

ENGLISH



120692

2

SECONDARY

120692

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# BACKPACKERS

ACTIVITY BOOK



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Welcome to *Backpackers, 2<sup>nd</sup> Secondary*. This book will be your guide for this school year.

**UNIT 1**  
Encounter of cultures

**Environmental, literary and recreational**

- Generate a list of activities: Understanding oneself and others.

**Learning goals**

- Identify the key features.
- Read and understand the general meaning, main ideas and details of the text.
- Use the text to generate oral and written products.

**Product**

- Compare and contrast.

**Reading habits**

- Monitor and evaluate your own reading.

**GETTING READY**

- Read the definition of culture and discuss if you agree or disagree with it.  
Culture is the set of ideas, values, and social behavior of a particular people or society.
- In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.
  - In your opinion, what does the picture show?
  - What are the people doing?
  - How do you feel about it?
  - What do you think about the people in the picture? Do you think they are happy or sad?
  - Why do you think that?
- Tick (✓) the aspects that you think define a culture.
 

Language	Religion
Science	Food
Money	Music
Traditions	Games
- Work in pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.

**Check your progress**

1. Read and listen to the text. Write a list of 5 differences between the two countries. Discuss with the class.

**LESSON 1: Reading**

**ON THE ROAD**

**LESSON 1: Reading**

1. Before you read, take a quick look at the title of the text in activity 2. What do you think the text will be about? Discuss with your classmates.

2. Read and listen to the text. Check your ideas in activity 1.

**Living between two cultures**

Using in two diverse cultures has its benefits and challenges. Although I live in the U.S., my parents emigrated from the U.S. from Latin America. I understand the culture of my parents and the culture of the U.S. I speak Spanish and English. I have learned to speak both languages, including English. I had a variety of foods and traditions from my parents' culture. I had to learn to do with my religion and culture. It is very fun when I get to interact with people of my religion and speak in their own language. It is also a benefit because I can communicate with people from different backgrounds and learn new things about their culture. I always try to respect other people's traditions, customs, and beliefs.

Using in two diverse cultures has a major advantage on the other hand: there are many obstacles to being part of two cultures. We cannot be bilingual and speak both languages at the same time. This is a challenge because I have to learn to speak both languages, including English. I had a variety of foods and traditions from my parents' culture. I had to learn to do with my religion and culture. It is very fun when I get to interact with people of my religion and speak in their own language. It is also a benefit because I can communicate with people from different backgrounds and learn new things about their culture. I always try to respect other people's traditions, customs, and beliefs.

**Check your progress**

1. Read and listen to the text. Write a list of 5 differences between the two countries. Discuss with the class.

**Getting ready** An introductory section with attractive and motivating photos that illustrate the topic of the unit. This section sets the learning goals and proposes brief activities that intend to motivate you, as well as evaluating how much you already know about the unit.

With three to four **lessons** per unit, covering different learning goals of the same social practice.

**Towards the product**

**Comparative table between cultures**

1. Read the text and listen to the audio. Write a list of 5 differences between the two countries. Discuss with the class.

2. Work in pairs, agree your opinion about the information you have found in activity 1.

**FINAL CHECK**

**CHECK YOUR PROGRESS**

1. Read and listen to the text. Write a list of 5 differences between the two countries. Discuss with the class.

**Comparing Japanese and Chinese Cultures**

Japanese culture has been greatly influenced by the Chinese culture, but they differ in many aspects. While there are similarities, there are also differences. In Japan, people follow a very strict approach. While in China, people are more relaxed and open to change. In Japan, people follow a very strict approach. While in China, people are more relaxed and open to change. In Japan, people follow a very strict approach. While in China, people are more relaxed and open to change.

**Check your progress**

1. Read and listen to the text. Write a list of 5 differences between the two countries. Discuss with the class.

2. Work in pairs, agree your opinion about the information you have found in activity 1.

**Product**

**Work in groups. Share your list of questions and answers. (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 13) in your portfolio.**

**Take turns to present contrasts between the country you chose and your own. As a group, choose the most interesting ideas.**

**Complete the table on a piece of paper.**

	Essential	Optional
...		

**Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.**

**Put all the posters together and display them in a table place of the classroom. Discuss content of cultural aspects to the rest of the class. Use questions from all the texts throughout the unit as a guide.**

**Reflect on your product**

1. Do you think you learned something new? Yes / No

2. How do you feel about the work of the final product? Yes / No

3. How do you feel about the work of the final product? Yes / No

4. If most of your answers are positive, check the piece of the product again, with the help of your teacher.

**Reading Booklet** A special activity that connects the social practice of the language with the corresponding text in the Reading Booklet.

**Towards the Product** Subproducts that prepare you for the final product at the end of the unit.

Two instances of **evaluation**, during and at the end of the unit **Check your progress** and **Final check**.

A **Product** at the end of each unit, to put into practice what you have learned during the unit.

**Evaluating the Product** A tool that helps you evaluate your own performance during the elaboration and presentation of the Product.



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# UNIT 1

- **Social practice of the language:**  
Read brief literary essays to contrast cultural aspects.

## Encounter of cultures



- **Environment:** Literary and recreational
- **Communicative activity:** Understanding oneself and others.

### Learning goals

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

### Product


- Comparative table.

### Reading booklet

- *Mexican and American Culture*



## GETTING READY

- 1  Read this definition of culture and discuss if you agree or disagree with it.

Culture is the set of ideas, customs, and social behaviour of a particular people or society.

- 2  In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

A: In your opinion, what does the picture show?

B: The picture shows...

A: How do cultures vary?

B: We believe (there are)...

A: When people from other countries think about your culture, what do they usually think of?

B: They usually think (that)...

- 3 Tick (✓) the aspects that you think define a culture.

Language

Recreation

Science


Food

Money

Nature

Traditions

Clothes

- 4  In pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.





## LESSON 1: Revising essays

1 Before you read, take a quick look at the title of the text in activity 2. What do you think the text will be about? Discuss with your classmates.

2 Read and listen to the text. Check your ideas in activity 1.



# Living between two cultures



Glossary page 186

Living in two diverse cultures has its benefits and challenges. Although I was born in America, my parents emigrated to the U.S from Sri Lanka. Sri Lanka is an island off the coast of India. The customs and traditions are the same in India as they are in Sri Lanka.

Although my family and I live in the U.S, we follow the customs and traditions of Sri Lanka and India. I have learned to speak three languages, including English. I eat a variety of foods and celebrate different holidays that have to do with my religion and culture. It is very fun when I get to interact with people of my nationality and speak to them in a different language. It is also a benefit because I celebrate with all my family; we have different foods and learn new things about my culture. I always try to incorporate both American and Indian traditions, customs, and foods.

Adapted from: Living between two cultures. Retrieved from [https://www.teenink.com/nonfiction/travel\\_culture/article/465558/Living-Between-Two-Cultures/](https://www.teenink.com/nonfiction/travel_culture/article/465558/Living-Between-Two-Cultures/)

Living in two cultures can be a major advantage; on the other hand, there are many setbacks to being part of two cultures. My cousins, my siblings, and I are the only ones born out of Sri Lanka. Speaking a language at home and speaking another language in school can get confusing. This is because sometimes I have trouble expressing my thoughts in English because they can only be said in the other language I speak. At home I speak both English and Tamil, but I mostly speak Tamil.

Sometimes my culture makes me feel left out from others because I feel too different. I am more close to my culture in Sri Lanka than I am here in the U.S. I try not to think of two cultures as a setback, but as an advantage of being able to participate in different celebrations and be a part of my American and Indian friends.

### Making connections

Are there many people of several cultures in your own country? Do they experience similar advantages and setbacks?

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### Self-assessment

I can comprehend a brief literary essay.

Yes

No

I can appreciate cultural diversity

Yes

No

If most of your answers are insufficient, check the text again with the help of your teacher.



## LESSON 2: Understanding general ideas and details

1 Read the text again and answer the following questions.

a. What is the purpose of the text?

---

---

b. Does the author feel more American than Indian or vice versa? How do you know?

---

---

c. Which advantages does the author of the essay have living between two cultures?

---

---

d. Which setbacks does the author mention?


---

---

e. Is the author positive or negative about living between two cultures?

---

---

2  Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

In my opinion,

I think

As far as I am concerned,


**Example:**

- *In my opinion, the purpose of the text is to compare two cultures.*
- *I think the text is entertaining.*
- *As far as I am concerned, living in two countries is a positive experience.*

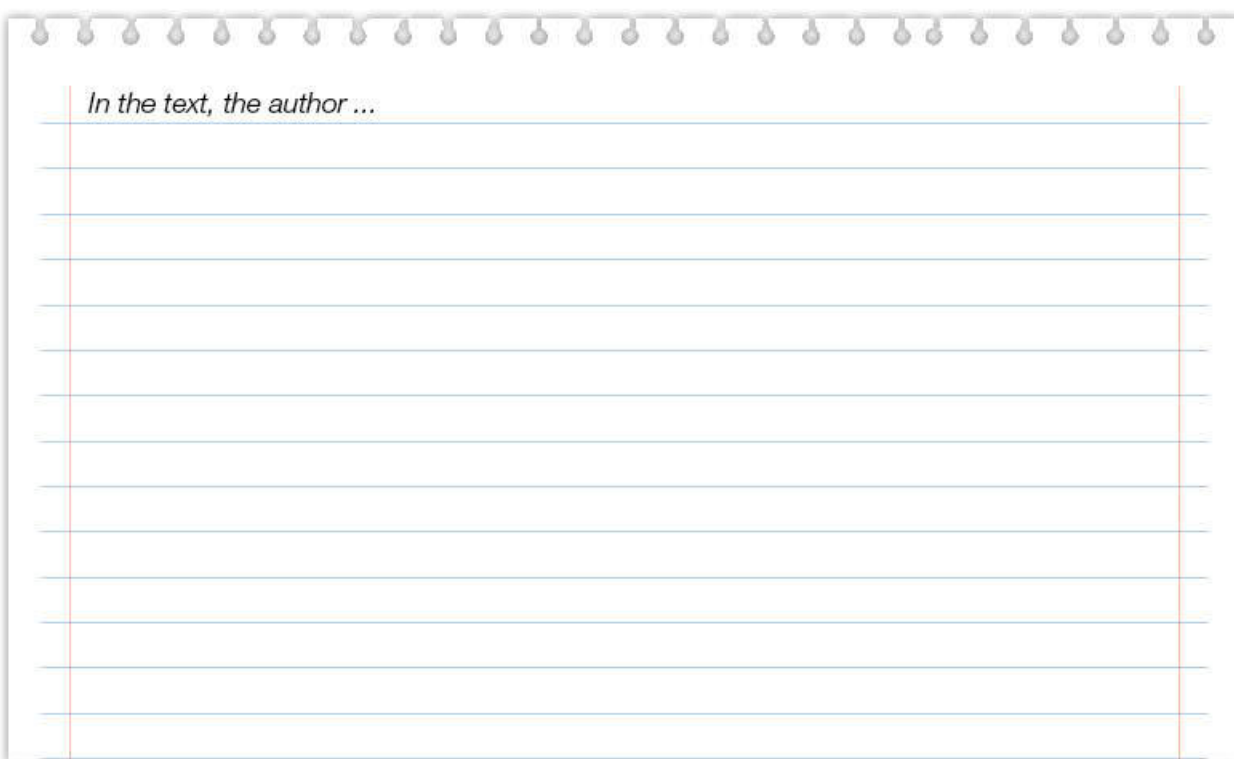
- 3  Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

**Statement a.** When people live between two cultures, they must face more negative aspects than positive ones. Do you agree?


**Statement b.** There are certain foreign customs that the author does not enjoy very much. Why do you think that happens?

- 4  In groups, check your answers to activity 3. Find evidence in the text to support your ideas and underline it.

- 5 Paraphrase the information in the text.



In the text, the author ...

- 6  In pairs, take turns to ask and answer questions about the text on page 8. Use the activities on page 9 as a model and follow the example below.

**Example:**

**A:** *What do you think about the author's life living between two cultures?*

**B:** *I figure out it's like...*

**Learning to learn**

Underlining key ideas is an effective strategy for reading comprehension.

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- 2 Find three contrasting ideas in the essay and paraphrase them using different expressions to make contrasts.

**Example:** *China is formal and hierarchical, while the USA is much more informal.*


*China is formal and hierarchical. On the other hand, America is much more informal.*

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_


b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 3  Share the ideas in activity 2, contrasting the cultural aspects of China and the United States.

- 4  In pairs, compare the aspects in the essay. Take notes and complete the table.

Cultural aspect	China	USA	Your country

- 5  Compare and contrast China, USA, and Mexico using the words and expressions on page 11.

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☰ Towards the product 🔍 | ✕ **Comparative table between cultures** 👤👤👤

**SUBPRODUCT 1: List of questions and answers**

**a.** Using the questions on page 9 and 11 as an example, write a short set of questions about the two essays you have read in the unit, and answer them with your class.  
**Example:** *What is the purpose of the text?*  
*Which advantages does the author mention?*

**b.** If possible, find more essays about cultural differences. Read them and create more questions to add to your list. Answer the questions.

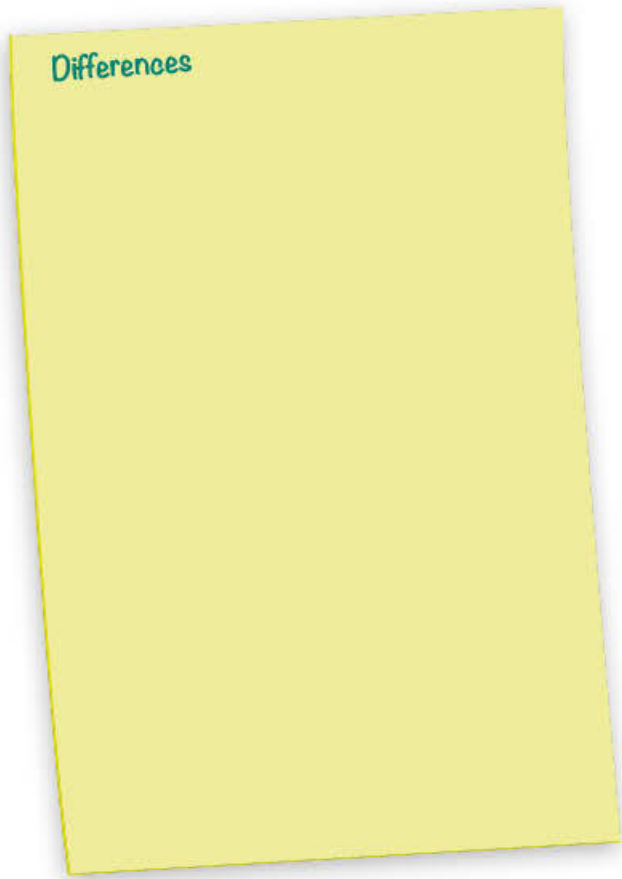
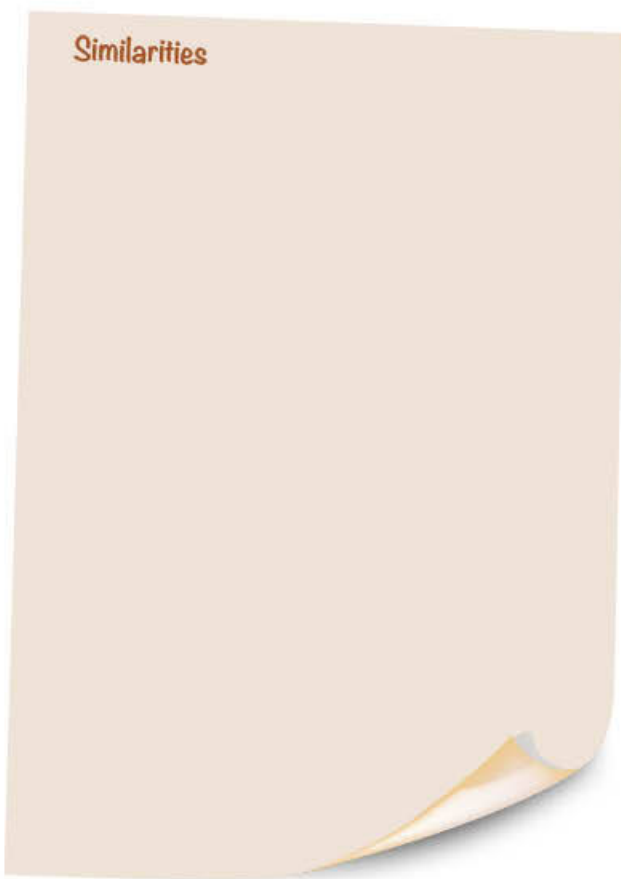
**c.** Include your list of questions and answers in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Park Ln      Ro

**6** 🎧 **6** Read the text *Mexican and American Culture* in your Reading Booklet. Discover evidence of similarities and differences in the text between these two countries. Take notes.



**7** 👤👤 In pairs, express your opinion about the information you have found in activity 6.

# CHECK YOUR PROGRESS



- I. Read and listen to this essay. What are the differences between both countries? Discuss with the class.

## Comparing Japanese and Chinese Cultures

Japanese culture has been greatly influenced by the Chinese culture, but they are almost as different from each other as any two neighboring countries can ever be.

### Some similarities

To begin the comparison, both are typical Asian cultures. Many of the traditions in both old cultures are around family structure and social hierarchy.

Most people in both countries have adopted Western clothes as the usual dress, and traditional ones are used occasionally for celebrations and festivities. However, in spite of all the Western influence, both countries still follow their own language and script, and even though Christmas is an important event, both countries have their own festivals and celebrations.

Thanks to the continuous exchanges between people, both societies share aspects in music, arts, sculpture and architecture. Lastly, the popularity of martial arts is a common feature in both societies. On the other hand, there may be differences in Japanese and Chinese martial arts techniques.

### Main differences

The level of self-discipline expected from a Japanese is very high. Even in conversation with each other, Japanese people follow a very polite approach.

While in Japan it would not be easy to come across disputes in public, people shouting at each other, or other signs of social stress, China poses the picture of a typical developing country, with a less common level of politeness.

Japanese food does not have much in common with Chinese food, which is spicy and involves a lot of frying and cooking. In contrast, the Japanese food is far less spicy, and has very delicate flavors compared to other local foods in Asia.

Honor and hard work are two important characteristics of the Japanese culture today. Compared to their Chinese counterparts, the Japanese tend to be more hard working.



Adapted from: Know Japanese and Chinese Cultural Similarities and Differences. Retrieved from <https://travelandculture.expertscolumn.com/comparing-japanese-chinese-cultures>

- II. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

- III. Evaluate your progress according to your performance in Lessons 1 - 3.

### Assessment

I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

8  Listen to Peter and Ly-Sen talking about life in China and USA.

**Peter:** Ly-Sen, what differences do you find between life in the USA and in China?

**Ly-Sen:** Chinese people have different meanings to define friends. *Friend* in China means lifelong friends who feel obligated to give each other whatever help that is required.

