesson. This will build their confidence when they play the game at the end of this unit. Alternatively, you can ask them produce a similar mind map in their notebooks to write notes for another monologue. If you choose to do this, you will need to remind students of the notes they prepared separately when they reach the next steps of the Product.

## Teaching Guidelines

Analyze characteristics of chosen genre. Define strategies to monitor speech. Choose proper conversations.

### 4 Read and listen to the second part of Hazel's monologue. Now identify the beginning, middle, and end of the monologue. 11

Explain that now they will read and listen to the second part of Hazel's monologue. Have them read the sentences individually. Play the track twice. They can identify the parts of the monologue (beginning, middle and end) as they listen or afterwards. Play it once more if your group needs it. Remind them to look up the highlighted words in the Glossary and help them with any other unknown word.

### ► Listen to some extracts from the monologue again and pay attention to the phrases below. Discuss how Hazel sounds when she says them. 12

Ask students to read the sentences. Then tell them you will play these extracts from Hazel's monologue one more time and that they have to pay attention to how Hazel sounds when she says those sentences. The intention is to draw students' attention to strategies used by Hazel to paraphrase and organize their ideas using fillers in between one idea and another. Yet, do not explain these strategies yet since they will go back to Hazel's monologue after reading about paraphrasing and the use of fillers. Have them discuss in groups or, depending on the level of the class, in plenary.

### Language Awareness

Explain that improvising can be nerve-racking, but that there are certain strategies that they can use to improve their public speaking for a monologue. Have them read the sheet of paper about paraphrasing and the use of fillers. Have them not only read the explanation but also practice with sentences of their own. They can go back to Product Step 1 and use their notes to make up sentences and practice these strategies.

### ► Now that you read about paraphrasing and fillers, identify these strategies in Hazel's monologue.

Tell students they now have to identify paraphrasing and fillers in Hazel's monologue. Have them go back to the extracts they listened to and read, and recall the use of those strategies. Help them as needed. You can model an example so they know exactly what to look for.

### ► Read and listen to the second part of Hazel's monologue. Now identify the beginning, middle and end of the monologue.

I mean, listen to this joke. Why did the skeleton not go to the party? (Caus' he had nobody to go with! See? Funny, right? I know!

Well... Leslie stole my joke and told it to a group of third graders, she tried to be so funny! Everyone in second grade knows that joke is mine!

I'm never ever for as long as I live, even if I have to be 100, never going to talk to Leslie again! Oh! It's Leslie. Hee hee.

What?! You got backstage access to Ed Sheeran? Get out! Oh, I see. I will use to go with you. Oh my god. I wish I could leave is the best the future could ever have! Ed Sheeran!

### ► Listen to some extracts from the monologue again and pay attention to the phrases below. Discuss how Hazel sounds when she says them.

Well, I'll just give you a hint,  
She acts like she's my best friend  
oh, but I was obviously wrong to put my trust in her  
I mean, listen to this joke.

Well... Leslie stole my joke and told it to a group of third graders

#### Paraphrasing and use of fillers


##### Paraphrase

Do not spend too much time thinking about one word or phrase. If you do not remember a word in English, try to say a similar thing in a different way. Use synonyms and phrases, such as *It's some kind of...* *It's a thing for...* *I was like...* etc.

##### Use fillers


It is natural to hesitate while you are speaking. You can sound more natural using short expressions to fill these moments of empty silence: *huh...* *oh...* *err...* *um...* *well...* *so...* *I mean...* *You know...* *it's...* *um...* *really more normal than you think...*

### ► Now that you read about paraphrasing and fillers, identify these strategies in Hazel's monologue.

 If you want to know how to improve your storytelling techniques, visit this link

STORYTELLING  
pp. 58-59

 Unit 5

 If possible, encourage students to visit the web page to learn how to improve their storytelling techniques.

### Time to Read! Standing Alone pp. 58-59

Explain that now they will have to read about how to organize ideas and materials as well as how to use good body language. Before they open their books to read, elicit from them ways to organize the information and materials and good body language instances. Write them down on the board so they can compare with the reading. Have them read pages 58 and 59 and share their opinions about it in groups.



## Teaching Guidelines

Present a monologue. Encourage feedback.

### 6 Choose one of the monologues from this unit and perform it in small groups. There are some suggestions.

Explain that they are going to perform a monologue. Ask them to flip through the pages of Unit 5 and choose one of the unit's monologues. Ask them to form groups (different from their Product teams). Have them read the suggestions on this page and ask you any questions before their monologue rehearsal.

#### Poster 5

Keep Poster 5 up as they rehearse so they have a reference for the key aspects of public speaking.

#### ► Use the following rubric to reflect on your performance and your partners'.

Tell students that after performing their monologue, they will have to reflect on their performance. Explain that this will help them with the socialization of the product at the end of the unit. Have them read the 5 items in the rubric and write comments about their monologue performance and speaking in public. Have them do it individually first and then share within their team. Then, you can have some groups share with the rest of the class.

### Time to Read! Standing Alone pp. 60-64

Ask students to finish reading the text in their Reader book. Explain that these pages have suggestions for good body language. After reading these pages, and to serve as practice for their Product, ask them to take a few sentences from any of the monologues in the Student's Book unit and practice saying them with good body language, that is, have them repeat the sentences with good eye contact, good posture, good movement, adequate gestures, adequate voice, the right facial expressions and including their audience. Walk around monitoring and helping them improve their body language for public speaking.

- Choose one of the monologues from this unit and perform it in small groups. There are some suggestions.
- Read the monologue you chose.
- Don't try to memorize it just to recite it in your part of the class.
- Consider body language: facial expressions and eye contact.
- Consider the tone and volume of your voice to express your mood and feelings.
- Use the following rubric to reflect on your performance and your partners'.

How did you feel about...	Comments
1. the structure of the monologue? Was there a clear beginning, middle and end?	
2. use of body language? Did you use eye contact, gestures to show emotions?	
3. voice projection? When you read aloud was the volume appropriate according to the topic?	
4. use of fillers as part of improvisation? Did you use fillers to pause to organize your thoughts in speech?	
5. confidence? How did you feel in the situation of the monologue?	

### Product Step 2

Now you are ready to improvise a monologue. Get together in small groups and collect all the cards that you created in Product Step 1. Decide which rules you will follow. For example, you may want to use a die to take turns, or simply decide who is the next to improvise a monologue.



### Self-evaluation

In this assessment rubric, mark (✓) the boxes that best describe what you can do after this unit.

I need improvement	Positive	Very positive
I cannot identify different types of monologues.	I can often identify different types of monologues.	I can always identify different types of monologues.
I cannot paraphrase someone else's monologue using my own words without memorizing it.	I can sometimes paraphrase someone else's monologue using my own words without memorizing it.	I can always paraphrase someone else's monologue using my own words without memorizing it.
I can rarely use appropriate vocabulary related to the topic of the monologue and it is often mistaken.	I often use the appropriate vocabulary related to the topic of the monologue and rarely make mistakes.	I always use the appropriate vocabulary related to the topic of the monologue and never make mistakes.
I cannot speak loudly or clearly in a monologue.	I can speak loudly and clearly in a monologue but with a little hesitation.	I can speak loudly and clearly in a monologue.
I do not make gestures nor facial expressions to emphasize my ideas in a monologue.	I make gestures and facial expressions to emphasize my ideas in a monologue most of the times.	I always make gestures and facial expressions to emphasize my ideas in a monologue.

If you marked many boxes in the "I need improvement" column, don't forget you can always ask your teacher to guide you. You could ask a classmate for help as well.

answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion at the end and brainstorm ideas for improvement for each of the boxes.

### Assessment

Remember that you can use Assessment 5 on page T106 to assess students' performance of this unit.

## Teaching Guidelines

Present a monologue. Encourage feedback.

### Product Step 2

At this point, tell students that they are ready to improvise a monologue. Have them get into their Product teams and take out the cards they created in Product Step 1. Then give them some minutes to decide on the rules they will follow to play. You can do this in plenary. Give them some ideas, too, like using a die or a coin to take turns. Have all groups perform their monologues and give mainly positive feedback. Tell them one thing they could improve. Remind them to use all the tips they read in *Standing Alone* in their Reader Book.

### Self-evaluation

Students will evaluate their own performance according to the rubric in the self-evaluation boxes. You could read through the boxes with the class before they begin, to make sure everyone understands the items. Students should work by themselves to

## Term 2: Unit 6

### Looking Inside Machines

**Environment:** Academic and Educational

**Social Practice:** Paraphrase information to explain the operation of a machine.

**Communicative Activities:** Search and selection of information

**Achievements:** Select and review materials. Read and understand information. Write information. Edit texts.

**Product:** An infographic about a machine

**Reader:** *Stephanie's New Camera*

These first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. Encourage students to understand that throughout the unit, they will follow several steps to create an infographic about a machine of their choice, describing its parts and how it works. You might want to go through the table with the students or ask them to do it in pairs or small groups. Some possible questions for students to reflect on and get interested in the topic are:

1. Do you use machines every day? Which ones?
2. Do you know how the machines you used are called in English?
3. What do you do if you don't know how a machine works?

#### 1 Read the informative text and identify the parts that explain how remote controls work.



Write "remote control" on the board. If possible, elicit ideas on what it is and what it is for. They can use the images on the page to help them. It is important for the development of the Social Practice for this unit to begin to encourage students to explain things in their own words. Ask: *How is it possible that it works remotely (without being attached to a cord)?* After listening to all answers, tell students to read the text in silence or aloud. The important thing is for them to identify the purpose of this text: *To understand how a simple machine works.* When the purpose is clear, you may call students' attention to the highlighted and deduce what they mean. They can guess their meaning from the context of the paragraph or by referring to images. If they still have doubts, they can ask a classmate for help or look up the words in the dictionary of their choice. In the Glossary on page 97, they will find the meaning of the selected words from

Unit  
6

### Looking Inside Machines

Environment: Academic and Educational

Social Practice: Paraphrase information to explain the operation of a machine.

Communicative Activities: Search and selection of information

Achievements: Select and review materials. Read and understand information. Write information. Edit texts.

Product: An infographic about a machine

Reader: *Stephanie's New Camera*

1 Read the informative text and identify the parts that explain how remote controls work.

## Controlling Machines

M...

2 Read the text again and analyze it using the questions as a guide.

1. Does the text give...  
2. About the purpose...  
3. What...

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this text. Now have students identify which parts of the text offer explanations. You may guide them by saying that they should only focus on the parts that refer to the operation of a remote control, and leave out all the additional details. For example: "It sends out pulses of infrared light in binary code." is an explanation of how remote control works, but "Each binary code represents a different command, such as Power On/Off, Volume Up, Play, Change Channel, and so on." isn't, as it describes a binary code which is additional information.

#### ► Read the text again and analyze it using the questions as a guide.

Students work in the same pairs, or change partners. They read the text once more and analyze it in detail. Check the answers as a class and encourage some individual students to refer to key words that may justify their answers. If necessary, explain what "technical" means (*specialized information*). Students reflect on how the image helped them learn about the device. Finally, take some time to reflect on the characteristics of informative texts. You may ask questions such as: *Does the author of the text express feelings or facts? Is the text about real or unreal objects? Is the text about imaginary situations?, etc.*



**2 Look at the infographic below and do the tasks.**

Remote controls send infrared signals to a receiver in an electronic device.

The pulses of infrared light are transformed by a receiver, which then sends the information to a microprocessor.

This information can have different commands, such as Turn On / Off or Volume Up.

It's necessary to point a remote control at the device in order to send a command, or you can bounce it off a reflective surface, such as a mirror.

## Remote Controls

A remote control is a type of transmitter that sends pulses of infrared light.

1. Compare the infographic with the informative text in Activity 1. Which is easier to understand? Does the infographic contain similar information to the text in Activity 1? Is it written in the same way?
2. Discuss the purpose of the images in both texts.

**Time to Read!**

In this unit, you will read a text in less than 100 words. Now, read the text and Stephanie's Social Practice. Stephanie will just give a new example of how she will explain to her new class. This text is a short text in four or six lines. To prepare the operation of a remote control, Stephanie will use the infographic that shows when pages are easier to read along the unit.

**Glossary Tip**

Make a chart with 7 days of the week from Monday to Sunday. Write one new word from this unit in each column. Once it is ready, practice the words you have written each day. Spaced repetition will consolidate words since you are using them constantly. You can erase the words you can remember without problems, and keep writing more in your word calendar.

Unit 6

**How Much Do I Know?**

The idea of this section is to activate students' previous knowledge about the topic related to the Social Practice for this unit. It is a diagnostic evaluation for them to begin reflecting on how an infographic may help them explain how certain machines work. Students get into small groups to go through the questions.

**Time to Read! Stephanie's New Camera**

In Unit 6, students will be able to discover more about a machine, its parts and how it works by reading the text *Stephanie's New Camera*. Draw students' attention to the title and ask: *Do you know what a camera is? Have you used one? Do you think you can learn how to use one after reading the story?* Elicit answers and then ask students to read the information in the box to check their predictions.

**How Much Do I Know?**

- Discuss the questions
1. Do you know how most machines work?
  2. Do you find it easy to explain how things work?
  3. Do you like learning about how things work?

**Further Practice**

In order to prepare them for the Social Practice in this unit, you can have students get in pairs and make a list of machines they may be familiar with and use every day. If necessary, encourage them to look for information in books, magazines, or online. Then, have them try and give a brief explanation (paraphrase) about how they think these machines work. At the end, you can ask some students to present their ideas to the class.

**2 Look at the infographic below and do the tasks.**

Focus students' attention on the page. Tell them it is an infographic and write *infographic* on the board. Elicit from students what they would say the elements of an infographic are. *Do you use few or many images in an infographic? Do you find long paragraphs or brief information?* Discuss as a class, in which situations an infographic would be useful (to get a quick idea of a topic, to summarize and present information clearly and memorable when they study or give a presentation, etc.).

**Glossary Tip**

You can tell students that a good way to learn new vocabulary is to keep a list of words plus the date they encountered them. They can practice these words each day and use them constantly. Remind them to consult the Glossary on page 97.

To conclude the overview of the unit, students can do the following:

1. Share their views on the topic with the class: *How do they feel about the topic and the Social Practice?*
2. Go through the Glossary Tip box with students. Make sure it is clear how to apply this tip to enriching their repertoire of words.
3. Help them form teams in which they would like to prepare their Product and make a list of things necessary for each Product Step to be developed.

You can decide on what your class can do as you know them best; you can also divide the class into three groups and have each group do one task.

## Teaching Guidelines

Establish a relation between texts and images.

### Poster 6

To begin the class and show students a different example of an infographic, display Poster 6. Ask them how many elements of an infographic they can detect immediately: a title, images, short texts. You can have them analyze the poster more deeply: Can you identify the purpose of the infographic easily? What helps you? Finally, students can work in pairs or small groups, get close to the poster and observe the structure of the descriptions (headings in bold, verbs in simple present, symbolic images, etc.) You can leave the poster on the wall to serve as reference while they are reading *Stephanie's New Camera*.

### 3 Read the information about infographics. Then discuss the advantages and disadvantages of using them.

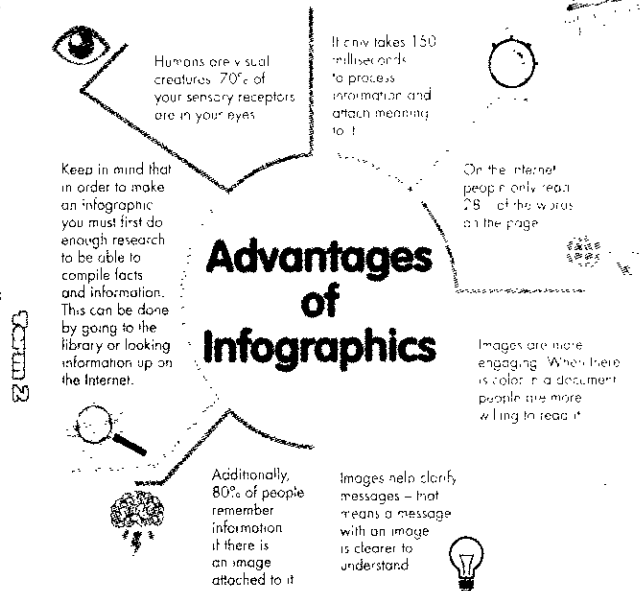
It is important for students to reflect on how an infographic works and how important visual elements are to convey a message. This way, they will feel more confident when they start making their Product. *Why are the images the main part of any infographic?* Allow a couple of minutes for students to reflect on the question in pairs or small groups. Then they read the information on the infographic. Encourage them to write a list of 2 or 3 advantages and 2 or 3 disadvantages. Monitor and, finally, check as a class.

### 4 Use the model of the infographic above to write how remote controls work in your own words.

Students recall how information is presented in an infographic (*briefly and clearly, using key words*). For students to be able to do the task, it might be necessary to recall what a synonym is: a word or phrase that means exactly or nearly the same as another word or phrase. To paraphrase information (to explain it in one's words), synonyms are very useful. For example, in the infographic, it says "Keep in mind that ..." Students could say it differently using a synonym: "Remember that..."

You may want to give them another example, or just allow them to do the task. If it's possible for them to use the Internet, it would be worth recommending an online thesaurus <https://www.thesaurus.com/browse/>. If access is not possible, they could use one from a school library.

3 Read the information about infographics. Then discuss the advantages and disadvantages of using them.



4 Use the model of the infographic above to write how remote controls work in your own words.

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Unit 6

### Time to Read! *Stephanie's New Camera* pp. 65–67

This reading is very useful for students to get familiar with cameras, its parts and how they operate. Students should remember, that they can either use the glossary, guess the meaning from context or images, or ask a classmate or you for help. They can read the first three pages as a class and then reflect in groups: *What are cameras for? Is there any technical word related to cameras mentioned? Which one? Do you know what it means?* Elicit answers and check as a class.

5 Read another informative text about how a calculator works. In your own words, explain the following points.

1. How numbers are displayed.
2. How numbers are stored.
3. How calculators do math.

### Inside a Calculator

When you push a button or key on a calculator, it makes contact with a sensor. A circuit board detects this contact and lights up the appropriate number on the screen or display. The calculator is programmed to light up certain lines to show each number.

If you press more numbers, the display will keep showing them until you press one of the operation keys (such as +, -, ×, ÷). When you do this, the calculator stores the number in a small memory called a register. As you enter a second number, the circuit board will display it as before and store it in

another register. When you hit the equals key (=), the calculator will perform the chosen operation on the contents of the two registers and display the result.

*Calculator:  $2 + 3 = 5$*

Calculators use binary code to do math. Binary code is made up of the numbers zero and one. A calculator interprets all our commands in a pattern of binary 1s. Transistors (see little switches) inside a calculator are turned on or off to create a binary record of the numbers that we enter. The calculator reads the binary code of the transistors and then displays it on the screen in the form of a decimal number (e.g.,

► Read a summary of the first paragraph of the text. Then discuss the questions.

### Notes: Paragraph 1

1. Do the notes include the most important information on the first paragraph of Activity 5?
2. A summary contains the most important information about a text. Is the summary above correct or do you disagree?

Paraphrasing is using your own words to express someone else's message or idea. When you paraphrase, we must be careful to maintain the ideas and meaning of the original source when you paraphrase, remember these tips:

- Read the original text twice. Make sure you understand it well.
- Make a list of the main ideas and look for information to use.
- Use the information to create the summary in your own words.
- Check your summary to make sure you have the right information. It should be just a summary, not a copy of the original text. Don't use the same words, the same structure or sentence as the original.

► Write notes and paraphrase the rest of the text in Activity 5.

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## Teaching Guidelines

Activate previous knowledge. Paraphrase information. Evaluate main ideas and information complementing them.

Write "machines", in the middle of the board. You may ask a volunteer to suggest a name of a machine, or you can have a class vote on which machine you want to write about. It should be something students know a lot about so that the activity is meaningful. Then invite students to create a mini infographic about this machine in their notebooks or on pieces of paper. Once they have finished, they can share their work with another pair or group. If you consider appropriate, members of different groups can recreate their work on the board remind students

5 Read another informative text about how a calculator works. In your own words, explain the following points.

If available, show students a calculator and ask: What is this for? How does it work? If you don't have one, draw one on the board. Listen to some ideas. Then students read the text individually. You can also read it as a class and point out the highlighted words. This time, they

should not only try to guess the meaning (or look it up in the Glossary), but also suggest a synonym if possible (push the button - click on the button).

► Read a summary of the first paragraph of the text. Then discuss the questions.

Tell students that a summary is a brief statement or restatement of main points. Here they will see a model summary of the first paragraph in the text in Activity 5. Ask students to scan the notes and say which text they refer to. Tell students to work individually and read the information carefully to complete the task. Then ask them to work in pairs to discuss the questions. Monitor and provide help as necessary. Finally, check as a class. You can go further and ask students to explain, in their own words, what a summary is.

► Write notes and paraphrase the rest of the text in Activity 5.

Encourage students to work in pairs and complete the task in their notebooks, following the model in Activity 5. Remind them that these notes would be intended for a summary, so they have to include key ideas from the text. Encourage them to paraphrase when possible. Once they have finished, they share their notes with a classmate and give each other feedback to improve their texts. Finally, have some volunteers share their notes with the rest of the class. Provide general feedback on how to improve their work.

## Further Practice Poster 6

If you'd like to give students more practice with paraphrasing information on how machines work, have them look at the poster for Unit 6 again. In small groups, let them decide if all the information presented is essential, or if it's possible to leave some out. After students have decided, tell them to create a summary that contains the most important information from the poster. You can have them look back at the student's notes on page 55 for reference. Have your students present their summaries to the class - they can even vote on the best summary and explain why they chose it.

## Teaching Guidelines

Explain technical terms. Paraphrase information. Order and link ideas in a diagram. Promote feedback between students.

### Poster 6

Students work in pairs and go back to Activity 5 on page 55. They read the text quickly and identify the technical terms. Ask them which sources they would use to find their meaning (*bilingual and monolingual dictionaries, encyclopedias, the Internet, etc.*). If you consider it suitable for further practice, you may display Poster 6 for students to identify technical terms useful to describe a camera.

### 6 Use your notes to draw additional lines and add more information about how a calculator works.

Focus students' attention to the infographic that describes a calculator. You may want to elicit what they have learned so far about calculators (if necessary, refer them to page 55). Then tell students that they are going to complete the infographic using the information they compiled on page 55. Have them work in pairs to complete the task. Encourage students to paraphrase and write relevant information, so that they can have a clear and effective infographic. Remind them to use the appropriate technical terms when appropriate. You can give some examples first, as it is important to prepare students to develop their Product. Monitor and provide help as necessary.

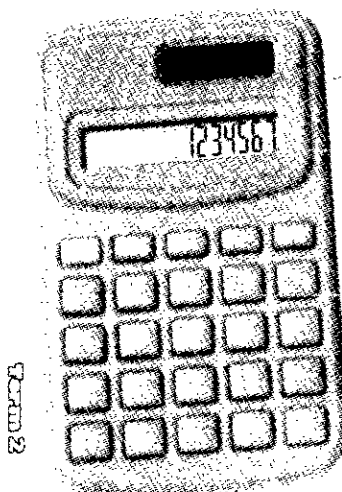
► Exchange your infographic with another pair of classmates. Use these questions as a guide to give them feedback.

Just as students have practiced in previous activities, students will now check their classmates' work and give them feedback on how to improve. Have students work in small groups to complete the task. Monitor and check. When students have finished, you may want to invite volunteers to the front to share their corrected infographics. Encourage them to explain what they had to change or add in order to improve their infographic.

#### Product Step 1

At this point, students have had enough practice reading and understanding how some machines work, that they are ready to go through the first step of their Product.

6 Use your notes to draw additional lines and add more information about how a calculator works.



► Exchange your infographic with another pair of classmates. Use these questions as a guide to give them feedback.

1. Is the infographic complete?
2. Is the information clear?
3. Are the technical words used appropriate?

#### Product Step 1

Form your Product teams and write a list of machines that you would like to know about how they work. Then choose one and research how it works. You can use the Internet, instruction manuals, encyclopedias or your physics textbooks. Take notes about the essential information you need to know that you will use later to make your Product.

We can recommend this link for more information on different machines.

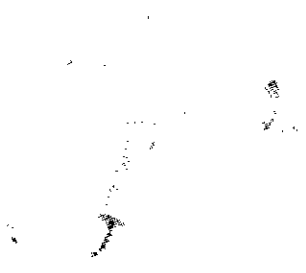
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They can decide in which teams they will work. Encourage them to look at Poster 6, go through the unit to select a simple machine, or choose any other they find interesting. Have students find information about the machine they chose and make notes as they did on page 55. If possible, encourage them to visit the recommended website. They can also visit the school library or search information in books or magazines, or even ask other people.

### Time to Read! Stephanie's New Camera pp. 68–70

Students read pages 68 to 70 as a class and then reflect in groups: *Can you explain how a camera works? Which technical terms about cameras did you find on these pages? How do images help you understand the process?* Elicit answers and check as a class.

7 Read the text. Then use your own words to tell a partner how a blow dryer works.



Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Blow dryer

1. Are the words in the name related?
2. In the name, what does "blow" mean?
3. In the name, what does "dryer" mean?
4. How do you think the words in the name are related?
5. How do you think the words in the name are related?

Read the text again. Then do the tasks below.

Write a paragraph about how a blow dryer works. Use the notes you wrote to help you.

Write a paragraph about how a blow dryer works. Use the notes you wrote to help you.

**How Am I Doing?**

Discuss the questions. Yes

1. Are the words in the name related?
2. Are the words in the name related?
3. Are the words in the name related?

pairs to complete the task. You may want to give an example before students start. Monitor and provide help. Next, have pairs share their answers with other pairs. Finally, check as a class by asking a volunteer to go to the front and write the text correctly on the board.

► Read the text again. Then do the tasks below.

Tell students they will select and write information to use while preparing their infographic in their Product team. Remind them to pay special attention to spelling and punctuation, as well as to text order. Finally, have some volunteers share their work with the rest of the class. Provide feedback and encourage students to make the necessary improvements.

**How Am I Doing?**

Students should take some time to do their evaluation. It is important that they reflect on the strategies that will enable them to make an infographic. Ask students to work in pairs and answer the questions. As further practice, encourage them to say if they have seen infographics in their every day lives (on the street, at the market, in magazines, etc.).

**Teaching Guidelines**

- Explain technical terms. Paraphrase information.
- Read to check spelling and punctuation. Edit texts.
- Develop final versions.

**7 Read the text. Then use your own words to tell a partner how a blow dryer works.**

Ask students to read the text. Encourage them to say what a blow dryer is and if they have used one. If necessary, have them look at the picture and infer the use of that machine by analyzing how its name is formed (*blow and dryer*). Students work in pairs to read the text in the infographic. Is it easy to understand? Which words could they replace by synonyms? They should tell each other how a blow dryer works using a thesaurus if possible or asking you or their peers for help.

► Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Remind students that in order for information to be clear, spelling and punctuation should be correct. Also, encourage students to say if texts in infographics are wordy or precise. Then ask students to work in

**Further Practice**

Have students look at page 68 in their Reader again. In pairs, students will write notes about how a camera works. Once they have finished writing their notes, they will exchange them with another group. Now, students must edit their classmates' notes - be sure to have them pay attention to spelling and punctuation. After that, students will create a final version of their notes that they can use to paraphrase how a camera works.

## Teaching Guidelines

Establish relation between texts and images. Change and add information. Paraphrase information. Explain technical terms. Paraphrase information. Read to check spelling and punctuation. Edit texts. Develop final versions.

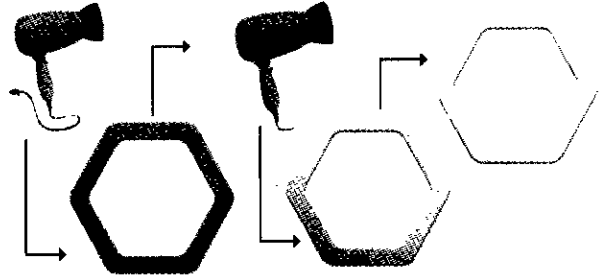
### Time to Read! **Stephanie's New Camera** pp. 71–73

Encourage students to summarize what they have learned about the use of a camera and its parts through the story. Remind them to check pages 68–70 if they want to remember all the important details. Then students read pages 71 to 73 as a class. Then reflect in groups: *Which other important functions does a camera have? Could you explain what the icons mean? (Have them point at the icons on page 71 and explain their meaning). What should you do if you want to take a picture of an animal running? What is a closeup?* Elicit answers and check as a class.

### 8 Complete the infographic with the information you wrote. Draw the missing pictures.

Write “blow dryer” on the board. Ask students if they remember what this word refers to (*a machine they learned about in the last session*). Elicit what parts a blow dryer has; if necessary, refer students to the picture in Activity 7. Now encourage them to take out the notes they wrote for the last activity on page 57. Ask them to read their notes and explain to a classmate how a blow dryer works. Once they have reviewed the information they complete the task with the same pair. Tell them to use their notes. You may want to recall as a class what the characteristics of an infographic are (*the information should be organized, clear, relevant and brief, and the pictures should illustrate the information clearly*). Have them check other infographics they have used throughout the unit or put up Poster 6 for them to see how the information is paraphrased and organized, and how pictures are related to the information. Monitor and provide help if necessary. When students have finished, tell them to work in pairs and share their work. Encourage them to give each other feedback to improve clarity, as well and punctuation and spelling. Tell them to make the necessary changes.

8 Complete the infographic with the information you wrote. Draw the missing pictures.



Poster 6

#### Product Step 2

Get together in your Product teams. Use your notes and the information you have researched to plan your infographic. Remember to paraphrase your ideas. Decide on the graphic resources you are going to use in your infographic. You can draw pictures, use magazine cutouts, etc. When you are ready, make a clean version of the infographic. You can show it to an adult to make sure the information is clear.

If you have access to Internet, you can go online to review different infographics to get more ideas.

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Unit 6

#### Product Step 2

Students are now ready to do Step 2 of their Product. In Step 1, they selected a machine and researched information to describe its parts and how it works. Now students can use their notes to make their infographic. Remember to put up Poster 6 for students to be exposed to some models. If possible, they can go online and get some more inspiration for their infographic. They should make a draft of the infographic first on a piece of paper. Then they should go through their notes and write the steps to add to their infographic. They make sure the steps are written correctly and that they explain how their machine works while using clear and short sentences. Once they have agreed on the text, they can draw the final version and add the illustrations. Encourage them to be as creative as possible so that their infographics can be useful for others to learn about how each machine works.

### Product Step 3

1. Take a few minutes to rehearse the presentation with your team
2. Be ready to answer any questions from your classmates. If possible, bring the machine you described in your infographic to demonstrate how it works
3. While presenting, speak clearly and confidently
4. When your peers are presenting, listen carefully and take notes to give them feedback
5. Give and accept feedback respectfully
6. If possible, display your work around the school for other students to learn about different machines

### Self evaluation

For this anecdotal record, reflect on your infographic and your presentation. Write your conclusions.

1. Information about my team and our machine

- The number of class mates in my team was . . .
- The most new we told about in the infographic was . . .

2. Comments about our infographic

- The clarity of our infographic was . . .
- The explanation of our infographic was . . .
- The most strength of our presentation was . . .
- The most strength of our infographic was . . .
- The things we need to improve on are . . .
- The cause of things about our infographic was . . .
- The most difficult thing to do in our infographic was . . .

If you think your infographic or presentation were not clear enough, keep in mind that you can always ask your classmates to tell you what you can do to improve. Asking your teacher is a great idea, too.

Team 2

Unit 6 59

## Teaching Guidelines

Establish relation between texts and images. Change and add information. Paraphrase information. Explain technical terms. Paraphrase information. Read to check spelling and punctuation. Edit texts. Develop final versions.

### Poster 6

Remind students they have been learning about cameras in the story *Stephanie's New Camera*. Put up Poster 6 and ask students to explore it and say what new information regarding camera functions it provides. Then have them work in pairs to explain to each other what icons they see in the poster and what camera functions they represent. Ask them if they think the icons are clear enough or how they would improve them.

### Product Step 3

Before students present their infographics, they should take a few minutes to rehearse presenting them. It is important that they decide who is going to say which part. If they have brought the machine, they should make sure everything is ready to make it work. Remind them to breathe deeply before speaking and to speak slowly and clearly. Their peers should listen respectfully and take notes, so that they are able to give feedback. The most original and well-prepared infographics can be displayed around the school so that other classes can see them.

### Self-evaluation

Students will evaluate their own performance according to the rubrics in the self-evaluation chart. You could read through the chart with the class before they begin to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in the same small groups in which they shared and created their infographic. Students could hold a class discussion at the end to think what they can do next time to improve.

### Assessment

Remember that you can use Assessment 6 on page T107 to assess students' performance in this unit.

### Time to Read! *Stephanie's New Camera* p. 74

To finalize the unit, you may want to wrap up the class by asking students to do the activities on page 74 of their Reader. It will be a good way to continue helping students get familiarized with how machines work. They can do the activity in groups. Encourage them to visit the school or local library or visit the links to the further reading.

Environment: Family and Community

**Social Practice:** Comment on own and others' experiences in a conversation.  
**Communicative Activities:** Exchanges associated with information of one self and others  
**Product:** Autobiographical anecdote  
**Reader:** *The Anne of My Dream*

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

**Term 2: Unit 7**

**Sharing Personal Experiences**

**Environment:** Family and Community

**Social Practice:** Comment on own and others' experiences in a conversation.

**Communicative Activities:** Exchanges associated with information of one self and others

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

**Product:** Autobiographical anecdote

**Reader:** *The Anne of My Dream*

Encourage students to take a look at the chart at the top of the page and discuss its contents with them. In this unit, students will be exchanging anecdotes with their classmates, having as models several examples in the book. These first activities and pictures will serve as an engaging introduction to the topic, since it is likely that all your students have celebrated their birthdays somehow or have gone to some of their friends' parties. By the end of the unit, students will be able to give details of the personal experiences they share, but they might actually try to do this from the start. You can prompt them to speak by asking questions such as: *When was the last time you went to a party? What was the occasion? Where did this party take place? Who was there?*

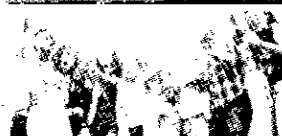
**1 Look at the pictures and discuss the questions as a class.**

Invite students to look at the pictures and describe what they see in them. Ask them to say what they all have in common. Then, you can have volunteers read the questions, one by one, and have a group discussion. You can also write the word *birthday* on the board and make a mind map with all the words and ideas students come up with. Alternatively, they can be the ones coming to the board to complete the mind map. For the third question (*How do you celebrate this occasion?*) you can ask students to share with the class what they did in their last birthday, specifically.

**2 Listen to the phone conversation and explain how Alan's celebration is different from or similar to the way you celebrate.**

Tell students that they will now listen to Alan talk about his birthday experience with Sara. Play the

1 Look at the pictures and discuss the questions as a class.



1. What are they celebrating?
2. How are they celebrating?
3. How do you celebrate this occasion?

2 Listen to the phone conversation and explain how Alan's celebration is different from or similar to the way you celebrate.

► Listen again and analyze Sara's and Alan's reactions.

1. What is Alan's reaction when Sara says "Happy Birthday"?
2. How does Sara feel about forgetting Alan's birthday?
3. How does Alan feel about his party?

track once or twice and have students take notes if necessary. Then, encourage students to tell you the characteristics of Alan's celebration, and write some key words on the board. You can ask some students to compare their own birthdays to Alan's. Help them with any vocabulary problems.

**► Listen again and analyze Sara's and Alan's reactions.**

Have them read the instructions and questions in pairs, to prepare before the listening. Encourage them to remember the answers to the questions from the previous listening but let them know that you will play the track again. Elicit some answers from the class. To carry on speaking, you could ask students how they would feel in Sara's or Alan's place.



3 There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one.

	Words	Visuals	Voice	Face	Body language	Presence
Face-to-face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

► Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

### How Much Do I Know?

Discuss the questions and share your answers.

1. Do you usually share anecdotes?
2. What kind of situations do you share?
3. Who do you share them with?
4. What other ways do you use to share anecdotes?

### Glossary Tip

If you find a word you do not understand, ask your teacher. It's always a good option. However, always make sure to ask for the definition and an example. Learning a definition helps you think in English, not just translate it. Throughout this unit, there are some highlighted words that are defined in the Glossary of the back of the book.

Unit 7

the rest of the class. You could also divide the board in two sections and make a mark for each classmate who prefers a certain type of interaction.

### How Much Do I Know?

In this section, students will put to the test their previous knowledge related to the Social Practice of this unit, which is commenting personal experiences in a conversation. To start, you could ask a volunteer to read the questions in the *How Much Do I Know?* box. Elicit the definition of anecdote and have students discuss the questions. Then, elicit some opinions from them.

### Time to Read! The Anne of My Dreams

Remind students that, as in every unit, they will be reading a text that will complement the activities in this book. This time, the story will be *The Anne of My Dreams*. You can mention that they will read a conversation between a young girl and a very famous Anne, who will be sharing her story. You could ask students to brainstorm all the "Anne's" they know or, depending on your context, ask them who Anne Frank was and if they have read her diary.

### Teaching Guidelines

Listen and revise conversations about personal experiences.

3 There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one.

Have a volunteer read the contents of the chart aloud and elicit the definitions or a brief explanation of the concepts in it from your class. Give students some time to check the appropriate boxes and elicit the correct answers from the class.

► Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

You can rearrange the class so that a pair gets together with another one. Invite students to discuss their preferences. Remind them that they should give reasons for their opinions. You could offer an example: *I prefer sharing my anecdotes over the phone if I do not know the person well because I get nervous and my body language shows it!* Once enough time has passed, you might have a member of each team share their conclusions with

### Glossary Tip

Remind students that throughout their journey learning English they will find words they will not know the meaning of, but this should not stop them. Ask them to read the Glossary Tip and look for the words they do not know in their book's Glossary or in a monolingual dictionary.

### Further Practice

To provide students with some initial practice sharing personal anecdotes, you can ask them to think of a memorable situation or experience they can share with their classmates. Then, you can ask them to take some notes that they can use when they share the anecdote. Yet, encourage them not to write complete sentences as they may end up reading them aloud and that's not the point. With the notes, ask students to get together in groups of three or four to share the anecdotes. You can demonstrate the activity with one group encouraging those listening to you to show interest and ask questions when relevant. While students work in groups, go around the classroom and monitor them. You can assist them whenever necessary.

## Teaching Guidelines

Analyze use of connectors to link ideas. Contrast sequences of enunciation.

### 4 Look at the pictures and answer the questions.

Ask students to analyze the pictures and questions on their own for a while. Then, get them in teams to have them discuss their thoughts. You can ask students to come up with a list of all the celebrations that they have at their school or maybe even in their communities, such as a parade for a local tradition. You could make a complete list together with the ideas from everyone in the class.

### ► Listen and mark (✓) what the anecdote is about. Then discuss the questions.

To make this activity easier, you can have them underline the key words in each of the statements and focus on these when listening. Play the track and give them some time to choose an answer. Then, you can have them check their answers with a classmate. Still in pairs, ask students to answer the questions at the bottom. For the first one, encourage them to come up with more words to describe these kinds of events or to talk about one they attended. Then, have them discuss their reasons for wanting or not to participate in an event like the one on the track. Elicit different opinions.

## Language Awareness

Direct students' attention to the note in blue. Tell them that the information regarding time sequencers will be useful for the next activity and for sharing their own anecdotes.

### 5 Read some key events of María's anecdote and identify the purpose of the words in bold.


You can ask a volunteer to read the short paragraph for the class. Have students work in pairs to discuss how the words in bold work in the sentences. Refer them to the note in blue above if they need help.

### ► Mark (✓) the function of the words in bold.

Give students some time to mark the correct option. Check the answer together with the class. You might elicit some other words that have the same function, such as *next*, *afterwards*, *in the end*, etc.

**Answer:** They describe a sequence.

4 Look at the pictures and answer the questions.



Mother's Day festival      February 23rd Flag Day      Music contest

1. What dates or occasions do you celebrate in school?
2. Do you usually have festivals?

► Listen and mark (✓) what the anecdote is about. Then discuss the questions.

1. Students give each other presents.
2. They participate in a music contest.
3. They organized a craft exhibition.
4. Do you think this type of event is interesting, exciting, challenging, etc.?
- Would you like to participate in one?

When sharing an anecdote in public, you can choose what to use in it. Sometimes we use time sequencers to say in what order or when things happen.

When you read the first part of the anecdote, underline the words in bold in the text. After you have read the whole anecdote, think about the function of the words in bold.

5 Read some key events of María's anecdote and identify the purpose of the words in bold.

We worked really hard. First, we thought of borrowed some instruments. Then we chose the name for our band, and finally we started rehearsing.

► Mark (✓) the function of the words in bold.

They connect ideas       They describe a sequence       They show time

62 Unit 7

## Time to Read! The Anne of My Dreams pp. 75-78

We recommend asking students which famous person they would like to interview. They are going to read about a dream about an interview with Anne Frank, a famous girl from the past. You could ask them if they know what important historical event occurred when Anne Frank was alive (World War II). Consider reading page 75 out loud and eliciting why they think the author says Anne's story is "sad, scary and beautiful." Students then read pages 76 to 78 of the story.

- 6 Predict what you think happened the day of the contest.
- Listen and check your predictions. Say what happened and how María felt.
- Look at the extract from María's anecdote. Say what the purpose of the underlined words is.

When there are connectors in the text, they are used to link ideas together. They are used to show the relationship between two parts of a sentence. These words can be used to give extra information about someone, something or a place.

When talking and writing, we use words such as *and*, *but*, *so* or *because* to join two parts of a sentence. These words can be used to give extra information about someone, something or a place.

#### Product Step 1

Put the students into pairs or small groups. Give them 10 minutes to think about what they would like to share with the class. They need to think about the details.

Event/occasion	When	Key events	Additional details (feelings, people involved, place, etc.)

Unit 7 63

## Teaching Guidelines

Anticipate general sense and main ideas. Analyze use of connectors to link ideas. Include details in main ideas, specifying time, place, and way in which the events occurred.

### Poster 7

Direct them to the different questions there that should be answered when telling an anecdote. You might have a volunteer give you a quick example of an anecdote answering all these questions. Alternatively, you can use the poster to set Activity 6: you could ask students to answer those questions based on María's anecdote on page 62 to recapitulate and predict the details of what might have happened the day of the contest.

### 6 Predict what you think happened the day of the contest.

Organize the class in pairs. Give them some minutes to discuss the possible outcomes of the music contest María participated in. At the end of the activity, you could have some students share their predictions and ask the class to vote for the one they think was most likely to have

happened. Tell the class that they will check who got it right in the next activity.

### ► Listen and check your predictions. Say what happened and how María felt. 15

Play the track and ask students to focus on what happened and on María's feelings. Play the track again if you think it is necessary. Ask some students to share their answers. Then, you could ask the class: *How would you feel participating in a music contest? Would you be nervous, excited, scared, etc.? Why?*

### ► Look at the extract from María's anecdote. Say what the purpose of the underlined words is.

Direct students to the speech bubble. Ask a volunteer to read the fragment aloud. Have students discuss in pairs or small teams what they think the underlined words are for. To make this clearer, you can ask another student to read the same extract, only this time omitting the underlined words.

## Language Awareness

Tell students that it is always important to link ideas using connectors; otherwise, one might end up sounding like a robot! Encourage them to read the explanation of these connectors in the note in blue. You might further ask them to identify the function of these words, for example, you could ask them which word offers an alternative (*or*), etc.

## Further Practice

Before students work on the first step of the Product, you can ask them to take turns saying María's anecdote. This will help them build some confidence when sharing personal information (as in this case they're not sharing any of their own) and feel more comfortable. This can be particularly helpful if you have shy students.

### Product Step 1

This is a great moment for your students to begin working on the unit's product, since they already have the bases to identify the components of an anecdote. Remind them that for the product, they will be having a conversation in which they share an anecdote of their own, so they can start thinking about the one they would like to use. Invite them to think of all the details they would like to include when sharing their anecdote; they can use the chart for this purpose. If they cannot decide on an anecdote yet, allow them to fill in the chart with a few options.

## Teaching Guidelines

Value the effect caused by non-verbal language. Analyze choice of expressions and repertoires used. Ask questions to get more information and check understanding. Use strategies to give the floor to others.

## How Am I Doing?

Have students work in pairs to peer-assess their progress and understanding of the unit's contents so far. Encourage them to not only answer the questions with a *yes* or *no*, but rather showing why they answered that way, for instance, by providing examples or giving definitions.

## 7 Listen to the anecdote and read along.

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Tell the class that they will be listening to an anecdote as they follow along in their books. Before you play the track, encourage students to check the Glossary to look up the meaning of the highlighted words. Play the track and have students read the conversation. You might ask some volunteers to role play the dialogue placing emphasis on their pronunciation and intonation. You could also ask some comprehension questions to check that everyone understood the details of the conversation.

### ► Observe the phrases in bold. Underline them using the color code.

Invite students to work with a classmate for this part of the activity. Have them identify all the phrases in bold in the conversation and underline them according to the part of a conversation in which they are used. Check the answers as a group. You can then encourage students to share other phrases that they know to start a conversation, keep it going, or end it.

### ► Discuss the questions as a class.

Ask two students to read the questions. Elicit some answers from the class. Remind them to justify their thoughts. You can encourage them to keep discussing by asking: *Is the tone of voice important to keep the interest of the listener in an anecdote? How else can you keep your listener's attention?*

## How Am I Doing?

Discuss the questions.

1. Can you identify an anecdote in a conversation?
2. Is it important to keep a logical sequence to describe events? Why?

B: Hey, Tom!

T: Hi, Bill!

B: I heard you made the soccer team. Congratulations!

T: Thanks, Bill! I've already played my first game.

B: Really? When?

T: Last weekend.

B: How was it?

T: It was fantastic. My whole family came to watch.

I was pretty nervous, but I guess we all were.

B: Oh, so **what happened?**

T: John scored the first goal, and then we all started to feel better. I even scored a goal at the end.

B: And did you win?

T: Yes! And **what about you?** Are you still in the science club?

B: Yes, but I'm also going to try out for the chess team. Oh, I have a class!

T: See you later, Tom!

B: Bye!

T: See you later, Tom!

Unit 7

- Observe the phrases in bold. Underline them using the color code.

● Starting a conversation

● Keeping a conversation going

● Ending a conversation

- Discuss the questions as a class.

1. How does Tom sound when telling his anecdote?

2. What's Bill's reaction? Is he interested, excited, indifferent?

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Unit 7

## Time to Read! The Anne of My Dreams pp. 79-81

You could have students answer the following questions before continuing the story: *Who was Hitler? Who were the Nazis and who did they persecute? Why did Anne and her sister have to leave school? Students should read pages 79 to 81. Anne was now living in the Annex. You might want to ask what life for Anne and her family was like there. Students can discuss in groups what they think about Anne's life in the Annex and how she must have felt. They can talk about how writing a diary helped her feel less lonely.*

It can be difficult to keep a conversation going. Even if you understand what the other person is saying, you may not know how to answer, or you get more information. Here are some useful phrases you can use when it's your turn to speak.

Greeting	Showing interest in what the person is saying	Showing How you feel about what you hear
Hello. Hi. What's up? How are you? Fine, thanks. And you? Not bad!	Right. / Sure. / Really? / Lucky you!	How awful! / You are joking! / Oh, no! / What a pity! / That sounds great! / Oh, fantastic!
Give an opinion when asked	Looking for words	Ending a conversation
Sorry? I didn't get that. / I'm sorry, could you repeat that? / I really don't understand.	Well, let's see. / Ok. / So, what I was saying. / Um.	Bye now. / I have to go. / Talk to you later. / I'll call you later.

8 Read the conversation and discuss with a classmate what the anecdote is about.

Oscar: Sam, what are you going to do on your birthday?  
 Sam: I don't know yet. I want to do something different from last year.  
 Oscar: What did you do last year?  
 Sam: I had a party at my cousin's house.  
 Oscar: Really? Was it good?  
 Sam: Not really. It was boring, and the power went out for an hour so there was no music.  
 Oscar: You're joking.  
 Sam: No, I'm telling you. After a while everybody left!  
 Oscar: What a pity!

- ▶ Look back at the dialogue and underline the information you can change to make up a new anecdote.
- ▶ Practice your conversation with your classmates. Remember you can use useful phrases to show interest.

### Product Step 2

In Step 1, you created questions to bring up your classmate. Now, prepare a list of questions you can ask to show interest during the conversation when sharing a story. Use questions that are useful to show interest in the conversation.

Unit 7 65

## Teaching Guidelines

Ask questions about how the ideas and people can be represented in different ways. Analyze choice of expressions and repertoires used. Ask questions to get more information and check understanding. Use strategies to emphasize the meaning.

## Language Awareness

Direct students to the chart with different phrases to use in a conversation, particularly when sharing or listening to anecdotes. Let them know that it is important to be respectful and show interest in what the other person is saying. Asking further questions shows that the listener is paying attention and cares about what is being said. They can also share how they feel about what they hear by using expressions to show surprise, empathy, etc. Ask some volunteers to read the contents of the chart and elicit more examples for each box.

8 Read the conversation and discuss with a classmate what the anecdote is about.

Ask students to read the anecdote individually. Remind them to check their Glossary to look up the

meaning of the highlighted word. Then, have them share with a partner the information they got from the text. You can encourage them to discuss not only what it was about, but also how they people in the conversation felt and what expressions they used to show this.

▶ Look back at the dialogue and underline the information you can change to make up a new anecdote.

Have students keep working in pairs to underline the details or expressions that could be changed in the dialogue to make up a new anecdote. Let them realize that they can even modify the event. Invite them to come up with ideas to replace the things they underlined.

▶ Practice your conversation with your classmate. Remember you can use useful phrases to show interest.

Once students have decided what they want to change in the conversation above, encourage them to practice talking about this new anecdote with their partner. Instead of reading their conversation, invite them to try to make it flow naturally, using the expressions they have already seen to keep it going. You can have some volunteers come to the front and share their conversations with the whole class, which can then give constructive feedback.

### Product Step 2

After having done Step 1 of the product, students will be more familiar with the kind of information that they are going to share and, therefore, the one they will be listening to as well. For this part of the product, encourage students to think of questions that they could ask their partners to show interest in what they are saying. Remind them that they might want to know more details or how their classmate felt while the event he or she describes happened. Invite them to go through the unit to get some ideas of what they could ask. Once they have their lists of questions ready, you might ask them to share them and complement them with ideas from their classmates.

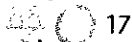
## Teaching Guidelines

Anticipate general sense and main ideas. Analyze use of connectors to link ideas. Compose statements and sort them into a sequence. Include details in main ideas, specifying time, place, and way in which the events occurred

### Poster 7

Ask students to remind you of the contents of Poster 7 and display it for the class. Let them know that it is important to tell anecdotes in the correct verb tense; otherwise, the story might become confusing. Draw students' attention on the question *When?* and ask: *What do all these possibilities have in common?* Elicit that all anecdotes happen in the past, so that is the tense they should be using. Give a time setting and ask random students to share an anecdote with the class of something that happened then. For example, if you say *last month*, a student might say: *Last month I had an English test and got a 10!*

### 9 Listen to an anecdote and complete the mind map. Then compare with a classmate.



Ask students to look at the mind map carefully to know the information they are going to need to fill it in. Have them realize that these questions are quite similar from the ones on Poster 7. You could play the track once and have them get together in pairs to complement each other's mind maps. Alternatively, you can play the track twice so that everyone gets a chance to fill in their own maps and only then compare these with a partner. To check, you could draw the map on the board for students to come to it and fill it there.

### Language Awareness

Invite students to read the information in blue. Elicit the importance of knowing how to conjugate verbs in the simple past to share an anecdote. To practice these, you might do a game-like, yet meaningful, activity in which you say a verb in simple form and encourage students to share a very brief anecdotal sentence with it, for which they will have to use the past. For example, if you say *eat*, students can say something like *Last weekend, I ate two whole hamburgers and felt terrible afterwards!* You can throw a small ball to a student for him/her to answer and throw the ball again to someone who will have to use the same verb. After three or four students have participated, you can change the verb.

Listen to an anecdote and complete the mind map. Then compare with a classmate.

Telling an anecdote

As you know, an anecdote is an account of an event that has already happened. When we tell anecdotes, we usually narrate them in the past. The simple past allows us to describe actions that took place at a specific time in the past.

Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote.

After we went to bed, in the middle of the night I so woke me up. She told me what could lead to outsteps.	We were terrible, but finally we took each other to the brave and checked out. We took a flashlight and opened the door.	We finished in and then went back to bed. But we had to get up just a few hours after the park so we hardly slept that night.
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#### Product Step 3

Look back at Step 1. Organize the information of your anecdote in a mind map, like the one in Activity 9. Remember to underline the relevant past events and words to connect ideas.

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Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote.

Before starting this activity, you could ask students what they remember from the anecdote in Activity 9. After they share some ideas, have them read the extracts from the conversation. You can ask them to work individually and then check with a partner if they underlined all the past events mentioned there. Do not forget to direct them to their Glossary in case they want to look up the meaning of the highlighted words.

#### Product Step 3

Tell students that they are closer to presenting their products, so they should organize their anecdotes better. For this purpose, encourage them to go back to the chart they completed in Step 1. If they had not decided on an anecdote yet, tell them that now is the moment to choose one. Based on the information they wrote on the chart, encourage them to create a mind map similar to the one in Activity 9 on this page. Yet, do not limit their creativity! Encourage them to add other categories to their maps if they wish. Monitor to check that they are using the appropriate verbs and linking words in their mind maps.

#### Product Step 4

- Review the information from Step 3.
- Get ready for the conversation to share your anecdote with your classmate.
- Remember to look at the questions you prepared in Step 2.
- Work with your classmate and carry out your conversation.

#### Self-evaluation

In this *observation guide*, write what your classmate said when sharing his or her anecdote.