**Peter:** In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.

**Ly-Sen:** Yes, I see. Also, in China, we like to save money. We are very conservative when planning to spend money. What about money in the US?


**Peter:** Well ... the truth is that few families save money for emergency or education in the USA.

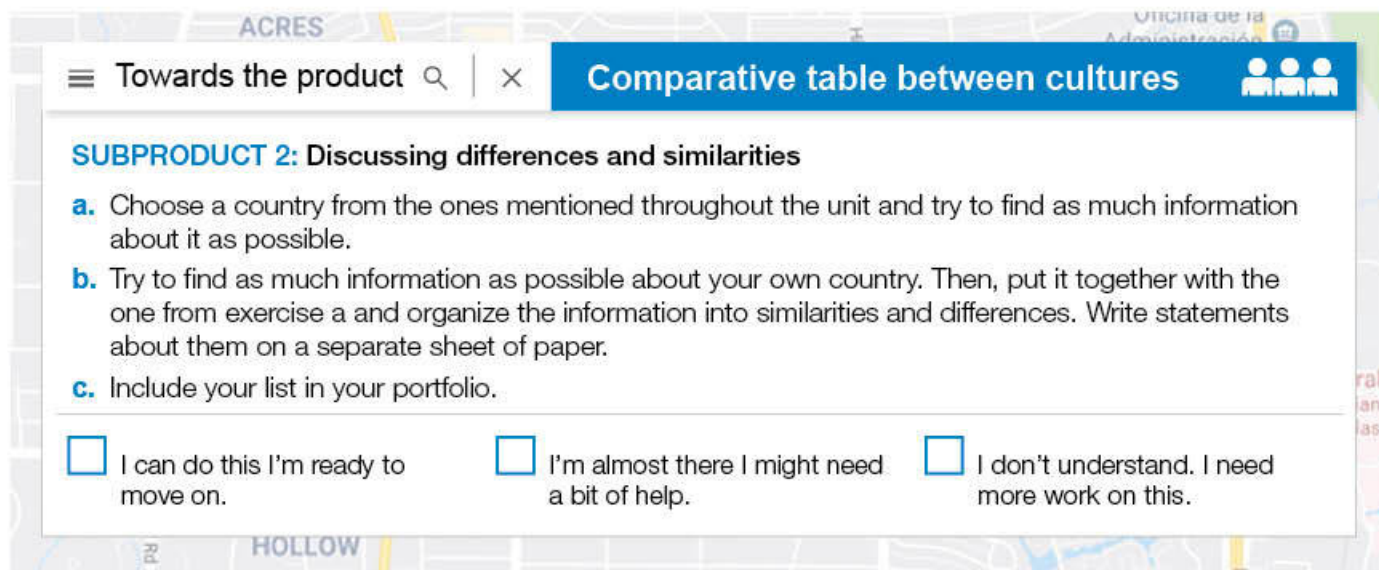
**Ly-Sen:** Family life is different in China too. Most families live with their elders because they are treated with enormous respect.

**Peter:** In the USA it is very different, older Americans rarely live with their children.

**Ly-Sen:** I see our cultures are very different Peter!




**Peter:** Yes they are!

9  Follow the model in activity 8 and write a short dialogue about the cultural differences between the USA, China, and Mexico. Practice it with a partner and check with your teacher.



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Towards the product   **Comparative table between cultures** 

**SUBPRODUCT 2: Discussing differences and similarities**


- Choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible.
- Try to find as much information as possible about your own country. Then, put it together with the one from exercise a and organize the information into similarities and differences. Write statements about them on a separate sheet of paper.
- Include your list in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.


HOLLOW



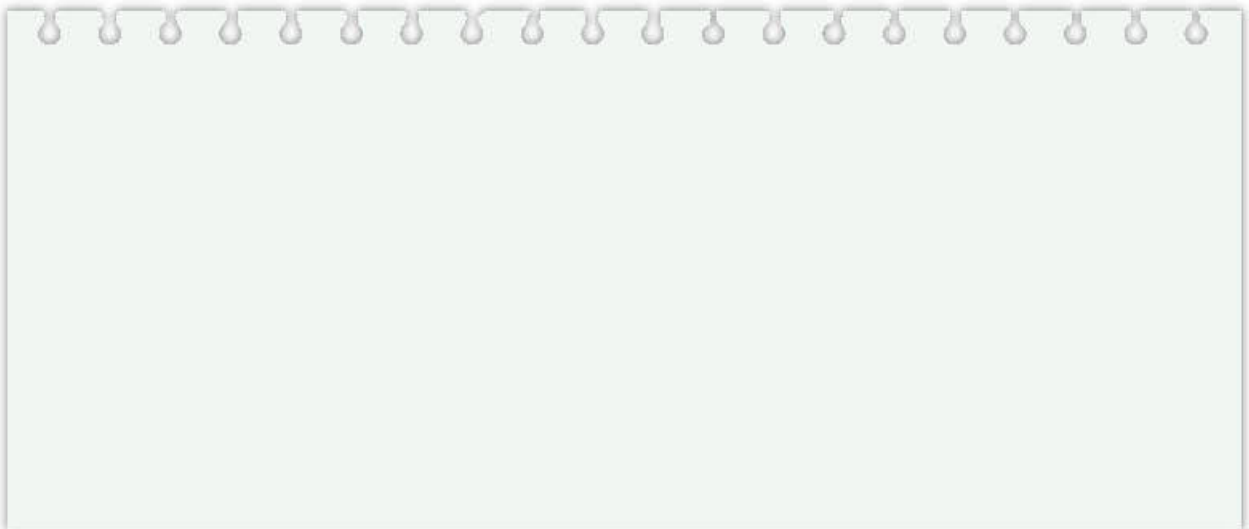
To find information about different countries, you may use the following link: <https://www.infoplease.com/countries>

10  What do you know about family life in these three cultures? Discuss with your partner.



11  Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.


Example: *In India, family life is ... In contrast, in Asia ...*





12 Complete the table with your observations.

Culture	Observations
Culture	Family importance, ...

13  Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher. Then, write your answer in the space provided.



## FINAL DESTINATION



### Comparative table between cultures

Product Unit 1

SAVE NEARBY SITES SEND YOUR PHONE SHARE

Add a missing site  
Add a tag

#### USEFUL LANGUAGE

- ★ On the contrary
- ★ In contrast
- ★ At the same time
- ★ Another similarity / difference is...

- 1 Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.
- 2 Take turns to suggest contrasts between the country you chose and your own. As a group, choose the most interesting ideas.
- 3 Complete this table on a piece of paper.

Similarities	Differences

- 4 Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.
- 5 Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.

### Reflect on your product

Did we do enough research and preparation? Yes No

Are we pleased with the quality of the final product? Yes No

Have we finished the product successfully? Yes No

If most of your answers are insufficient, check the steps of the product again, with the help of your teacher.



- I. Read and listen to the essay. Is this custom similar in your country? Discuss with the class.

## Besos:

## The Latin American kissing culture

So I heard about the Latin American culture of kissing as a way of greeting, but for some reason, I still imagined it as an occurrence between people who knew each other well. After all, that has been my experience a bit in Europe, even in Russian culture...

But I got a kiss on the cheek as soon as I got to Buenos Aires... from my flight attendant. Then my gym class instructors - you just walk in to class and are expected to kiss them - both men and women! My boxing class gym partner, my massage therapist. I recently went to a meetup where some new people walking in would walk around in a circle and kiss everyone who was already there!

At first I would be super awkward. When an unexpected person I don't know put out their cheek for kisses, I had to

think about it and remember to be culturally appropriate! Some figure out that I'm American, so they don't go in for a kiss after all and I don't push for it. But after two months, I have gotten over my shock and I am at least at a point where I am expecting it and know what to do.

Overall, I definitely like the idea of it. Why shouldn't you kiss your massage therapist? And when people in the meetup walked around and personally kissed everyone, it made for a super warm community atmosphere right away, cutting out on the awkwardness. I think the world would be a better place if everyone kissed each other as greeting, although it would be a lot to get used to for me and I'm sure a lot of the rest of the world!

**Adapted from:** Besos: The Latin American kissing culture.

Retrieved from <https://www.natashathenomad.com/latin-america-kissing-culture>

- II. Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.
- III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check the whole unit again with the help of your teacher.



# UNIT 2

• Social practice of the language:  
Produce instructions to be prepared for a situation of risk derived from a natural phenomena.

# Environmental emergencies



- **Environment:** Academic and educational.
- **Communicative activity:** Interpretation and follow-up of instructions.

### Learning goals

- select and review instruction manuals.
- read and understand instruction manuals.
- write instructions.
- edit instructive manuals.

### Product


- Posters with instructions

### Reading booklet

- *List of tips to survive in different emergency situations*



## GETTING READY

- 1  Have a look at the picture on page 20. In groups, describe what you see.
- 2 Explain the natural disasters in the pictures with your own words.



Tornado: \_\_\_\_\_  
\_\_\_\_\_



Earthquake: \_\_\_\_\_  
\_\_\_\_\_



Wildfire: \_\_\_\_\_  
\_\_\_\_\_



Tsunami: \_\_\_\_\_  
\_\_\_\_\_

- 3  Discuss the questions with your partner.

- a. Have you ever been in a situation like this? When?
- b. What did you do?




For more information about natural disasters in Mexico during the year 2018, visit  
<https://www.theguardian.com/world/live/2017/sep/21/mexico-earthquake-search-for-survivors-live-frida-sofia-updates>  
<https://edition.cnn.com/2017/09/23/americas/mexico-oaxaca-earthquake/index.html>



## LESSON 1: Revising and selecting instruction manuals

1 Look at the text below. Predict what it is about. Write your prediction in the space provided.

2 Read and listen to the text. Check your ideas in activity 1.



**Popocatepetl Volcano**

The Popocatepetl is a volcano that is one of the largest volcanoes in North America. It is located in the middle of this country, between the states of Mexico, Puebla, and Morelos, close to Mexico City.

Inhabitants of Mexico City need to consider that only those living next to the volcano need to have an emergency plan and be aware of the alerts issued by the Civil Protection Agency.

If **ashes** were to fall in Mexico City, the recommendations are:

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- 1 Protect eyes, nose and mouth in case you need to leave the house.
- 2 Close doors and windows and **seal cracks** and **clefts** to prevent the ashes from entering buildings.
- 3 Use **dusters** to clean furniture without scratching any surfaces.
- 4 Cover water deposits, appliances and engines to prevent deterioration from ashes.
- 5 Cover **sewers** and water outlets to prevent **clogging**.

Adapted from: Mexico City - Environmental Emergencies. Retrieved from [http://paguro.net/destinations/moving-to-mexico/all-documents-mexicocity/mexico\\_mexicocity\\_environmentalemergency](http://paguro.net/destinations/moving-to-mexico/all-documents-mexicocity/mexico_mexicocity_environmentalemergency)

3 Discuss these questions with your partner.

- a. What kind of information does the text give?
- b. What is its purpose?

4  Read the title of the text. Discuss what to do before, during and after this situation.

5  Read and listen to the text. Are your ideas in activity 4 similar or different to the ones in the text?

# Before, during, and after an earthquake

**Firstly**, talk to your family and agree to stay in one same room inside or stay outside. If it is required, do so calmly and in an orderly manner, following instructions from authorities.

**Secondly**, pay attention during evacuation **drills**, which are commonplace in this city. Identify the most solid/safest **spots** in the building, main exits and emergency exits.

**Next**, go to the safest spot previously identified. If you are at your house or at ground level, leave the building and go to open space. On your way out, cover your head with your hands, stay away from objects that could **slide**, fall or break. Do not use elevators. Earthquakes usually last a few seconds.

**After** strong earthquakes, usually less intense **earth shakes** can be felt. Stay away from damaged buildings and deteriorated areas.

**Finally**, call for help if needed, and use the phone only for emergencies. Turn the radio on to get information and see whether any area in the city has been affected.



Glossary page 186

Taken from: Mexico City - Environmental Emergencies.  
Retrieved from [http://paguro.net/destinations/moving-to-mexico/all-documents-mexicocity/mexico\\_mexicocity\\_environmentalemergency](http://paguro.net/destinations/moving-to-mexico/all-documents-mexicocity/mexico_mexicocity_environmentalemergency)

6  In groups, discuss the following questions.

- What is the text about?
- Is this information important? Why?
- Have you ever been in a situation like this?
- Do you think it is a risky situation? Why?
- Do you know the meaning of the the words in red? What do they do in the text?

## >>> PRODUCING INSTRUCTIONS TO PREPARE FOR A RISKY SITUATION DERIVED FROM A NATURAL PHENOMENON >>>>>>>>


- > Use words like *firstly*, *secondly*, *thirdly*, *next*, *after*, *finally* to indicate the order in which the instructions must be followed.

**Example:**

*Firstly*, talk to your family.

*Secondly*, pay attention during evacuation drills.

*Finally*, call for help.


- 7**  In groups, listen and read the conversation about a tornado emergency. Pay attention to the use of the underlined words.

**Roberto:** What should you do if you receive a tornado warning?


**Rose:** First, listen to local news to stay informed about watches and warnings. Then, pick a safe room in your home. This should be a basement or an interior room on the lowest floor with no windows.

**Roberto:** What do I do after a tornado?

**Rose:** Continue listening to local news and stay out of damaged buildings. Finally, if you are away from home, return only when authorities say it is safe to do so.

- 8**  Choose a natural phenomenon emergency and have a conversation about the instructions to follow. Follow the model in activity 7 and remember to use the underlined words.



- a. a volcano eruption
- b. an earthquake

- 9**  Write a brief and summarized instruction manual of the steps to follow in the emergency situation you chose in activity 8. Then, share it with a partner. Check with your teacher.





## LESSON 2: Comprehending instruction manuals

-  Look at the instruction manual. What kind of instructions do you think are given to face this emergency? Discuss.
-  Now read and listen to the text. Check your ideas in activity 1.



Glossary page 186

### What should I do to prepare for a tornado?

It is important that you pick a safe room in your home where **household** members and pets may **gather** during a tornado. This should be a **basement**, **storm cellar** or an interior room on the lowest floor with no windows.

### What should I do if a tornado is threatening?

- ✓ If no underground shelter or safe room is available, a small, windowless interior room or hallway on the lowest level of a **sturdy** building is the safest alternative.
- ✓ If you are caught outdoors, it is necessary that you seek **shelter** in a basement, shelter or sturdy building. If you cannot quickly walk to a shelter.

### What do I do after a tornado?

- ✓ Stay out of **damaged** buildings.
- ✓ Use battery-powered flashlights when examining buildings—do NOT use candles.
- ✓ If you smell gas or hear a blowing or **hissing** noise, you must be alert. This is dangerous, so open a window and get everyone out of the building quickly and call the gas company or fire department.
- ✓ Take pictures of damage, both of the building and its contents, for insurance claims.

Use the telephone only for emergency calls.



Adapted from: Be Red Cross ready. Retrieved from [https://www.redcross.org/images/MEDIA\\_CustomProductCatalog/m4340177\\_Tornado.pdf](https://www.redcross.org/images/MEDIA_CustomProductCatalog/m4340177_Tornado.pdf)

-  In pairs, take turns to ask and answer the following questions. Use sequenced steps, instructions and the underlined expressions.
  - What should you do to prepare for a tornado?
  - What should you do if a tornado is threatening?
  - What should you do after a tornado?


**SUBPRODUCT 1: List of emergency situations.**

- Go back to the environmental emergencies you have studied so far, and read the texts again.
- Make a list of all the environmental emergencies in a separate sheet of paper.

**Example:**

*Earthquake, tornado, tsunami, etc.*

- You can also add more emergencies to your list.
- Include your list in your portfolio.

I can do this I'm ready to move on.

I'm almost there. I might need a bit of extra help.

I don't understand. I need more work on this.

- 4 Read and listen to the text *List of tips to survive in different emergency situations* in your Reading Booklet. Complete the table writing a list of what to do and what not to do in case of emergency situations.

What to do	What not to do

**Self-assessment**

I can read and comprehend instruction manuals	Yes	No
---	-----	----

I can work in groups using reading strategies	Yes	No
---	-----	----

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

# CHECK YOUR PROGRESS



- I. Read and listen to the infographic. Discuss the type of emergency with your partner.

## In Case of Earthquake

**Tremor**

**Use the stairs**

**Do not use the elevator**

**Get under desk and hold on**

**Stay away from utility wires**

**Cover your head and neck**

**Do not stand at a doorway**

**Stay away from potentially dangerous objects**

**Drive to clear area and avoid bridges**

- II. Look at the pictures in activity I again. Take turns to make questions and answers about the steps to follow in the emergency situation. Follow the example.

**Example:**

**A:** According to this information, what do you have to do in case of this kind of emergency?

**B:** First...then....next...

- III. Evaluate your progress according to your performance in Lessons 1 and 2.

### Assessment

I can read and understand instructions.	Accomplished	Almost accomplished	Need more work
I can produce instructions to face an emergency situation derived from a natural phenomenon.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

## LESSON 3: Writing instructions

- 1 Put the safety measures during an emergency evacuation procedures in the correct order.



### Safety measures during emergency evacuation procedures

- Then, assist any person in immediate danger, but only if it is safe to do so.
- After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all-clear has been given.
- First, cease all activity and secure personal valuables when hearing an evacuation alarm.
- Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.
- Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.

- 2 Listen to the recording and check your answers to activity 1.

- 3 Imagine that your family is preparing a disaster kit for an emergency situation. Use the expressions in the box and write a list of the elements you require. Follow the example.

Example: *First, get a container for the kit. Secondly, collect Hygiene products such as Toilet paper...*

food and drink    medical supplies    personal hygiene-tools    technology


- 4 In pairs, tell each other how to protect your life in an emergency situation. Then write your ideas using the expressions below in your notebook.

- *It is important that...*
- *If it is not necessary...*
- *It is dangerous to...*

5 Complete the conversation with the information in the box.

- a. we must be alert since a warning may come at any moment.
- b. the most dangerous period in which you may approach
- c. such as
- d. This is dangerous as you may not see.
- e. For example
- f. if the site you have decided to stay

A: How long does a hurricane last?

B: Usually two or three days.

A: Really? What is \_\_\_\_\_ the hurricane?

B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!

A: Really? Do you think it is safe?

B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, \_\_\_\_\_ is the eye of the hurricane, I think you will be probably safe.

A: \_\_\_\_\_.

B: I agree with you. So, I think \_\_\_\_\_.


A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.


B: Are you prepared for a natural disaster?

A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.

B: But there are steps we can take to be ready, aren't there?

A: Yes, there are. \_\_\_\_\_, as in the case of choosing the safest place, \_\_\_\_\_ a basement, storm cellar or an interior room.

6  Now listen to the conversation and check your answers to activity 5.

7  Choose a natural emergency situation (a – c). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.

a. volcano eruption

b. wildfire


c. earthquake

It is important that...    If it is not necessary...    It is dangerous to...  
We must be alert...    This is dangerous as you may...