Classmate's name \_\_\_\_\_

My classmate's anecdote was about \_\_\_\_\_

When did my classmate's anecdote happen? \_\_\_\_\_

The phrase he/she used to start the anecdote was \_\_\_\_\_

My classmate used the sequence words \_\_\_\_\_

The phrase(s) he/she used to keep the conversation going were: \_\_\_\_\_

The phrase(s) he/she used when he/she didn't understand were \_\_\_\_\_

To show how he/she felt, he/she said \_\_\_\_\_

He/She ended the conversation with the phrase \_\_\_\_\_

He/She can improve on \_\_\_\_\_

If you had trouble identifying what the anecdote was about or the expressions your classmate used, you could ask him or her to help you review them once more. Going over the unit again is also a good option.

If your classmate had troubles sharing the anecdote correctly or using the correct expressions, you could help him or her this time. Don't forget that you can also ask your teacher to help both of you.

Unit 7 67

### Teaching Guidelines

Include details in main ideas, specifying time, place, and way in which the events occurred. Ask questions to get more information and check understanding. Use strategies to give the floor to others. Generate alternatives to share identical experiences to different people. Express personal experiences using direct and indirect speech.

#### Product Step 4

Have students gather all the information they have compiled throughout the unit to present their products. Set the class in pairs or have them choose the person they want to work with. Motivate shy students to participate; make them feel that your class is a safe place. Once the pairs are ready, encourage students to begin their conversations, using the expressions they have learned and the anecdote they chose in Step 3. Remind them to take a look at the list of questions they wrote in Step 2 in order to keep the conversation going, show interest, and obtain more details from their partners' anecdotes.

### Self-evaluation

The observation guide that is part of this self-evaluation activity will help students realize the strengths and areas of opportunity that their partners have when carrying out a conversation, which will also help them reflect on their own. Furthermore, students will become aware of how much of a good listener they are. They should fill the guide with the information provided by their classmates. If they are unable to answer something, remind them that they are already familiar with some expressions to ask for clarification or repetition. At the end, have students read the recommendations below. The idea is that students help each other improve by sharing constructive feedback.

### Time to Read! The Anne of My Dreams pp. 82-86

Before reading, you could ask if anyone knows what happened to Anne Frank. Students then read pages 82 to 85 and see if they were right. We suggest that you ask students to form groups and answer the following questions: *Do you think that Anne was brave? Does anyone in the class keep a diary? What do you do when you feel sad, scared or lonely?* One member of each group could write down the responses and report them back to the rest of the class. Finally, you could ask students to read the After Reading task on page 86 and keep a diary for two weeks. They could report back to the class about how easy or hard it was and whether they would like to continue.

### Assessment

Remember that you can use Assessment 7 on page T108 to assess your students' performance in this unit.

### Term Assessment

Now you can also use Assessment Term 2 on pages T116-T119 to assess students' performance in this term.

## Term 3: Unit 8

### Comparing Cultural Aspects

**Environment:** Literary and Ludic

**Social Practice:** Read short literary essays in order to contrast cultural aspects.

**Communicative Activities:** Understanding oneself and others

**Achievements:** Review short literary essays. Review and understand general meaning, main ideas, and details of literary essays. Describe and compare cultural aspects.

**Product:** A comparative chart

**Reader:** *Market Day*

The first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will follow several steps to make a comparative chart to describe and compare cultural aspects. In order to spark interest in the topic, you might want to ask them some questions such as:

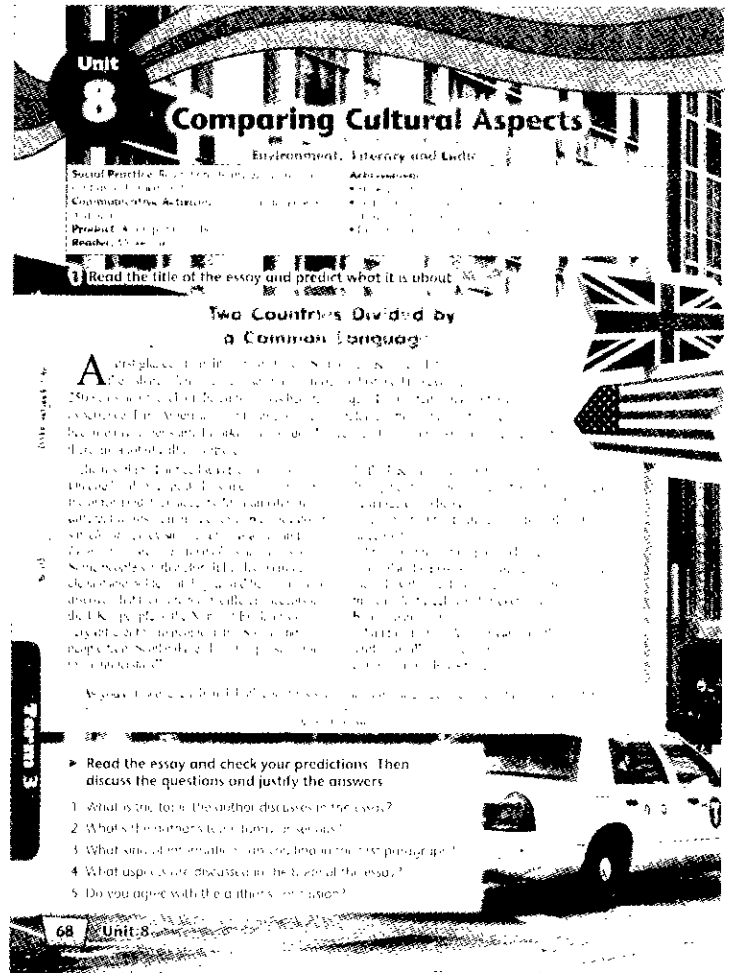
1. Have you ever visited another country? If you haven't, would you like to?
2. Which countries do you know? Would you like to visit any?
3. How are these countries you mentioned similar or different to Mexico?

#### 1 Read the title of the essay and predict what it is about.

In order for students to use their previous knowledge to recognize the topic and purpose of the text, direct their attention to the flags pictured in the text. Ask them if they know which countries those flags represent. Then have them look at the title of the text and have them guess what they think the text will be about. As they read, have them focus on the labels (*introduction, body, conclusion*) and have them discuss what each one is. Remind them to look up any highlighted words in the Glossary on page 100.

► **Read the essay and check your predictions. Then discuss the questions and justify the answers.**

Give students some time to read the text. Walk around and monitor if necessary. You can also have



students take turns reading different sections. Then check the questions together as a class. Monitor their comprehension by asking several students the answer to the same question. You can also encourage them to reread the text if they didn't understand some parts.

**Answers:** 1. Cultural differences between the US and UK; 2. Serious; 3. A glance at the topic of the text; 4. Key differences between the two cultures; 5. Answers will vary.



2 Look at the comparative chart and discuss the questions.

TOPIC	THE UNITED STATES	THE UK
Sports	soccer	football, rugby, cricket
Driving	on the right side of the road	on the left side of the road
TV	just American shows	shows from all over the world
Language	English	English

- Does it include all the information from the audio?
  - Does it include details about both?
  - Is the author's personal theme?
  - Is the information clearly organized?
- Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.
- Do students read the information from the chart correctly?
  - Do they give their opinion about any of the aspects?
  - Do they present the information in order?

### How Much Do I Know?

Discuss the questions.

- How is the chart organized?
- What was the goal?
- Has it any other useful points to make?
- Do you think the comparative chart is a good way to compare and contrast?

► Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.

### Glossary Tip

► Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.

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## How Much Do I Know?

The idea of this section is to activate students' previous knowledge about the topic related to the Social Practice for this unit. It is a diagnostic evaluation for them to begin reflecting on how similar or different the habits presented in the texts and the ones in their country are. They also reflect on where they will be able to research the information that they don't know. You can also give them examples of the points listed if students are not familiar with them.

## Time to Read! Market Day

In Unit 8, students will read a text called *Market Day*, which will help them analyze cultural differences between Mexico and England. You can have students reflect on the title and ask questions such as: *Do you think other countries have markets like Mexico?*

### Glossary Tip

A suggested strategy is to create crossword puzzles with words students have seen throughout the course. That way, students will have the chance to not only have fun, but to review previous vocabulary and concepts. The highlighted words in this unit can be found in the Glossary on page 100.

## 2 Look at the comparative chart and discuss the questions.

Have students look at the chart and identify what it is. Let them know that in this case, the comparative chart is helping them analyze characteristics of various cultural aspects, but it can also be used for comparing and contrasting in general.

- Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.

Go over the questions first. Play Track 18. Ask students which additional cultural aspects are different according to the audio, despite not being present in the comparative chart. Play the track again if necessary.

## Teaching Guidelines

Revise short literary essays. Use previous knowledge to recognize topic, purpose, and intended audience. Read and understand general meaning, main ideas and details of literary essays. Answer questions about cultural aspects.

### Poster 8

Show Poster 8 and have students look at more examples of cultural aspects. Have them work in pairs and take turns describing what they see. They can also guess which countries each of these festivities take place in.

### 3 Read the essay about Japan and the United States. Identify the introduction, body, and conclusion.

On the board, write *Introduction*, *body*, and *conclusion*. Ask them to tell you what they are. If they don't remember, you can write the purpose of each section on the board. They can also look back at the essay on page 68. This will help students better understand literary essays. Have them read the text and look up any highlighted words in the Glossary on page 100. For fast finishers, you can have them compare the cultural aspects in the text to Mexico.

**Answers:** Intro: paragraph 1; Body: paragraph 2 and 3; Conclusion: paragraph 4.

#### ► Look at the photos and mark (✓) the ones that best illustrate the essay.

Tell students that in order to make the content of an essay clearer, it is sometimes necessary to use images. This makes anticipating the topic of the text easier. Have them look at the images and decide which ones represent the contents of the essay best.

#### ► Read the essay again and discuss the questions below.

Remind students that it's important to reread texts in order to improve their comprehension of them. Go over the questions listed with students. Then give them some time to read the text again. At the end, you can encourage them to share their questions as a class or write the answers in their notebooks.

### 3 Read the essay about Japan and the United States. Identify the introduction, body and conclusion.

#### Cultural Differences Between Japan and the United States

Japan is one of the richest countries in the world. Americans, but they are not rich like those in the U.S. and they don't have as many cars and houses.

One of the biggest differences between the two countries is the way they do things. For example, in the U.S. we go to school for 12 months a year. In Japan, they go to school for 15 months a year. In the U.S., we go to school for 12 months a year. In Japan, they go to school for 15 months a year. In the U.S., we go to school for 12 months a year. In Japan, they go to school for 15 months a year.

Another big difference is the way they do things. For example, in the U.S. we go to school for 12 months a year. In Japan, they go to school for 15 months a year. In the U.S., we go to school for 12 months a year. In Japan, they go to school for 15 months a year. In the U.S., we go to school for 12 months a year. In Japan, they go to school for 15 months a year.

#### ► Look at the photos and mark (✓) the ones that best illustrate the essay.



#### ► Read the essay again and discuss the questions below.

1. Why are Japanese considered to be a more formal than Americans?
2. Do young people in both countries leave their parents' home at the same age? Why?
3. Are there other aspects that are contrasted in the essay? Which ones would you add?

## Time to Read! Market Day pp. 87-91

Ask students whether their parents have ever taken them on a trip they didn't want to go on. Then you can ask these questions: *How did you feel? Did you complain about everything or were you open to experiencing new things?* Students should read pages 87 to 91. Invite students to discuss where Amanda was from, where she was, what her attitude was and what happened to her. You could even ask them if they have ever gotten lost in a strange place and how they felt.

Read about how you can form questions

**Yes / No Questions**

- When we have questions that can be answered with a simple "Yes" or "No", we use them with the person who *asks* the question with the *verb* *do*. Are you going to the party?
- When we have questions that can be answered with "Yes" or "No", we use them with the person who *asks* the question with the *verb* *do*. Are you going to the party?

**Info Questions**

- When we have questions that can be answered with "Yes" or "No", we use them with the person who *asks* the question with the *verb* *do*. Are you going to the party?
- When we have questions that can be answered with "Yes" or "No", we use them with the person who *asks* the question with the *verb* *do*. Are you going to the party?
- When we have questions that can be answered with "Yes" or "No", we use them with the person who *asks* the question with the *verb* *do*. Are you going to the party?

▶ Now, prepare two questions about other cultural aspects mentioned in the essay

- 1.
- 2.

▶ Take turns asking and answering the questions you prepared.

▶ Reread the essay and check if your answers are complete and correct

▶ In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico.

**Product Step 1**

In this unit, you will prepare a chart comparing cultural aspects of your country or different countries. Get together in teams. Decide on the cultural aspects about different countries or regions that you would like to know about. Here are some examples:

- \*Artistic expressions: \*Language \*Traditions \*Customs \*Sports \*Costume and dress
- \*Social organizations: \*Etiquette

Write 5 questions about the cultural aspect you chose.

Check different sources of information to answer the questions and to take notes.

You can find a list of questions and check a cultural aspect from the links below to help you.

▶ Now, prepare two questions about other cultural aspects mentioned in the essay.

Students will now use the expressions they have learned to ask questions about cultural aspects. As they do this, walk around and help them if necessary. Have them refer back to the Language Awareness section or the phrases you wrote on the board for further practice.

▶ Take turns asking and answering the questions you prepared.

Have students get in pairs. They will now ask and answer questions about cultural aspects. If they finish quickly, you can even have them ask questions about the other essay at the beginning of the unit.

▶ Reread the essay and check if your answers are complete and correct.

Students will now check their comprehension by rereading the essay. You can even have them point out where they found that information in the text.

4 In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico.

Have students work with a few classmates. If they feel comfortable, they can try and imitate the comparative chart on page 69. If not, they can just talk about the differences between the countries – but remind them they will make a comparative chart with similar information.

## Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Answer questions about cultural aspects.

## Poster 8

Have students look at Poster 8 again. Have them get into pairs and talk about the cultural celebrations that exist in Mexico. Then they can look at the images in the poster and compare how these celebrations are similar or different from the ones they celebrate.

## Language Awareness

Tell students that they will now ask and answer some questions about cultural aspects. In order to do this, it's important they know how to structure questions correctly. Review the two types of questions that can be asked using the *present simple*: Yes or no questions, and open questions. Review the information in the Language Awareness box with them. You can even write some different types of questions on the board and have them analyze the structure in groups.

## Product Step 1

Students will now work in groups in order to start preparing their comparative chart. Refer them to the chart on page 69 as a model that they can use. You can also elicit different cultural aspects that are bound to be different in several countries. They can also follow the links provided to help them.



<https://www.adventureinyou.com/travel-tips/cultural-differences/>

<https://www.whychristmas.com/cultures/>

## Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Create images from what has been read. Propose titles for descriptions. Describe and compare cultural aspects.

### 5 Read the following essay and propose a title for it.

Remind students that it's important for every essay to have a title. A title allows for the reader to use their previous knowledge in order to anticipate the content of the text. Have them read the text individually and look up the highlighted words in the Glossary on page 100. If students can't think of a name, refer them to the previous essays in the unit and how their titles reflect the content of the texts.

#### ► Explain why you chose that title for the essay.

Students will now get in pairs. They should compare the titles they came up with – additionally, they can talk about which title they think is best, depending on how it reflects the main ideas and details of the text.

#### ► Read the essay again and complete the mind map with a few notes.

Tell students that mind maps such as the one on this page can help them prepare a comparative chart. Go over the sections with them together and give them time to complete the mind map – then ask them how they could use this information to compare and contrast cultural aspects between the *Huichol* and *Olinalá*.

### Time to Read! Market Day pp. 92-94

Students should read pages 92 to 94. You should ask a few comprehension questions to open the discussion: *Why didn't Amanda call her parents to come get her?* A: *She didn't have roaming on her cell phone and she didn't know the phone number of the hotel. Who helped her?* A: *A boy named Jorge. What did Jorge offer to do before taking her to the hotel?* A: *He offered to show her the market.*

### 3 Read the following essay and propose a title for it.

For many years, handicraft making techniques have passed from generation to generation, helping to maintain a different way of expression. While some of them have remained somehow intact, there are others that have changed through the years to meet today's tastes and interests.

For instance, in Nayarit, Huichol yarn paintings and bead work are made with symbols and designs that have been preserved through generations. They reflect their beliefs about the origin of the universe and the appearance of mankind. Additionally, they include their deities and rituals.

A long time ago, these handicrafts were made of raw materials like clay, shells and pigments, but nowadays

modern materials, such as yarn and beads, have replaced them.

On the other hand, Olinalá pottery, such as the *Statue of Quetzal*, represents the Huichol and Mayan crafts covered in flowers. They are a kind of their motifs in order to keep alive the identity of today's customers because a lot of the population is made of people in the sale of these crafts. People in Olinalá produce a wide variety of products such as boxes, chests, trays, and the famous small decorated boxes, whose decorations are based on their beliefs in the universe and images of the handicrafts people make these pieces of work richer, since they include the work of the past and current generations.

#### ► Explain why you chose that title for the essay.

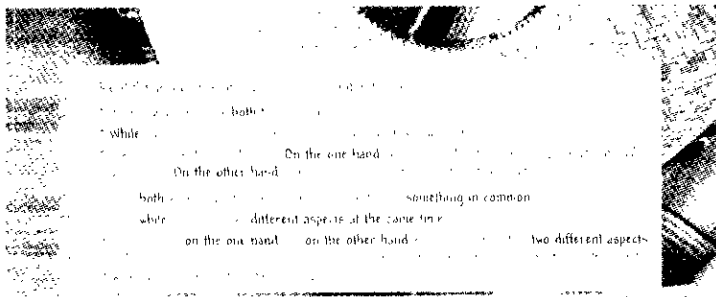
#### ► Read the essay again and complete the mind map with a few notes.

	Huichol	Olinalá
Place of origin		
Kind of handicraft		
Material used		
Motifs		
Importance of the people who made them		

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### Further Practice

You can write the words *Huichol* and *Olinalá* on the board. Ask students to think about the information they read in the essay on page 72. As a class, brainstorm what they remember about each handicraft and write on the board next to the corresponding word. Have them work in pairs afterwards. Each student should ask his or her classmate Wh-questions using the information on the board (*Where are Huichol handicrafts from? They are from Nayarit*). Remind students they can always go back and look for information in the essay if necessary.



6 Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72.

Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.

### How Am I Doing?

To check your progress so far, circle according to the scale.

Item	1	2	3	4
1. I can describe the handicrafts in my town or region.				
2. I can compare the handicrafts in my town or region with those mentioned in the essay in Activity 5.				
3. I can use the comparative language structures in the mind map on page 72.				
4. I can write sentences using the comparative language structures in the mind map on page 72.				

If you still have doubts, look back at previous pages in this unit or ask your teacher.

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## Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

## Language Awareness

In order for students to successfully make a comparative chart about cultural aspects, they need to be aware of certain expressions they can use while they're presenting. Refer them to the Language Awareness box on page 73 and go over the information with them. You can even have them practice using the expressions with other essays they have seen throughout the unit – or even just compare everyday aspects, such as their classmates, teachers or neighborhoods.

**6 Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72.**

Using the new phrases they have learned, students will now write sentences to compare and contrast cultural aspects. You can write some examples of your

own on the board in order for students to feel more comfortable writing their own examples. If you have any fast finishers, you can have them write examples about the other essays they have seen throughout the unit in order to compare even more cultural aspects.

► Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.

Using the new language, students will now describe and compare cultural aspects. Have them work in pairs and walk around and monitor, correcting them when necessary and helping them check the proper forms in the Language Awareness box.

### How Am I Doing?

This is a good moment for students to do the assessment task individually. This will let them see how much they have learned about describing cultural aspects and how much more they need to know before they are ready. In case they have questions, they can ask a classmate, you or go back to the previous pages in the unit to check.

## Further Practice

You may tell students to work in pairs. Have them reread in turns the sentences they wrote in Activity 6 aloud. Each student then should say if the sentence is describing a similarity or a difference between the handicrafts (*Both handicrafts are Mexican. It is describing something they have in common. / While Huichol handicrafts reflect past beliefs, Olinalá handicrafts reflect modern motifs. It is describing two different aspects.*).

## Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

A fun way to keep making comparisons and describing cultural aspects is to read information about different countries. If possible, bring magazines and articles so students can read them in order to get more information. If you can't, think of other things students are interested in. Write these topics on the board and have students come up with different ways to describe their similarities and differences.

### Product Step 2

Students go back to the information they gathered in Product Step 1. Now, they will start to write sentences to compare and contrast cultural aspects about the places that they have chosen. Refer them back to page 73 in order for them to see which kinds of expressions they need to use. Walk around and check their progress. After that, have them look at the comparative chart at the bottom of page 74. If they do not have enough space, tell them they can make a similar one in their notebooks and complete it with the necessary information.

### Time to Read! Market Day pp. 95-96

Students should finish the story. Invite them to compare Amanda's attitude at the beginning of the story with her attitude at the end. Then have students look back at the story and write down the comparisons Amanda makes between Mexico and Great Britain (England).

1. *In Great Britain they don't have raspados.*
2. *In Great Britain the food isn't spicy. In Mexico they add chili to almost everything.*
3. *In Mexico there are many kinds of fruit, but in Great Britain there are very few.*
4. *In Great Britain the houses are cool and flowers last longer. In Mexico the houses are very warm so some people buy artificial flowers.*
5. *Jorge is very sweet and kind. The boys in England just stand and stare at girls.*

Finally, ask students if they think Amanda would like to return to Mexico.

### Product Step 2

In Step 1, you collected information about cultural aspects at different regions or countries. Now, write sentences describing and comparing the cultural aspects.



Use your sentences to prepare a comparative chart. You can use the one below as a model.

Cultural aspect	Country or region	Country or region
Language		
Dress		
Sports		
Traditional dance		



Unit 8

### Further Practice

You can also have students practice making more comparative charts about different cultural aspects they have seen throughout the unit – or encourage them to make a chart about different towns, cities, or places that they know.

### Product Step 3

You are ready to present your comparative chart. Follow the suggestions below.

- Check your chart for spelling and punctuation.
- Rehearse the expressions to compare and contrast.
- Take turns presenting.
- Remember to always be respectful when talking about other people's or country's traditions.
- If possible, bring something that represents one or both countries/regions.
- Give feedback to your classmates when they present their comparative chart.

### Self-evaluation

Answer the questionnaire about your performance in this unit by marking (✓) the corresponding box.

Task	I can't do it	I can do it with some help	I can do it	I can do it well
1. I can give the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can compare and contrast the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know about the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can compare and contrast the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can give the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can compare and contrast the date of an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't worry if you marked the boxes that correspond to 'I can't do it' or 'With some problems'. Remember that learning is a process. You can always go back to some pages in your Student's Book for a revision, or ask your teacher for help.

Year 3

### Self-evaluation

It's time for students to think about what they have learned and which aspects they need to improve. In order to help students do this, ask them to evaluate their progress using the checklist. You can go over any information they might need help with, or refer them to the pages where they can find the information.

### Assessment

Remember that you can use Assessment 8 on page T109 to assess students' performance of this unit.

### Teaching Guidelines

Evaluate performance. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

### Product Step 3

Students will now present their comparative chart. Remind them that the chart is not the only thing they have to do – they must also be prepared to present and talk about the information in the chart. Give them some time to prepare until they're finally ready to go up to the front of the class and present their chart. You can also provide feedback and give them comments about what they can improve in the future.

## Term 3: Unit 9

### Participating in a Round Table

**Environment:** Academic and Educational

**Social Practice:** Discuss points of view to participate in a round table.

**Communicative Activities:** Exchanges associated with specific purposes.

**Achievements:** Review texts of civics and ethics education and select information. Understand general sense and main ideas. Discuss points of view by participating in a round table.

**Product:** A round table discussion

**Reader:** *Animal Rights Debate*

The table on this page aims to show students what they will be expected to achieve by the end of this unit. Keep them at ease by explaining that, throughout the unit, they will dig into the topic of civics and ethics education. You might want to go through the table with them or ask them to do it in pairs or small groups. Also, explain that for this unit, they will participate in a debate. Tell them they will learn how to participate in a debate step by step. Remind them they can use what they already learned about public speaking in Unit 5.

**1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer.**

To activate previous knowledge and introduce the topic, have students individually select the pictures they think represent friendship. Make sure they all understand what the word means. Then have them work in pairs to compare their selection and talk about their answers.

**2 Read the article and identify two ideas you agree with, and two that you disagree with.**



Explain that they are going to read an article about teen friendship. Ask them to carefully read it so that they can identify two ideas they agree with and two they disagree with. Have them mark them in the text or write them down in their notebooks.

Unit

9

### Participating in a Round Table

Environment: Academic and Educational

<b>Social Practice:</b> Discuss points of view to participate in a round table.	<b>Achievements:</b> Review texts of civics and ethics education and select information. Understand general sense and main ideas. Discuss points of view by participating in a round table.
<b>Communicative Activities:</b> Exchanges associated with specific purposes.	<b>Product:</b> A round table discussion
<b>Reader:</b> <i>Animal Rights Debate</i>	

1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer.



2 Read the article and identify two ideas you agree with and two that you disagree with.


"A friend is one who knows us, but loves us anyway." - Jerome Cunningham

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#### Poster 9

To activate previous knowledge, show students Poster 9 and ask them to discuss in groups what they think the pictures are about. Help them by saying they can review the Achievements list on the page to know what the pictures are about (civics, ethics education and even teen rights). After a few minutes, have them share their ideas in plenary. At this point, accept any answers, as the objective is to activate previous knowledge.




► Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you. 

*I agree*      *I disagree with this because*      *I think*

3 Listen to a round table discussion and answer the questions as a class. 

1 Who is the moderator?      2 How many participants are there?

3 Do they all agree with each other?

► Listen to the participants' comments from the round table. Tell a classmate who you agree or disagree with. Explain why. 


**RAHE:** I think that friends love us sincerely if they accept the way we are. If they don't like the way we are, they're not our friends.

**LAOIC:** Actually, I disagree. I think there are friends who love us even if they don't like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it's OK!

**PAOLO:** I think Karla's point of friendship is a relationship of mutual concern for each other's feelings. If you care about your friend, you respect them and accept them for what they are.

**KARLA:** I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don't need to ignore your weaknesses. Real friends can help you improve and become a better person.


**CARLA:** I totally agree with Karla. You should help your friends correct their mistakes.

**How Much Do I Know?**  
Answer the questions. 

1. Have you ever participated in a round table?

2. Why might people have round table discussions?

3. Which topics can you discuss if you participate in a round table?

**Glossary Tip** 

Sometimes you don't have much time to write the definition or an example of a word when you are in class. One way to find its meaning is to write it next to words that are similar. For example, writing the words you already know like *happy*, *cheerful*, and *joyful* next to the new word *delighted*. This will help you increase your range of vocabulary by adding new words to words you already know.


**Time to Read!**

In this unit, you will read a text called *Animal Rights Debate*, which includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. In this text, you will discuss points of view about animals. Remember that you will see this score on the page that shows which pages we suggest you read along the unit.

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### Teaching Guidelines


Revise texts of Civics and Ethics Education and select information. Understand general sense and main ideas. Contrast personal points of view with main ideas of a text. Think about what you want to say and how to say it.

- Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you. 

Have students share in pairs the ideas they selected from the text in the previous page. Explain that there are ways to express agreement and disagreement. Read the phrases and give them some examples so they know how to use them with their own ideas. For example, *I agree with the idea that friendship helps teenagers feel accepted. I agree that friendships are beneficial. I don't agree with the idea that you need 200 hours to become close friends with someone. I think that it can happen in fewer hours as well.* Then explain that you can also say *I agree with you* or *I don't agree with you* in the conversation or discussion. Have them discuss their ideas.