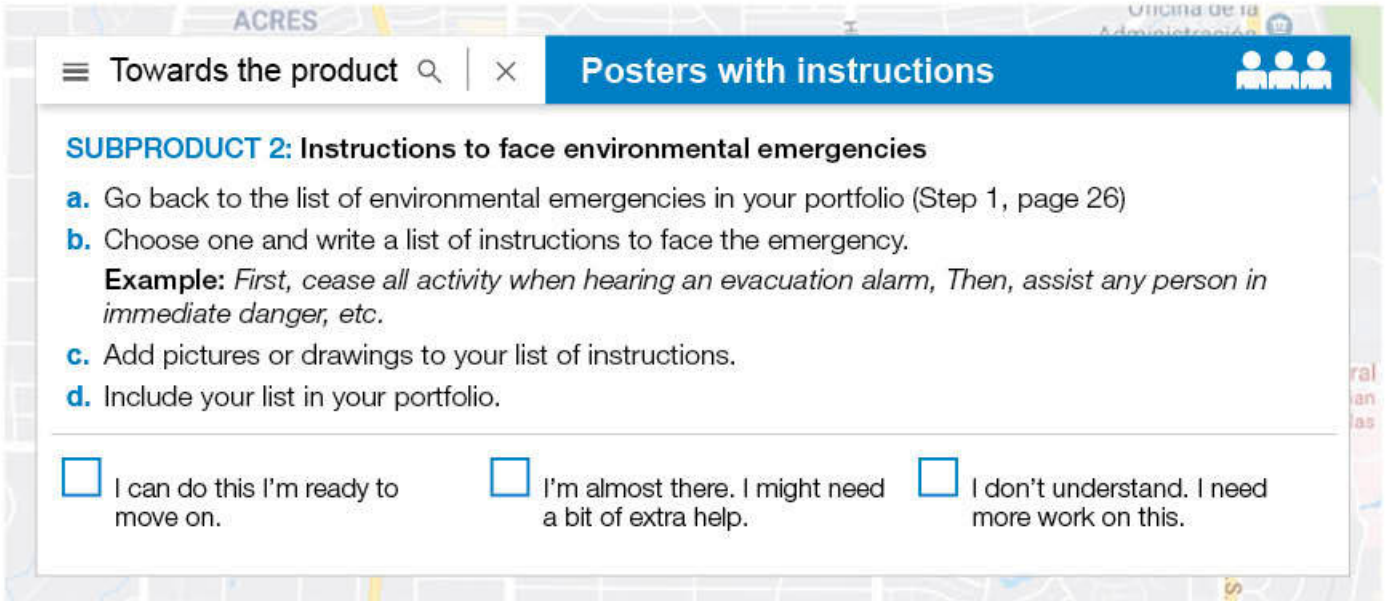
What to do: \_\_\_\_\_  
\_\_\_\_\_

What not to do: \_\_\_\_\_  
\_\_\_\_\_

## LESSON 4: Editing instruction manuals

1  Discuss these questions in your group.

- Which emergency situation is most likely to happen in your country?
- Does your school have emergency situation procedures? Which ones?




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☰ Towards the product 🔍 | ✕ Posters with instructions 👤

**SUBPRODUCT 2: Instructions to face environmental emergencies**


- Go back to the list of environmental emergencies in your portfolio (Step 1, page 26)
- Choose one and write a list of instructions to face the emergency.  
**Example:** *First, cease all activity when hearing an evacuation alarm, Then, assist any person in immediate danger, etc.*
- Add pictures or drawings to your list of instructions.
- Include your list in your portfolio.


I can do this I'm ready to move on.       I'm almost there. I might need a bit of extra help.       I don't understand. I need more work on this.

2  Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the the expressions you know.

- Earthquakes
- Tsunamis
- Hurricanes
- Volcanoes
- Tornados
- Wildfires

Emergency plan 1	Emergency plan 2

3  Chose an emergency plan in activity 2. Exchange your plans and check that your partner has used sequence words (*firstly, secondly, then, finally*).

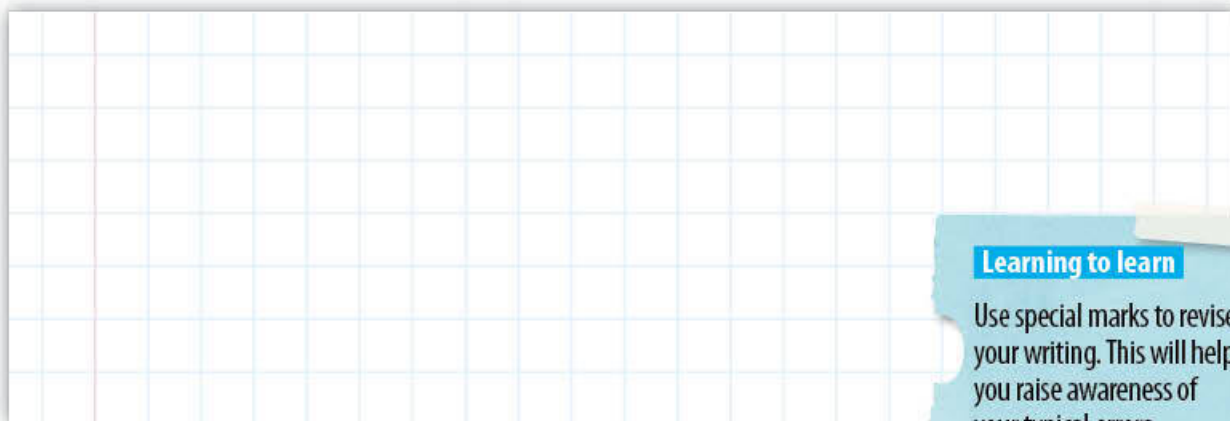
4  Now, check your partner's work paying attention to the following aspects:

- a. use of capital letters and lowercase
- b. punctuation
- c. missing words
- d. spelling
- e. the order of sentences.

5 Use the Editor's marks to check your own work.



6 Write the final version of your emergency plan.



#### Learning to learn

Use special marks to revise your writing. This will help you raise awareness of your typical errors.

#### Self-assessment

I can write instructions to be prepared for a situation of risk derived from a natural phenomenon.

Yes

No

I can revise and edit my writing

Yes

No

I can work in pairs to give and receive feedback

Yes

No

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.



## FINAL DESTINATION

Product



Posters with instructions

how to get

Product Unit 2

SAVE NEARBY SITES SEND YOUR PHONE SHARE

- Add a missing site
- Add a tag

### USEFUL LANGUAGE

- ★ Firstly, secondly, then, finally...
- ★ It is necessary that ...
- ★ ...is dangerous as you may not see...
- ★ You must be alert since a warning may come at any moment...

- 1 Open your portfolio. In groups, work with your list of environmental emergencies in Subproduct 1 (page 26) and your set of instructions and visual resources in Subproduct 2 (page 30).
- 2 As a group, check the steps, the spelling and punctuation.
- 3 Now, write the final version of the instructions on a piece of cardboard. Then, add your pictures or illustrations.
- 4 Put all the posters together and display them in a visible place of the classroom. Explain your instructions to the rest of the class, mentioning the steps to follow. Remember to use the expressions in the Useful language window as you present your product.

### Reflect on your product

Did we do enough research and preparation? Yes No

Are we pleased with the quality of the final product? Yes No

Have we finished the product successfully? Yes No

If most of your answers are insufficient, check the steps of the product again, with the help of your teacher.



# FINAL CHECK



- I. Read and listen to the text. In pairs, paraphrase what it says.

## Disaster preparedness

The first step is to create a disaster preparedness kit. Keep your supplies in an easy to carry kit. Then, store your kit in an accessible place, one that will be within reach once a disaster strikes. It's also wise to have a set of basic emergency supplies in your car and at work.

It is suggested to be prepared in a simple but complete way. There's more to disaster preparation than this basic list, but this list will inspire you to save your life.

It is important that you know that everyone's situation will vary, so you need to adapt the list to your own circumstances and the types of disasters that might occur in your region.

In addition to creating a disaster preparedness kit with the items like the ones listed below, the Red Cross also recommends taking time to:

- create an emergency plan with your family;
- educate yourself and your family about the type of disasters that might occur in your community;
- have one household member trained in first aid and CPR/AED.

### The most essential items:

1. Water
2. Food
3. Shelter
4. Medical
5. Light
6. A battery-powered AM/FM radio.
7. Cash
8. Cell Phone and Charger
9. Sanitation and Personal Hygiene Items
10. Personal Documents



Adapted from: Health & Wellness, Retrieved from <http://alwaywellwithin.com/2011/03/22/10-important-ways-to-prepare-for-a-disaster/>

- II. Choose one environmental emergency from the box. Create an emergency plan and share it with your partner.

earthquakes    hurricanes    tornados    tsunamis    volcanoes    wildfires

What to do	What not to do

- III. Evaluate your progress according to your performance in the Unit.

**Assessment**

I can recognize instruction manuals	Accomplished	Almost accomplished	Need more work
I can read and understand instruction manuals	Accomplished	Almost accomplished	Need more work
I can produce instructions to face an emergency situation derived from a natural phenomenon	Accomplished	Almost accomplished	Need more work

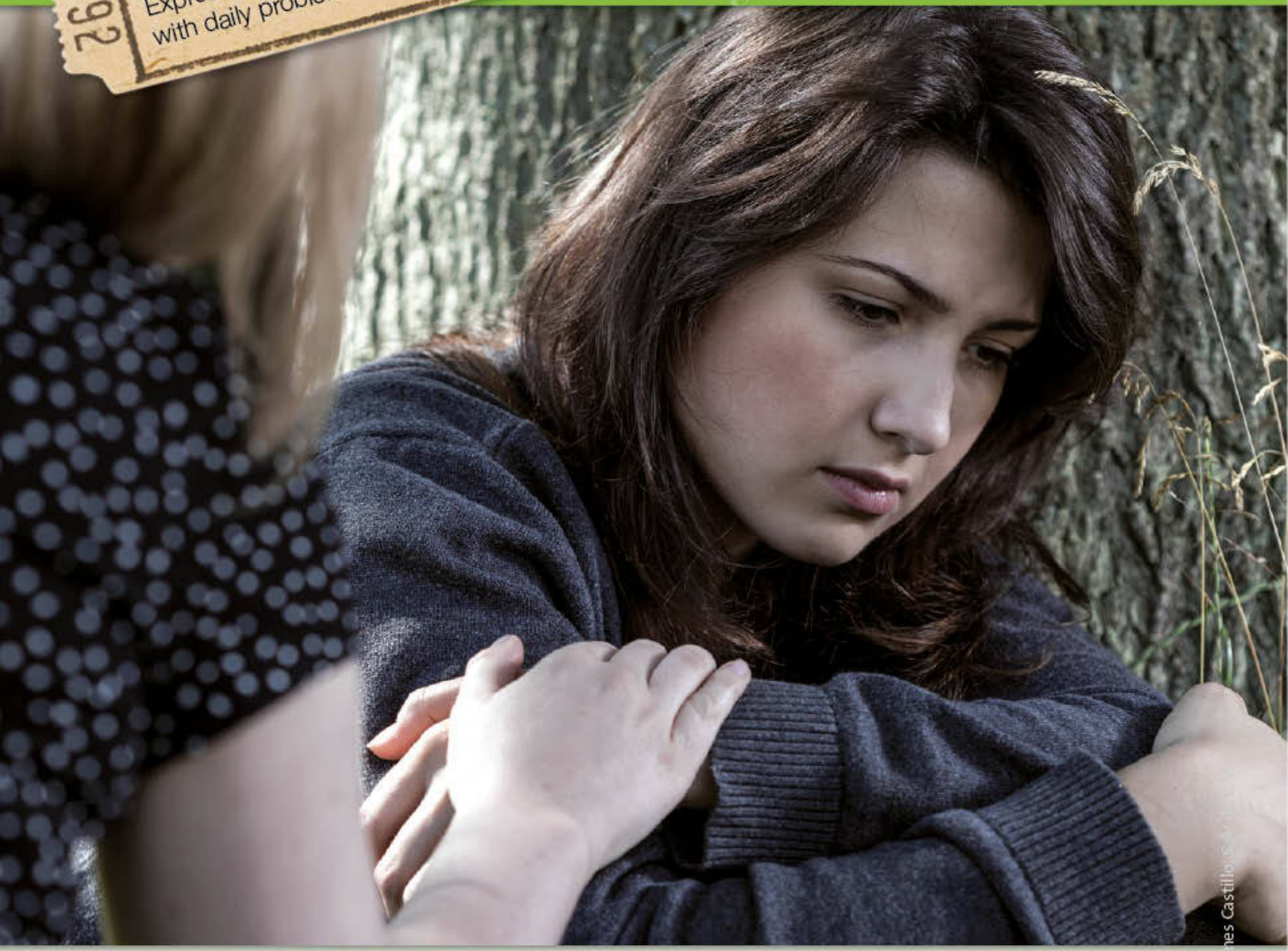
If most of your answers are insufficient, check the whole unit again, with the help of your teacher.



# UNIT 3

• Social practice of the language:  
Express support and solidarity  
with daily problems.

## What's up?



- **Environment:** Family and community.
- **Communicative activity:** Exchanges associated with specific purposes.

### Learning goals

- express reasons of interest in a problem.
- contrast effects created by prosodic resources and non-verbal language.
- define ways of expressing according to the interlocutor.

### Product

- Public service announcement (PSA).

### Reading booklet

- *How to create a public service announcement.*

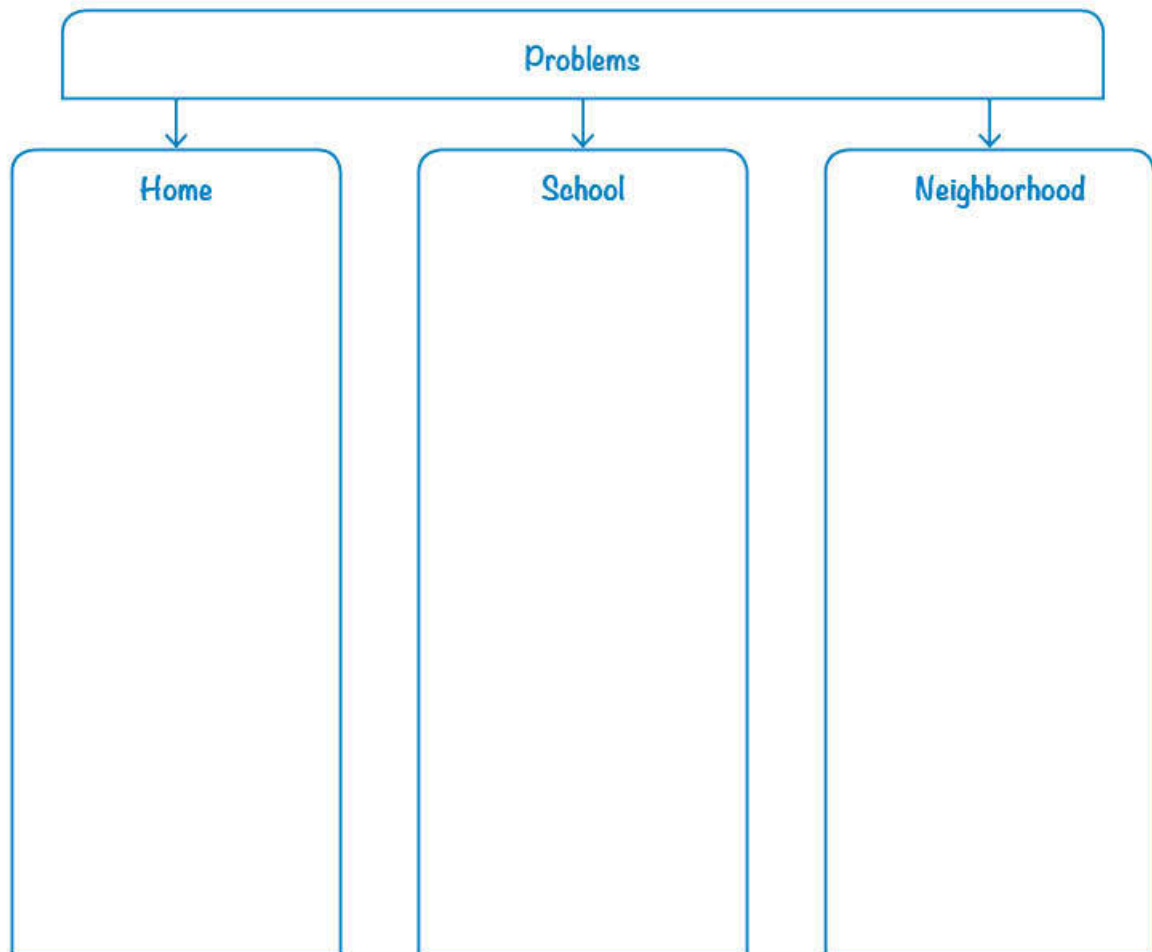


## GETTING READY

1  Discuss the following questions in your group.

- What comes to your mind when you listen to the word *solidarity*?
- How would you express support and solidarity to someone who has a problem?
- What's happening in the picture?
- What can people convey with their facial expressions?
- What body language features can help you define a person's mood?

2  Complete the diagram.





## LESSON 1: Expressing reasons of interest in a problem

1 Before you read, take a quick look at the title of the text and the picture in activity 2. Discuss the following questions.

- a. What type of problems do you think the person in the picture has?
- b. What do you believe Dr. Advice is going to answer in his reply letter?

2 Now read, listen and check your ideas in activity 1.

# Problems? Ask Dr. Advice!



— December 16, 2018 —

Dear Doctor Advice,

Hello, recently I have noticed that I have been feeling more and more stressed about many things. I have always been somewhat **anxious**, but I am getting more and more anxious about more things. I have been taking important tests, and I almost started **hyperventilating**. In the last few weeks, I have started the nervous habit of **bouncing** my leg up and down continuously when I get stressed. I think that stress is affecting my marks. On top of that, I have four older brothers and sisters everyone always compares me to. I know that I am not as smart as them, but people always talk about how perfect they are. They have also received many academic awards from my school. Also, I am very shy and feel uncomfortable in one-on-one conversations except with close friends. So, I don't really want to talk to the school counselor. What should I do about my stress? Please answer me!! I need your help. Thanks,

— Rob the Stressed Teen, 14



Glossary page 186

### Making connections

Have you ever had similar problems? Did anybody support you? How?

CD - XV

421



— December 18, 2018 —

Dear Stressed Teen,

Don't worry. I'm here to give you a hand with your problem! That your marks are dropping slightly does not mean you are less talented than your brothers and sisters or incapable of doing great academically. You ought to separate your **accomplishments** from your brothers and sisters' goals and should keep in your mind that you are not them and you are on a different path.


Regarding your testing anxiety, you should breathe deeply continuously throughout the test to make sure you do not hyperventilate. There are various meditation apps you could also use **beforehand** to help calm you down prior to an exam. You'd better focus on one question at a time and know that whatever the outcome, you will be okay.