### 3 Listen to a round table discussion and answer the questions as a class. 19

Have students read the questions. Since the track is long, you can play it all complete or you can pause it several times depending on the level of your students. You can discuss each answer a bit further to check comprehension: *What is the role of the moderator? In a debate, would you prefer to be moderator or participant? Why?* Use these and any additional questions to start expanding their knowledge of debates. This will help them in the product socialization.

- Listen to the participants' comments from the round table. Tell a classmate who you agree or disagree with. Explain why.  19

For this activity you have the option of playing the track again or having students read the comments on their own to then agree or disagree with the opinion given. You can also model the activity by reading one comment aloud and then stating your position (whether you agree or disagree and why). Make sure students are clear about justifying their answers.

### How Much Do I Know?

To continue activating previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in groups to discuss the three questions in the box. You can also do it in plenary. Have them reflect on the use of a round table discussion, as this will help them with their Product.

### Time to Read! Animal Rights Debate

Take some time to introduce this unit's text in their Reader, *Animal Rights Debate*. Explain that the text includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. Explain that they will have to pay special attention to different points of view about animal rights.

### Glossary Tip

Explain that in this unit, the vocabulary strategy they should follow is writing down similar words. Write the word *delighted* on the board. Then, elicit similar words or give them synonyms (depending on the level of the class) and write them on the board: *happy*, *cheerful* and *joyful* next to the new word *delighted*. Explain that this strategy will help them increase their range of vocabulary by associating new words to words they already know.

## Teaching Guidelines

Define purpose of finding information.

### 4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.


Have students read the text about round tables individually. Remind them to look up the highlighted words in the Glossary. Help them with any other words they may not know or, if possible, provide printed or online dictionaries.

## Poster 9

Show Poster 9 again and have students choose one of the pictures and topics. In pairs, they will prepare a very simple introduction, development and conclusion for the topic they chose. Praise their efforts, as the unit is just beginning, and give them feedback on how to improve their arguments and information. When possible, ask their classmates how they could improve, so they can reflect on it (not just accept your recommendations).

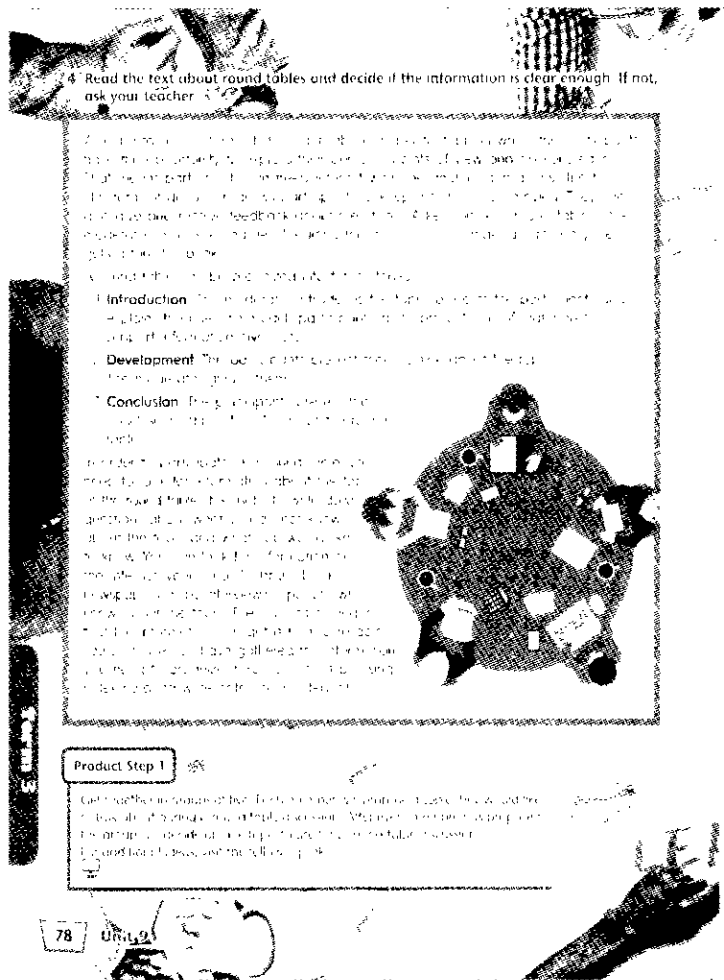
### Product Step 1

Help students get into groups of five for their Product teams. Have each of the team members propose a topic for a round table discussion and then choose one to work with along the unit.

 If possible, during Product Step 1, encourage students to visit the web page to learn more about social debate topics. The list will function as inspiration for the topic they have to choose, or they can also choose one topic from Poster 9.

### Further Practice

You can ask students to share the topic of their round table discussion with the class. They can now start thinking about which sources they can use to find information about them. Additionally, you can make little note cards with topics on them so students can discuss and start getting comfortable with expressing their opinions about different topics.



4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.

2. A round table is a table with a circular top. It is often used for dining or meetings. The text describes the benefits of round tables, such as being able to see everyone at the table and having a more intimate atmosphere. It also mentions that round tables are often found in restaurants and hotels.

3. **Introduction** The text describes the benefits of round tables, such as being able to see everyone at the table and having a more intimate atmosphere. It also mentions that round tables are often found in restaurants and hotels.

4. **Development** The text describes the benefits of round tables, such as being able to see everyone at the table and having a more intimate atmosphere. It also mentions that round tables are often found in restaurants and hotels.

5. **Conclusion** The text describes the benefits of round tables, such as being able to see everyone at the table and having a more intimate atmosphere. It also mentions that round tables are often found in restaurants and hotels.

Product Step 1

Get into five groups of five. Each group will choose a topic for a round table discussion. After you have chosen your topic, you will have to write an introduction, development, and conclusion for your topic. Use the following steps:

## Time to Read! Animal Rights Debate

pp. 97-99

Have students read the title of the text and close their books. Elicit their opinions about animal rights: *Do animals have rights? Why? What could those be?* At this point, do it just as a regular discussion, not a debate. Then have them read pages 97-99. Remind them to look at the Glossary at the bottom of each page for the meaning of the words in bold. Encourage them to ask you for the meaning of any other word and help them infer (if possible) from the context. Afterwards, have students discuss their opinions about what they read. Also ask, *What information in the text is new to you? Did you change your opinion after reading the beginning of the text?*

5 Read the text about teen friendship again and answer the questions. 4

**Title** A friend is someone who knows us but does us anyway. — the Turntimes

**Teen Friendship**

Friendship is a very important thing during adolescence. Teen friends can help you to be better in the sense of acceptance and belonging. Moreover, teenage girls and boys are often very competitive with each other. We all know that friendship is not just a word. Neighbors do but most of the time it would be a change of benefits.

**The Benefits of Teen Friendship**

Several benefits of youth friendship can be given. To be able to benefit from these are also the following:

- It gives a nurturing atmosphere.
- It helps in emotional stability.

**Additional references**

Source: [http://www.123helpme.com/essay/Teen-Friendship-12317726.html](#)

1. What kind of text is it?
2. Where is the information from?
3. Do you think the information is reliable? Why?
4. What other sources are mentioned?
5. When are you look for information about the same topic?

▶ Look at the questions below and say which of them are answered in the text. If possible, identify the information in the text.

1. What are the benefits of friendship?
2. What are some negative effects of friendship?
3. What are some benefits of friendship?
4. How many best friends can you have?

▶ Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

**Product Step 2**

In Step 1, you chose a topic for your discussion. Now, to make it more fun, about the topic, prepare a set of notes in your notebook from the sources you use them during the discussion. This will help you to be able to justify your point in the round table discussion. Remember the sources when you start the discussion.

▶ Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

Ask students to remember why reliable sources and information are important. Tell them to mention several reasons. Then have them work in pairs to discuss which other sources they can use to answer the missing questions. Ask them to justify their answers and explain the importance of reliable information also in their explanations or justifications.

**Product Step 2**

At this point, students are ready to look for information. Have them go back to Product Step 1 and recall the topic they chose. Then ask them to look for information about that topic on reliable sources and prepare notes in their notebooks or on index cards. Explain that this information they will be able to use during the discussion.

**Further Practice**

The text on this page talks about how there's a certain number of hours required for someone to be considered a friend. Ask students how they feel about this statement. In small groups, let them share and express their opinions in a similar way to a round table discussion. Additionally, you can also write other topics on the board for them to talk about in their groups. Some possible topics are: *You can only have one best friend. You should not criticize your friends. Friends are just as important as family.*

**Teaching Guidelines**

Revise texts of Civics and Ethics Education and select information. Locate adequate sources. Select, and register information that answers questions. Identify components involved in the textual organization. Understand general sense and main ideas.

**5 Read the text about friendship again and answer the questions.**

Tell students they are going to reread the text from page 76 about teen friendship. Ask them to read the questions before reading the text again. After they discuss the questions, talk to them about the importance of looking for reliable information and sources. As this may be a complex topic for students, help them arrive to their own conclusions and reflect on just how important it is for information to be reliable.

▶ Look at the questions below and say which of them are answered in the text. If possible, identify the information in the text.

Have students read the questions and decide which ones are answered in the text. Then have them answer the questions with the information in the text.

## Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions.

### 6 Listen to the beginning of a round table discussion. Identify the following information.



Explain that they are now going to listen to the beginning of a round table discussion and that they have to identify specific information. Have them read the four questions individually. Play the track once or twice (as necessary depending on your students' needs) and have them take notes or write the answers in their notebooks. Remind them to check the Glossary at the end of the book for the highlighted words.

### Language Awareness

Have students read the table in the Language Awareness section. Explain the need for a moderator in a debate: someone needs to moderate the discussion, establish the turns and give the floor. The moderator also makes sure everyone has a chance to speak. Clarify that the moderator needs to be polite at all times, no matter how heated the conversation is. So, encourage them to read the expressions in the table. This will be useful for everyone, but especially for the team member who will act as moderator in the socialization of the Product.

- ▶ In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

To make sure everyone participates actively, have students work in pairs to think of other phrases the moderator can use at the beginning of a round table. Help them as necessary with words they need but may not know.

### How Am I Doing?

Have students work in groups to discuss the four questions in the box. You can also do it in as a class. Have them reflect on what they will do with the information they have gathered as this will help them go over the next step of the Product.

### 6 Listen to the beginning of a round table discussion. Identify the following information.

1. How the moderator begins the round table.
2. The rules of a debate.
3. How he introduces the topic.
4. How he introduces information to trigger the discussion.

**Moderator:** Hi, everyone. Let's get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will ask you to make sure you are wearing your name tags all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won't have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some behaviors are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement Worldwide, a nonprofit

organization, which asked several teens their opinion about lying, stealing and behaving violently. According to the study many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.

Unit 9  
pp. 100-103



### How Am I Doing?

Discuss the questions.

1. What are the rules to participate in a round table?
2. What do I need to participate in a round table?
3. Where can you get information about a topic?
4. What do you do with the information you find?

In order to carry out a round table discussion, there needs to be a moderator. This is a person who guides the discussion to make sure everyone has a chance to speak. Below are some useful phrases that can be used when moderating a discussion:

Introducing yourself	Setting the rules of the discussion	Providing information about the topic
My name is	I will ask you to	The topic for our discussion is
Allow me to introduce myself. I am	Make sure that	Today we will be talking about
I will be moderating this round table	For this discussion, you must	I would like to start by sharing information about

- ▶ In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

### Product Step 3

Work with your team. Write a phrase that shows the central argument of your discussion. Use the language you have learned to help you.

### Product Step 3

At this point, have them get into their Product teams and write one phrase that shows the central argument of the discussion. Encourage them to flip through the unit's pages, as well as check the Glossary, so the phrase is adequate. If possible, provide printed or online dictionaries.

### Time to Read! Animal Rights Debate

pp. 100-103

Have students read pages 100-103 in their Reader. At this time, encourage them to pay attention to the arguments in the text: *Are they just opinions? Do they present any facts? Where did they look for information?* Then, after students have answered the questions, have them reflect on which type of argument will be better and why (opinion vs. fact, reliable source vs. non-reliable source, etc.).

7 Listen to the second part of the round table discussion as you read along and answer the questions.

M: ... what is the most important thing that we should be doing?

F: ... I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... what is the most important thing that we should be doing?

F: ... I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

M: ... I agree with you. I think that we should be doing more to help the poor and the homeless. I think that we should be doing more to help the environment. I think that we should be doing more to help the education system.

1. Listen to the second part of the round table discussion.
2. What is the most important thing that we should be doing?
3. Do you agree or disagree with the other participants?

Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers.

**Product Step 4**

Have students go back to the text and reread the underlined phrases in pairs. Ask them to draw a three-column chart in their notebooks and classify the expressions according to whether they are used to moderate, to agree or to disagree. If time allows, have groups of two pairs discuss their choices, and then have them check their answers on the next page.

Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers.

Have students go back to the text and reread the underlined phrases in pairs. Ask them to draw a three-column chart in their notebooks and classify the expressions according to whether they are used to moderate, to agree or to disagree. If time allows, have groups of two pairs discuss their choices, and then have them check their answers on the next page.

**Product Step 4**

Have students get into their Product teams and assign roles and positions. First, have them decide who the moderator will be. The moderator should prepare a list of questions to begin the discussion and keep it going. Tell this student in each group to review the expressions on page 80 and the additional phrases they wrote in their notebooks. Next have the rest of the team decide if they are for or against the argument they chose in Step 3. They should then write notes to help them in the defense of their position. Some students might find this difficult, so help them as needed.

To finish the class, tell students to bring all the information they have been researching about their topic to the next class. They could also bring a list of questions about the round table discussion, so that you can help answer them.

**Time to Read! Animal Rights Debate pp. 104**

Have students read the second debate in the text, on page 104. Ask them to choose the most convincing argument to them and to think about why it is so convincing. Have them share their ideas with a partner. Tell them reflecting on how others present their arguments will definitely help them improve their own arguments in the Product discussion.



**Teaching Guidelines**

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions. Think about what you want to say and how to say it.

**7 Listen to the second part of the round table discussion as you read along and answer the questions.**

Explain that they are going to listen to the second part of the round table discussion. Have them read the three questions and play the track once or twice (depending on your students' needs) as they read along. At the end, discuss the participants' attitudes and have students reflect on the importance of attitude in a discussion and when talking to other people in life in general. Help them realize that a positive attitude will be always better than a negative one, no matter the situation.

## Teaching Guidelines

Understand general sense and main ideas. Think about what you want to say and how to say it.

Write some statements related to civics and ethics on the board. Have volunteers from each team take turns expressing their opinions for or against. If time allows, have classmates agree or disagree. This time, you can be the moderator yourself so that they have a model for the Product discussion.

## Language Awareness

Check with students if they need to review the expressions in the table or if they understood when they read them for the activity on the previous page. Then have them read the second part of the Language Awareness section about conclusions. Read the questions with them and brainstorm other possible questions they might find interesting. Add them to a list on the board and have them copy them in their notebooks so they can later apply the questions to their own socialization of the Product at the end of the unit.

### 8 Listen to the last page of the round table discussion as you read along and answer the questions.

Explain they are going to listen to the final part of the round table discussion, and that they will have to complete the sentences the moderator mentions at the end as well as discuss if there are any clear conclusions. Have them read the three sentences and the two questions. Then play the track once or twice. To complete the sentences, encourage students to go back to the discussion in Activity 7.

#### Product Step 5

Tell students they are almost ready for their round table discussion. Have students review the information they collected in their notes to make sure it is enough to defend their position (for or against). Help them as necessary.

Agreeing	Disagreeing	Keeping a conversation going
I agree with you.	I don't agree.	What do you think?
I'm with you.	I see your point.	Let's discuss that point.
That's a good point.	I'm not sure about that.	Let's talk about that.

During your round table discussion, you will need to use expressions to agree, disagree, and to keep the conversation going. The chart below has some useful expressions.

8 Listen to the last page of the round table discussion as you read along and answer the questions.

Moderator: Okay guys, I would like to recap what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion:

- Most of us agree that...
- However, some believe that... and...
- Almost everybody thinks that...

Product Step 5

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WRONG

RIGHT

## Further Practice

If you'd like to give students more practice with sharing their points of view and round table discussions, have them discuss the topic of the Reader - animal rights. You can divide them into groups or have one large class discussion. Be sure to assign a moderator so they can have the full experience. Additionally, you can invite students to propose their own topics for discussion.

### Time to Read! Animal Rights Debate pp. 105-107

Have them read pages 105-107, which present another debate, this time about the use of animals in laboratory testing. Before they read, ask them to share their ideas about the topic in groups. Then give them some minutes to read. Next, have them discuss the ideas in the text and tell their team members of their opinion has changed after reading the arguments and why. Do the *After Reading* activity if time allows, or you can do it after they have socialized the Product so they can better defend their positions regarding animal rights and the use of animals to test cosmetics and medicines, and so they can think about conclusions, too.

### Product Step 6



You are now ready to have your round table discussion. Follow the suggestions below.

1. Verify the information you collected.
2. Keep your notes ready in case you need them, but don't read directly from them.
3. Get into teams and carry out the discussion. Remember to participate actively and encourage other students to do so!

### Self-evaluation

Read and mark (✓) the boxes that correspond to your performance throughout the unit.

- I can find information in texts or other sources.
- I can share my points of view about texts and other topics.
- I know how a round table discussion is held.
- I participated actively in the round table discussion.
- I was able to share my points of view during the round table discussion.
- I can use expressions to agree or disagree.
- I can use expressions to keep a conversation going.
- I can identify expressions that a moderator uses during a round table discussion.

If you left some boxes unmarked, check your notes from the unit and compare them with a classmate. Ask your classmates to help you with any information you didn't understand. You can also make a study group with more classmates to help each other review.

### Self-evaluation

As part of the ongoing evaluation, it is time for students to think about what they have learned. This is an individual and personal evaluation to help students realize what they did and can do, and also what they have to work on in the future. Explain that if any boxes are left unmarked, they should check the notes from the unit and compare them with a classmate. Tell them that they should get together with a classmate that can help them with any information they did not understand. Encourage them to also form study groups.

To finish up the unit, students could take this opportunity to express how they feel about the topics their classmates discussed and if they would like to have another round table discussion about another topic. If you consider it necessary, you can talk about this unit's value one more time and ask students why they think it is important to be a good citizen.

### Assessment

Remember that you can use Assessment 9 on page T110 to assess students' performance of this unit.

### Teaching Guidelines

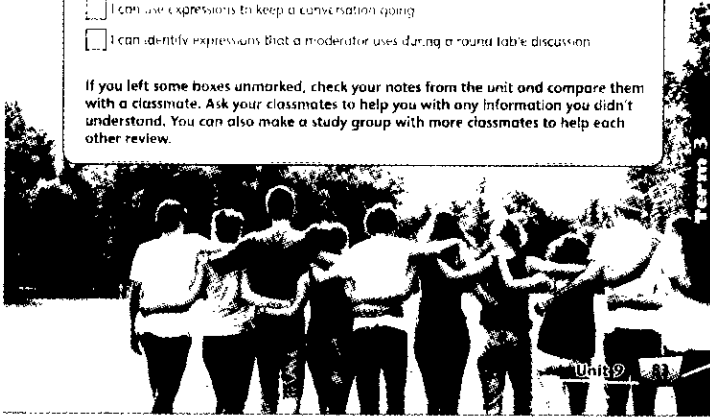
Discuss points of view by participating in a round table.

Spend a few minutes reviewing students' materials and answering their questions about the Product.

### Product Step 6



Explain that now students will have to socialize their product and show everything they learned, step by step, along the pages of this unit. Give them some advice from this page and help any team, especially the first teams to do the discussion, as it may be more difficult for them. Encourage all students in each team to participate, and remind their classmates of giving respectful feedback at the end of each discussion (only after a warm round of applause).



## Term 3: Unit 10

### Making Complaints

**Environment:** Family and Community

**Social Practice:** Express complaints about a product.

**Communicative Activities:** Exchanges associated with the environment

**Achievements:** Listen and review complaints about products. Interpret general sense, main ideas and details of complaints. Make oral complaints.

**Product:** Making a complaint

**Reader:** *Surprise!*

The objective of the first two pages of the unit is to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will read about and listen to people making complaints about a product or service they purchased.

The second page features a sample dialogue similar to the one students will prepare for the unit's Product. As the unit progresses, they will become more and more familiar with the vocabulary and other tools they will need to make an effective complaint.

#### 1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer. 23

Draw students' attention to the pictures in activity 1 and ask them what they think the audio is about and how they know. *It is about unhappy customers. The body language of the people in the pictures shows that they are annoyed.*

Play Track 23 so students can listen to the conversations. then have them form pairs and discuss what the dialogues are about.

#### ► Listen again and answer the questions.

Invite students to continue working with the same classmate. Play the audio again and have them answer the questions. It would be a good idea to have them write their answers in their notebook or at least make a few notes. Go over each question in class and encourage pairs to share their answers. Remember to ask the rest of the class whether or not they agree. Answers may vary in the way they are stated since students should always be encouraged to express their opinions in their own words.

Unit  
10

## Making Complaints

Environment: Family and Community

Social Practice: Express complaints about a product.  
Communicative Activities: Exchanges associated with the environment  
Achievements: Listen and review complaints about products. Interpret general sense, main ideas and details of complaints. Make oral complaints.  
Product: Making a complaint  
Reader: *Surprise!*

1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer.



#### ► Listen again and answer the questions.

1. What is the woman in Conversation 1 complaining about?
2. What is wrong with the customer's product in Conversation 2?
3. How does the customer in Conversation 3 react?
4. Are the speakers talking to each other in person or on the phone?

#### How Much Do I Know?

Answer the questions.

1. Have you ever complained about a product?
2. Have you ever complained about a service?
3. What is the best way to complain about something?

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**Answers:** Possible answers: 1. The woman contracted Internet service a week ago, but still doesn't have it.  
2. It doesn't work. 3. Very angry. 4. Conversation 1-on the phone. Conversations 2 and 3 –in person.

#### How Much Do I Know?

This is a diagnostic evaluation and is meant to encourage students to reflect on how much they know about the topic of the unit. Students should do the activity individually and then share their conclusions with the rest of the class.



2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.

Complaint Reason for complaint Solution and closing

1. What is Humberto's complaint? How can it help you?

Humberto: I bought a pair of shoes last month. I bought a pair of brown shoes from your online shop, and you sent me a different style. I was angry, so I called you to complain about it.

Supervisor: I'm sorry, but our company policy does not permit refunds as you did not have a receipt.

Humberto: Well, I never thought I deserve some compensation for that.

Supervisor: Of course, I'm glad to see you're so kind.

Humberto: I'm sorry, but I don't like this solution. Unfortunately, the company policy does not allow returns.

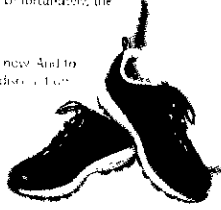
Humberto: Yes, your attitude is kind, but that's not what I want.

Supervisor: I'm glad you finally got your refund. I'm glad to hear that. And to compensate for the inconvenience, I can offer you a 40% discount on your next purchase. What do you think?

Humberto: That's great. Thank you.

▶ Answer these questions about the dialogue.

1. How do Humberto and the supervisor interact?
2. How was Humberto's complaint handled?
3. How did Humberto deal with the solution the supervisor gave him?



**Time to Read!**

Do you know...? Read and understand the story. Write a short paragraph about the story. Write a short paragraph about the story. Write a short paragraph about the story.

**Glossary Tip**

Remember that if you see a word in this unit, you can look it up in the Glossary. The Glossary has the word and its meaning. Sometimes words in different languages have different meanings. For example, the word *table* in English means a flat surface with legs. But in Spanish, *tabla* means a board. Remember that the big difference is the meaning of the word in the Glossary.

Next, divide the group into pairs. Play the audio again and have them identify the parts of the conversation. Check in class by calling on several pairs to share their answers.

▶ Answer these questions about the dialogue.

Have students continue working with the same classmate. Read the questions out loud to make sure they are clear. Then ask pairs to answer the questions and correct them together in class. The answers may vary in wording but students should understand and express the attitudes and behavior of the supervisor and Humberto.

Answers: Possible answers: 1. Humberto was very annoyed/angry. 2. The supervisor was polite, but firm about the no refund policy. 3. Humberto was very pleased with the solution.

**Time to Read! Surprise!**

This is a fiction story about an online purchase that led to an unpleasant surprise. The story gives a good example of what you can do when you do not receive the item you paid for. It also shows how being polite can lead to more a satisfactory solution. This story will be very helpful for students as they work on the unit's Product.

**Teaching Guidelines**

Listen and review complaints about products. Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Classify, by their meaning, expressions to convey emotions when speaking. Clarify the meaning of words. Compare expressions to propose solutions.

To start the class, encourage students to talk about the things they buy most often and where and how they buy them (online, at stores, using catalogues, etc.). Then ask if they have ever had any problems with an item they bought and what they did about it: *Did you write a letter of complaint? Did you call on the phone or go back to the store? Did you return the item to the store? Did you ask for a refund?*

2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.

Before beginning, encourage students to look up the highlighted words in the Glossary on page 102. Then play Track 24 and invite them to follow along in their book. You might want to ask a few comprehension questions like: *where does the dialogue take place? What product is Humberto complaining about? What is his complaint?*

**Glossary Tip**

Remind students that the Glossary Tips are meant to help them identify, understand and remember new vocabulary. This tip explains to students that although a word in English may be similar to one in their language, it doesn't necessarily have the same meaning. One example you could use is the word *table (mesa)* which is similar to *tabla (board)*. Tell them that when in doubt it is a good idea to look up the word in the Glossary or in a dictionary.

**Further Practice Poster 10**

To provide students with some useful practice and wrap up this class, you can display Poster 10 and ask students to take turns describing what they see and imagining possible place, situation, etc. Then, you can ask them to come up with a complaint for one of the pictures.

## Teaching Guidelines

- Detect ways to adjust the action of speaking and listening to complaints. Analyze topic and purpose. Value the effect of modality of communication.
- Detect ways to adjust the action of speaking and listening. Establish motive or reason for a complaint. Compare expressions to propose solutions.

## Time to Read! Surprise! pp. 109-111

Students should read pages 109 to 111 to discover what the "surprise" was. Once they finish reading, you could ask a few comprehension questions:  
*What were Natalia and her mother talking about?*  
*What present did she order? What book arrived?*

### 3 Listen to four people complaining about a product. Write F for face-to-face or P for phone. 25

Explain to students that they will listen to four people complaining about something they bought. They should listen to decide if each conversation took place on the phone or face-to-face (in person in the store). Play Track 25 once or twice and have students write F or P in the boxes to indicate if each person is complaining on the phone or in person. Then correct as a class.

Answers: F, P, P, F

#### ► Discuss the following the questions.

Divide the class into pairs and have them discuss and answer the questions. You may find it helpful to play the audio again. Pairs should decide which method was more effective and got better results. Answers may differ so students should feel free to express their opinions. Call on different pairs to give their answers but allow other students to say whether or not they agree.

### Language Awareness

Complaints can be either oral or written; oral complaints can be face-to-face or on the phone. Read the chart together and make sure students understand the advantages and disadvantages of each one. You might want to ask which method they would choose. Ask if they think there are other factors that might influence their choice such as *distance to the store or office, traffic, how the item was purchased, what type of item it is*. Allow them to use their imagination to come up with other relevant conditions that could influence their decision. You might also ask if the language they use could differ and how important they think body

3 Listen to four people complaining about a product. Write F for face-to-face or P for phone. 25



The product stopped working after a few days



The product was broken or damaged.



The product has not arrived.



The wrong product was sent

#### ► Discuss the following the questions.

- What was the most effective way of communication? Why?
- What are the advantages and disadvantages of each one?

As you will see throughout this unit there are different modalities of communication when you make an oral complaint, you can either do it face-to-face or on the phone. Each modality has its advantages and disadvantages.

	Advantages	Disadvantages
Face-to-face	<ul style="list-style-type: none"> <li>You can use body language to get your point across more clearly.</li> <li>It is harder to refuse to help a customer in person.</li> </ul>	<ul style="list-style-type: none"> <li>If you're shy, it can be difficult to talk face-to-face.</li> <li>The person they want or need to talk to is not there.</li> </ul>
On the phone	<ul style="list-style-type: none"> <li>It is quicker since you do not have to waste time getting there.</li> <li>You can talk to anyone no matter where you are.</li> </ul>	<ul style="list-style-type: none"> <li>Your message can be misinterpreted if the other person can't see you.</li> <li>There might be technical difficulties with the call.</li> </ul>

To learn more about face-to-face communication strategies, go to:

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language and facial expressions are to getting their point across.

#### To learn more about face-to-face communication strategies, go to:

<https://www.speakconfidentenglish.com/making-complaints/>

Encourage students to visit the website above and learn more about how to make complaints politely. They can find tips to help them with their Product.

**4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below.** 🎧 🗣️

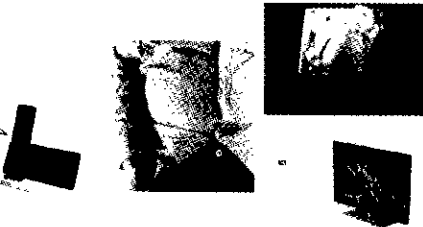
"I'm calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed."

"I bought a camera, but it doesn't work. I brought it here for repairs two days ago, and you told me you said it was repaired, but it's still not working. I would like a refund."

1. Identify the reasons for the complaints.
2. Observe how the customers expressed their problem.

**5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.** 🎧 🗣️

"Thanks for calling customer service. Unfortunately we cannot take your call right now. Please let us know about your problem and leave your contact information on our interactive tone. We will get back to you as soon as possible." (Beep)



There might be different reasons for complaining about a product. Here are some examples.

Delivery	Food	Items you buy
<ul style="list-style-type: none"> <li>• The product arrived too late.</li> <li>• I got the wrong item.</li> <li>• The food was cold when I received it at home.</li> <li>• The battery charger was not in the box.</li> </ul>	<ul style="list-style-type: none"> <li>• There was an insect in my soup.</li> <li>• The coffee/tea was cold.</li> <li>• This is the worst cake ever!</li> <li>• I told you I was allergic to almonds and you included them!</li> </ul>	<ul style="list-style-type: none"> <li>• The battery charger is broken.</li> <li>• The coffee maker doesn't heat water.</li> <li>• The heel of the boot broke off after the first use.</li> </ul>

**Product Step 1** 🗣️

So far, you have heard and read expressions we use to complain about a product. Choose a classmate to work with. Think of a situation in which you would have to express a complaint. Make a list of possible reasons for complaining about the product.

**5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.** 🎧 🗣️

Before starting, encourage students to look up the highlighted word in the Glossary on page 102. Then have students read the customer service voice message. Ask students if they have ever gotten a voice message and how it made them feel. Also, ask them if they found it easy to leave a message. Encourage them to think of some important tips for leaving a message and write them on the board. These could include: *State the problem clearly and concisely. Be brief. Be sure to give your name and contact information. Be polite.* You might also ask them if they are more likely to receive a quick and positive response if they are polite.

Next, ask students to form pairs and choose one of the products pictured to complain about. Have them give each other feedback about how to improve their complaint. Walk around the classroom helping out as needed.

**Language Awareness**

There are many different reasons for complaining about a product or service. The Language Awareness box lists a few examples of statements that could be used to complain effectively. Invite volunteers to read the examples out loud in class. This is a good opportunity to check pronunciation and oral reading skills. You could also encourage students to add more examples of their own. Remind them that these phrases and sentences will be helpful in preparing their Product.

**Further Practice** 🗣️

Before students work on the Product Step on this page, you can ask them to choose one of the contexts in the Language Awareness section: delivery, food or items you buy. Then, ask them to choose a possible situation they can complain about. Next, ask them to improvise a conversation in pairs to complain about a product. You can ask them to pretend it's a phone conversation (if applicable) or if it's face to face to then use proper body language and gestures. Go around the classroom and monitor them. You can help them with unknown vocabulary and/or suggestions to sound more realistic.

**Product Step 1** 🗣️

If time permits, conduct a brief review of expressions they have heard and read in complaints so far. Then invite students to choose a classmate to work with on the Product. Encourage them to try working with a different partner. Next, tell them to decide upon a product and think of possible reasons to complain about it.

**Teaching Guidelines**

- Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Infer general sense.
- Establish motive or reason for a complaint. Classify, by their meaning, expressions to convey emotions.

**Poster 10** 🗣️

Display Poster 10 and call on students to say what is happening in each of the photos. Then cover the poster. Have them form teams and write down the as many pictures as they can remember. The team that remembers the most is the winner.

**4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below.** 🎧 🗣️ 26

Divide the class into pairs and have them read the extracts from two of the complaints they heard in Activity 3. Ask them to try to remember which complaint each one is from before playing the audio. Then ask them if they can recall how each customer presented his or her complaint. Give them time to discuss and do the tasks. Then Play Track 26 again so they can check their answers and modify them if necessary.

## Teaching Guidelines

Infer general sense. Establish motive or reason for a complaint. Classify expressions to convey emotions when speaking. Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Contrast attitudes adopted by interlocutors. Establish motive or reason for a complaint. Compare expressions to propose solutions.

## Time to Read! Surprise! pp. 112-116

Students should read pages 112 to 116. Read the e-mails Natalia wrote on page 116 out loud. You could ask students if they think Natalia's complaint was polite and why they think that is important.

## Language Awareness

Before going over the chart, encourage students to look up the highlighted word in the Glossary on page 102. Then refer them back to discussions about the importance of being polite. Draw their attention to the Language Awareness chart and explain that it contains ways to state a complaint that are both polite and impolite. Read each polite expression and its corresponding rude expression out loud. As an alternative, different students could say and act out each one. Once again, stress how politeness can create good will. If time permits, have students form groups and practice the expressions.

## 6 Read a complaint from Activity 3. Then do the tasks below.

Remind students that the following is a complaint they heard in Activity 3. Have them form pairs and do the tasks below the conversation. They should discuss the salesperson's attitude and the effect it probably had on the customer. Have them talk about what they would do if they received that treatment and if they would ever buy anything in that store again. Next, have them replace the underlined sentences using the phrases from the chart.

- **Role-play the new dialogue with a classmate and reflect on the customer's responses. Do they match the sentences you replaced? Do you need to change them?**

Next, have pairs role-play the new dialogue. Explain that the customer's answers might not correspond to what the salesperson says. If that is the case, have them make the necessary changes. Once their dialogue works, invite them to perform it in front of the class.

No matter whether you are the customer or the service provider, it is important to be polite. Politeness is expressed through phrases that are not offensive or aggressive. Observe the phrases below and notice how you can express the same idea in two different ways.

### Polite

How can I help you?  
I'd like a refund.  
What seems to be the problem?  
I'm afraid we're out of stock.  
I'm sorry to say this, but the coffee is of poor quality.  
Thank you for shopping with us. Have a nice evening.  
I apologize for this situation.  
May I have a look at the receipt?  
Let me talk to my supervisor to see what we can do.

### Impolite

What do you want?  
I want my money back now!  
So? / And?  
We don't have any.  
It is the worst coffee ever!  
See you.  
Not my problem.  
Your receipt.  
Not my problem.

## 6 Read a complaint from Activity 3. Then do the tasks below.

CUSTOMER: Excuse me. Can you help me?

SALESPERSON: Morning, welcome to Video Planet. What do you want?

CUSTOMER: Morning, I recently bought a video game from your online catalogue.

SALESPERSON: So?

CUSTOMER: So? Well, you sent me the wrong game!

SALESPERSON: Well, that's not my problem.

CUSTOMER: Excuse me!

SALESPERSON: Yeah, you bought it online, so make your complaint online.

1. **Identify** which person was polite or impolite. Explain why.

2. **Reflect** on the effect the salesperson's answers had on the customer.

3. **Replace** the underlined phrases. Use the sentences from the chart above as a model.

- **Role-play** the new dialogue with a classmate and reflect on the customer's responses. Do they match the sentences you replaced? Do you need to change them?

## Unit 10

7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person's body language and attitude.



7 Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues.

#### Product Step 2

Get together with your classmates and look back at the phrases you wrote to complain about a product in Product Step 1. Then create a chart with expressions that you use to complain about that product. Remember to use polite phrases. Once you have your phrases, think of possible body language you could use.

#### DISCUSS

- Discuss the questions:
1. How do you know the customer is angry?
  2. How do you know the salesperson is helpful?
  3. How do you know the customer is happy?
  4. How do you know the salesperson is rude?

Unit 10 89

## Teaching Guidelines

Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Classify, by their meaning, expressions to convey emotions when speaking.

### Poster 10

Display poster 10 again and ask students to form teams. This time ask each team to choose a photo and make up a dialogue about it. Have them perform their dialogues for the class.

**7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person's body language and attitude.**

Bring up again the importance of facial expressions and body language to transmit a message more effectively. Then invite students to study the photos on their own and make notes about the body language and facial expressions of the people in each picture. Ask: *Do they look annoyed, cheerful, enthusiastic, bored, interested, attentive or rude?*

► Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues.

Divide the class into pairs at this time and have them choose one of the situations above and write a dialogue. Have them decide what body language should accompany their dialogue. Give them time to write and practice their dialogue a few times. Finally, invite them to perform it in front of the class. Have the class provide feedback about whether or not the body language and facial expressions went with what they said.

### Product Step 2

Have students work with a classmate. Tell them to look back at the phrases they wrote to complain about a product in Step 1 and make a chart with expressions they could use to complain about the product they chose. This would also be a good time for them to think about what body language they will use.

### How Am I Doing?

This is a good time for students to do a mid-unit evaluation. This will help them assess the progress they have made so far in the unit. They can work on it with the other members of their Product team.

### Further Practice Poster 10

To provide students with some more useful practice making complaints, you can display Poster 10 and ask them to choose any of the situations portrayed to improvise a conversation and complain about the given product/service. Alternatively, you can ask students to choose a second situation from those in Activity 7 and role-play an exchange between the customer and the salesperson. Remind students of the conventions they have seen so far and the use of body language. While students work in pairs, you can go around the classroom to monitor their work and assist them whenever necessary.

## Teaching Guidelines

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

### Time to Read! Surprise! pp. 117-120

Before students read the last pages of the story, we recommend inviting them to predict its outcome. After reading, students can say whether their predictions were correct or not. Then you could divide the class into pairs and have students read the After Reading task on page 120. They should discuss questions and write an e-mail to complain about a product or service.

### 8 Listen and read along. Focus your attention on how the salesperson and the customer sound.

Before starting, encourage students to look up the highlighted word in the Glossary. Then explain that they will listen to an audio about a man complaining about a coffee maker. Call on different students to read the dialogue out loud. Then play Track 27 and have them listen and follow along. Ask them to pay special attention to the tone of voice used by the customer and the salesperson.

#### ► Identify the emotions expressed in the underlined sentences. Justify your answers.

Draw students' attention to the underlined sentences and have them identify the emotions they express. It might be a good idea to play the audio again so they can listen to the tone of voice used by the speakers.

### 9 Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them.

Before playing the track, invite students to look up the highlighted word in the Glossary on page 102. Next, play Track 28 and ask students to listen to phrases in the speech bubbles and pay special attention to the emotions expressed. Have them form pairs and read the texts in the speech bubbles to each other using the same tone and adding appropriate body language. Walk around the classroom listening to the exchanges and correcting pronunciation when necessary.

### 8 Listen and read along. Focus your attention on how the salesperson and the customer sound.

- Salesperson: Good morning, sir. How can I help you?  
 Customer: Good morning. I'd like to exchange this coffee maker, please.  
 Salesperson: What's the problem?  
 Customer: It doesn't heat water. The coffee is cold all the time.  
 Salesperson: Can I see the receipt for your purchase, please?  
 Customer: I'm afraid I don't have it. But I'm sure you can help me solve this problem.  
 Salesperson: Without your receipt, I can't do anything, I'm sorry.  
 Customer: I'm obliged!  
 Salesperson: I wish I could help you. I can't do anything without a receipt.  
 Customer: This is annoying! I would like you to exchange it, please.  
 Salesperson: I understand how you feel, sir.  
 Customer: No, you don't! I'm really disappointed!  
 Salesperson: Let me call the manager. We'll see what we can do. Bye-bye!  
 Customer: Certainly! You know why I'm making the angry. I don't want to exchange the coffee maker any more. I want a refund!  
 Salesperson: OK, sir. We can give you a refund. Just fill out this form, please.  
 Customer: Now, that's what I call good customer service!  
 Salesperson: Sorry about the inconvenience, sir.  
 Customer: Thanks! OK. (Pages 119)

#### ► Identify the emotions expressed in the underlined sentences. Justify your answers.

### 9 Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them.

- Customer: Welcome to Harry's Store.  
 Salesperson: I would like to buy a pair of shoes, but I don't want to see a different option.  
 Customer: I would like my money back. I don't want a replacement.  
 Salesperson: Oh, there are so many people before us. We should be out very quickly.

### Product Step 3

Now it's your turn to prepare a dialogue about the complaint you have chosen and prepared. Remember that you may use the different dialogues you have listened to throughout the unit as a model for your own complaint. Work with your classmates, choose your role and prepare your dialogue. Follow the suggestions below.

#### If you're the salesperson...

- Greet your customer.
- Listen to the complaint.
- Answer to the problem.
- Propose a solution or explain it.
- There is nothing you can do.

#### If you're the customer...

- Greet the salesperson.
- Express your complaint.
- Try to get a solution to your complaint.
- If you don't get a satisfactory response, keep trying.
- Try to reach an agreement at the end.

### Product Step 3

Have students work with their Product pair. It's time for them to prepare their final dialogue. They should use the dialogues from the unit as models. Tell them to choose their roles (*salesperson or customer*) and write the dialogue. Read the suggestions in the chart out loud to make sure students understand everything.

#### Product Step 4

You are ready to perform your dialogue about a complaint. Work with your classmate and follow the suggestions below.

- Rehearse your dialogue.
- Remember to use the appropriate tone and body language.
- Take turns performing your dialogue as a class or with other pairs of students.
- After each performance, give your classmates feedback.

Self-evaluation

Ask a classmate how he or she feels about what he or she learned in this unit. Mark (✓) his or her answers in this interview.

#### How do you feel about...

	😊	😐	😞
1. understanding the parts of a conversation about a complaint			
2. identifying the main points of a conversation about a complaint			
3. identifying the reasons for a complaint and the needs of a customer			
4. identifying the steps in a complaint procedure and the needs of a customer			
5. using appropriate expressions and responses to make a complaint			
6. using appropriate expressions to check the customer's complaint			
7. identifying the importance of a complaint and the needs of a customer			

If your classmate answered only with a few faces with sunglasses, help him or her with the topics he or she had more problems with. You can also ask your teacher for help, as well as checking the unit again together.

#### Product Step 4

Tell students that the time has come for them to present their dialogue. Give pairs time to rehearse by reading the lines several times. Be sure they add the appropriate tone of voice and body language for each statement.

#### Self-evaluation

This unit's Self-evaluation is a peer interview. Explain to students that they can use the chart to ask their classmate how he or she feels about the abilities and activities mentioned. Have students form pairs or small groups and interview each other. This will help them identify their strengths and weaknesses.

#### Assessment

Remember that you can use Assessment 10 on page T111 to assess students' performance in this unit.

#### Term Assessment

Now you can also use Assessment Term 3 on pages T120-T123 to assess students' performance in this term.

#### Teaching Guidelines

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

Write a few sentences or phrases on one side of the board and number them, for example: 1. *Unbelievable!* 2. *It's snowing!* 3. *What a day!* 4. *I just got grades.* On the other side of the board write a list of emotions with letters: a. *sad*, b. *excited*, c. *angry*, d. *worried*. Explain that you will tell a combination of a number and a letter. They should say the phrase using a tone of voice that expresses the corresponding emotion. Call out 1b, 2a, etc. This will help them realize how the tone of voice can change the emotion the phrase transmits.

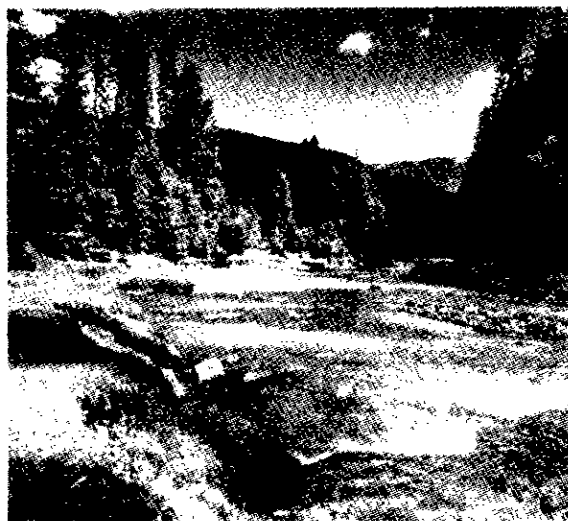


## Glossary

### Unit 1

#### page 6

**environment** *n.*- the natural features of a place: its weather, the type of soil, plants that grow in it: *Many public service announcements remind us that pollution is bad for the environment.*



**health** *n.*- the general condition of the body: *Doing exercise is good for a person's health.*

#### page 7

**call a person names** *idiom.*- to use unpleasant words to describe someone in order to insult or upset them: *The other kids used to call Sarah names and she felt sad.*

**harm** *v.*- to cause hurt, injury, or damage to someone or something: *He would never intentionally harm his dog.*

**spread** *v.*- to cause something to become known by many people: *He was spreading lies about her.*

**unkind** *adj.*- nasty, unpleasant, or cruel: *She is very unkind to other people.*

#### page 8

**depict** *v.*- to represent something with the help of pictures: *The painting depicted poverty and sadness.*

#### page 11

**considerate** *adj.*- thinking about the rights and feelings of other people: *He is always considerate of other people's feelings.*





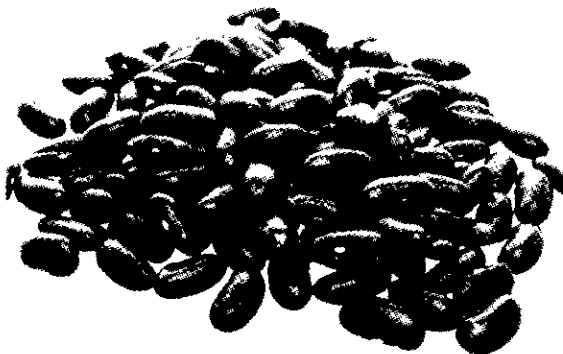
## Unit 2 page 17

**gesture** *n.*- movement of your body that shows or emphasizes an idea or a feeling: *The audience criticized the actor's lack of gestures during the play.*

**posture** *n.*- the way in which your body is positioned when you are sitting or standing: *Months ago, Sarah attended theater school and she learned there how to transmit emotions through her posture.*

## page 20

**bean** *n.*- a seed that is eaten as a vegetable and that comes from any one of many different kinds of climbing plants: *Unfortunately, the actress dropped a jar full of beans in the middle of the scenario.*



**foolish** *adj.*- having or showing a lack of good sense or judgment: *It would be foolish to ignore the cleverness in Federico García Lorca's work.*

**kick** *v.*- to hit someone or something with your foot: *The mother explained her kid that the actors had not kicked each other. It was all part of acting.*

**marry** *v.*- to become the husband or wife of someone: *All Romeo wanted was to marry the young and beautiful Julieta to spend the rest of their life together.*

**molasses** *n.*- a thick, brown, sweet liquid that is made from raw sugar: *His aunt sent him a box of molasses cookies the day his play was premiered.*



**punch** *v.*- to hit someone or something hard with your fist: *Pretending to punch another person on stage is the hardest part of a play for an actor.*

**trick** *v.*- to deceive someone in order to get something from them or to make them do something: *The theater company was sued for tricking costumers into believing the tickets had a discount while the price never changed.*

**unguarded** *adj.*- not protected or watched over: *The usher left the door unguarded and some people filtered to the play *Les Misérables* without paying for their tickets.*

## page 23

**hunter** *n.*- a person who hunts wild animals: *The company specified that the actor chosen for the role of the hunter had to be tall and with a thick beard.*

**rug** *n.*- a piece of thick, heavy material that is used to cover usually a section of a floor: *Rugs are not normally used as part of the scenography to avoid accidents.*

**stuck** *adj.*- impossible or unable to move from a particular position: *The young actor was desperate because he felt he was stuck in small roles of villains in every play he acted.*



## Glossary

### Unit 3

#### page 26

**gas valve** *n.*- a mechanical device that controls the flow of gas by opening and closing: *They turned off the main gas valve before the lava reached their house.*



**jug** *n.*- a large, deep container with a narrow opening and a handle: *The jug fell off the table and broke as the earthquake intensified.*

#### page 27

**appliances** *n.*- a machine that is powered by electricity and that is used in people's houses to perform a particular job: *All kitchen, such as the oven, were out of service after the earthquake as safety measures.*

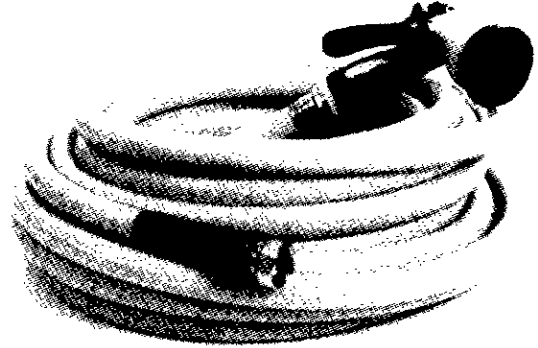
**floodwaters** *n.*- water that covers an area during a flood: *Many people were forced out of their homes by floodwaters.*

**nonperishable** *adj.*- able to be stored for a long time before being eaten or used: *The students collected nonperishable food to donate to the people affected by the tsunami.*

#### page 28

**advisory** *n.*- a report that gives information or a warning about something: *We heard a weather advisory saying that heavy rains are expected tonight.*

**hose** *n.*- a long, usually rubber tube that liquids or gases can flow through: *She was watering her garden with a hose when she heard the fire alarm.*



**pan** *n.*- a usually shallow and open metal container that has a handle and that is used for cooking or baking: *Tom put the frying pan on the stove.*

**soap up** *v.*- to rub soap over or into someone or something: *In case of a flood, soap up your hand after touching any object that was covered by water.*



#### page 31

**lung** *n.*- either one of the two organs that people and animals use to breathe air: *Avoid breathing the smoke during a wildland fire in order to keep your lungs healthy.*



## Unit 4 page 36

**argue** *v.*- to disagree with someone in words, often in an angry way: *Their neighbors argued with each other all the time.*

**fear** *n.*- an unpleasant emotion caused by being aware of danger: *He was trembling with fear.*

**researcher** *n.*- someone who studies a subject in detail in order to discover new facts or test new ideas: *The researchers found that the use of smart phones is on the rise.*

**revealed** *v.*- to make (something) known: *The researchers revealed the results of their studies on smart phones.*

**widespread** *adj.*- common over a wide area or among many people: *There is widespread interest among teenagers in the use of new technologies.*

## page 40

**former** *adj.*- used to say what someone or something was in the past: *The former researcher told the newspaper she had received a prize for her investigation.*

**homeless** *adj.*- having no place to live: *A homeless man found money on the street, but he returned it to its owner.*

**increase** *n.*- the act of becoming larger or of making something larger or greater in size, amount, number, etc.: *There is an alarming increase in animal deaths around the world.*

**injury** *n.*- a wound or damage to part of your body caused by an accident or attack: *The hunters caused a serious injury to a rhino in a natural reserve.*



**nowhere** *adv.*- not in or at any place: *The hunters who hurt the rhino were nowhere to be found.*

**shelter** *n.*- a place that provides food and protection for people or animals that need assistance: *There are many shelters for elephants in danger.*

**sinister** *adj.*- looking likely to cause something bad, harmful, or dangerous to happen: *The hunters looked sinister.*

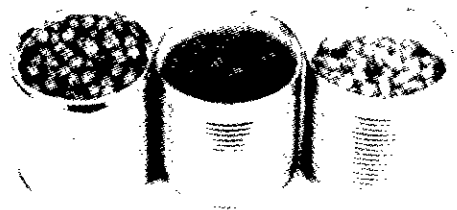
**sliced** *adj.*- a thin piece of food that is cut from something larger: *Sliced pizza is easier to eat, but it is not healthy.*



**touching** *adj.*- making you feel pity, sympathy, sadness etc: *The story of the injured animal had a touching ending.*

## page 41

**canned food** *n. ph.*- preserved in a metal or glass container: *Canned food is easy to carry around, but not very healthy.*



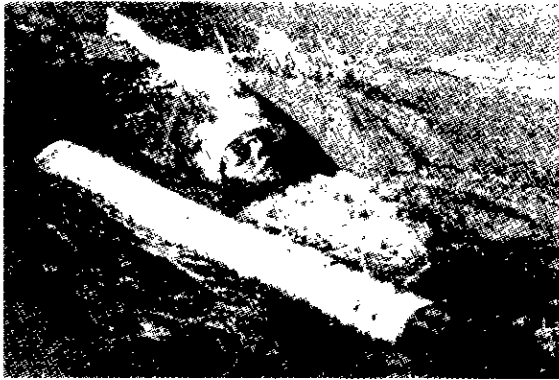
**volunteer** *n.*- able to be stored for a long time before being eaten or used: *Many volunteers are helping endangered animals.*



# Glossary

**Unit 5**  
page 44

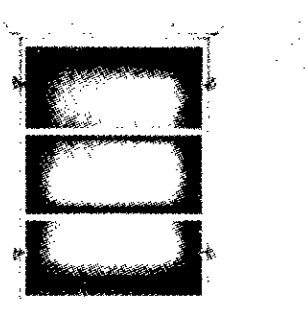
**backstroke** *n.*- a way of swimming in which a person floats in the water facing upward while kicking the legs and rotating the arms: *She got into the pool and began to do the backstroke.*



**cheek** *n.*- the part of the face that is below the eye and to the side of the nose and mouth: *His cheeks turned red as soon as he realized there was a large audience outside.*



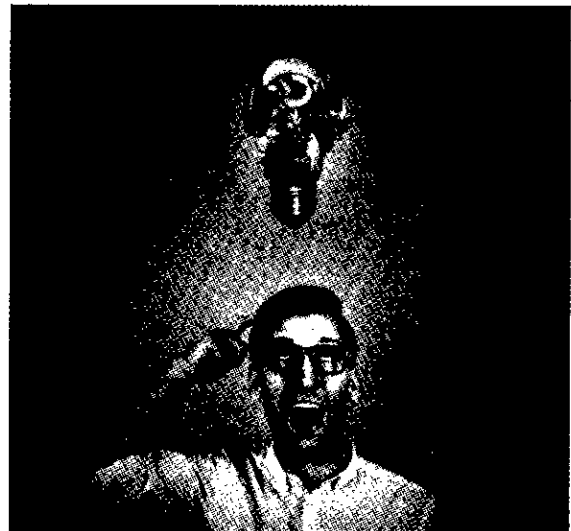
**cupboard** *n.*- a piece of furniture used for storage that has doors and contains shelves: *Two cupboards were needed to store all the food the movie staff required during the production.*



**fly** *n.*- a small insect that has two wings: *The buzz of a fly makes Rob feel extremely irritated.*

**poetry stand** *n.*- a poetry contest where people have individual turns to read out loud a poem: *The first time Karen took part of a poetry stand, she got very nervous because of the audience.*

**thought** *n.*- an idea, plan, opinion, picture, etc., that is formed in your mind: *A sudden thought occurred to her in the middle of her monologue and decided to change the script immediately.*



page 46

**hint** *n.*- a small piece of information that helps you guess an answer or do something more easily: *Her face gave me a hint of what she was thinking.*

page 48

**backstage** *n.*- behind the stage of a theater: *After the show, we went backstage to meet the comedian.*

page 49

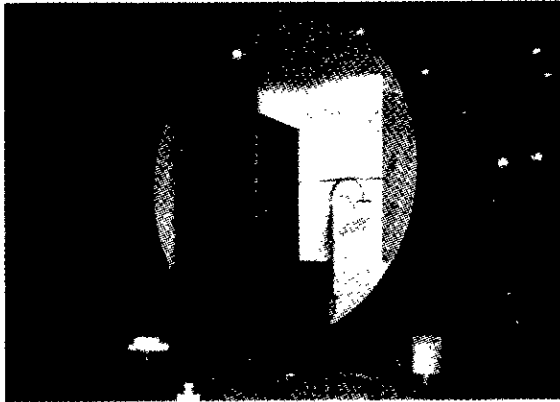
**find out** *v.*- to learn something by an effort: *I'd like to find out more about the school's comedy workshop.*

**move** *v.*- to go to a different place to live: *My mother is a theater actress, so we've had to move twice this year.*

## Unit 6 page 52

**device** *n.* - an object, machine, or piece of equipment that has been made for some special purpose: The store sells TVs, VCRs and other electronic devices.