— Dr. Advice

Adapted from: Ask Dr.M. Retrieved from [http://www.askdrm.org/col\\_teens.html](http://www.askdrm.org/col_teens.html)

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- 5  In pairs, look up the words in the box in the Glossary. Then read the sentences and choose the correct alternative to complete them.

low   increase   overcome   social skills   diminish   average

- a. Rob's anxiety has \_\_\_\_\_.
- diminished
  - disappeared
  - increased
- b. Rob does not like being compared with his \_\_\_\_\_.
- siblings
  - classmates
  - friends
- c. Rob's self-esteem is \_\_\_\_\_.
- high
  - low
  - average
- d. Rob does not have many \_\_\_\_\_.
- friends
  - problems
  - social skills
- e. Dr. Advice believes that Rob \_\_\_\_\_ his problems.
- can overcome
  - can't overcome
  - shouldn't think about



Glossary page 186

- 6  Check your answers to activity 5 with other classmates.

- 7  Read the questions and discuss your opinion in your group.


- Is it common to suffer from anxiety at school?
- What might be the main reasons?
- What should students do to calm down?
- Have you ever been compared with your siblings?
- What has been your attitude towards that situation?
- Have you ever been solidary with someone by giving advice or suggestions?
- What advice or suggestions have you provided?
- What has been the purpose to show interest in someone's problem?

### Learning to learn

What strategies can I use to express my opinion?

120692692

## LESSON 2: Prosodic resources and non-verbal language

- 1  In pairs, look up the words in the box in the Glossary and use them to describe what the man is expressing with his body language.

regret

doubt

shock

worry




Glossary page 186


### Learning to learn


What should I pay attention to when reading body language?

120692692

- 2  Listen to a couple of public service announcements and tick the corresponding pictures.




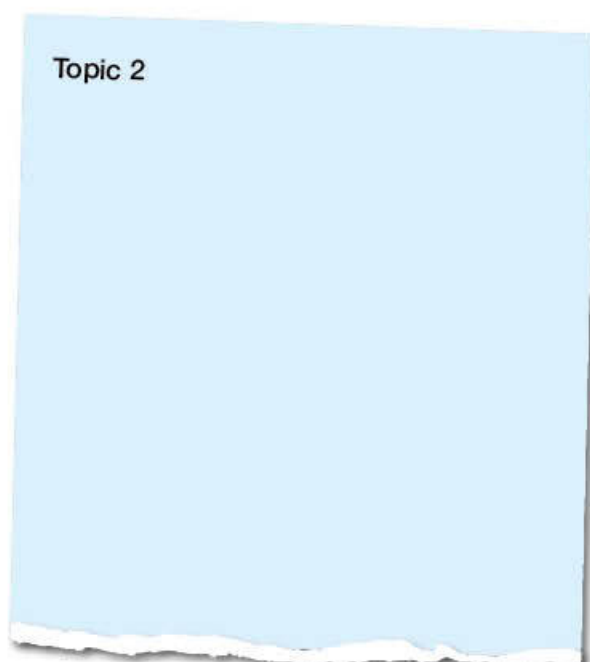
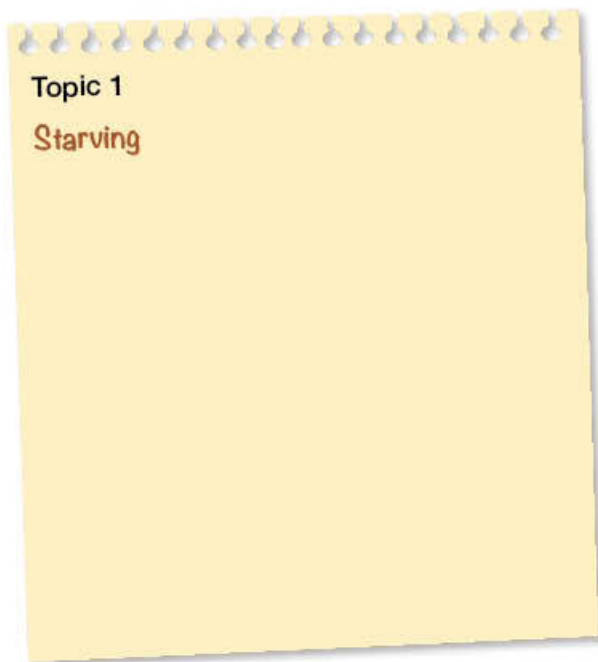
- 3  In pairs, discuss and justify your answers in activity 2.


4  Listen again and circle the topics.

Listening 1: **School failure** **Parental pressure** **Food donation** **Bullying**

Listening 2: **Poverty** **Drug addiction** **Homelessness** **Unhealthy lifestyle**

5  Listen again and write key words related to each topic.



6  In pairs, compare your answers to activity 5 and make comments about the topics using those words.

7  Look up the words related to prosodic features on in the Glossary. Then listen again and identify how they were used in both announcements.

stress pitch intonation rhythm



Glossary page 186


8  In pairs, discuss and write the answers to these questions.

a. What effects do prosodic features and non-verbal language have?

.....

b. What happened to you when you listened to the announcement about food donation?

.....


9  Choose a topic in activity 5 and talk about it. Use some of the prosodic features in activity 7 and body language to express your opinions.






# CHECK YOUR PROGRESS



- I.  In pairs, look at the picture and say what the teenager is communicating with her non-verbal language.



- II.  Read and listen to the paragraph. In pairs, explain Michaela's problem with your own words.


I recently left a school where I was bullied and I am being home schooled until the beginning of the new academic year, when I am moving to a new school. My mum works very hard to look after me and my four siblings. On the other hand, my dad works long hours. I don't really have anyone

to talk to because all of my siblings believe that I am being favored because I am being home schooled. I usually have normal days, but suddenly I may suffer from panic attacks in the bathroom, finding it hard to breathe. I don't really connect with anyone of my friends as they are all rather superficial

and love to talk about stuff such as parties and dating. I am not interested in such topics and find that I am often excluded whenever I meet up with them. I just wanted some advice to manage better as I feel awful about myself.

— Michaela

Adapted from: Ask Dr.M. Retrieved from [http://www.askdrm.org/col\\_teens.html](http://www.askdrm.org/col_teens.html)

- III.  In groups, talk about a similar problem you have experienced yourself or seen in a friend. Then think about pieces of advice or suggestions to deal with the problem.

- IV. Evaluate your progress according to your performance in Lessons 1 and 2.

## Assessment



I can identify non-verbal language	Accomplished	Almost accomplished	Need more work
I can use appropriate prosodic features	Accomplished	Almost accomplished	Need more work
I can give advice and suggestion	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

## LESSON 3: Expressing according to the interlocutor

- 1  You are going to listen to some conversations. Look at the pictures and predict the topics.



- 2  Listen to the dialogues and confirm your predictions in activity 1.
- 3  Read and listen again. Label the dialogues as formal or informal.

1

**Sage:** Hey Brian, what's up? How are your classes going?

**Brian:** They're not. No matter how much I try, I just can't seem to get anything done.

**Sage:** Sounds like you have some stuff happening.

**Brian:** I'm really confused in class and I can't seem to get going. I'm tired and sometimes I even fall asleep in class.

**Sage:** Do you think you get enough sleep at night?

**Brian:** Not really. I have to work and study, so I probably only get about four or five hours if I'm lucky.

**Sage:** What about exercise?

**Brian:** The only exercise I get is walking back and forth to class.

**Sage:** Hmmmm... I bet you're eating a lot of junk food, too, right?

**Brian:** Yeah, I am, but I don't have the time to sit down and eat regular food.

**Sage:** It really sounds like a vicious cycle! What you could work on is breaking that vicious cycle.

**Brian:** Wow! but where can I start?

**Sage:** First, you'd better do some exercise to stop your body from tiring out, and you should change your diet.

**Brian:** I'll start now!

Layla: Good afternoon, Mrs. Green.

Mrs. Green: Good afternoon Layla.

Layla: Thanks Mrs. Green for meeting with me during your lunch hour. I appreciate it.

Mrs. Green: No problem. I'm happy to help. What can I do for you?

Layla: I've started abusing drugs! What can I do to overcome this awful problem?

Mrs. Green: First, you ought to take the decision to make a change. This is what you want. Am I right?


Layla: Yes, you are!

Mrs. Green: Great. Then you should start a good medical treatment and I can help you with that.

Layla: Thank you, Mrs. Green


Mrs. Green: You are welcome.

4  In groups, discuss the aspects in both dialogues that make them formal or informal.

5  Choose one of the dialogues in activity 3 and practice it with a partner.

6  In pairs, write either a formal or informal dialogue about a different situation.



7  In pairs, act out your dialogue in front of the class.

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☰ Towards the product 🔍 | × **Public service announcement (PSA)** 👤👤👤

**SUBPRODUCT 2: Repertoire of expressions and script.**

- In your group, scan the unit and make a list of useful expressions you might use in your announcement.
- Prepare a script with the details you would like to add in your PSA.
- Include your list of expressions and script in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

OLD PRESTON Dave & Buster's

**8** 👤👤 In pairs, read about Mark's concerns and give some advice to him.



**9** 👤👤 In pairs, take turns to express worries and give each other suggestions as in the example.

**Example:** **A:** *I'm worried about math. I don't understand much. What should I do?*  
**B:** *You could talk to your math teacher and ask for some advice.*



## FINAL DESTINATION

Product



Public service announcement (PSA)

Product Unit 3

SAVE NEARBY SITES SEND YOUR PHONE SHARE

Add a missing site  
Add a tag

### Public service announcement (PSA)

how to get



Product Unit 3

SAVE NEARBY SITES SEND YOUR PHONE SHARE

Add a missing site  
Add a tag

### USEFUL LANGUAGE

- ★ It seems to me that
- ★ I feel that
- ★ I'd say that
- ★ Frankly, I

- 1 Work in groups. Share your diagram with everyday problems, catalog of prosodic features (Subproduct 1, page 41), list of expressions and script (Subproduct 2, page 45) in your portfolio.
- 2 Decide the purpose of your PSA by choosing one of your everyday problems in the diagram.
- 3 Write the script of the announcement. Decide the number of scenes and the necessary expressions that you want to add.
- 4 Include appropriate prosodic features and non-verbal language to the announcement.
- 5 If possible, record your announcement with a cell phone or the camera of a personal computer. If it is not possible, read your announcement in front of your classmates.
- 6 Share your announcement with the class and express your opinion of your partners' product.

### Reflect on your product

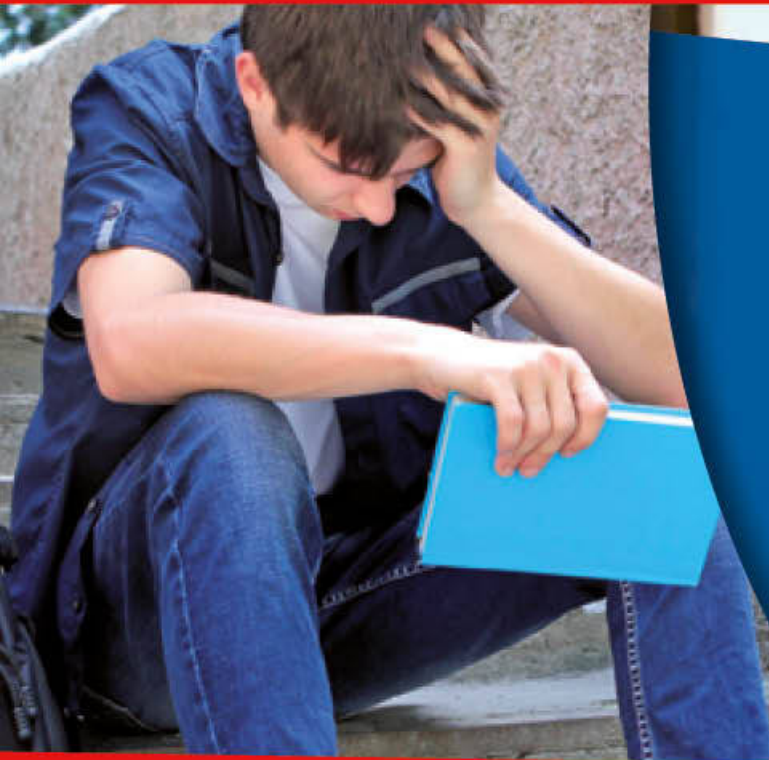
Did we follow the instructions carefully?	Yes	No
Are we pleased with the quality of the final product?	Yes	No
Did we complete the task on time?	Yes	No

If most of your answers are insufficient, check the steps of the product again with the help of your teacher.

# FINAL CHECK



- I. Read this e-mail. Identify and explain the problem to your partner.



Dear Mrs. Web,

I did some stupid things at my old high school. My mom is helping me get through it. We are both seeing a counselor together too. I was transferred to another school to get a new start on my life. I am concerned about beginning the new school the day after tomorrow. I don't want to tell them about my past. Some students at this school are friends of students at my old school. What should I tell them if they ask about my past? I really need your advice.

John.

Adapted and retrieved from <http://www.dearmrsweb.com/Teen%20Archives2.htm>

- II. In pairs, write a formal or informal dialogue in your notebook to give some advice about John's problem.
- III. In pairs, act out your dialogue, adding the necessary prosodic features and non-verbal language.
- IV. Evaluate your progress according to your performance in the Unit.

## Assessment

I can show solidarity through non-verbal language.	Accomplished	Almost accomplished	Need more work
I can use prosodic features to create an effect.	Accomplished	Almost accomplished	Need more work
I can give advice and suggestions about everyday problems.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.



# UNIT 4

• Social practice of the language:  
Paraphrase information to explain  
how a machine works.

## How does it work?



DOMESTIC APPLIANCES



KITCHEN APPLIANCES



DIGITAL PRODUCTS



ELECTRONIC APPLIANCES



- **Environment:** Academic and educational.
- **Communicative activity:** Search and selection of information.

### Learning goals

- select and review materials.
- read and understand information.
- write information.
- edit texts.

### Product

- Infographic.


### Reading booklet

- *Simple and compound machines.*





## GETTING READY

- 1  In pairs, start a conversation about the picture on page 48. Use the given questions and prompts below. Take turns to ask and answer the questions by using your own ideas to answer.

A: What does the picture show?

B: The picture shows ...

A: Have you seen these machines before? Where? When?

B: I've seen them...

- 2 Answer these questions.

a. Do you know what a machine is?

---

b. How many types of machines are there?

---

c. Have you ever seen machines? Where?

---

d. What can you do with machines?

---

- 3  Share your answers to activity 2 with your partner.

- 4 Complete this diagram with the types of machines you know. Give examples.





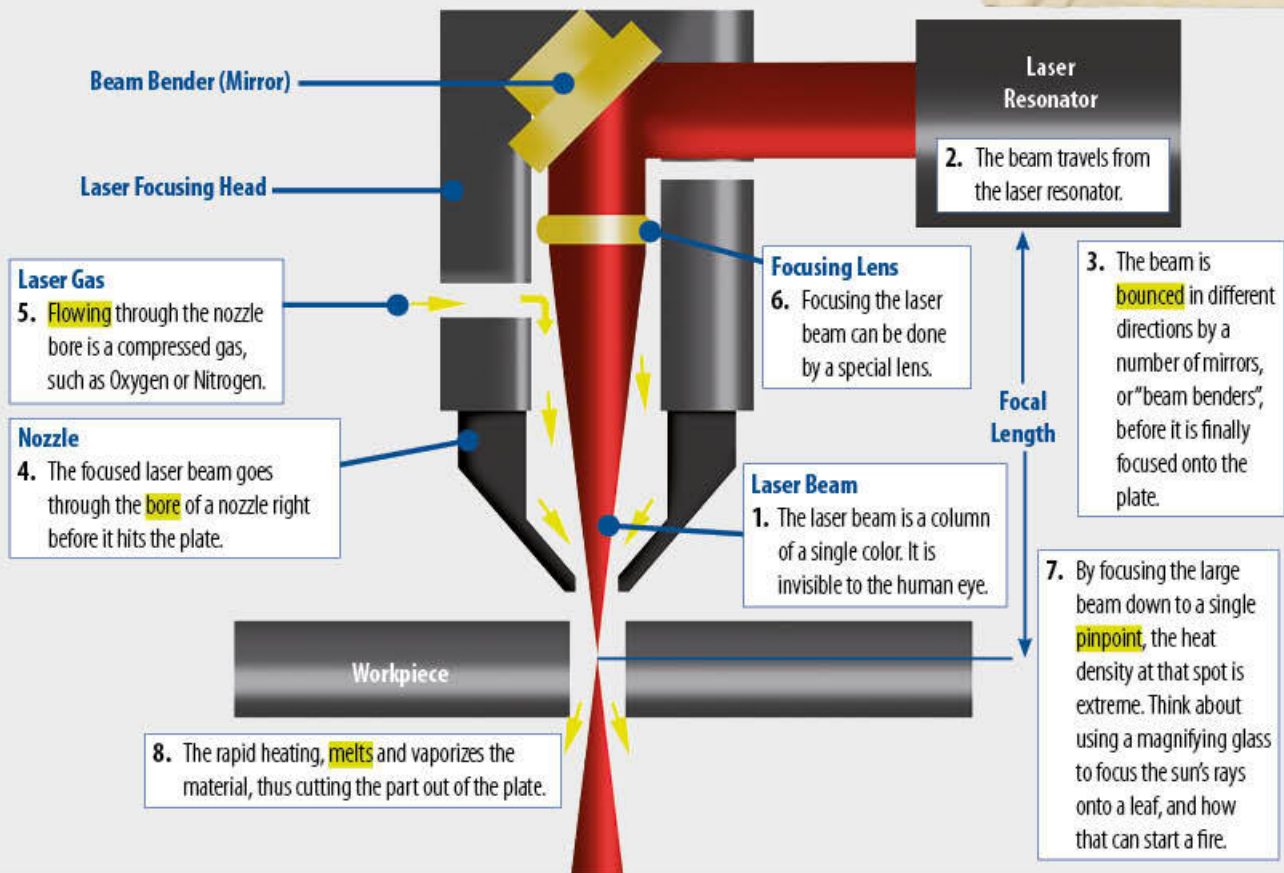
## LESSON 1: Reviewing an infographic

- 1 Take a quick look at the text below. What kind of information does it give? Discuss it in your group.

### Why lasers are used for cutting



Glossary page 187



Adapted from: How Does Laser Cutting Work?. Retrieved from <http://www.esabna.com/us/en/education/blog/how-does-laser-cutting-work.cfm>


- 2 Read and listen to the infographics. Answer the questions in your group.

- What is the purpose of the images?
- In what way is the idea of cause and effect expressed in the text?
- How does the text express a comparison?



To read information about how to make an infographic, you can visit <https://coschedule.com/blog/how-to-make-an-infographic/>

## LESSON 2: Comprehending infographics

- 1  Read the title of the text. Is drinking coffee in space the same as drinking it on Earth? Discuss it with your partner.

# The first zero-gravity real coffee machine

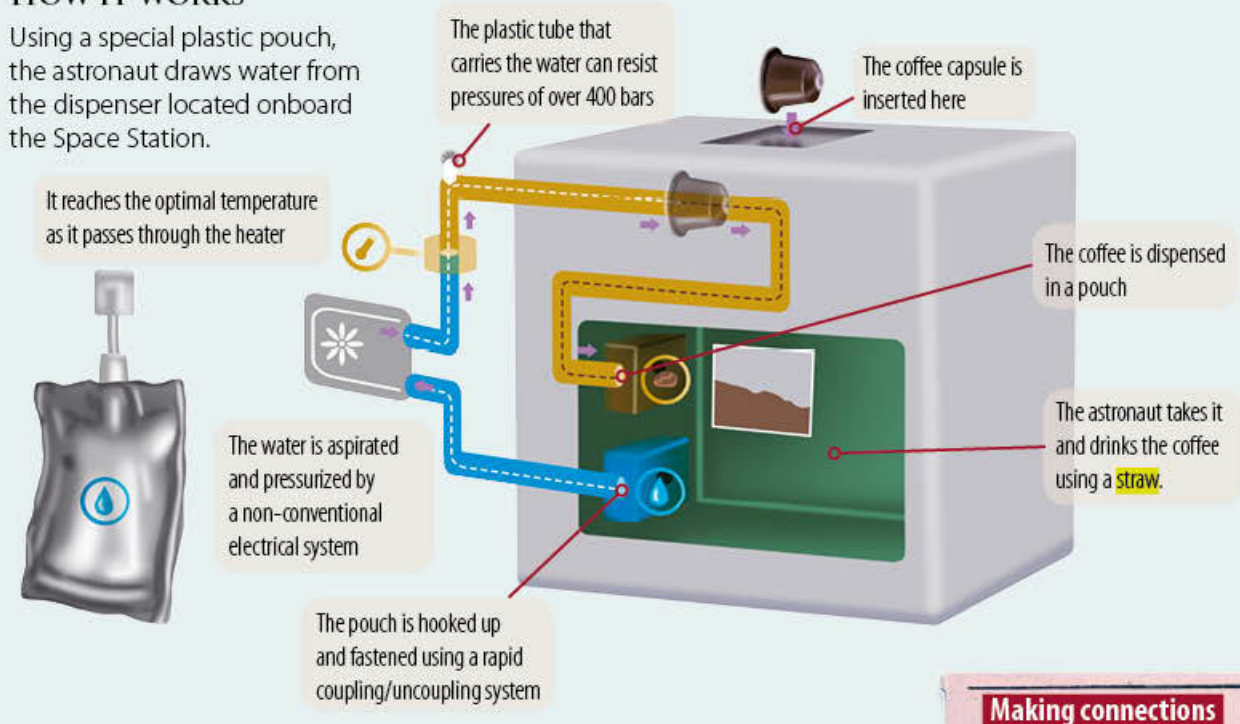
The machine, called the ISSpresso, was created by a couple of Italian companies after another Italian astronaut returned from the space station in 2012 and complained about the lack of good coffee while in Earth orbit.



Glossary page 187

### HOW IT WORKS

Using a special plastic pouch, the astronaut draws water from the dispenser located onboard the Space Station.



**Adapted from:** Anthony, S. (2014, November). The first zero-g real coffee machine arrives at the Space Station. Retrieved from <https://www.extremetech.com/extreme/194869-the-first-zero-g-real-coffee-machine-arrives-at-the-space-station-thanks-to-the-italians-of-course>

### Making connections

What other things can you learn with infographics? In what subjects? How?

- 2  Read and listen to the text. Then answer the questions with your partner.

- What type of text is it? \_\_\_\_\_
- What is the main idea of the text? \_\_\_\_\_
- How does the machine work? \_\_\_\_\_

# How a computer works

A computer is an information processor that is an electronic machine that processes information. It takes in data at one end, stores it until it's ready to work on it, **chews** and **crunches** it for a bit, then **spits out** the results at the other end.

All these processes have a name. Taking in information is called input, storing information is better known as memory (or storage), chewing information is also known as processing, and spitting out results is called output.



**Input:** Ways of getting information into your computer that it can process.

Your keyboard, mouse, a microphone and voice recognition software are input units.



Glossary page 187




**Processing:** Your computer's processor (sometimes known as the **central processing unit**) is a microchip buried deep inside. It works amazingly hard and gets incredibly hot in the process. That's why your computer has a little fan blowing away—to stop its brain from overheating!



**Storage:** Your computer probably stores all your documents and files on a hard drive. Smaller, computer-based devices like digital cameras and cellphones use other kinds of storage such as flash memory cards.

**Output:** Your computer probably has an LCD screen capable of displaying high-resolution (very detailed) graphics, and probably also stereo loudspeakers. You may have an inject printer on your desk too to make a more permanent form of output.

Adapted from: <http://www.explainthatstuff.com/howcomputerswork.html>

4  Choose a machine on pages 50 and 51. Explain how it works to your partner.


## PARAPHRASING INFORMATION TO EXPLAIN HOW A MACHINE WORKS...>>>

> Use **verbs in the present simple**. In the case of the third person singular (he-she-it), we add **-es**, **-s** or **-ies**.

**Examples:**

*The beam **travels** from the laser resonator. Smaller, computer-based devices like digital cameras and cellphones **use** other kinds of storage.*

## LESSON 3: Writing information

- 1  Read and number the steps in order. Then listen to the conversation carefully, and check your answers.





- 2  Imagine that you are using an electric kettle for making *the English cup of tea* for your granny. Think about the steps with your partners, and then paraphrase the instructions in activity 1. Use the expressions in the box. Follow the example.

Example: *First of all, you need to...the electric....Then...it, after that...on. Later, ...some tea...*

After that Finally Later First First of all Then Next

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_


- 3   Listen to the instructions. Check your answers to activity 2 with your partner.

### Self-assessment

I can understand texts that describe how a machine works.	Yes	No
---	-----	----

I can paraphrase the functioning of a machine.	Yes	No
--	-----	----

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher

- 4  Before you read the complete conversation, take a quick look at the underlined expressions. What kind of information do they give? Discuss the questions in your group.

**Monica:** What's that, Luke?

**Luke:** It is a new electric kettle, Monica. This is better than the older one.

**Monica:** I think it is **expensive**. I prefer my kettle, it is cheaper.

**Luke:** But this is the most "simple but effective" invention ever. It is easier to have your water hot in a few minutes!

**Monica:** How does it work?

**Luke:** Fill the electric kettle with water, plug it in, switch it on, and boil.


**Monica:** Wow! What are you doing, now?

**Luke:** A cup of English tea for my granny, this is the best tea!

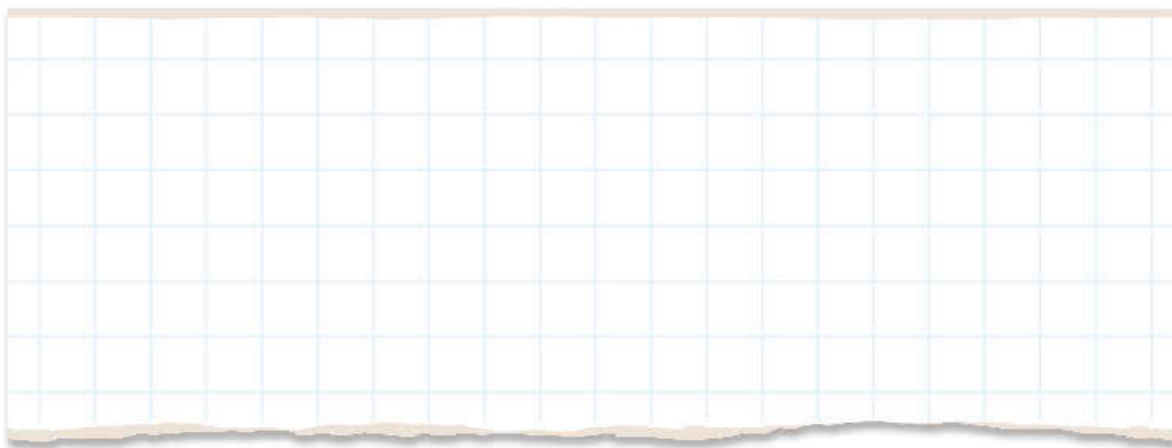
**Monica:** Really! Do you know how to make an English cup of tea?


**Luke:** Obviously! You **warm** the teapot with the boiling water, you put some tea (Earl Grey if possible) into the teapot, you leave it for 2-4 minutes, pour the tea into the cup, and it is ready!!!.

- 5  Now listen again and read the conversation in activity 4.


- 6  Choose a machine from the texts that you have read in the unit. Then write a dialogue following the model in activity 4. Include the expressions in the box.


- This is better than
- It is easier to
- This is the best
- It is cheaper
- This is the most "simple but effective" invention





- 7  Role-play the dialogue you wrote in activity 6 with your partner.

- 8 Read these excerpts from the text on page 52. Then write what type of ideas are the ones in the boxes: main idea (the point of the paragraph) or supporting idea (detail that supports the main idea).

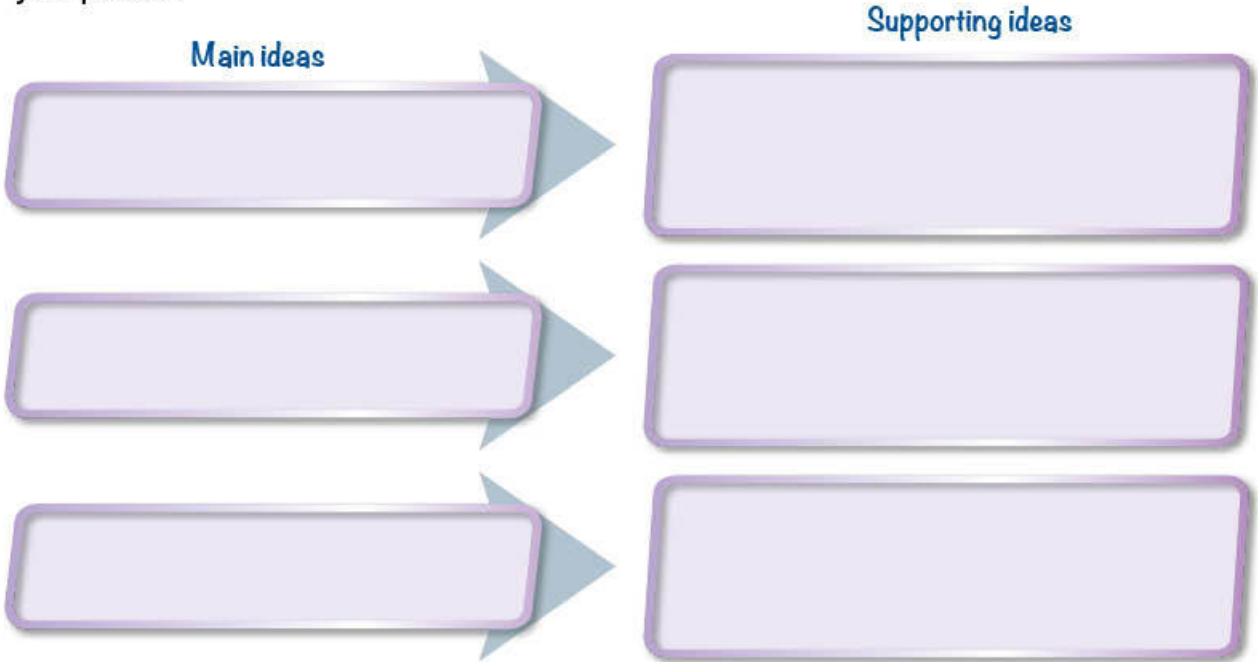
A computer is an information processor that is an electronic machine that processes information.  \_\_\_\_\_

Taking in information is called input, storing information is better known as memory (or storage), chewing information is also known as processing, and spitting out results is called output.  \_\_\_\_\_

It takes in data at one end, stores it until it is ready to work on it, chews and crunches it for a bit, then spits out the results at the other end.  \_\_\_\_\_

Your computer probably stores all your documents and files on a hard drive.  \_\_\_\_\_

- 9  Now, complete a diagram with the ideas from the text on page 52. Check your ideas with your partner.



**Self-assessment**

I can distinguish main and supporting ideas in an infographic that describes how a machine works. Yes No

If your answer is No, check Lessons 1 - 3 again with the help of your teacher.

ACRES Oficina de la Administración

☰ Towards the product 🔍 | × **Infographics** 👤 👤 👤

**SUBPRODUCT 1: List of statements**

**a.** Choose a machine that is interesting to you. You can choose one from the infographics you have read or you can choose another one.  
**Example:** *the laser cutter, the zero-gravity coffee machine, etc.*

**b.** Find information about the machine's functioning.  
**c.** Underline the verbs that describe how the machine works in the text.  
**d.** Make a list of statements describing the functioning of the machine in a separate sheet of paper.  
**e.** Include your list in your portfolio.

I can do this I'm ready to move on.       I'm almost there. I might need a bit of extra help.       I don't understand. I need more work on this.

Park Ln

**10** 🎧 29 📖 44 Read the text *Simple and Compound Machines* in your Reading Booklet. Complete the table classifying machines as simple and compound.

Simple machines	Compound machines

**Learning to learn**

Reflect on the structure of an infographic. What is the role of the images? In what tense are the statements that describe how a machine works expressed?

iones Castillo, S.A. de C.V.

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# CHECK YOUR PROGRESS



- I. Take a look at the pictures below, discuss which machines make your life easier with your partner. Justify your ideas.



- II. Now, choose a machine and describe how it works. Answer the questions below. Use the expressions, connectors, verbs, and expressions you know.
- *What can you see?*
  - *What can it do?*
  - *How does it work?*

- III. Evaluate your progress according to your performance in Lessons 1 - 3.

## Assessment

I can recognize instructions	Accomplished	Almost accomplished	Need more work
I can read and understand how a machine works.	Accomplished	Almost accomplished	Need more work
I can produce instructions describing a machine function.	Accomplished	Almost accomplished	Need more work
I can work in teams to give and receive feedback.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

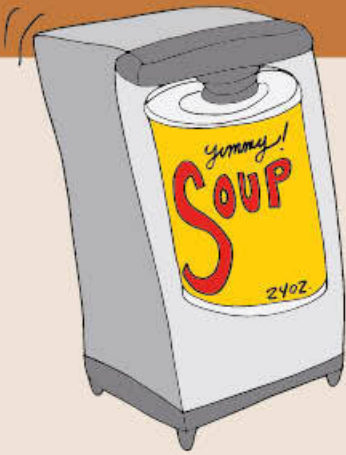
## LESSON 4: Editing texts



Glossary page 187

- 1 Read and listen to the text. Look up the words in the glossary.

### Using an electronic can opener



1. Lift the **cutter head up**. Place the can **against** the back top part of the machine position the lip of the can between the wheel and the cutting apparatus.
2. Press the cutter head down when the can is in the right position. This will set the opener into motion it will begin to rotate the can hold it as it turns to keep it from **tipping**.
3. Allow the opener's magnet to catch hold of the can as it's cutting through. This will cause the lid to **raise up slightly** when the lid is completely cut **lift** the top of the cutter head carefully **disengage** the can from the opener.
4. Remove the lid from the opener's magnet. **Grab** hold of it between your two fingers versus pressing the cut part against your fingers **dispose of** the lid enjoy the contents of the can.

Adapted from: Using an electronic can opener. Retrieved from <https://www.wikihow.com/Use-a-Can-Opener>

- 2 Now read the text again and correct punctuation. Pay attention to capital letters, comas and periods. Use the example below as a model.

Example: *This will set the opener into motion it will begin to rotate the can*

*This will set the opener into motion. It will begin to rotate the can.*

- 3 Write the words of the steps in the correct order.

Example: *up head the lift cutter. Lift the cutter head up.*

- a. the magnet opener's from remove the lid \_\_\_\_\_
- b. it's of cutting the opener's hold to the can through allow magnet as catch \_\_\_\_\_
- c. right press the head cutter down the when can is position the \_\_\_\_\_

☰ Towards the product 🔍



Infographics



#### SUBPRODUCT 2: Notes and Graphic resources.

- a. Go back to your list of statements in your portfolio (Subproduct 1, page 56).
- b. Take notes about the machine you chose. Include information such as steps and instructions of use, who would use it, functioning, etc.
- c. Add drawings, diagrams and additional graphic information.
- d. Include your notes and graphic resources in your Portfolio.

I can do this I'm ready to move on.

I'm almost there. I might need a bit of extra help.

I don't understand. I need more work on this.

4 Look at the pictures below. Write the name of the machine in the space provided.

Automated teller machine (ATM)

Toy vending machine

Vending machine



\_\_\_\_\_

5 Choose a machine from activity 4 and complete the statements that explain how it works. Use the language studied so far in this unit.

**Machine**

1. First of all, \_\_\_\_\_
2. Later, \_\_\_\_\_
3. Then, \_\_\_\_\_
4. Next, \_\_\_\_\_
5. After that, \_\_\_\_\_
6. Finally, \_\_\_\_\_

6 Revise and edit your statements using the Editor's marks.



7 Write a final version of the instructions in your notebook. Then share it with your group.

**Self-assessment**

I can write instructions to describe how a machine works.  Yes  No

I can revise and edit my writing.  Yes  No

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.



## FINAL DESTINATION

Product

**Infographics**

how to get

Product Unit 4

SAVE NEARBY SITES SEND YOUR PHONE SHARE

Add a missing site  
Add a tag

**USEFUL LANGUAGE**

- ★ First of all /first
- ★ Later, then, next, after that, finally.

**1** Open your portfolio. In groups, work with your list of statements in Subproduct 1 (page 56) and your notes and graphic resources in Step 2 (page 58).

**2** Revise and edit your list of statements and notes. Use the Editor's mark as a guide.

**Editor's Marks**

≡ Capital letter / Lowercase      ○ Punctuation

✓ Add a word      ✎ Check spelling      ↻ Change place

**3** Write the final version of your list of statements and your notes. Use them to create an infographic that describes how your machine works. Add illustrations, arrows, diagrams and extra information.

**4** Display your infographic in a visible place of the classroom. Explain how your machine works.

### Reflect on your product

Did we do enough research and preparation?	Yes	No
--	-----	----

Are we pleased with the quality of the final product?	Yes	No
---	-----	----

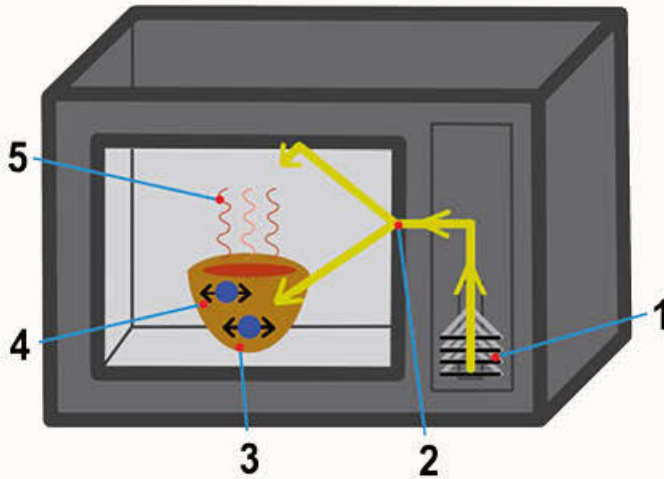
Have we finished the product successfully?	Yes	No
--	-----	----

If most of your answers are insufficient, check the steps of the product again with the help of your teacher.