**mirror** *n.* - a piece of glass that reflects images: *He saw his reflection in the mirror.*

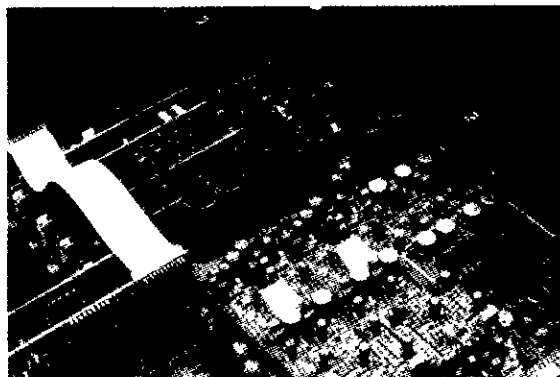


**point** *v.* - to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

**pulse** *n.* - an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*

## page 55

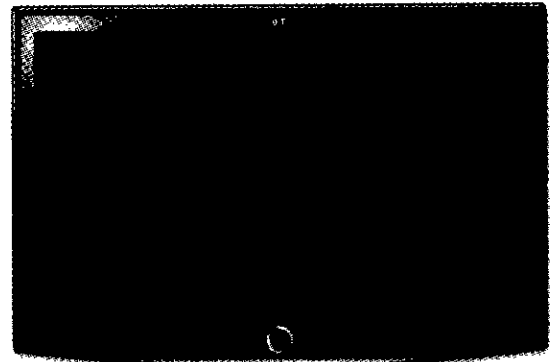
**circuit board** *n.* - a thing rigid board containing an electric circuit: *Suddenly, the circuit board stopped working and the computer broke down.*



**pattern** *n.* - the regular way in which something happens, develops or is done: *The instructions seemed to follow a set pattern.*

**push** *v.* - to use force to move (someone or something) forward or away from you: *Push the button to turn on the computer.*

**screen** *n.* - the part of a television or computer that you look at when you are using it: *Her picture appeared on the TV screen.*



**store** *v.* - to put things away and keep them until you need them: *The solar panels store energy.*

## page 57

**spin** *v.* - to turn or cause someone or something to turn around repeatedly: *The airplane's propellers were spinning.*

**suck** *v.* - to pull someone or something with great power and force into or out of a particular place: *The fan sucks smoke from the air.*



## Glossary

### Unit 7

#### page 62

**borrow** v.- to take and use (something that belongs to someone else) for a period of time before returning it: *Can I borrow your camera?*

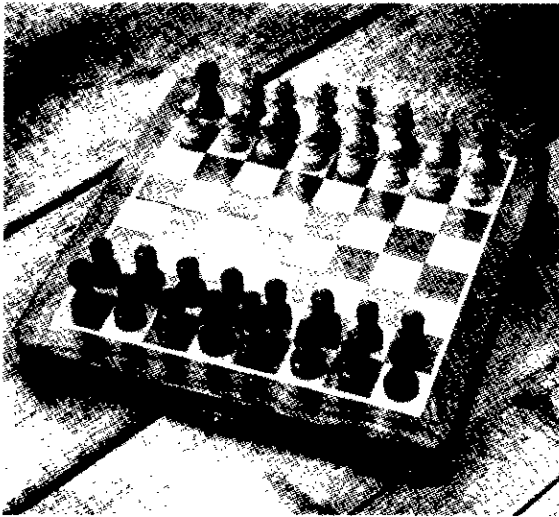
**craft** n.- object made by skillful use of the hands: *The store sells crafts from around the world.*

#### page 63

**freeze** v.- to stop moving suddenly and stay completely still and quiet: *She freezes whenever the teacher asks her a difficult question.*

#### page 64

**chess** n.- a game for two players in which each player moves 16 pieces across a board and tries to place the opponent's king in a position from which it cannot escape: *They meet often to play chess.*



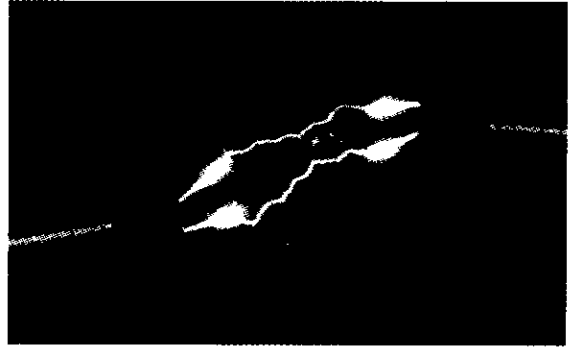
**pretty** adv.- to some degree or extent but not very or extremely: *The house was pretty big.*

**score** v.- to get points, goals, runs, etc., in a game or contest: *He scored twice in the game.*

#### page 65

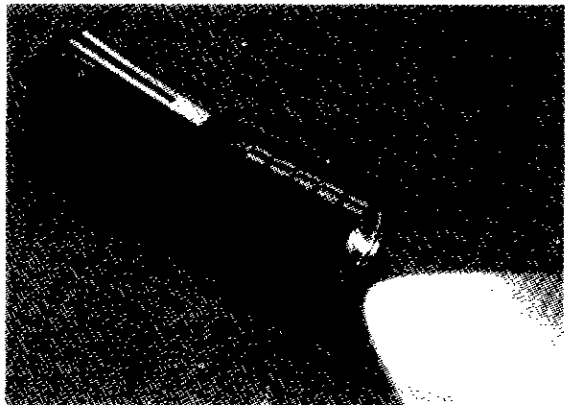
**pity** n.- something that causes sadness or disappointment: *It's a pity you can't go.*

**power** n.- the electricity that people use: *We lost power during the storm.*



#### page 66

**flashlight** n.- a small electric light that can be carried in your hand and that runs on batteries: *Flashlights are very useful when the power goes out.*



**footsteps** n.- the sound of a foot making a step: *We could hear the approaching footsteps.*



**hardly** adv.- almost not: *I can hardly believe it!*

## Unit 8 page 68

**cricket** *n.*- a game between two teams of 11 players in which players try to get points by hitting a ball and running between two sets of three sticks: *He likes to spend summer weekends watching cricket.*



**glance** *n.*- a quick look: *I took a glance at the newspaper this morning.*

## page 70

**collectivist** *adj.*- that makes emphasis on collective rather than on individual action or identity: *Collectivist people care more about society.*

**culture shock** *n.*- a feeling of confusion, doubt or nervousness caused by being in a place (such as a foreign country) that is very different from what you are used to: *Foreign students often experience culture shock when they first come to the U.S.*

**individualistic** *adj.*- that seeks independent course in thought or action: *An individualistic person refuses to do what everyone else is doing.*

**tip** *n.*- an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you: *I gave the waitress a generous tip.*



## page 72

**belief** *n.*- an idea that you believe to be true, especially one that forms part of a system of ideas: *Many ancient cultures still keep their beliefs.*

**chest** *n.*- a container (such as a box or case) for holding things or moving them from place to place: *My grandmother has a large wooden chest in her closet.*

**deity** *n.*- a god or goddess: *There were many deities in ancient Greece.*

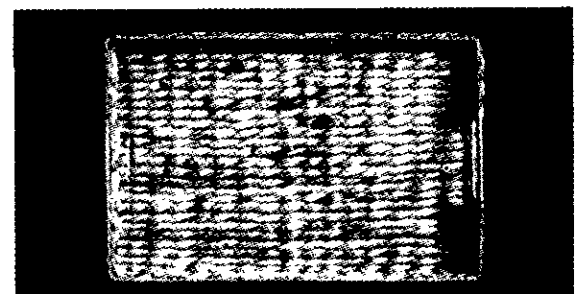
**handicraft** *n.*- something that someone has made in a skillful way using their hands: *I bought a beautiful handicraft when I visited Oaxaca.*



**lacquered** *adj.*- covered with a liquid that forms a hard shiny surface: *That lacquered table looks very shiny.*

**motif** *n.*- an idea, subject or image that is regularly repeated and developed in a book, film, work of art etc: *The motif of creation is very common in ancient cultures.*

**tray** *n.*- a thin, flat, and often rectangular piece of plastic, metal, wood, etc., that has a low rim and that is used for carrying things: *She carried the tray of food to our table.*





# Glossary

## Unit 9 page 76

**acquaintance** *n.*- someone who is known but who is not a close friend: *She ran into an old acquaintance at the grocery store.*

**belonging** *n.*- a feeling that you are happy and comfortable somewhere: *I always felt a sense of belonging among my friends.*

**develop** *v.*- to gradually begin to have (something): *He developed a close relationship with her.*

**outlook** *n.*- the way that a person thinks about things: *The students all seemed to have the same outlook.*

**peer** *n.*- a person who belongs to the same age group or social group as someone else: *American children did less well in math than their peers in Japan.*



## page 78

**feedback** *n.*- helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.: *He asked for some feedback from his friends to become a better person.*

**gather** *v.*- to choose and collect (things): *She has been gathering books for a collection.*

**reliable** *adj.*- likely to be true or correct: *It's a rumor, but I heard it from a reliable source.*

## page 80

**behavior** *n.*- the way a person or animal acts or behaves: *I'm surprised by her bad behavior toward her friends.*

**name tag** *n.*- a piece of paper, cloth, plastic, or metal that has a person's name written on it and that is attached to the person's clothing: *She handed out name tags for people to wear at the debate.*



**nonprofit** *adj.*- not existing or done for the purpose of making a profit: *Schools don't pay sales tax on supplies because they have nonprofit status.*

**steal** *v.*- to take (something that does not belong to you) in a way that is wrong or illegal: *Someone stole my bicycle!*

**trigger** *v.*- to cause (something) to start or happen: *His action triggered an incredible response from the government.*

## page 82

**recap** *v.*- to give a brief summary of what has been done or said before: *At the end of the program, the announcer recapped the day's news.*



## Unit 10 page 85

**allow** v.- to permit (something): *They don't allow smoking in this store.*

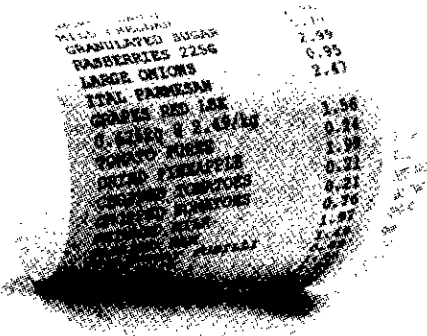
**compensation** n.- something that is done or given to make up for damage, trouble, etc.: *She received compensation from the store for the damage caused to his product.*

**deserve** v.- used to say that someone or something should or should not have or be given something: *She deserves a better product than this one.*

**policy** n.- a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization: *The company has adopted a strict no-smoking policy.*

**purchase** n.- something you buy: *She paid for her purchase and left.*

**receipt** n.- a piece of paper that you are given which shows that you have paid for something: *Keep your receipt in case you want to bring your product back.*



**refund** n.- an amount of money that is given back to you if you are not satisfied with the goods or services that you have paid for: *Return your product within 14 days for a full refund.*

**upset** adj.- angry or unhappy: *I was feeling upset by the whole shopping experience.*

## page 87

**almond** n.- a nut that has a sweet flavor: *I don't like almonds.*



## page 88

**stock** n.- the supply of goods available for sale in a store.: *The product you are looking for is out of stock.*

## page 90

**form** n.- a document with blank spaces for filling in information: *Just complete the form and return it, please.*



**replacement** n.- when you get something that is newer or better than the one you had before: *We need a replacement for our old vacuum cleaner.*

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

# Assessment 1

1 Complete each sentence with one of the words in the box. \_\_\_\_\_ / 4

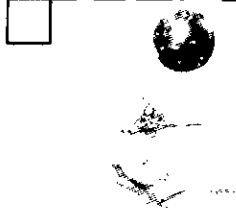
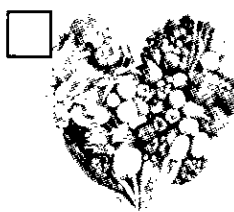
don't    could    should    shouldn't

## Tips for Losing Weight

1. If you want to lose weight, I think you \_\_\_\_\_ eat healthy food.
2. You \_\_\_\_\_ also try to do more exercise.
3. In my opinion, you \_\_\_\_\_ drink a lot of soda.
4. Why \_\_\_\_\_ you ask your friends to help you?

2 Match each graphic with the advice it illustrates. \_\_\_\_\_ / 6

1. Drink water every day
2. Eat healthy food
3. Don't text and drive
4. Exercise
5. Don't litter
6. Save water



3 Read the text and answer the questions. \_\_\_\_\_ / 5

Texting when you're using your cellphone is extremely dangerous. Many young people think this is not a problem, but they should know the consequences. James Brock was driving his car when he decided to send a message to his girlfriend. He sent her a picture and she replied: "That's hilarious!" Unfortunately, James didn't see the car in front of him. He crashed his car and hurt his leg. When he arrived at the hospital, his parents were very angry. They asked him how he was feeling, and James responded, "my leg is killing me!" "I'm sorry, but that's what happens when you text and drive," his mom told him.

1. What is the text about? \_\_\_\_\_
2. Is this text aimed at young people or adults? \_\_\_\_\_
3. Did James's girlfriend think the picture was funny? \_\_\_\_\_
4. Why did James crash his car? \_\_\_\_\_
5. What did James mean when he said his leg was "killing" him? \_\_\_\_\_

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

1 Unscramble the questions about the play. Then answer them. \_\_\_\_\_ / 10



## THE MOUSE AND THE LION Adapted from Aesop's Fable

KID MOUSE: (*shouts to someone offstage*)  
Mom, I'm so hungry. Let's go find some food in the jungle.

MOM MOUSE: (*calls from offstage*) You go, sweetie, I'm busy. But watch out for the other animals. They may be hungry, too!

KID MOUSE: OK, Mom! (*sets off foraging*)  
Ah, there are some sunflower seeds. I'll eat a few and then take some home. (*starts eating*)

LION: Roar! (*appears on stage*)

KID MOUSE: Argh! Who's that?

LION: It's me, Lion. And I'm hungry!

KID MOUSE: Well, you're in luck! There are lots of sunflower seeds here.

LION: Sunflower seeds?

I'm the king of the jungle. I don't eat sunflower seeds.

KID MOUSE: (*worried*) Gulp!  
So what do you eat?

LION: Anything that moves, including mice!

KID MOUSE: But I am so small. You won't even know I'm in your stomach!

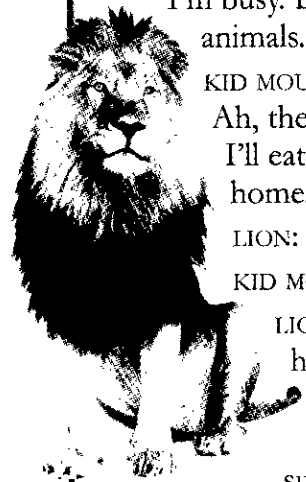
LION: Better than nothing!

KID MOUSE: Please, Lion. I promise, if you save me, I'll make it up to you some day.

LION: (*laughs, pauses, then laughs again*) Ha, ha, ha. You, Mouse? Help me, Lion? (*laughs again*)  
That's the best laugh I've had in ages. Just for that I'll let you go...

KID MOUSE: Oh, thank you, Lion. Sunflower seed?

LION: Roar! (*Kid Mouse runs offstage.*)



1. go / Mouse / where / ? / food / to find / did

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

2. why / the mother / ? / did / tell / Mouse / to watch out

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

3. spare / Mouse's life / Why / Lion / did / ?

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

4. help / ? / Lion think / could / Mouse / did / him

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

5. does / What / ? / Lion / normally eat

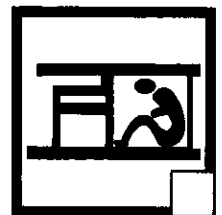
Question: \_\_\_\_\_

Answer: \_\_\_\_\_

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

## Assessment 3

### 1 Number the signs. \_\_\_\_\_ / 5



1. Do not use the elevator.
2. Take cover under a table or desk.
3. Help disabled people if you can.
4. Use the stairs.
5. Call your local emergency service.

### 2 Match the beginning of each sentence with its ending. \_\_\_\_\_ / 5

1. Drop \_\_\_\_\_ with your hands.
2. Cover your face \_\_\_\_\_ the agreed-upon meeting place.
3. Get away from glass \_\_\_\_\_ push.
4. Don't \_\_\_\_\_ and objects that might fall.
5. Try to go to \_\_\_\_\_ to the ground.

### 3 Use the prompts to write what to do in case of a bee sting. \_\_\_\_\_ / 5

1.     
\_\_\_\_\_
2.      
\_\_\_\_\_
3.     
\_\_\_\_\_
4.     
\_\_\_\_\_
5.      
\_\_\_\_\_

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

**1 Read and number each headline with the type of news that it represents. \_\_\_\_\_ / 5**

1. Politics
2. Sports
3. Arts
4. Environment
5. Technology

**Temperatures at  
an all-time high**

**Da Vinci Expo in  
town for the weekend**

**Local senator runs  
for president**

**Showdown between  
Germany and Brazil**

**New smartphone to  
be announced next month**

## Mason Ramsey: The Newest Internet Sensation

In March 2018, 11-year-old Mason Ramsey was caught on camera singing "Lovesick Blues" in a popular supermarket. Although Mason had sung in public before, this occasion was special.

Within a few days, videos of his performance got over 25 million views. As a result of his newfound fame, Ramsey made an appearance on the Ellen DeGeneres Show. He told Ellen his dream was to perform for a big audience one day.

Mason went on to perform at the famous Coachella festival in April 2018. Later that month, he signed a record deal and released his first song, "Famous." It has 17 million views so far, and that number is constantly increasing.

*Adapted from <http://time.com/5225039/walmart-yodeling-boy-video-goes-viral/>*

**2 Read and match the parts of the sentences. \_\_\_\_\_ / 5**

- |  |   |
|--|---|
| 1. Before March 2018, Mason had        | _____ experienced a quick rise to fame  |
| 2. After singing at the supermarket he | _____ released his first song.          |
| 3. Mason told Ellen that he            | _____ been singing for some time.       |
| 4. After playing at Coachella he       | _____ continues to grow in popularity.  |
| 5. His song                            | _____ wanted to play at a big festival. |

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

## Assessment 5

### 1 Read the monologue and answer the questions. \_\_\_\_\_ / 5

I'm very excited! My favorite band is coming to town and the concert is tonight. I've been waiting for this moment for years. I'm going with my best friend, Leslie. She and I are big fans of theirs. We normally listen to them together on the bus when we ride home after school, sharing a pair of earphones - one in her ear, the other in mine. In that moment, we are just two girls listening to their favorite band.

I'm currently sitting in my last class, waiting for the final bell to go off. When it finally does, I'm going to run out of here and go home. Leslie will catch up with me there, so we can get ready together. I'm a little worried, though, because my room is a mess. There's so much junk on the floor. I don't want her to see that. I'll feel embarrassed if she does!

This concert is very special to me because it's my first one! Yes, I know what you're thinking: "You're 12 years old and you've never gone to a concert?" Well, that's just how it is. That's what makes it even better. My first time will be with my best friend, seeing my favorite band in the world. I think I'm going to cry tears of joy when the singer comes out to the stage!

1. Is the writer a girl or a boy? \_\_\_\_\_
2. How do you know? \_\_\_\_\_
3. What type of monologue is this? \_\_\_\_\_
4. How do you know? \_\_\_\_\_
5. What is the topic of the monologue? \_\_\_\_\_

### 2 Classify the following types of body language when giving a monologue. \_\_\_\_\_ / 5

open arms   fidget with an object   jiggle legs   make eye contact   smile   fold arms  
use facial expressions   look down   leave long silences   use fillers

GOOD	BAD

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

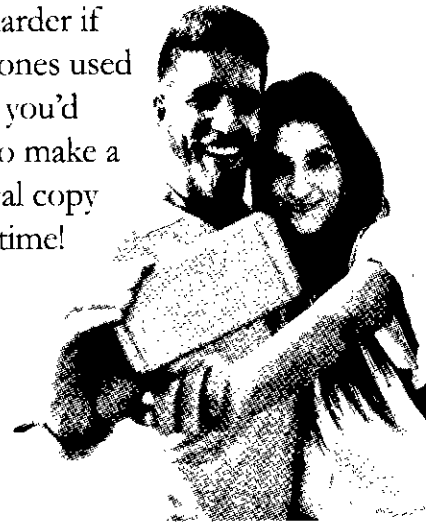
**1** Read the text and circle *T* (True) or *F* (False). \_\_\_\_\_ / 5

**How do cellphone cameras work?**

If you have an old camera, then you know they have many components. The most important one is film. After you put it inside your camera, you can start taking pictures. When you take a picture, the light records an image on the film. When the film is full, you need to take it to be developed so you can see all the photos that you took. This requires a long chemical process in order to take the film and make it into a real photograph.

Cellphone cameras are very different. They don't use film. Instead, digital cameras are equipped with an image sensor. This sensor captures rays of light and turns them into electrical signals. When the image sensor detects the picture, it turns the information into millions of tiny pixels. The sensor then analyzes the color of each pixel and turns it into a number. All of these numbers are processed by your phone so that they can display the final product: a nice selfie that you took with your friends.

Having pictures stored in numeric form is very useful! You can do all kinds of things, such as uploading them to your favorite website or easily sharing an image with your friends and family. This would be a lot harder if cellphones used film – you'd have to make a physical copy every time!



- |  |   |   |
|--|---|---|
| 1. Creating pictures with an old camera is a simple process. | T | F |
| 2. Cellphone cameras use film.                               | T | F |
| 3. Both old and new cameras still use light to work.         | T | F |
| 4. Image sensors turn information into numbers and pixels.   | T | F |
| 5. Images saved in numeric form have many uses.              | T | F |

**2** Look at the words from the text and match them with their definitions. \_\_\_\_\_ / 5

- |            |   |
|------------|---|
| 1. film    | _____ To put something on a website.                |
| 2. develop | _____ To save or keep.                              |
| 3. pixel   | _____ A roll of plastic that is sensitive to light. |
| 4. store   | _____ To reveal images.                             |
| 5. upload  | _____ A very small square on a screen.              |

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

## Assessment 7

### 1 Use the expressions in the box to respond. \_\_\_\_\_ / 5

Yeah, sure. Congratulations! That's terrible! You're joking! Wow, that's great!

1. Anna didn't come yesterday because she broke her arm. \_\_\_\_\_
2. The concert was great! I got to meet the singer! \_\_\_\_\_
3. Could you help Darren with his homework, please? \_\_\_\_\_
4. James found the shoe he lost two years ago. Can you believe it? \_\_\_\_\_
5. I passed all my classes with good grades! \_\_\_\_\_

### 2 Number the lines of the conversation in order. \_\_\_\_\_ / 5

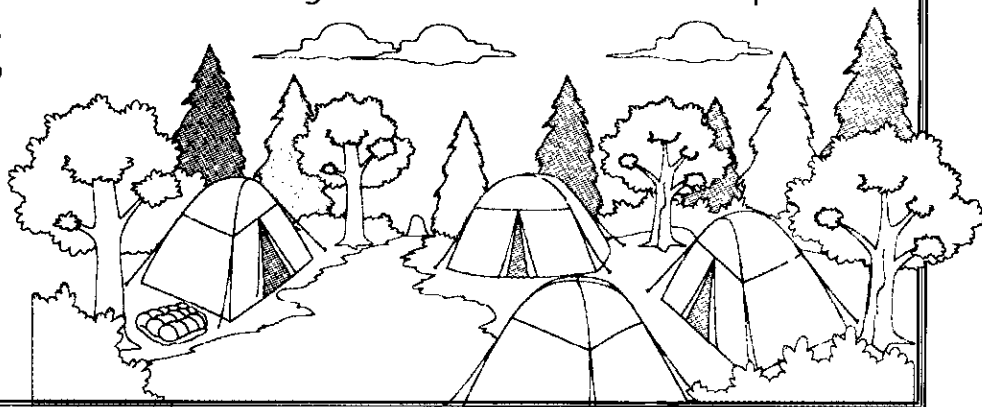
- |       |   |       |  |
|-------|---|-------|--|
| 1     | Hello, Diane.                               | _____ | Yeah, I like it a lot.                         |
| _____ | You're joking.                              | _____ | Not really. But I'm sure I'll make more soon.  |
| _____ | Yes, I did.                                 | 12    | Right. Bye now.                                |
| _____ | Hi, Alice.                                  | _____ | That's great. Well... talk to you later.       |
| _____ | I heard you started a new school this year! | _____ | Do you have any friends now?                   |
| _____ | And do you like it?                         | _____ | Of course I'm joking! I have a lot of friends. |

### 3 Circle the correct verb tense in each italic pair. \_\_\_\_\_ / 5

I grew up in a big city. We *used to spend / spent* our vacations at the beach, but I don't think I had ever seen a forest. So I was thrilled when my cousins from the north *used to invite / invited* me on a camping trip one summer. My uncle Bob and my two cousins picked me up at the bus station and off we went to the mountains. When we arrived, we *used to unpack / unpacked* the car and set up camp. I pretty much *had stood /*

*stood* around feeling foolish since I had no idea how to put up a tent or anything else. Finally, everything was done and we decided to go hiking. I *was proudly putting / proudly put* on my brand new hiking boots

and off we went up the mountain. I didn't realize you have to break boots in before hiking. My feet were so sore and full of blisters that I had to spend the next three days sitting around the camp.