I. Read and listen to the text. Underline the main ideas.

## How does a microwave turn electricity into heat?



1. Inside the strong metal box, there is a microwave generator called a magnetron that takes electricity and converts it into high-powered radio waves when you start cooking.
2. The magnetron blasts these waves into the food compartment through a channel called a wave guide.
3. The food sits on a turntable, spinning slowly round so the microwaves cook it evenly.
4. The microwaves bounce back and forth off the reflective metal walls of the food compartment, just like light bounces off a mirror.
5. Vibrating molecules have heat, so the faster the molecules vibrate, the hotter the food becomes. Thus the microwaves pass their energy onto the molecules in the food, rapidly heating it up.

Adapted from: <http://www.explainthatstuff.com/microwaveovens.htm>

II. In pairs, paraphrase the instructions in the text. Use expressions in the box.

First    Then    Next    After that    Finally

III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can recognize simple and compound machines.	Accomplished	Almost accomplished	Need more work
I can read and understand machine functions.	Accomplished	Almost accomplished	Need more work
I can explain how a machine works.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.



# UNIT 5

- Social practice of the language:  
Read plays.

## Let's go to the theater!



- **Environment:** Literary and recreational.
- **Communicative activity:** Literary expression.

### Learning goals

- select and revise plays for a young audience.
- read short plays and understand general meaning, main ideas and details.
- participate in dramatized readings.

### Product


- Dramatized reading.

### Reading booklet

- *A Midsummer Night's Dream.*




## GETTING READY

1  Look at the picture on page 62 and describe what the children are doing.

2  In pairs, discuss the questions.

- Do you like theater?
- What plays have you seen?

3  Look at the plays. Then in pairs discuss the following questions:

- Which play(s) do you know?
- What are these plays about?
- Who wrote them?
- Which play(s) would you like to read?
- Which play(s) would you like to dramatize?



a. Romeo and Juliet



b. Hamlet



c. Otello



d. A Midsummer Night's Dream



# LESSON 1: Revising plays

1 Read and listen to the text below. Pay attention to the play elements.



Glossary page 187

*The tragedy of Hamlet, Prince of Denmark*

Title

### Characters

List of characters

- Hamlet
- Bernardo
- Rosencrantz and Guildenstern
- Claudius
- Ophelia
- Osric
- Gertrude
- Laertes
- Voltimand and Cornelius
- Polonius
- Fortinbras
- Marcellus and Barnardo
- Horatio
- The Ghost
- Francisco

Setting

*Elsinore, Denmark. At the castle of Hamlet's late father. The late medieval period, though the play's chronological setting is notoriously imprecise.*

Character description

*Francisco, a guard, and Bernardo, an officer, greet Marcellus, another officer, and Horatio. Hamlet's close friend.*

Main conflict

*Hamlet feels a responsibility to avenge his father's murder by his uncle Claudius. He is now the king and thus well protected. Hamlet struggles with his doubts about whether to trust the Ghost or kill Claudius.*

Stage directions

Scene I. Elsinore. A platform before the Castle.

[FRANCISCO at his post. Enter BERNARDO.]

**BERNARDO:** Who's there?

**FRANCISCO:** Nay, answer me: stand, and **unfold** yourself.

**BERNARDO:** Long live the king!

**FRANCISCO:** Bernardo?

**BERNARDO:** Have you had quiet guard?

**FRANCISCO:** Not a mouse **stirring**.

**BERNARDO:** If you meet Horatio and Marcellus,  
The rivals of my watch, **bid** them make **haste**.

**FRANCISCO:** I think I hear them. —Stand, ho! Who's there?  
[Enter HORATIO and MARCELLUS.]

**HORATIO:** Friends to this ground.

**MARCELLUS:** And **liegemen** to the Dane.


**BERNARDO:** Welcome,

**HORATIO:** —Welcome, good Marcellus

Dialogue

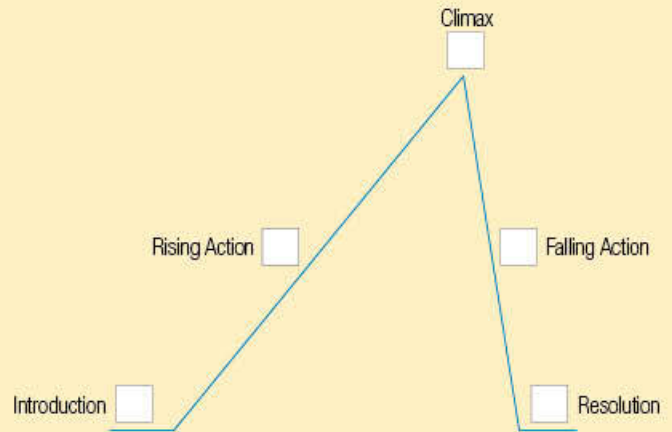
Adapted from: Hamlet, William Shakespeare.  
Retrieved from: <http://www.gutenberg.org/>




2  Read and listen to the definitions and locate the plot elements in the Plot Diagram.

- a. **Introduction:** It is the portion of a story that introduces important background information.
- b. **Rising action:** It is the series of events that begin immediately after the exposition.
- c. **Climax:** It is the turning point, which changes the protagonist's fate.
- d. **Falling action:** It is when the conflict between the protagonist and the antagonist unravels.
- e. **Resolution:** It is when conflicts are resolved.

Plot Diagram



3  Read and listen to the plot descriptions. Then label them with the words in the box.



Glossary page 187

Rising action

Climax

Falling action

a. \_\_\_\_\_

When Hamlet **stabs** Polonius in Act III, scene iv, he commits himself to a violent action and brings himself into conflict with the king. Another possible climax comes at the end of Act IV, scene iv, when Hamlet resolves to commit himself fully to violent **revenge**.

b. \_\_\_\_\_

Hamlet is sent to England to be killed; he returns to Denmark and confronts Laertes at Ophelia's funeral; the **fencing** match; the deaths of the royal family.

c. \_\_\_\_\_

The Ghost appears to Hamlet and tells him to revenge his murder; he **feigns** madness to his intentions; Hamlet stages the **mousetrap** play; He passes up the opportunity to kill Claudius while he is praying.

Adapted from: Hamlet, William Shakespeare. Retrieved from: <http://www.gutenberg.org/>

Learning to learn

How do plot diagrams help me understand plays?

120692692



## Pride and prejudice

ELIZABETH walks toward the **inn**.

HANNAH leans out an upstairs to talk to ELIZABETH.

HANNAH: If you please, **Ma'am**. There's two gentlemen and a lady waiting upon you in the **parlour**. One of the gentlemen is Mr Darcy.

ELIZABETH: (ELIZABETH pauses for a moment and then smiles.) Thank you. Tell them I shall come directly.

HANNAH goes back inside, and ELIZABETH enters; her hat and gloves are off when she enters the room; MR DARCY sees her and stands up quickly, a girl in a light blue **bonnet** can be seen in the connecting room.

ELIZABETH: Mr Darcy. I hope that you have not been waiting long.

MR DARCY **bows**. The girl in the other part of the room looks at them, and ELIZABETH **curtsies**.

MR DARCY: Not at all. May I...introduce my sister Georgiana?

MR DARCY steps back and indicates his sister.

ELIZABETH walks to her. ELIZABETH and GEORGIANA curtsy

MR DARCY: Georgiana, this is Miss Elizabeth Bennet.

GEORGIANA: How do you do you?



Adapted from: (Austen, J.) Pride and prejudice. Retrieved from: <http://es.feedbooks.com>

### 5 Answer the following questions.

- What is the play about? \_\_\_\_\_
- Who are the characters? \_\_\_\_\_

#### Self-assessment

I can recognize play's elements.

Yes

No

If your answer is insufficient, check Lessons 1 again with the help of your teacher.

## Romeo and Juliet

*This is the balcony scene when Romeo first arrives in Juliet's garden and she doesn't notice that he's there.*

### ROMEO

*(to himself)* She speaks. Oh, speak again, bright angel. You are as glorious as an angel tonight. You shine above me, like a winged messenger from heaven who makes mortal men fall on their backs to look up at the sky, watching the angel walking on the clouds and sailing on the air.

### JULIET

*(not knowing ROMEO hears her)* Oh, Romeo, Romeo, why do you have to be Romeo? Forget about your father and change your name. Or else, if you won't change your name, just swear you love me and I'll stop being a Capulet.

### ROMEO

*(to himself)* Should I listen for more, or should I speak now?

### JULIET

*(still not knowing ROMEO hears her)* It's only your name that's my enemy. You'd still be yourself even if you stopped being a Montague. What's a Montague anyway? It isn't a hand, a foot, an arm, a face, or any other part of a man. Oh, be some other name! What does a name mean? The thing we call a rose would smell just as sweet if we called it by any other name. Romeo would be just as perfect even if he wasn't called Romeo. Romeo, lose your name. Trade in your name—which really has nothing to do with you—and take all of me in exchange.

### ROMEO

*(to JULIET)* I trust your words. Just call me your love, and I will take a new name. From now on I will never be Romeo again.




**Taken from:** No fear Shakespeare. Romeo and Juliet. **Retrieved from:** [http://nfs.sparknotes.com/romeojuliet/page\\_80.html](http://nfs.sparknotes.com/romeojuliet/page_80.html)

## 7 Discuss these questions with your partner.

- What do you think is the conflict of the play?
- What is the relationship between the characters?
- What emotions or attitudes are transmitted?
- Do you think this play is a tragedy or a comedy?

## LESSON 2: Understanding main ideas and details

- 1 Look at the title and the picture of the text. Predict what the play is about.
- 2  Read and listen to the excerpt from a play. Check your predictions in activity 1.



Glossary page 187

# Caesar and Cleopatra

THE GIRL.- *(who has wakened, and peeped cautiously from her nest to see who is speaking)*. Old gentleman.

CAESAR.- *(starting violently, and clutching his sword)*. Immortal gods!

THE GIRL.- Old gentleman, don't run away

CAESAR.- *(stupefied)*. "Old gentleman, don't run away!!!" This! To Julius Caesar!

THE GIRL.- *(urgently)*. Old gentleman...

CAESAR.- Sphinx...you presume on your centuries. I am younger than you, though your voice is but a girl's voice as yet.

THE GIRL.- Climb up here, quickly; or the Romans will come and eat you.

CAESAR.- *(running forward past the Sphinx's shoulder, and seeing her)*. A child at its breast! A divine child!


THE GIRL.- Come up quickly. You must get up at its side and creep round.


CAESAR.- *(amazed)*. Who are you?

THE GIRL.- Cleopatra, Queen of Egypt.





Taken from: Shaw, G.B. (1898) Caesar and Cleopatra Retrieved from: <http://es.feedbooks.com>

- 3  Discuss these questions with your partner.
  - a. How are emotions transmitted in the text? Give examples.
  - b. What kind of relationship do the characters have? Do they know each other?

- 4  Look at the pictures related to the texts in activity 5. How do they make you feel? Discuss with your partner.



- 5   Read and listen to the excerpts. Choose one and take turns to explain to your partner what the text is about, using your own words.



Glossary page 187

### Text 1- Act II

#### SCENE I. A wood near Athens.

*Enter, from opposite sides, a Fairy, and PUCK*

**PUCK:** Hello, spirit! Where are you going?

**Fairy:** I go over hills and valleys, through bushes and **thorns**, over parks and fenced-in spaces, through water and fire. I wander everywhere faster than the moon revolves around the Earth. I work for Titania, the Fairy Queen, and organize fairy dances for her in the grass.

Goodbye, you dumb old spirit. I've got to go. The queen and her **elves** will be here soon.

**PUCK:** The king's having a party here tonight. Just make sure the queen doesn't come anywhere near him, because King Oberon is extremely angry.

### Text 2 - Act II

#### SCENE I. A wood near Athens.

**OBERON:** Goodbye, nymph. Before he leaves this part of the forest, you'll change places: you'll be the one running away, and he'll be in love with you.


*(PUCK enters)*


Do you have the flower? Welcome, traveler.

**PUCK:** Yes, here it is.

**OBERON:** Please, give it to me. *(he takes the flower from PUCK)* I know a place where wild **thyme blooms**, and **oxlips** and violets grow. It's covered over with luscious **honeysuckle**, sweet **muskroses** and **sweetbrier**.

Adapted from: No fear Shakespeare. A Midsummer Night's Dream. Retrieved from: [http://nfs.sparknotes.com/msnd/page\\_32.html](http://nfs.sparknotes.com/msnd/page_32.html)

- 6  How did the text make you feel? Share your emotions with the class.

- 7  Take a look at the expressions in italics in the texts on pages 64, 66, 67, 68, and 69. What do they have in common? What is the difference? Discuss in groups.

## >>> READING PLAYS...

- > Italics are used to give **stage directions**.
- > **Subject + verb present statements** are used to describe settings, characters, tone of voices, movement or attitudes.
- > **Dialogues** are written in Present tense after the colon or dash. Other tenses like Present continuous or Present perfect are used to give details.

### Examples:

- > *This is the balcony scene when ROMEO first arrives in JULIET'S garden and she doesn't notice that he's there.*

### Present

- > HAMLET *feels* a responsibility to avenge his father's murder by his uncle Claudius.
- > HAMLET *struggles* with his doubts.
- > ELIZABETH *walks* toward the inn. HANNAH *leans* out an upstairs to talk to ELIZABETH.

☰ Towards the product 🔍 | ✕

## Dramatized Reading



### SUBPRODUCT 1: Selected plays and graph with emotions

- a. In a separate sheet of paper, write a list of plays you know as a group.
- b. Share and compare your lists as a class.
- c. In groups, select a character from the texts you have read and revise different emotions he or she has experienced. Draw a graph with the emotions. (*anger, guilt, love, hatred, fear, courage, jealousy, sadness, happiness, etc.*). Check this vocabulary in the Glossary, if necessary.
- d. In groups, imagine you are actors and you have to represent different emotions through words or your body language in front of the class. Look at the graphic organizer below. Brainstorm ideas that come to mind as you read the expressions below.






- e. Include your list of plays and graphic with emotions in your portfolio.

I can do this I'm ready to move on

I'm almost there I might need a bit of help.

I don't understand. I need more work on this.

- 8    Read and listen to the play *A Midsummer Night's Dream* in your Reading Booklet. In pairs, express your opinion related to the characters and the stage directions.

# CHECK YOUR PROGRESS



- I. Read and listen to the following excerpt from *Romeo and Juliet* by Shakespeare. Discuss the differences between dialogues and stage directions with your partner. Check with your teacher.

## Romeo and Juliet

### SCENE II. Capulet's orchard.

*Enter ROMEO and JULIET appears above a window.*

JULIET.- Ay me!

ROMEO.- (Sighs) O, speak again bright angel!

*JULIET is at the balcony, she moves from one place to another because she is worried.*

JULIET.- O Romeo, Romeo! Where are you Romeo? Deny the father and refuse the name; or if you will not, be but sworn my love; and I'll no longer be a Capulet.

ROMEO.- (Sadly) I think I am the one who's last name is Montague and yours is Capulet.

JULIET.- (Worried) Juliet Capulet? Sounds terrible! Are you sure?

Adapted from: Shakespeare, W. *Romeo and Juliet*, Retrieved from: <http://www.gutenberg.org>


- II. Read the text in activity I aloud. Follow the stage directions when showing emotions, attitudes, tone of voice, etc.
- III. Evaluate your progress according to your performance in Lessons 1 and 2.

### Assessment


I can identify the plot of a play.	Accomplished	Almost accomplished	Need more work
I can understand stage directions.	Accomplished	Almost accomplished	Need more work
I can comprehend plays.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

## LESSON 3: Participating in dramatized readings

- 1  In pairs, choose three plays you have read so far in this unit. Then complete the chart.

Play	Author	Setting	Characters

- 2  In pairs, talk about the plays you chose in activity 1. Take turns to ask and answer these questions.

- What is your favorite play?
- What character do you like most? Why?

- 3  Complete the diagram with the words you think are related to prosodic features.

scene intonation stage directions stress rhythm pitch volume movements  
pause time breath tempo speech dialogue act

prosodic features





- 4 Read the following exchanges aloud. Practice including prosodic features. Check prosodic features in the Glossary, if necessary.

I.

THE GIRL.- (*urgently*). Old gentleman...

CAESAR.- Sphinx... you presume on your centuries. I am younger than you, though your voice is but a girl's voice as yet.

II.

ROMEO.- (*Sadly*) I think I am the one who's last name is Montague and yours is Capulet.

JULIET.- (*Worried*) Juliet Capulet? Sounds terrible! Are you sure?

- 5 Now, dramatize your reading. Apply the prosodic features in activity 5 and follow the given stage directions in your excerpt. Check the concepts in the Glossary, if necessary.



Glossary page 186

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☰ Towards the product 🔍 | ✕ A dramatized reading 👤👤👤

**SUBPRODUCT 2: Tips for reading aloud.**

a. Take notes of all the things you need to consider for reading a play aloud.  
**Example:** *prosodic features, stage directions, etc.*

b. Use your notes to write a list of tips for reading plays aloud.

c. Include your list of tips in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

ALL Dave & Buster's

### Self-assessment

I can appreciate and value literature.	Yes	No
I can identify stage directions.	Yes	No
I can identify prosodic features.	Yes	No
I can dramatize readings.	Yes	No

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.



## FINAL DESTINATION

Product



**A dramatized reading**

how to get

Product Unit 5

SAVE NEARBY SITES SEND YOUR PHONE SHARE

- Add a missing site
- Add a tag

### USEFUL LANGUAGE

- ★ We have decided to read...  
Because...
- ★ The excerpt that we are going to read is...

- 1 Open your portfolio. In groups, work with your list of plays in Subproduct 1 (page 70) and your tips in Subproduct 2 (page 73).
- 2 Explore the literary elements and identify the ones that you have learned in this unit.
- 3 Present your excerpt to your class. Explain why you chose them, using the expressions in the Useful language window.
- 4 Read the excerpt from the play aloud, following the tips in your list. Respect stage directions to provoke the spectator and use prosodic features.

### Reflect on your product

Did we follow the instructions carefully?	Yes	No
Did we follow the tips to read the excerpt aloud?	Yes	No
Did we dramatize the reading?	Yes	No

If most of your answers are insufficient, check the steps of the product with the help of your teacher.



- I. Listen and read the excerpt from *Macbeth* by William Shakespeare.

## Macbeth

MACBETH has killed DUNCAN and now talks to his wife.

Enter MACBETH, carrying two bloodstained daggers.

LADY MACBETH.– My husband!

MACBETH.– I have done the deed.  
Did not you hear a noise?

LADY MACBETH.– I heard the owl-scream and the  
cricket's cry. Did not you speak?

MACBETH.– When?

LADY MACBETH.– Now.

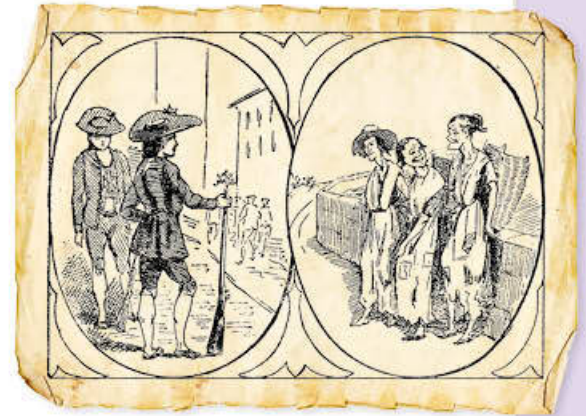
MACBETH.– As I descended?

LADY MACBETH.– Yes

MACBETH.– Hark ! Who lies it is the second chamber?

LADY MACBETH.– Donalbain.

MACBETH.– *(looks at his hands)* This is a sorry sight.



Adapted from: Shakespeare, W. *Macbeth*. Retrieved from: <http://www.gutenberg.org/>

- II. In pairs, take turns to dramatize and read the play aloud. Follow the corresponding directions and use prosodic features.
- III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can dramatize the reading of an excerpt from a play.

Accomplished

Almost accomplished

Need more work

I can follow the directions given in a play when reading aloud.

Accomplished

Almost accomplished

Need more work

I can use prosodic features as I read an excerpt from a play aloud.

Accomplished

Almost accomplished

Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.



# UNIT 6

- **Social practice of the language:** Compare the same news in several newspapers.

## What's on the news?



- **Environment:** Family and community.
- **Communicative activity:** Exchanges associated with media.

### Learning goals

- revise news articles.
- read news articles.
- compare the same news item in different newspapers.

### Product

- Comparative table.

### Reading booklet

- *Holiday Island Closes.*

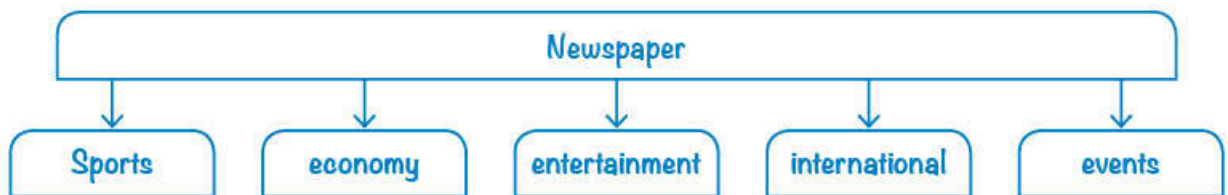


## GETTING READY

- 1 In groups, discuss what comes to your mind when you think about these words.



- 2 In pairs, choose your favorite section. Explain why.



- 3 Write in the chart the latest news you know. Then in groups, discuss your opinions.

Mexican news	International news
<p><b>Example:</b> 80-year-old student granted law degree</p>	<p><b>Example:</b> Hurricane Florence: "We are planning for devastation"</p>



# LESSON 1: Revising news articles

**1** In groups, read these news headlines and classify them on: Literary (L), Academic (A), Familiar (F), Other (O).



Glossary page 188

**Mexico** needs more responsible, sustainable tourism

**World's longest nonstop flight: Airbus A350-900ULR set to enter service**

Archaeologists uncover evidence of brutal 5<sup>th</sup> century massacre

Why are chemical weapons worse than other weapons of mass destruction?

**Making connections**

CD - XV

42174

What kinds of stories hit the headlines in your local newspaper in Mexico?



**2** Take turns to ask and answer questions about the headlines in activity 1. Follow the example.

Example:

A: *What have you heard on the news about...?*

B: *I have heard...*

**3** Now write the questions you asked in activity 2.


### Self-assessment

I can exchange opinions about news based on headlines.

Yes

No

If your answer is no, check lesson 1 again with the help of your teacher.

4  Listen to Pablo, Lupe and Kevin having a conversation. Complete the dialogue.



**Pablo:** Have you read the news on \_\_\_\_\_ ?

**Lupe:** No, what is it about?

**Pablo:** It seems that in \_\_\_\_\_ users will have to be at least \_\_\_\_\_  
\_\_\_\_\_ to use the services.

**Lupe:** Oh, really? What do you think about it?

**Pablo:** I disagree with it.

**Kevin:** \_\_\_\_\_ ?

**Pablo:** Personally speaking, I \_\_\_\_\_ people should be able to use technology without limits.

**Kevin:** I partially agree with you. Young people should have limits.


**Pablo:** Yes, reckon you are \_\_\_\_\_.

5   Compare your answers to activity 4. Then listen again to check activity 4.

6 Choose a Mexican piece of news you have seen or heard recently in any field. Take notes of your opinion about it.

7  Have a conversation about the news you chose in activity 6. Follow the model of the conversation in activity 4.

## LESSON 2: Reading news

1  Read the headlines. Which is the most worrying? Discuss it with your partner.

- The truth about the 'potentially hazardous' asteroid that is not going to hit Earth.
- Massive asteroid bigger than the 'Great Pyramid of Giza' will make a close approach to Earth NEXT WEEK traveling more than 20,000 miles per hour.

2  Now read and listen to the news.



Glossary page 188

New York  
News

# The truth about the 'potentially hazardous' asteroid that is not going to hit Earth

87° F

World | U.S. | Politics | N.Y. | Business | Opinion | Tech Science | Health | Sports Arts | Books | Style | Food | Travel | Magazine |

Friday 24 August 2018



Josh Gabbatiss, Science Correspondent

AN ASTEROID CALLED 2016 NF23 IS EXPECTED TO 'SKIM THE PAST' OUR PLANET IN THE NEXT FEW DAYS.

As it **hurtles** through space at a speed of over 20,000 miles per hour, a number of news reports have highlighted the 'close approach' it will make towards Earth.

Given the potential devastation that could result from the **collision**, here *The New York News* looks at what this asteroid actually is and how likely it is to hit us.

### What is the object in question?

NF23 is a relatively large asteroid that, according to current Nasa data, will

make what the agency calls a 'close approach' to Earth on 29 August.

It is classified as an 'Atens' body, which means its orbit comes into the vicinity of Earth.

### How big is it?

Some have described as bigger than the Great Pyramid of Giza, the Colosseum and the London Eye, while others have opted for more local comparisons using Leicester Cathedral and the Victoria shopping center in Nottingham as the

**yardstick** against which to measure this cosmic visitor.

Nasa estimates the asteroid is somewhere between 70 and 160m in diameter, meaning that if it was at the bigger end of the scale it would indeed rival major **landmarks** like the pyramid.

### Is it going to hit Earth?

Almost certainly not. While Nasa has described the asteroid as "potentially hazardous", it is expected to pass us by a distance of 3 million miles.

The diameter of the Earth is about 8,000 miles. Any object that comes within 4.6 million miles of the planet comes under the 'potentially hazardous' category.

Other asteroids are actually expected to pass much closer to our planet in the coming days, although admittedly ones only measuring around 6m.

Nasa have previously issued a statement saying that "no asteroid currently known is predicted to impact Earth for the next 100 years".

Adapted from: Gabbatiss, J. (2018, August). The truth about the 'potentially hazardous' asteroid that is not going to hit Earth. Retrieved from <https://www.independent.co.uk/news/science/asteroid-heading-earth-nasa-potentially-hazardous-close-meteor-a8506916.html>

### Self-assessment

I can understand a news article.

Yes

No

If your answer is no, read the text again with the help of your teacher.







# CHECK YOUR PROGRESS



- I. Read and listen to the news articles. Pay attention to the similarities and differences.



Glossary page 188

## The Modern News

April 2018

By John Abraham



### Glacier loss is accelerating

With global warming, we can make predictions and then take measurements to test those predictions. One prediction is that a warmer world will have less snow and ice. In particular, areas that have year-round ice and snow will start to melt.

As the Earth **warms**, the melt line moves upwards so that the glacier melts faster and faster at the bottom, shortening the

glacier and reducing its mass. Ultimately, the melted water flows into streams and rivers and ends up in the oceans, contributing to accelerating sea level rise.

Glaciers are important to ecosystems. So, it would be really important for us to be able to predict what will happen with glaciers in the future and plan for how water availability will change.

**Adapted from:** Abraham, J. (2018, April). Glacier loss is accelerating because of global warming. Retrieved from: <https://www.theguardian.com/environment/climate-consensus-97-per-cent/2018/apr/18/glacier-loss-is-accelerating-because-of-global-warming>.

### Speed of glacier retreat worldwide 'historically unprecedented', says report



Tue 4 Aug 2015

Researchers have recorded rapid rises in **meltwater** and alarming rates of glacial retreat, which are accelerating at a pace double that of a decade ago.

Tim Radford.

Sea levels are rising as a consequence of the rapid loss of glacial ice worldwide.

The world's glaciers are in **retreat**. The great tongues of ice high in the Himalayas, the Andes, the Alps and the Rockies are going back

uphill at ever greater speeds, according to new research.

And this loss of ice is both accelerating and "historically unprecedented", say scientists who report in the Journal of Glaciology.

**Adapted from:** Radford, T. (2018). Speed of glacier retreat worldwide 'historically unprecedented', says report. Retrieved from <https://www.theguardian.com/environment/2015/aug/04/speed-glacier-retreat-worldwide-historically-unprecedented-climate-change>

- II. In pairs, exchange opinions about the news in the articles in activity I using appropriate expressions as in the example.

**Example:** **A:** I think people should reduce the green house gas emissions.  
**B:** Yes, but how can we do that?

#### Useful expressions

1. I (really) think that...    2. I'm sure that...    3. In my opinion / My opinion is...

- III. Evaluate your progress according to your performance in Lessons 1 and 2.

#### Assessment

I can predict the content of a news article from its headline.	Accomplished	Almost accomplished	Need more work
I can make connections among previous knowledge and a reported event.	Accomplished	Almost accomplished	Need more work
I can express opinion about news.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

## LESSON 3: Contrasting news articles

1  Read and listen to the news article.



Glossary page 188

# The Informer

## Teenagers' sleep quality and mental health at risk over late-night mobile phone use

By Elle Hunt

A longitudinal study of 1,101 Australian high school students aged between 13 and 16 found poor-quality sleep associated with late-night texting or calling was linked to a decline in mental health, such as depressed moods and declines in self-esteem and coping ability.

Lead **researcher**, Lynette Vernon of Murdoch University in Perth, said "If you're finding your son or daughter is moodier and not coping at school, you often **put that down** to adolescence – but it could be as simple as them not sleeping at night."

"The **outcomes** of not coping – lower self-esteem, feeling moody and less self-regulation, aggressive and delinquent behaviors – the levels increase as sleep problems increased."



Teenagers who reported "constantly texting into the night" said when surveyed a year later, the problem had **worsened**. "It's escalating – they're highly invested in it ... Some kids are staying up until 3 am."


"Teenagers need eight to 10 hours of sleep for healthy development," Vernon said. Phones disrupted sleep

in two ways, with the bright light from screens **disrupting** natural circadian rhythms, and messages received before sleep **spiking** "cognitive and emotional **arousal**", Vernon has said.

Education was the best prevention, Vernon said. Parents could also set a good example by demonstrating good habits around phone use themselves.

Adapted from: Hunt, E. (2017, September). Teenagers' sleep quality and mental health at risk over late-night mobile phone use. Retrieved from <https://www.theguardian.com/lifeandstyle/2017/may/30/teenagers-sleep-quality-and-mental-health-at-risk-over-late-night-mobile-phone-use>

2 Read the text again and underline the main ideas. Create some questions about the article.

3  Take turns to ask and answer the questions you created in activity 2.



## THE JOURNALIST



# Wide awake: Late-night phone use harms teenagers' mental health and sleep quality.



TEENAGERS' LATE-NIGHT MOBILE PHONE USE IS **HARMING** THEIR MENTAL HEALTH AND SLEEPING PATTERNS, ACCORDING TO A NEW STUDY.

By Hayley Halpin

The study of 1,100 students aged 13 to 16 in Australia found that late-night mobile phone use was directly linked to poor sleep quality, which led to poorer mental health outcomes, reduced coping and lowered self-esteem.

Lead researcher Lynette Vernon, of Murdoch University in Perth, said the findings showed a need for **curfews** around the use of mobile phones in bedrooms.

The researchers looked at teenagers' mobile phone habits

over the course of four years. Students were asked what time of the night they received or sent text messages and phone calls, and about their perceptions of their sleep quality.


The results showed that 85% of students in their first year of high school (aged around 13) owned a mobile phone. Around one-third of these students reported they never texted or received phone calls after lights out.

However, three years later 93%

of the students owned mobiles and only 22% of these students reported no late-night mobile phone use.

As the students' levels of mobile phone use **grew** over time, so did their poor sleep behavior, with a **rise** in depressed mood and a decline in self-esteem evident. "Heavy mobile phone use becomes a problem when it **overtakes** essential aspects of adolescent life" Vernon said.

**Adapted from:** Halpin, H. (2018, April). Wide awake: Late-night phone use harms teenagers' mental health and sleep quality. Retrieved from <http://www.thejournal.ie/phone-use-teenagers-harm-3418089-Jun2017/>

5  Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.



## MEDICAL MAGAZINE



# Night phone use a danger for adolescent mental health

Provided by Murdoch University



Glossary page 188



RESEARCH CONDUCTED BY MURDOCH AND GRIFFITH UNIVERSITIES IN AUSTRALIA TRACKED CHANGES IN LATE-NIGHT MOBILE PHONE USE, SLEEP, AND MENTAL HEALTH (A) **SIGNALS / INDICATORS** OVER THREE YEARS IN A LARGE SAMPLE OF AUSTRALIAN TEENS.

They found that (b) **adolescents/teenagers'** late-night mobile phone use was directly linked to poor quality sleep, which subsequently led to poorer mental health outcomes, reduced coping, and lowered self-esteem.

The study **surveyed** 1100 students from 29 schools (c) **annually/yearly** over four years in total, starting in Year 8 and following them until Year 11.

Students were asked what time of

the night they received or sent text messages and phone calls, and their perceptions of their sleep (d) quality/condition.

The researchers also (e) **examined / investigated** adolescents' symptoms of depressed mood, involvement in delinquency or aggression, and their coping and (f) **self-esteem/self-respect** over time.

Results (g) **revealed/showed** that in Year 8, more than 85 per cent of

students **owned** a mobile phone and around one-third of these students (h) **declared/reported** they never texted or received phone calls after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of these Year 11 students reported no late night mobile use.

Dr Vernon said "these results are **concerning**, although the answer is not as simple as just banning adolescent phone use."



«There are many potential (i) **benefits/advantages** of mobile technology, but these results (j) **prove/demonstrate** the importance of adults 'meeting teens where they are', enforcing electronic curfews, and teaching good sleep (k) **customs/habits** during the high school years," Dr. Vernon has said.

Adapted from: Murdoch University (2017, May). Night phone use a danger for adolescent mental health. Retrieved from <https://medicalxpress.com/news/2017-05-night-danger-adolescent-mental-health.html>

ACRES Oficina de la Administración

☰ Towards the product 🔍 | × **Comparative table** 👤 👤 👤

**SUBPRODUCT 2: Notes**

**a.** In your group, read your news, and take notes of possible comparisons between both texts.

**b.** Include your notes in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Walnut Hill Ln      Walnut Hill Ln      Walnut Hill Ln

**8** 👤 👤 👤 In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity II (Check your progress).

**9** 👤 👤 👤 In groups, complete the table to compare the news in activities 1 and 4.

News version	Source	Date	Headline	Visuals	Quotations	Main details
1	The Informer					
2						



## FINAL DESTINATION



### Comparative table



how to get



Product  
Unit 6



SAVE



NEARBY  
SITES



SEND YOUR  
PHONE



SHARE



Add a missing site



Add a tag

### USEFUL LANGUAGE

- ★ My opinion is
- ★ To be honest
- ★ I do think
- ★ I'm no expert, but

- 1 Open your portfolio and share your selected news articles (Subproduct 1, page 82) and notes (Subproduct 2, page 87) with your partners.
- 2 Take turns to suggest comparisons between the two versions of the same piece of news.
- 3 Design a comparative table to contrast the most relevant aspects of two versions of your news article. See model on page 87.
- 4 Stick the paper on a piece of cardboard to make a poster. Write an appropriate headline at the top and include the necessary visuals that fit with your news.
- 5 Put all the posters together and display them in a visible place of the classroom. Use your comparative table to talk about the similarities and differences of your news articles.

### Reflect on your product

Does our work link to the theme of the unit?	Yes	No
--	-----	----

Is our product neat and tidy?	Yes	No
-------------------------------	-----	----

Did we finish the task on time?	Yes	No
---------------------------------	-----	----

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.





I. Read and listen to these two news articles about the same topic.

29 August 2018

## Threatened olive ridley sea turtles found dead off Mexico

Mexican navy sent a boat to investigate what may have killed the turtles.

Fishermen in the southern Mexican state of Oaxaca have found about 300 dead sea turtles entangled in fishing nets.

The find comes just days after another 102 olive ridley turtles were found dead in neighboring Chiapas state.

Olive ridley turtles, which lay their eggs on the beaches of a number of Mexican states between May and September, are considered to be facing a high risk of extinction in the wild.

The cause of their death is still under investigation.

It is not clear whether they got caught in the nets while still alive or were already dead when they became entangled.

Olive ridley turtles come to Mexico's Pacific beaches to lay their eggs.

Experts say they could have been killed by harmful algae, fish hooks or could have suffocated while trapped in the nets.

Mexico banned the capture of sea turtles in 1990 and there are stiff penalties for anyone killing them.

A specialized federal attorney is investigating the case.

**Adapted from:** (2018, August). Threatened olive ridley sea turtles found dead off Mexico. Retrieved from [https://www.bbc.com/news/world-latin-america-45341575?intlink\\_from\\_url=https://www.bbc.com/news/topics/cr7mlg0vr2t/mexico&link\\_location=livereporting-story](https://www.bbc.com/news/world-latin-america-45341575?intlink_from_url=https://www.bbc.com/news/topics/cr7mlg0vr2t/mexico&link_location=livereporting-story)

PUBLISHED AUGUST 29, 2018

BY JASON BITTEL

## Hundreds of Endangered Sea Turtles Found Dead Off Mexico

THE ANIMALS MAY HAVE DIED AS A RESULT OF A 'GHOST NET', A LOST PIECE OF FISHING GEAR. THE INCIDENT FOLLOWS A MASS DEATH EARLIER IN AUGUST.

### IT'S A SIGHT no one ever wants to see.

On Tuesday, Mexico's federal agency for environmental protection announced that more than 300 olive ridley sea turtles had died after apparently becoming entangled in a fishing net. The animals were found floating together off the coast of the southern state of Oaxaca, their shells cracked from more than a week of drying in the sun.

The news comes just days after another 113 sea turtles, most of which were also olive ridleys, washed ashore in Mexico's Chiapas state approximately 100 miles to the east. It's unclear in this latter case what killed the turtles, but some bore injuries consistent with those caused by hooks and nets.