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

**1 Read the text and circle T (True) or F (False). \_\_\_\_\_ / 5**

What makes something Mexican and something else completely British? How is culture defined? I have been to both Mexico and the UK and believe that culture is not only expressed through the art, theater and music of a country, but through the society's attitudes, beliefs, food, annual public holidays and special events. Culture defines a country and breathes color and life into a place, illustrating what makes the country uniquely itself.

Overall, the culture of Mexico and of the UK can be summed up in their values, customs and beliefs, which are shown through their annual celebrations, food, art, religion and

ways of living over a period of time. While Mexico celebrates the Day of the Dead, the UK celebrates Halloween, just as Christmas presents are opened early in the morning of Christmas Day in Britain, but on January 6th (Epiphany) in Mexico. Our rituals and the way we do things as a country define our culture. Appreciation of both worlds is vital to truly absorb and learn about a new place unlike your own.



- |   |   |   |
|---|---|---|
| 1. The author believes that Mexican and British culture are similar.    | T | F |
| 2. The author has visited both places.                                  | T | F |
| 3. In Mexico people open presents on the morning of Christmas Day.      | T | F |
| 4. British people celebrate the Day of the Dead.                        | T | F |
| 5. The author believes that our rituals and customs define our culture. | T | F |

**2 Unscramble the sentences and questions. \_\_\_\_\_ / 5**

1. when / celebrate / Christmas / ? / do / they \_\_\_\_\_
2. presents / open / children / on January 6th \_\_\_\_\_
3. the UK / Christmas cards / common / are / in \_\_\_\_\_
4. is / the / celebration / ? / when \_\_\_\_\_
5. typical meal / for / turkey / a / Christmas / is \_\_\_\_\_

**3 Match the words with their definitions. \_\_\_\_\_ / 5**

- |                |  |
|----------------|--|
| 1. Leprechauns | _____ To represent or demonstrate.             |
| 2. Parades     | _____ Large groups of people.                  |
| 3. Crowds      | _____ Mythical Irish creatures who wear green. |
| 4. Halt        | _____ People marching in a public place.       |
| 5. Depict      | _____ To stop.                                 |

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

## Assessment 9

1 Read and complete the text using the words from the box. \_\_\_\_\_ / 5

job   afford   however   look after   day off

Rasheed lives in New York. After school, he has to stay home and \_\_\_\_\_ his siblings while his mother works. They can't \_\_\_\_\_ a bigger place, so they live in a one-bedroom apartment. He wishes his mom would have a \_\_\_\_\_ so they could spend more time together. \_\_\_\_\_, Rasheed studies hard so that one day he can have a good \_\_\_\_\_ and help his family. There are many students like Rasheed all over the world. People should appreciate what they have and help those who have less.



2 Complete the sentences logically. \_\_\_\_\_ / 5

1. If it rains tonight, \_\_\_\_\_
2. If parents paid more attention to their kids, \_\_\_\_\_
3. If I have free time this weekend, \_\_\_\_\_
4. If I found a wallet on the ground, \_\_\_\_\_
5. If you don't study, \_\_\_\_\_

3 Circle the correct option in each sentence. \_\_\_\_\_ / 5

1. He doesn't want to go to school *why* / *because* some kids bully him.
2. Bullies are aggressive *and* / *but* disrespectful.
3. *Despite* / *Although* he is tall and strong, some classmates bully him.
4. Talk to your parents *however* / *if* you are bullied at school.
5. Bullying will not stop *because* / *unless* school authorities do something about it.

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

## Assessment 10

1 Write the correct complaint under each picture. \_\_\_\_\_ / 5

- 1 The food is not good   2 Waiting too long   3 The phone doesn't work  
4 Not the right size   5 It's too hot



2 Circle the correct option in each italic pair. \_\_\_\_\_ / 5

SALES CLERK: Good morning, how can I help you?

SANDRA: Hi, I'd like to make a *complain* / *complaint*.

SALES CLERK: Oh no, what's the matter?

SANDRA: The shoes I bought are the wrong style. The left shoe is different than the other shoe!

SALES CLERK: I'm sorry about that. Do you have your *receipt* / *coupon*?

SANDRA: No, I seem to have lost it somewhere. Can you still give me my money back?

SALES CLERK: Unfortunately, our store *offer* / *policy* doesn't allow us to give *refunds* / *colleagues* if you don't have it.

SANDRA: This is ridiculous! Let me speak to your supervisor. I *would like* / *demand* better service than this!

3 Match the beginning of each sentence with its ending. \_\_\_\_\_ / 5

- |                                       |  |
|---------------------------------------|--|
| 1. Sorry, I can't give you            | _____ that you lost my order!            |
| 2. Could I speak to                   | _____ a discount on your next purchase!  |
| 3. I can't believe                    | _____ a full refund, only a replacement. |
| 4. That's why I demand                | _____ your manager?                      |
| 5. If you buy today, we can offer you | _____ a free replacement!                |

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

## Assessment Term 1 (1-4)

### Part 1 Vocabulary ( \_\_\_\_ / 15)

Circle the correct option, A, B or C.

1. A ... person loves their job.  
A friendly  
B passionate  
C order
2. I feel ... because I don't have any friends.  
A down  
B happy  
C hope
3. Math is a ... subject for me. It's difficult to understand.  
A easy  
B sad  
C hard
4. People run wearing ...  
A sneakers.  
B sandals.  
C slippers.
5. Please ... your toys with Sam.  
A share  
B play  
C give
6. People who like the nighttime are ...  
A dark people.  
B evenings.  
C night owls.
7. This is the best ... of my life.  
A worry  
B hope  
C stage
8. He needs to ... better habits.  
A develop  
B do  
C share
9. I don't want more food! I've had ...  
A enough.  
B very.  
C full.
10. Don't ... about the exam.  
A rest  
B try  
C worry
11. It's hard to pay attention if you have not ...  
A shared.  
B rested.  
C developed.
12. She doesn't like that sound. It's ...  
A irritating.  
B funny.  
C worry.
13. ... means that you feel sick and tired.  
A Broken heart  
B Under the weather  
C Eat a horse
14. My shoes are ... , so I want to take them off.  
A comfortable  
B under the weather  
C killing me
15. Elephants weigh a ...  
A toothpick.  
B ton.  
C car.

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

## Assessment Term 1 (1-4)

### Part 2 Grammar ( \_\_\_\_ / 15)

Write the words in the correct order.

1. concert / When / ? / was / the

\_\_\_\_\_

\_\_\_\_\_

2. couldn't / said / She / come / she / . /

\_\_\_\_\_

\_\_\_\_\_

3. he / ? / did / famous / become / How

\_\_\_\_\_

\_\_\_\_\_

4. have / I / studying / been / here / years / . /  
2 / for

\_\_\_\_\_

\_\_\_\_\_

5. think / you / What / did / ? / movie / the / of

\_\_\_\_\_

\_\_\_\_\_

Circle the correct option, A, B or C.

6. I told him I ... never seen it before.

- A did
- B was
- C had

7. What did you ... at the restaurant?

- A ate
- B eat
- C eaten

8. She ... me the truth.

- A told
- B said
- C say

9. He said he ... happy to be there.

- A was
- B were
- C are

10. Where did the accident ... ?

- A happened
- B happens
- C happen

11. ... did he get to school? Did he come by car or by bus?

- A How
- B When
- C Where

Write the correct word in each space.

both    neither    because    whereas

12. \_\_\_\_\_ my father and brother have brown hair. They look very similar!

13. I'm tired \_\_\_\_\_ I didn't sleep well last night.

14. This shirt is expensive, \_\_\_\_\_ this one is much cheaper.

15. \_\_\_\_\_ my sister nor my mother likes broccoli. They hate it.

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

## Assessment Term 1 (1-4)

### Part 3 Reading ( \_\_\_\_ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

#### *Hamlet and The Lion King*

Last week I was watching *The Lion King* at home and I noticed that it had many similarities with Shakespeare's famous play *Hamlet*. Although *Hamlet* was written sometime in the year 1600, it bears many similarities to the movie. In *The Lion King*, Simba has an uncle named Scar, who is jealous of his brother. Scar kills Simba's dad in order to achieve his goal of being king. Hamlet, Shakespeare's character, also has an uncle (named Claudius) who thinks about killing his brother to become king.

Another similarity is that both Simba and Hamlet are forced to leave their home. Simba has to leave because Scar tells him it was his fault that his father died. Hamlet also has to leave his home in Denmark and travel to England.

Both of them also meet good friends along the way. While in exile, Simba meets Timon and Pumbaa. Hamlet only has one close friend, however. His name is Horatio, and he helps him on several occasions.

In the end, both of them come back to their homes and take revenge on their evil uncles. Simba fights with Scar, who dies at the hands of the hyenas. Hamlet returns and kills his uncle, but with the help of a sword.

I think it's nice to know the works that inspired famous movies. I like reading Shakespeare's plays, but I'd rather watch *The Lion King*! It's much more entertaining.

1. "Hamlet" was written around the year 1600.

A Right    B Wrong    C Doesn't say

2. The play's author is Shakespeare.

A Right    B Wrong    C Doesn't say

3. "The Lion King" is a popular kid's movie.

A Right    B Wrong    C Doesn't say

4. Hamlet lived in Germany.

A Right    B Wrong    C Doesn't say

5. Both the uncles are named "Scar."

A Right    B Wrong    C Doesn't say

Circle the correct option, A, B, or C.

6. Where was the writer of the text watching the movie?

A At her house.

B At a friend's house.

C At the cinema.

7. What surprised her about the movie?

A The director.

B The story.

C The title.

8. Which aspect of the two stories is different?

A The main character's return to his home.

B The main events that happen in the story.

C The number of friends the main character has.

9. How does the writer feel at the end?

A She's angry that ideas were copied.

B She's bored with both the movie and the book.

C She appreciates knowing more about both.

10. How does the writer feel about Shakespeare's plays?

A She doesn't like them.

B She likes them but prefers watching movies.

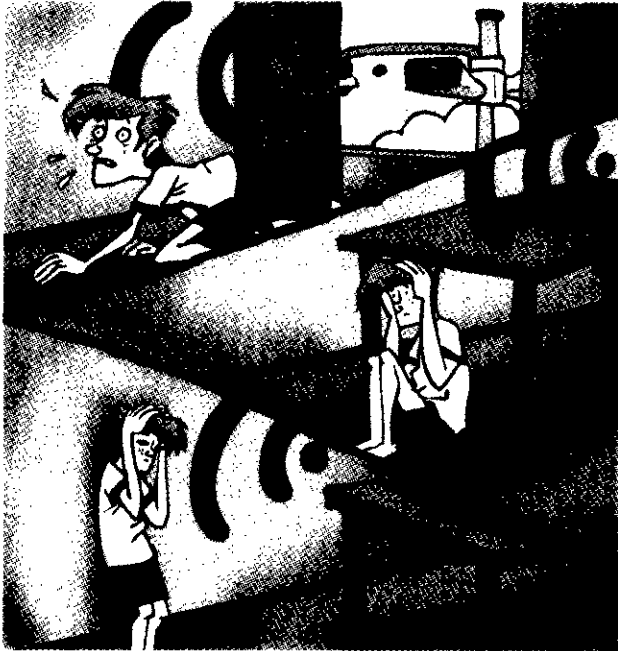
C She thinks they're better than movies.

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

## Assessment Term 1 (1-4)

### Part 4 Writing ( \_\_\_\_ / 10)

1. Make a list of things that people need to do in case of an earthquake.
2. Write your ideas as instructions.
3. If you wish, you can use the pictures below to help you with ideas.



### Part 5 Speaking ( \_\_\_\_ / 10)

With a classmate, you are going to talk about what to do during one of the situations below. Choose the most important instructions that apply to the situation you select.

#### Topics:

- A What to do for a broken limb
- B What to do in case of fire
- C How to treat a bee sting

#### Tips:

1. Write down your ideas.
2. Draw a picture with your classmate to represent the steps.
3. Make eye contact with your classmates and teacher.

**Preparation time:** 10 minutes.

Term 1

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

## Assessment Term 2 (5-7)

### Part 1 Vocabulary ( \_\_\_\_ / 15)

Complete the words.

1. This is what you do with a button:  
p \_\_\_\_\_.
2. A microwave \_\_\_\_\_ up your  
food.
3. This is what happens to ice cream in the sun it:  
m \_\_\_\_\_.
4. This computer has a large  
s \_\_\_\_\_.
5. Cellphones make many sounds, but they can  
also v \_\_\_\_\_.

Circle the correct option, A, B or C.

6. If you put your confidence in someone, it's  
because you ... them.  
A fear  
B trust  
C spin
7. When ringtones or bells make a loud sound,  
they ...  
A go off.  
B energy.  
C boost.
8. Eating well in the morning gives your brain  
a ...  
A screen.  
B boost.  
C press.
9. Machines require ... to operate.  
A billions  
B waves  
C energy
10. The motor causes the fan to ...  
A spin.  
B energy.  
C press.

Write the correct word in each space.

junk candles costume makeup scary
--------------------------------------

11. I didn't like that movie. It was very  
\_\_\_\_\_.
12. Did you see her monkey \_\_\_\_\_?  
It was very realistic.
13. If you want to decorate your face, you can  
put on \_\_\_\_\_.
14. When there's no light, people use  
\_\_\_\_\_.
15. I have to clean the house before the  
Halloween party. There's a lot of  
\_\_\_\_\_.



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

## Assessment Term 2 (5-7)

### Part 2 Grammar ( \_\_\_\_ / 15)

Write the words in the correct order.

1. We / store / the / Mom / to / with / went / .

\_\_\_\_\_

\_\_\_\_\_

2. to / love / band / this / love / I / . / used

\_\_\_\_\_

\_\_\_\_\_

3. don't / New / cameras / . / batteries / use

\_\_\_\_\_

\_\_\_\_\_

4. you / here / ? / around / live / Do

\_\_\_\_\_

\_\_\_\_\_

5. work / cellphones / ? / do / How

\_\_\_\_\_

\_\_\_\_\_

Circle the correct option, A, B or C.

6. This cellphone ... new technology.

- A use
- B uses
- C have

7. Where does he ... ?

- A works
- B working
- C work

8. This place ... to be bigger.

- A used
- B use
- C uses

9. We ... a lot at the restaurant.

- A ate
- B eats
- C eaten

10. She used to ... in the USA.

- A lived
- B live
- C living

11. Where ... the party?

- A did
- B happened
- C was

Write the correct question words.

12. Q: \_\_\_\_\_ do you live?

A: In Mexico City.

13. Q: \_\_\_\_\_ is her name?

A: Laura.

14. Q: \_\_\_\_\_ time did you use to wake up?

A: I used to wake up at 7am.

15. Q: \_\_\_\_\_ did you arrive late?

A: I'm sorry. There was a lot of traffic.

TERM 2

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

## Assessment Term 2 (5-7)

### Part 3 Reading ( \_\_\_\_ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

WILL: Hey Rachel! Guess what happened to me yesterday!

RACHEL: What?

WILL: Well, I was walking home from school and I found a wallet on the street.

RACHEL: Really? Did you take the money?

WILL: Of course not. You know that wouldn't be right!

RACHEL: You know I'm just joking. What did you do, then!

WILL: I looked through it to see if there was an ID or anything. Luckily, the person had some business cards in his wallet. I asked my dad to call the number on them so we could get in touch with the owner.

RACHEL: Wow, how nice of you, Will!

WILL: Yeah, my dad and I met the man at a coffee shop near here to give him back his wallet.

RACHEL: I bet he was really happy.

WILL: Yes, he was. And that's not the end of the story! He was so happy that I had returned his wallet that he bought me my favorite drink at the coffee shop.

RACHEL: Geez, I wish I could find a wallet on the street one of these days. Anyway, we need to hurry up and finish eating. Our lunch break is almost over, and we have to go back to class.

1. This conversation takes place at Will and Rachel's school.  
A Right    B Wrong    C Doesn't say
2. The wallet was old.  
A Right    B Wrong    C Doesn't say
3. Rachel wanted Will to keep the money.  
A Right    B Wrong    C Doesn't say

4. Will didn't tell his father about the wallet.  
A Right    B Wrong    C Doesn't say
5. Will and Rachel will look for lost wallets later.  
A Right    B Wrong    C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. I forgot my favorite sweater at a restaurant!  
A I'm so sorry to hear that.  
B Well, let's see.  
C Not bad.
7. How was your trip to the mountains?  
A Sure, I can go with you.  
B Great! But I'm really tired.  
C So, what are you going to do?
8. She's having a party at her house and asked me to invite you.  
A Oh, so what happened?  
B That's terrible!  
C Really? When?
9. Can you help me with this assignment?  
A Of course, hang on.  
B What about you?  
C How nice of you!
10. How do you feel today, Rachel?  
A How awful.  
B What a pity!  
C Not bad.

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

# Assessment Term 2 (5-7)

## Part 4 Writing ( \_\_\_\_ / 10)

Think about what you did last weekend. Write an email to your best friend describing your activities to him or her.



Subject: \_\_\_\_\_

My last weekend

Term 2

Sans Serif • ¶ • B I U A • ☰ • ☷ • ☶ • ☵ • ☴ • ☳ • ☲ • ☱

## Part 5 Speaking ( \_\_\_\_ / 10)

Think about one of your favorite characters (e.g. superheroes, characters in a film, TV series characters). Give a short monologue that reveals more about his / her personality.

Present your monologue to your classmates and see if they can guess who your character is.

Preparation time: 10 minutes.

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

## Assessment Term 3 (8-10)

### Part 1 Vocabulary ( \_\_\_\_ / 15)

Complete the words.

1. A p \_\_\_\_\_ is a type of rule or regulation.
2. A c \_\_\_\_\_ gives you a discount at a store or restaurant.
3. A r \_\_\_\_\_ is when the store returns your money.
4. A c \_\_\_\_\_ shops at a store.
5. A r \_\_\_\_\_ is a sheet of paper that serves as proof of your purchase.

Circle the correct option, A, B or C.

6. I'd like to return these shoes, please.  
They're ...  
A furious.  
B upset.  
C damaged.
7. I'm sorry, ma'am. I'm afraid I can't give you your money ...  
A refund.  
B return.  
C back.
8. I'm very disappointed with the service.  
I'd like to speak to your ...  
A boss.  
B colleague.  
C friend.
9. The restaurant doesn't ... us to bring food from outside.  
A sell  
B allow  
C complain

10. Can I make you another ... ?  
How about 30%?  
A refund  
B customer  
C offer
11. They were given some ... for their bad experience at the restaurant.  
A compensation  
B receipts  
C damages
12. Let me introduce you to my ... , John.  
He also works here in the store.  
A customer  
B chum  
C colleague
13. She was ... that she'd had to wait so long at the bank.  
A complaint  
B furious  
C damaged
14. Hello, I'm calling to ... about the service.  
A complain  
B complaint  
C comply
15. The customer who was ... got a free drink.  
A upset  
B refund  
C colleague

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

## Assessment Term 3 (8-10)

### Part 2 Grammar ( \_\_\_\_ / 15)

Write the words in the correct order.

1. agree / the / teacher / . / with / don't / I

\_\_\_\_\_

\_\_\_\_\_

2. too / . / so / I / think

\_\_\_\_\_

\_\_\_\_\_

3. I'm / to / interrupt / . / sorry

\_\_\_\_\_

\_\_\_\_\_

4. , / In / nice / my / opinion / . / it's

\_\_\_\_\_

\_\_\_\_\_

5. Most / us / of / that / right / he's / believe / .

\_\_\_\_\_

\_\_\_\_\_

Circle the correct option, A, B or C.

6. If you ... study, you might not pass.

- A hadn't
- B isn't
- C don't

7. If we ... more bikes, the city would be cleaner.

- A using
- B used
- C uses

8. If I see my idol at the concert, I ... scream.

- A will
- B can
- C do

9. If it ... tonight, the picnic will be cancelled.

- A rained
- B will rain
- C rains

10. If everyone had wings, we could ...  
anywhere.

- A flew
- B fly
- C will fly

Write the correct word in each space.

despite   although   unless however   because
--

11. She's saving money \_\_\_\_\_ she wants  
to buy a new computer.

12. \_\_\_\_\_ being sick, he still came  
to class.

13. \_\_\_\_\_ it was raining, we still went  
to the park.

14. Dad said he wouldn't buy me ice cream  
\_\_\_\_\_ I got a 9 on my test.

15. This is my favorite food. \_\_\_\_\_, it's  
not very healthy.

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

## Assessment Term 3 (8-10)

### Part 3 Reading ( \_\_\_\_ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

#### Helping Others

Kyle Bradley is no ordinary kid. At just 12 years old, he's helping hundreds of people who are in need of clothes. Kyle got the idea to donate when he noticed that his younger brother was growing very quickly and often needed to buy new clothes. He realized that young kids only wear their clothes for a short time because they're in constant development. What fits them one year might not fit them the next! Instead of keeping them in a closet forever, Kyle believes those clothes should be given to other kids who can't afford to buy new clothes all the time. Kyle asked his classmates if they had any clothes they didn't wear anymore. Fortunately, many of them did. Kyle took the clothes to an organization called Goodwill, which takes in donations of old clothes and sells them at a very cheap price. For just a very small amount of money, people can buy a lot of clothes. After he saw that many people were interested in helping, Kyle started going to other schools in his area and donating those clothes too. Thanks to Kyle, many people without access to expensive clothes can now buy them without having to spend so much money.

1. Kyle lives in a dangerous place.  
A Right    B Wrong    C Doesn't say
2. Kyle's brother told him to donate clothes.  
A Right    B Wrong    C Doesn't say
3. Goodwill gives people clothes for free.  
A Right    B Wrong    C Doesn't say
4. Goodwill sells toys.  
A Right    B Wrong    C Doesn't say
5. Kyle buys clothes from other schools.  
A Right    B Wrong    C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. Hello, I'd like to make a complaint.  
A Where's the boss?  
B What seems to be the problem?  
C I'm disappointed.
7. I deserve some compensation for this.  
A What's your policy?  
B Would you like to see our clothes section?  
C Let me speak to my supervisor and see what we can do.
8. The shirt I bought is ripped.  
A What do you want?  
B Would you like a replacement?  
C Welcome to our store.
9. Hello, I'd like a refund.  
A Do you have your receipt?  
B That's terrible!  
C I feel so upset.
10. Could you send it by express delivery?  
A We don't allow refunds.  
B Of course, I'll send it right away.  
C Let me apologize.

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

## Assessment Term 3 (8-10)

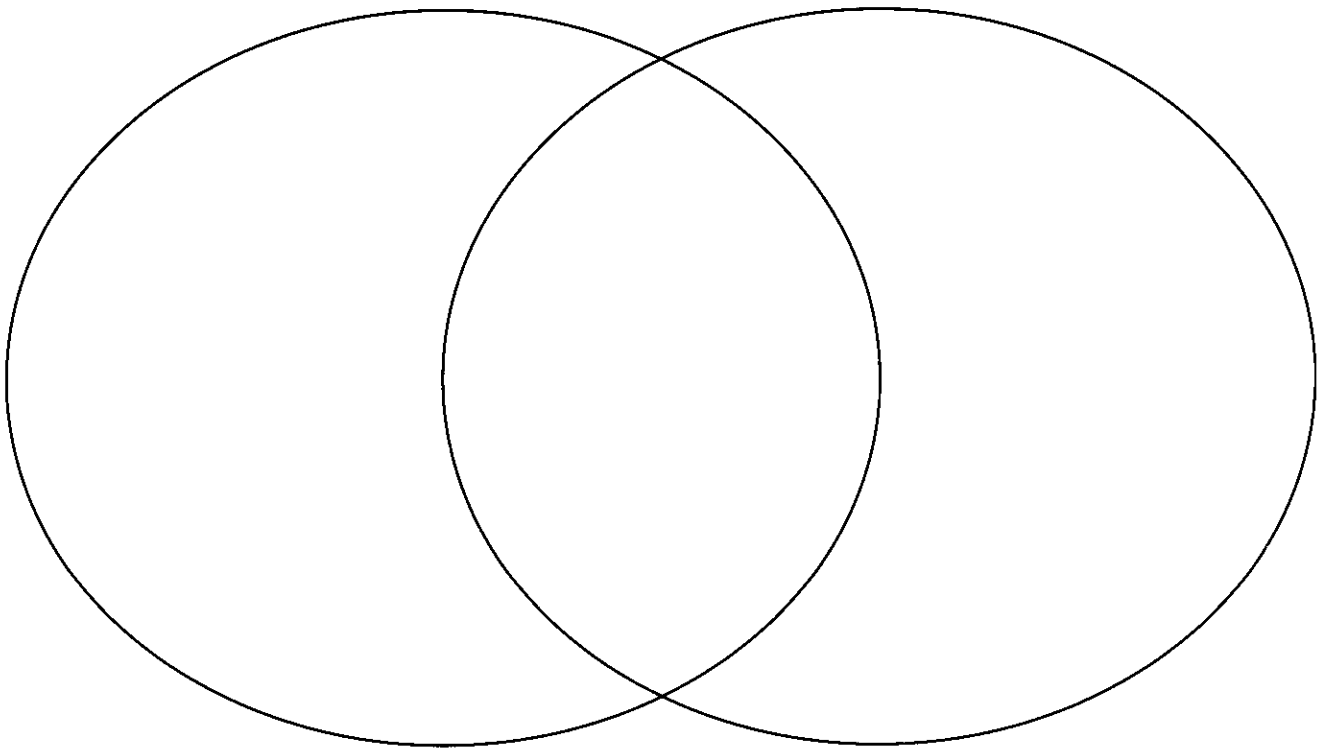
### Part 4 Writing ( \_\_\_\_ / 10)

Choose two different places that you know (countries, states, towns, etc). Then use the Venn diagram to fill in information about the two places. Finally, write a paragraph describing similarities and differences between both countries.

Place 1 \_\_\_\_\_

Place 2 \_\_\_\_\_

Both



### Part 5 Speaking ( \_\_\_\_ / 10)

You are going to have a round table discussion with your classmates about one of the topics in the list below. Remember the basic expressions used to give your opinion about something. Make sure to give your point of view, but also let your classmates speak!

#### Topics:

- A How can we help children who don't go to school?
- B What would happen if parents paid more attention to their children?
- C Should children under the age of 12 have cellphones?

Preparation time: 10 minutes.

# Answer Key – Term Assessments

## Assessment Term 1

### Part 1 Vocabulary (15 points)

1. B
2. A
3. C
4. A
5. A
6. C
7. C
8. A
9. A
10. C
11. B
12. A
13. B
14. C
15. B

### Part 2 Grammar (15 points)

1. When was the concert?
2. She said she couldn't come.
3. How did he become famous?
4. I have been studying here for 2 years.
5. What did you think of the movie?
6. C
7. B
8. A
9. A
10. C
11. A
12. Both
13. because
14. whereas
15. Neither

### Part 3 Reading (10 points)

1. A
2. A
3. C
4. B
5. B
6. A
7. B
8. C
9. C
10. B

### Part 4 Writing (10)

Answers will vary. Students should write a list of steps to follow in case of an earthquake. Check that imperatives are used correctly. Review spelling, grammar, and coherence.

### Part 5 Speaking (10)

Answers will vary. Check that students use suitable expressions to discuss the steps they need to follow.

## Assessment Term 2

### Part 1 Vocabulary (15 points)

1. press
2. heats
3. melts
4. screen
5. vibrate
6. B
7. A
8. B
9. C
10. A
11. scary
12. costume
13. makeup
14. candles
15. junk

### Part 2 Grammar (15 points)

1. We went to the store with Mom.
2. I used to love this band.
3. New cameras don't use batteries.
4. Do you live around here?
5. How do cellphones work?
6. B
7. C
8. A
9. A
10. B
11. C
12. Where
13. What
14. What
15. Why



# Answer Key – Term Assessments

## Part 3 Reading (10 points)

1. A
2. C
3. B
4. B
5. C
6. A
7. B
8. C
9. A
10. C

## Part 4 Writing (10 points)

Answers will vary: Students write an email to their friend explaining what they did over the weekend. They should include a variety of activities written in the simple past tense. Review spelling, grammar, and coherence.

## Part 5 Speaking (10 points)

Answers will vary: Students will give a short monologue that describes a famous character or personality. They should be given some time to prepare their monologue. Have their classmates guess who they're talking about.

## Assessment Term 3

### Part 1 Vocabulary (15 points)

1. policy
2. coupon
3. refund
4. customer
5. receipt
6. C
7. C
8. A
9. B
10. C
11. A
12. C
13. B
14. A
15. A

### Part 2 Grammar (15 points)

1. I don't agree with the teacher.
2. I think so too.
3. I'm sorry to interrupt.
4. In my opinion, it's nice.
5. Most of us believe that he's right.
6. C
7. B
8. A
9. C
10. B
11. because
12. Despite
13. Although
14. unless
15. However

### Part 3 Reading (10 points)

1. C
2. B
3. B
4. C
5. B
6. B
7. C
8. B
9. A
10. B

### Part 4 Writing (10 points)

Answers will vary: Students will write a paragraph describing similarities and differences between two countries. They should include cultural aspects, such as food and customs. Review spelling, grammar, and coherence.

### Part 5 Speaking (10)

Answers will vary: Students will have a round table discussion about one of the three topics on the list. They should use expressions that convey their points of view and allow them to respond to others' opinions.

# Audioscripts

## Unit 1

### TRACK 1

**NARRATOR:** Have you seen a bully at your school? He or she might make fun of someone, frighten or even physically harm the person. Other kinds of bullying are harder to see, like spreading unkind rumors or calling a person names. The good news is that you can help! If you see any of these problems, don't ignore them! Tell a teacher or counselor right away. Together we can make a difference!

### TRACK 2

1. Fact. People around the world use over 500 billion plastic bags a year.  
Fact. 13,000-15,000 pieces of plastic are thrown into the ocean every day.  
Fact. Plastic causes the death of approximately 100,000 sea creatures a year. Plastic. It kills.
2. I was 12 when someone called me a pig. My mom said my weight was perfect, but I didn't like my body. I hated what I saw in a mirror. I started to eat less and less. I counted calories in everything. I lost 5 kilos and my parents were worried. I lost 10 and they were panicking. But I couldn't stop. I wanted to weigh 50 kilos and then 45 kilos. I was never slim enough... It took me years to recover. I am lucky. Remember - you are more important than this number.
3. In the summer, the days are hot. Inside your car, the temperature can rise really quickly.  
When it is 21.1 degrees outside, the temperature in the car gets to 31.6 degrees in ten minutes and goes up to 40 degrees in half an hour. Don't ever leave your pet in a locked car. Don't cook your dog!

### TRACK 3

**STUDENT:** Hey! Wake up, the teacher is coming!

**TEACHER:** Mr. Ramírez, wake up! This is no place to sleep!

**NARRATOR:** Has this happened to you? Can't stay awake in class? Don't worry, you are not the only one. Teenagers don't feel sleepy until late at night, so when the alarm wakes you up, you're tired. What can you do to sleep better? Here are some tips to help you: What if you avoid drinking soda and coffee? Coffee has a substance called caffeine, which keeps you awake. You shouldn't watch TV before going to bed either. It emits a blue light that makes it difficult to fall asleep. You could also take a shower, put your pajamas on or read 30 minutes before to prepare your mind for sleeping. Remember, sleep more at night, sleep less in class!

### TRACK 4

1. This is no place to sleep!
2. Has this happened to you?
3. Don't worry, you are not the only one.
4. What can you do to sleep better?
5. Remember, sleep more at night, sleep less in class!

### TRACK 5

**GIRL:** Okay, so we've prepared a public service announcement for our community about litter on the streets and how this affects everybody during the rainy season. This is our poster. Please, have a look.

**BOY:** And we've also prepared a campaign. Listen to our PSA with some special effects. Ahem, ahem.

**GIRL:** Oh, no! Not again!

**BOY:** What happened?

**GIRL:** Look, the drains got clogged again. People threw garbage everywhere and, after last night's rain, it is impossible to walk.

**BOY:** We can do something about it. Let me think. Oh, I have an idea! Let's all help and pick up the garbage at least once a week. What do you think?

**GIRL:** Good idea! And we can ask our neighbors to help. We should all look after our streets and drains.

**BOY:** Then, we could all live better! Let's start today!

**GIRL:** Thanks, that's all from us.

## Unit 2

### TRACK 6

**NARRATOR:** (*Okay, are we ready all ready to read the play? Let's begin. Ahem.... It's night. Naz is on his hands and knees outside his house under a streetlamp.*)

**NAZ:** Where could it be? Where could it be?!

**NEIGHBOR 1:** What are you doing, Naz?

**NAZ:** I'm looking for something.

**NEIGHBOR 1:** I can see that. What are you looking for?

**NAZ:** My key.

**NEIGHBOR 1:** Let me help.

**NAZ:** Thank you, that's very kind.

**NARRATOR:** (*The two continue searching. Another neighbor appears.*)

**NEIGHBOR 2:** Hello, neighbors. What are you doing?

**NEIGHBOR 1:** We're looking for Naz's key. Have you seen it?

**NEIGHBOR 2:** No, I haven't, but I'll help you search.

**NARRATOR:** (*The three continue searching. Before long, Naz's wife comes home from work.*)

**NAZ'S WIFE:** What are you doing?

**NEIGHBORS:** We're looking for Naz's key.

**NAZ'S WIFE:** Is this true, Naz? Have you lost your key?

**NAZ:** Yes, dear.

**NAZ'S WIFE:** Where did you lose it?

**NAZ:** In the house.

**NEIGHBOR 1:** In the house?

**NEIGHBOR 2:** Then why are we looking outside?

**NAZ:** Because there is more light out here!

**NAZ'S WIFE:** Ugh. You're such a fool!

### TRACK 7

"Coyote and Rabbit". Adapted from a Traditional Native American Tale.

(Son and Mother are standing beside their bean field.)

**SON:** Mother! Mother! Just look at our field! Rabbit has been eating the beans again. Soon there will be none left! What are we going to do?

**MOTHER:** Don't worry, Son. I know just how to stop him. First, take this doll and cover it with molasses. Then leave it by the side of the field and we'll hide behind this tree.

(Son covers the doll with molasses and they both hide. Before long, Rabbit appears on stage.)

**RABBIT:** Aha! Those foolish humans have left their beans unguarded again. It's time for my lunch! (Rabbit goes toward the field but falls over the doll and gets one foot stuck.)

**RABBIT:** Let go, Doll, or I'll hit you! (waits for a reply but doesn't get one) Let go I say! (hits doll and gets his hand stuck) Let go of my hand and foot, or I'll punch and kick you! (receives no reply so punches and kicks the doll, and becomes completely stuck) (Mother and Son appear from behind the tree.)

**MOTHER:** Now we've caught you, Rabbit!

**SON:** And you'll taste delicious with all those beans inside you!

**MOTHER:** Put Rabbit in a bag, and let's collect some wood for a fire. (Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)

**RABBIT:** Who's that walking by?

**COYOTE:** It is I, Coyote. Is that you, Rabbit? What are you doing in that bag?

**RABBIT:** The old woman put me in this bag because she wants me to marry her daughter.

**COYOTE:** Really?

**RABBIT:** Yes, but I'm small and ugly, and her daughter is tall and beautiful.

**COYOTE:** Yes, she's much too good for you.

**RABBIT:** Why don't you marry her instead? You are strong and handsome, and you'd make a much better husband than I.

**COYOTE:** Of course, I will.

**RABBIT:** Help me out of the bag and take my place. (Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbit ties it up.)

**COYOTE:** Now go away quickly before the old woman comes back. (to self) Stupid Rabbit! (Rabbit exits. Son and Mother enter stage with wood in their arms and start to make a fire.)

**SON:** Ah, what a delicious dinner we're going to have!

**COYOTE:** (wriggles a little in bag; aside to audience) Dinner?

**MOTHER:** Yes, I'm so hungry. OK, the fire's ready. Son, open the bag and we'll cook Rabbit!

**COYOTE:** (aside to audience) Fire? (Son opens bag, Coyote jumps out and runs away.)

**SON:** (gets a shock) Mercy me!

**COYOTE:** (runs offstage shouting) Rabbit! Rabbit! You tricked me. I'll get you for this!

### TRACK 8

1. Don't worry, Son.
2. Let go, Doll, or I'll hit you!
3. Who's that walking by?
4. What are you doing in that bag?

# Audioscripts

5. Help me out of the bag.
6. She's much too good for you.
7. I'm so hungry.
8. I'll get you for this!

## Unit 5

### TRACK 9

"My best friend". I am Hazel and something horrible happened to me at school this morning. It was so awful! Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry.

Well, I'll just give you a hint; it's about that traitor, liar, bad friend Leslie; she drives me nuts!

On the one hand, she acts like she's my best friend. We sit together at lunch every day and we are always supporting each other in the most difficult situations; oh, but I was obviously wrong to put my trust in her. She knows it's my thing to be the class clown. I'm the funny one! Doesn't she know that? Of course she does!

I mean listen to this joke: Why did the skeleton not go to the party? Cause he had nobody to go with!! See? Funny, right? I know!

Well... Leslie stole my joke and told it to a group of third graders; she tried to be so funny! Everyone in second grade knows that joke is mine!

I'm never ever for as long as I live, even if I live to be 100, ever going to talk to Leslie again!

Oh! It's Leslie. Hello...

What?! You got backstage tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have! Ed Sheeran!

### TRACK 10

"My best friend".

I am Hazel and something horrible happened to me at school this morning. It was so awful!

Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry.

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### TRACK 11

I mean listen to this joke: Why did the skeleton not go to the party? Cause he had nobody to go with!! See? Funny, right? I know!

Well... Leslie stole my joke and told it to a group of third graders; she tried to be so funny! Everyone in second grade knows that joke is mine!

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Oh! It's Leslie. Hello...

What?! You got backstage tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have! Ed Sheeran!

### TRACK 12

Well, I'll just give you a hint... she acts like she's my best friend... oh, but I was obviously wrong to put my trust in her. I mean, listen to this joke... Well... Leslie stole my joke and told it to a group of third graders.

## Unit 7

### TRACK 13

ALAN: Hello...

SARA: Hi, Alan, it's Sara.

ALAN: Hey, Sara, how are you?

SARA: Fine, thanks. I'm just calling to wish you happy birthday!

ALAN: Hmm... Thanks, but my birthday was last week...

SARA: Oh, I'm so sorry! Anyway, did you have a good time?

ALAN: Yeah, great! First, at school, the whole class sang "Happy Birthday." They bought a cake and we went to the school cafeteria to eat it. And Christi and Tim gave me presents. She gave me a rock CD, and he gave me a video game.

SARA: Wow!

ALAN: Yes! And we had a really great night, as well. My best friend, Nicky, organized a surprise party for me at his house. We had a big pizza and danced for hours.

SARA: Well, that sounds great.

And I'm really sorry that I didn't remember...

ALAN: No problem, Sara, there's always next year!

### TRACK 14

ANA: Maria, what are we going to do for this year's festival?

MARIA: I think we should do something similar to what we did at my last school.

ANA: What was that exactly?

MARIA: We organized a craft exhibition and a music contest.

ANA: Really? That sounds great!

MARIA: Yes, it was fantastic. Before that we used to have sports contests every year, but we wanted to do something different.

ANA: So what did you do?

MARIA: I entered the music contest. My friends and I decided to form a band.

ANA: Wow! What kind of music did you play?

MARIA: Rock. We worked really hard. First, we bought and borrowed some instruments. Then we chose the name for our band, and finally we started rehearsing.

ANA: What was the name of your band?

MARIA: Children of the Rock. We used to rehearse every afternoon after class. I was the lead singer...

### TRACK 15

ANA: And what happened the day of the contest?

MARIA: We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just froze. I couldn't sing or even make a sound!

ANA: Oh!

MARIA: I know! I just stood there with my mouth open.

ANA: Oh no! What happened next?

MARIA: Cindy and Luis, the other two members of the band, started singing. That helped me, and I managed to sing along, but I was very embarrassed. I was sure we were going to lose!

ANA: And did you?

MARIA: Well, we came in second! Not bad, huh?

### TRACK 16

BILL: Hey, Tom!

TOM: Hi, Bill!

BILL: I heard you made the soccer team. Congratulations!

TOM: Thanks, Bill! I've already played my first game.

BILL: Really? When?

TOM: Last weekend.

BILL: How was it?

TOM: It was fantastic. My whole family came to watch. I was pretty nervous, but I guess we all were.

BILL: Oh, so what happened?

TOM: John scored the first goal, and then we all started to feel better. I even scored a goal at the end.

BILL: And did you win?

TOM: Yes! And what about you? Are you still in the science club?

BILL: Yes, but I'm also going to try out for the chess team.

Oh, I have a class!

TOM: Me, too. Bye!

BILL: See you later, Tom!

### TRACK 17

JENNY: Hi, Mike, how are you doing?

MIKE: Fine, Jenny, and you?

JENNY: Great! I just got back from summer camp.

MIKE: How was it?

JENNY: I had an amazing time. We went rock climbing and did a treasure hunt.

MIKE: Sounds like you really enjoyed it.

**JENNY:** I did, and something very funny happened the last night.

**MIKE:** Tell me.

**JENNY:** We sat around a bonfire on the beach, and everyone started telling scary stories. After we went to bed, in the middle of the night, Lisa woke me up. She told me she could hear footsteps.

**MIKE:** She heard footsteps?

**JENNY:** She said she did, but I didn't hear anything, so I told her to go back to bed. Just a few seconds later, we both heard footsteps—very close to the door! We shouted, "Who's there?" But nobody answered.

**MIKE:** What did you do?

**JENNY:** We were terrified, but finally we told each other to be brave and check it out. We took a flashlight and opened the door.

**MIKE:** And...?

**JENNY:** You won't believe it! Right when there was a gust of wind, a branch of a palm tree hit the door of the cabin. It sounded like real footsteps! We laughed a lot and then went back to bed. But we had to get up just a few hours later to pack, so we hardly slept that night.

**MIKE:** And all because of a tree branch!

## Unit 8

### TRACK 18

**MARK:** Hello. I'm Mark and this is Robert. We read an essay about an American who went to live in the UK. He talks about the differences he found between the two countries. We're going to present a comparative chart that we did based on the information in the essay. Robert, would you like to begin?

**ROBERT:** Thank you, Mark. Well, we found out many interesting things. In our comparative chart, we included cultural aspects about sports, driving, TV and language. Talking about sports, in the US they play football, not soccer. In the UK, they play rugby, which is very similar to American football that is played in the US. I like both sports. Cricket is also very popular in the UK. I tried to watch a game on the Internet and I agree that it is very boring. Your turn, Mark.

**MARK:** OK, we also learned that in the UK they drive on the left side of the road. You need to be careful when crossing a street and check if you have to look right or left. Americans say that Brits drive on the "wrong" side of the road. Another aspect that we included is entertainment. While the British watch TV shows from many different countries, Americans prefer to watch their own shows. I personally enjoy watching American TV shows. What about you, Robert?

**ROBERT:** I also enjoy watching American TV shows. Now, the last cultural aspect we would like to present to you is language. It's funny that both countries share the same language, but they have differences. For example, the British say lift not elevator, a taxi is a cab, French fries are chips and chips are crisps! Some people like the American accent and some the British accent, but there are also many different accents in the UK and in the US. I personally think that the important thing is that people understand what you are saying.

## Unit 9

### TRACK 19

TEACHER: OK, class. Let's get ready. Please be quiet and remember to listen to your classmates and respect everyone's points of view. As you all know, the topic of our round table is friendship. I'd like to begin with this phrase by Jerome Cummings. Please listen carefully and then we'll discuss what you think. "A friend is one who knows us but loves us anyway." TEACHER: Class, remember to take turns. Who wants to start? Raise your hand, please.

RALPH: Me!

TEACHER: OK, Ralph. What do you think?

RALPH: I think that friends love us sincerely if they accept the way we are. If they don't like the way we are, they're not our friends.

TEACHER: Linda, you raised your hand. Do you agree with Ralph?

LINDA: Actually, I disagree. I think there are friends who love us even if they don't like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it's OK!

TEACHER: Thank you, Linda. Yes, Pablo. What's your opinion?

PABLO: I think Linda's right. Friendship is a relationship of trust and concern for each other's feelings. If you care about your friends, you respect them and accept them for what they are.

TEACHER: OK, Pablo. Thanks. Karla, what do you think?

KARLA: I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don't need to ignore your weaknesses. Real friends can help you improve and become a better person.

TEACHER: Good point, Karla. Thank you. Camila?

CAMILA: I totally agree with Karla. You should help your friends correct their mistakes.

TEACHER: Thanks, everyone. That was a great discussion!

### TRACK 20

MICHAEL: Hi, everyone. Let's get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will ask you to make sure you are wearing your name tags all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won't have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some behaviors are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement

Worldwide, a non-profit organization, which asked several teens their opinion about lying, stealing and behaving violently. According to the study, many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.

### TRACK 21

MICHAEL: What is your opinion? Yes, Cynthia, would you like to begin?

CYNTHIA: Yes. Hi, well... In my opinion there are things that are always unethical, no matter what the circumstances. For example, I think stealing is always wrong and the same with lying and behaving violently.

MICHAEL: Yes, Dan.

DAN: Hi. I agree with Cynthia in that lying and acting violently are not correct. However, I believe that circumstances sometimes justify those behaviors.

MICHAEL: Can you explain that?

DAN: Sure. In some cases people who are extremely poor and do not have enough to eat may try to steal from a store. Or a boy or girl who is constantly bullied might end up by acting violently against their aggressors.

MICHAEL: Yes, Helen.

HELEN: Hi. Look, I understand your point of view, Dan, but we have to understand that although we sometimes justify or understand certain behaviors, it does not make them ethical. For example, if you're being bullied or suffer from extreme poverty there are actions you should try before behaving unethically.

MICHAEL: Rachel, what is your opinion?

RACHEL: I understand and partially agree with most of what has been said here so far, for example, the fact that there are behaviors that are unethical and that sometimes circumstances push people to do wrong, extreme and inappropriate things. But I believe that the problem is not whether certain things are right or wrong, but what our society should do to create conditions in which those unethical behaviors are not necessary. I mean combating poverty and bullying for example.

MICHAEL: Yes, Cynthia.

CYNTHIA: I think the point of discussion here is not what to do, but whether lying, stealing, etc., are right or wrong. And in my opinion they are always wrong.

MICHAEL: James, you want to say something.

JAMES: Yes. Hi, everyone. I would like to ask a question. What about lying? Is lying always wrong?

What if we lie to someone in order to not make someone feel bad about something?

**CYNTHIA:** Like what?

**JAMES:** For example, a friend is wearing something he thinks looks good on him, but you don't like it. In order not to hurt your friend's feelings, you lie and tell him you like it too. Or if someone is ill and something bad has happened that you know will make that person worse if he learns about it. Wouldn't you tell a lie if the person asked you? And would it be wrong?

**MICHAEL:** Dan?

**DAN:** I agree with James. There are instances in which lying may not be bad.

**RACHEL:** I think so, too.

#### TRACK 22

**MICHAEL:** Okay guys. I would like to recap what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion: 1. Most of us agree that... 2. However, some believe that... and. 3. Almost everybody thinks that...

## Unit 10

### TRACK 23

1. **CUSTOMER:** I need to speak with your supervisor. It's been a week and I still don't have Internet service!

**ASSISTANT:** Hold on a second, please.

**CUSTOMER:** I've been on hold for 40 minutes!

2. **ASSISTANT:** Good morning, madam. How can I help you?

**CUSTOMER:** Well, you see, I bought this yesterday, but it is not working at all. No matter what I do it just doesn't work.

**ASSISTANT:** Well, you see, that model is not very good...

3. **CUSTOMER:** I want to talk to the supervisor, please!

**ASSISTANT:** What's the problem, sir, how can I help you?

**CUSTOMER:** I bought this shirt last week, and look at it!

### TRACK 24

**SALESPERSON:** Good morning. How can I help you?

**HUMBERTO:** Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got really upset, so I decided to complain in person! I'd like a refund!

**SALESPERSON:** I understand, but our company policy does not permit refunds, as you can see from this receipt.

**HUMBERTO:** I see. However, I think I deserve some compensation for this.

**SALESPERSON:** Let me talk to my supervisor to see what we can do.

**SUPERVISOR:** Good morning, sir. I apologize for this situation. Unfortunately, the company policy does not allow refunds.

**HUMBERTO:** Yes, your colleague told me that.

**SUPERVISOR:** I can give you the style you ordered online right now. And to compensate for the inconvenience, I can offer you a 40% discount on your next purchase with us. Is that okay?

**HUMBERTO:** That's fantastic! Thank you.

### TRACK 25

1. **SALESPERSON:** Good afternoon, sir. Welcome to Bolt Electronics. How may I help you?

**CUSTOMER:** I bought a camera, but it doesn't work.

**SALESPERSON:** I see. Come this way... May I have a look at the receipt?

**CUSTOMER:** I don't have the receipt with me. I think I threw it away.



**SALESPERSON:** You don't have the receipt? Could you tell me what happened, please?

**CUSTOMER:** I bought this camera two weeks ago and it has already stopped working twice. I brought it here for repairs two days ago and your colleague said it was repaired, but it's still not working. I would like a refund.

**SALESPERSON:** I'm so sorry for this, sir. Under the terms of your warranty, we cannot give you a refund because we need evidence of purchase.

**CUSTOMER:** Unbelievable! Can I talk to your supervisor?

2. **CALL CENTER ASSISTANT:** Hello, this is customer support, Sue speaking.

**CUSTOMER:** Good morning! I'm calling about a cellphone that I just bought.

**CALL CENTER ASSISTANT:** I see. What seems to be the problem?

**CUSTOMER:** It's damaged! The screen is broken, so I'll need to return it. I'm very disappointed because it was a gift for my son's birthday, and now I don't have a present for him.

**CALL CENTER ASSISTANT:** I understand how you feel. Please give me the reference number and let me see if we can send you a replacement by express delivery.

**CUSTOMER:** Oh, that would be great! Thanks. The reference number is...

3. **VOICE RECORDED ON ANSWERING MACHINE:** Thanks for calling the complaints department of BookArt bookshop. Unfortunately, we cannot take your call. Please let us know about your problem after the tone.

**CUSTOMER:** Er...er... My name is Jane Evans and er.... I am calling to say I still haven't received the books I ordered from your website over three weeks ago. I called this number last week and a colleague of yours told me that they would arrive by Monday. Well, it's Wednesday now, and there's still no sign of them. Can you please check that my order has been sent? Thank you.

4. **CUSTOMER:** Excuse me. Can you help me?

**SALESPERSON:** Morning. Welcome to Video Planet. What do you want?

**CUSTOMER:** Morning. I recently bought a video game from your online catalogue.

**SALESPERSON:** So?

**CUSTOMER:** So? Well... you sent me the wrong game!

**SALESPERSON:** Well, that's not my problem.

**CUSTOMER:** Excuse me?!

**SALESPERSON:** You bought it online, so make your complaint online.

## TRACK 26

I'm calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.

I bought a camera, but it doesn't work. I brought it here for repairs two days ago, and your colleague said it was repaired, but it's still not working. I would like a refund.

## TRACK 27

**SALESPERSON:** Good morning, sir. How can I help you?

**CUSTOMER:** Good morning. I'd like to exchange this coffee maker, please.

**SALESPERSON:** What's the problem?

**CUSTOMER:** It doesn't heat water. The coffee is cold all the time.

**SALESPERSON:** Can I see the receipt for your purchase, please?

**CUSTOMER:** I'm afraid I don't have it. But I'm sure you can help me solve this problem.

**SALESPERSON:** Without your receipt, I can't do anything. I'm sorry.

**CUSTOMER:** Unbelievable!

**SALESPERSON:** I wish I could help you. I can't do anything without a receipt.

**CUSTOMER:** This is annoying! I would like you to exchange it, please.

**SALESPERSON:** I understand how you feel, sir.

**CUSTOMER:** No, you don't. I'm really disappointed.

**SALESPERSON:** Let me call the manager. We'll see what we can do. Hold on.

**CUSTOMER:** Certainly. You know what? This is making me angry. I don't want to exchange the coffee maker anymore. I want a refund.

**SALESPERSON:** OK, sir. We can give you a refund. Just fill out this form, please.

**CUSTOMER:** Now, that's what I call good customer service.

**SALESPERSON:** Sorry about the inconvenience, sir.

**CUSTOMER:** That's OK. Thank you.

## TRACK 28

a. Good afternoon. Welcome to Harry's Store.

b. I said I want my money back! I don't want a replacement!

c. Here you are. I brought this extra pair in case you want to see a different option.

d. Oh, there aren't many people before us. We should be out very quickly.

## Glossary

**Brainstorming:** generating ideas centered on a particular topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole class activity.

**Conveying meaning:** making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, examples or paraphrasing.

**Elicitation:** having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

**Functional language:** language that is meant to achieve a particular purpose, e.g. a request or a promise.

**Mind map:** a diagram (= simple outline) with lines and circles for organizing information, so that it is easier to use or remember.

**Monitoring:** watching and listening, without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems students are having so as to be able to give them feedback.

**Portfolio:** a method of testing where students are given a grade for a selection of work that they have put together over time instead of or in addition to grading them simply on a final test.

**Scanning:** a way of reading quickly. Scanning means looking for specific information and is only really possible with things that really stand out, such as numbers, long words and words starting with capital letters.

**Self-evaluation:** having students reflect on and judge their own progress. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.

**Skimming:** a way of reading quickly. Skimming is reading through a text very quickly, for example to find out what each paragraph is about before you look at comprehension questions, or to check whether the text is something you want to read or describes something you really want to buy.

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