Bryan Wallace, a marine biologist who has been studying sea turtles for almost 20 years, says there aren't a lot of details to go on, but that it seems as though the sea turtles in Oaxaca may have fallen victim to a so-called 'ghost net'. Animals killed accidentally or in the pursuit of other target species are a type of bycatch, and this phenomenon is a huge problem worldwide.

The trouble with ghost nets is that they continue to catch fish and other wildlife as they drift about the oceans. And as those animals die, they can attract still more predators and scavengers, which also get caught. Perhaps the sea turtles had gotten too close while looking for a free meal.

**Adapted from:** Bittel, J. (2018, August). Hundreds of endangered sea turtles found dead off Mexico. Retrieved from <https://www.nationalgeographic.com/animals/2018/08/endangered-olive-ridley-sea-turtles-dead-mexico-news/>

- II. In pairs, have a conversation about the main differences in the news articles in activity I.
- III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can contrast the same piece of news in several newspapers.

Accomplished

Almost accomplished

Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.



**UNIT 7**  
 • Social practice of the language:  
 Improvise a brief monologue on a  
 topic of interest.

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# Let's improvise monologues!

To be or not to be...



- **Environment:** Literary and recreational.
- **Communicative activity:** Recreational expression.

**Learning goals**

- check genres of monologues.
- plan a monologue.
- present a monologue.
- promote feedback.

**Product**

- Game: Improvised monologues.

**Reading booklet**


- *Monologues.*



## GETTING READY

1  In pairs, look at the picture on page 90 and discuss the following questions.

- Who is the man talking to?
- Can you read his body language?
- What is his goal?

2  In pairs, talk about what you know about these two concepts.

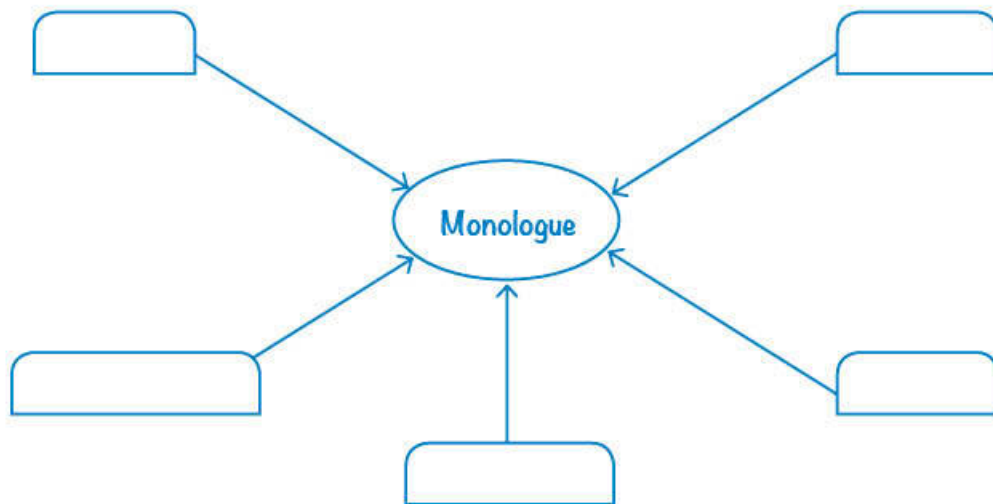
### Monologue



### Dialogue



3  In pairs, brainstorm ideas that you can relate to a monologue and complete the diagram.





## LESSON 1: Checking types of monologues

1 In pairs, read and listen to these different genres of monologues.

### A DRAMATIC MONOLOGUE



Glossary page 188



#### The Wizard of Oz

*A monologue from the book by L. Frank Baum*

**Dorothy:** But it wasn't a dream, and you and you... were there. This was a real **truly** live place and I remember some of it wasn't very nice, but most of it was beautiful--but all I kept saying to everybody

was «I want to go home,» and they sent me home! Doesn't anybody believe me? Toto, we're home! And this is my room and I'm not going to leave here ever, ever again. Because I love you all. Oh... There's no place like home!

**Adapted from:** Baum, L. Frank (1939) *The Wizard of Oz*. Retrieved from [http://www.actorpoint.com/free\\_monologues/mvw176.html](http://www.actorpoint.com/free_monologues/mvw176.html)

### A COMIC MONOLOGUE



#### Confused Teen

**Angie:** Is there some unwritten law that when you become a teenager you move into **insanity**? I'm NOT SUPPOSED to eat chocolate because it causes **pimples**. Wait, I'm SUPPOSED to eat chocolate, because it's great, "brain food." I'm SUPPOSED to

have foods rich in iron to help my circulation. Hold on, now, I'm NOT SUPPOSED to have it because it prevents my body from absorbing calcium. Wow, if I can survive being a confused teenager, I can survive anything!

**Adapted from:** Confused Teen (Teen Monologue, Female). Retrieved from <http://www.ispgroupinc.com/monologues/free-monologues-confusedteen.htm>

### A STORYTELLING MONOLOGUE



#### Peter Pan

*A monologue from the play by J. M. Barrie.*

**PETER:** Tink, where are you? Quick, close the window. **Bar** it. Now when Wendy comes she will believe her mother has barred her out, and she will come back to me! Now, Tink, you and I must go out by the door. [Doors, however, are confusing things to those who are used to windows.] It is Wendy's mother! She is making a box that says, 'Come

home, Wendy.' You will never see Wendy again, lady, because the window is locked. There are two **wet** things sitting on her eyes. [She is crying 'Wendy, Wendy, Wendy.'] She wants me to unbar the window. I won't! She is awfully **fond of** Wendy. Me, too! We can't both have her, lady! [A funny feeling comes over him.] Come on, Tink; we don't want any **silly** mothers.

**Adapted from:** Barrie, J.M. *The Plays of J. M Barrie*. New York: Charles Scribner's Sons, 1928.

### AN AUTOBIOGRAPHICAL MONOLOGUE



#### Starting High School

Being 13 I was excited to make new friends and learn new things at my new high school, but I was also very nervous. I knew that there were so many extra-curricular activities

and that I would have a **blast**. All these feelings built into one confusing emotion. Knowing what I know now, though, there really isn't much to be scared about!

**Adapted from:** Ten tips for incoming freshman in high school. Retrieved from [https://www.teenink.com/nonfiction/personal\\_experience/article/365916/10-Tips-for-Incoming-Freshman-in-High-School/](https://www.teenink.com/nonfiction/personal_experience/article/365916/10-Tips-for-Incoming-Freshman-in-High-School/)

#### Making connections

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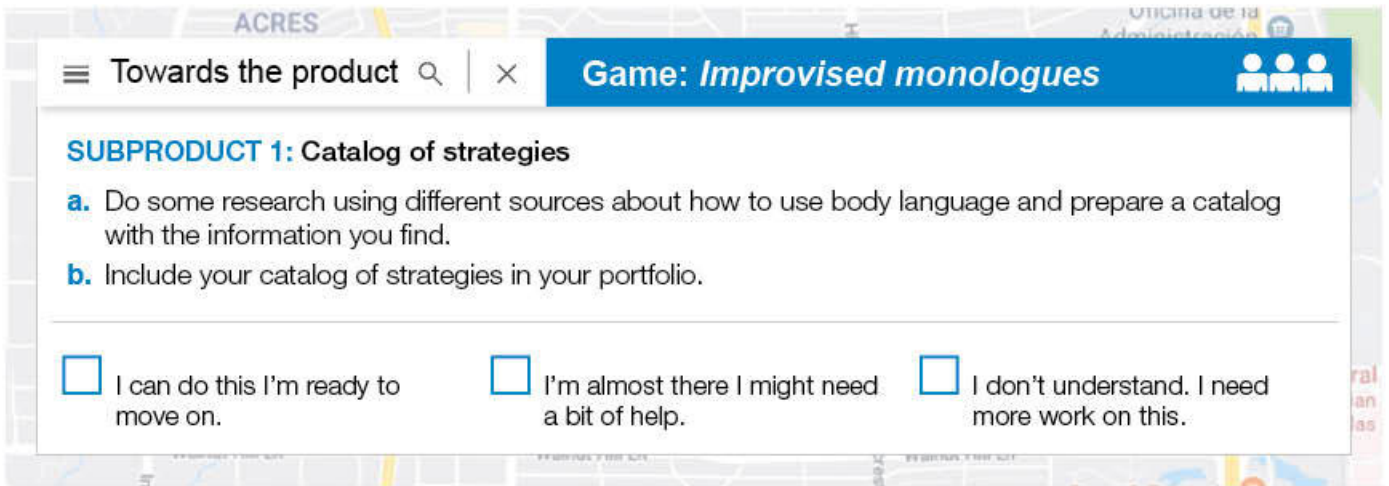
Which monologues have you read in books or watched in movies?



## IMPROVISING MONOLOGUES

> A monologue is a speech spoken by one person. There are several types of monologues such as **comedy, drama, autobiographical** and **storytelling**.

- 2  Choose the monologue that you like the most in activity 1. Describe it to your partner and say why you liked it.





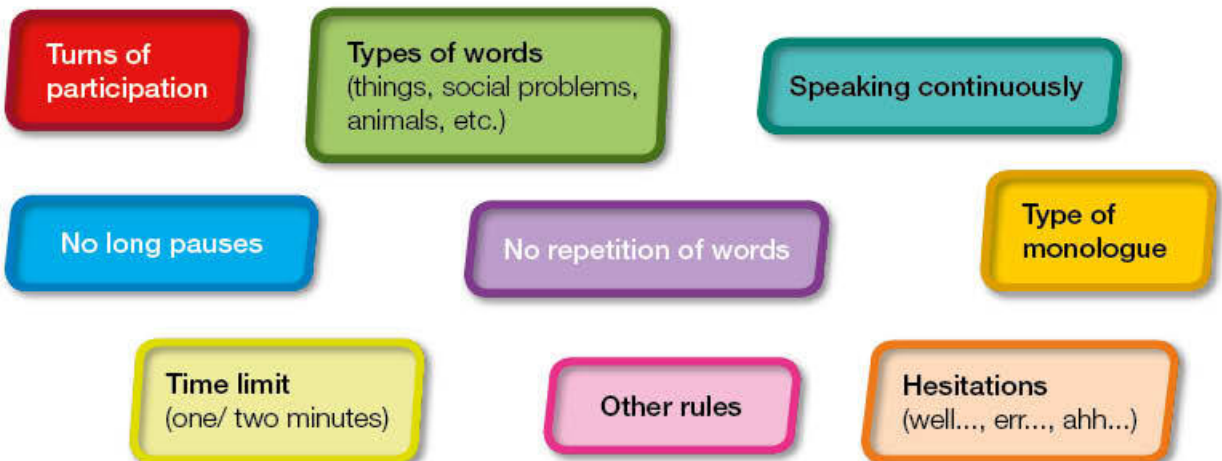
**Game: Improvised monologues**

**SUBPRODUCT 1: Catalog of strategies**


- a. Do some research using different sources about how to use body language and prepare a catalog with the information you find.
- b. Include your catalog of strategies in your portfolio.

I can do this I'm ready to move on.
  I'm almost there I might need a bit of help.
  I don't understand. I need more work on this.

- 3  Listen to the monologues and notice how emotions are expressed through the speakers' intonation and tone of voice. Discuss it in your group.
- 4  In groups, discuss and decide which rules to follow to play with the monologues in activity 1.



## LESSON 2: Planning a monologue

- 1  Read and listen to this monologue. In pairs, identify pauses in the speech and variations in volume, pitch and rate.





Glossary page 188


# Ratatouille

*A monologue from the movie Ratatouille by Brad Bird and Jim Capobianco*


**ANTON EGO:** In many ways, the work of a critic is not difficult. We risk very little yet enjoy a position over those who offer up their work and their selves to our opinion. We **thrive** on negative criticism, which is fun to write and to read. There are times when a critic truly risks something, and that is in the discovery and defense of the new. The world is often cruel to new talent, new creations. Last night, I experienced something new, an **outstanding** meal from a remarkably unexpected source. To say that both the meal and its maker have challenged my preconceptions about fine cooking is a **gross** understatement. They have **rocked** me to my core. In the past, it was not a secret my indifference for Chef Gusteau's well known **motto**: 'Anyone can cook.' But I comprehend, only now do I truly understand what he meant. Not everyone can become a fantastic artist, but a fantastic artist can come from anywhere. It is difficult to imagine more **humble** origins than those of the genius now cooking at Gusteau's, who is, in this critic's opinion, nothing less than the finest chef in France. I will be coming back to Gusteau's soon, hungry for more.

Adapted from: Bird, B. and Capobianco, J. (2007) Ratatouille. Retrieved from <https://www.actorama.com/ms/740/Brad-Bird-and-Jim-Capobianco/Ratatouille>


- 2   Listen to the monologue again. In pairs, take turns to read the monologue in activity 1 aloud, imitating what you hear as much as possible.

- 3  In pairs, suggest topics to create your own monologue.

Example: *Health, technology, etc.*

- 4  In groups, discuss which speech strategies you would use to perform your own monologue. Tick (✓) the options and explain your choices.

Pauses       Volume       Pitch       Rate       Intonation

- 5  In groups, discuss how these aspects contribute to the expression of a message in a monologue.

Eye contact



Hands movement



Legs movement



Body posture




Distance with the audience

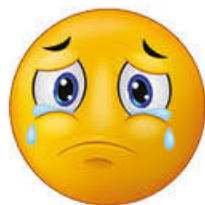


Facial expressions



- 6  Discuss and decide with your partners the most appropriate body language to use, according to the type of monologue that each of you want to perform. Consider the aspects in activity 5 in your decisions.

- 7  In groups, discuss how you can provoke the following emotions with body language.



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☰ Towards the product 🔍 | ✕ **Game: *Improvised monologues*** 👤👤👤

**SUBPRODUCT 2: List of topics**

**a.** In your group, scan the unit and make a list of topics that you might use in your monologue. Additionally, do some research using different sources to find other common topics.

**b.** Include your list of topics for monologues in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Walnut Hill Ln Walnut Hill Ln Walnut Hill Ln

**8** 🎧 📖 Read and listen to the text *Monologues* in your Reading Booklet. In pairs, choose one monologue, read it carefully and fill in this chart with your conclusions. Then share your information with the class.

Monologue:			
Type	Topic	Description	Feelings that conveys



# CHECK YOUR PROGRESS



- I. Read and listen to this monologue.



Glossary page 188

## Disappointment

**Cynthia:** Well it's done, I've passed the point of no return...I still can't believe this has happened to me! All my school life, I've been great, I've always been a leader, almost always the first in my class...until now. I don't know what happened into me. I'm furious at myself; I knew I should have studied much harder. Ever since I was a little girl, I've dreamt of delivering my **Valedictorian** speech at Graduation...just like Mom, just like you, just like most of my cousins...now, my shot at being Valedictorian is over. I feel terrible; I feel like I've disappointed everyone, my family, including myself...Why didn't I try harder, I should have paid more attention to my grades. My Dad would tell me, "I know you are smart sweetheart, but it wouldn't hurt to do just a little extra credit to increase your average." But noooo! ...You know most kids would have celebrated the grades I got, but not me, it's like I broke some **sacred** chain!...Well it's finally over. It's too late now, and there's nothing I can do about it, but cry a little tear and get on with life. But you know what's ironic?...As bad as I feel right away, it's like an enormous heavy load that has been **lifted off** my shoulders... it's like I'm .....FREE!

Retrieved from: <http://www.ispgroupinc.com/monologues/free-monologues-downthetubes.htm>


- II. In pairs, take turns to perform the monologue in activity I using appropriate body language and speech strategies.
- III. Evaluate your progress according to your performance in Lessons 1 and 2.

### Assessment

I can use appropriate speech strategies.	Accomplished	Almost accomplished	Need more work
I can use body language to express emotions.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 and 2 with your teacher.

## LESSON 3: Performing a monologue

- 1  Prior to performing your monologue, take some final decisions following this chart as a guide.


Type of monologue	Goal	Time limit	Topic of your interest	Emotions to convey	Essential words and expressions to include

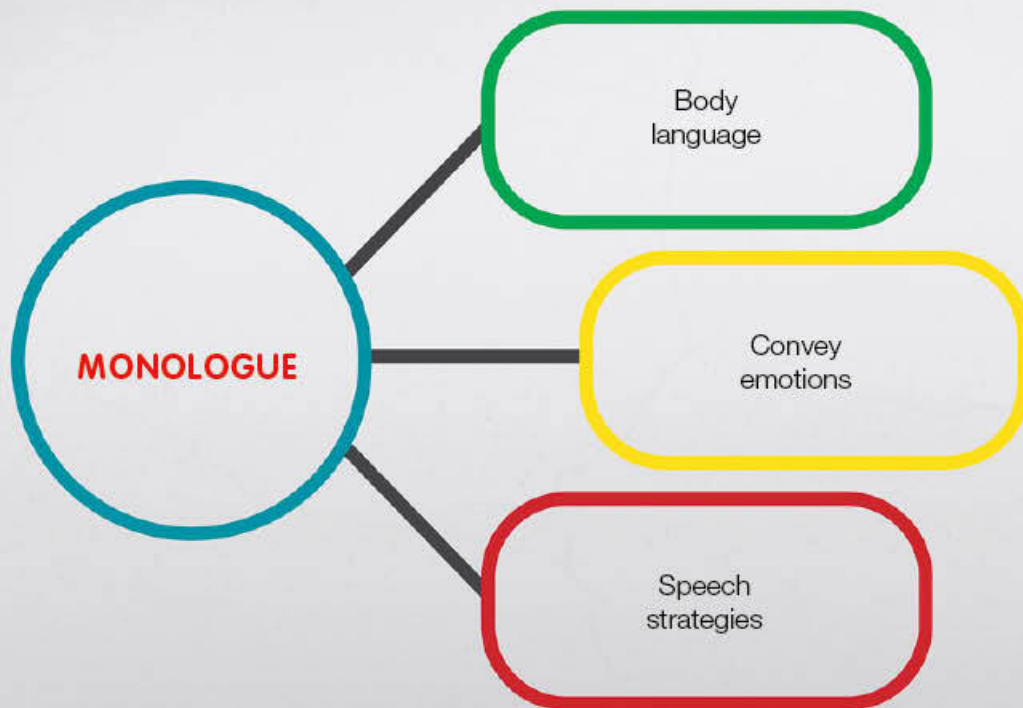
- 2 Write some ideas that you want to include in your monologue. Follow your plan in activity 1 and some expressions given below.


**Beginning** → As everyone knows... / Everything started when... / Let me share something I lived...

**Middle ideas** →

**End** → In the end... / At last... / To sum up...

- 3  Prepare your monologue in pairs, taking turns of participation. Make sure to add these aspects in your monologue.



- 4 Perform your monologue in front of the class.
- 5 Evaluate your own performance of your monologue.
- 6  As a group, prepare two other monologues to perform. Follow the planning in activities 1, 2 and 3 and then perform your monologues in front of the class.

#### Learning to learn

What strategies can I use to control my own emotions when presenting a monologue?


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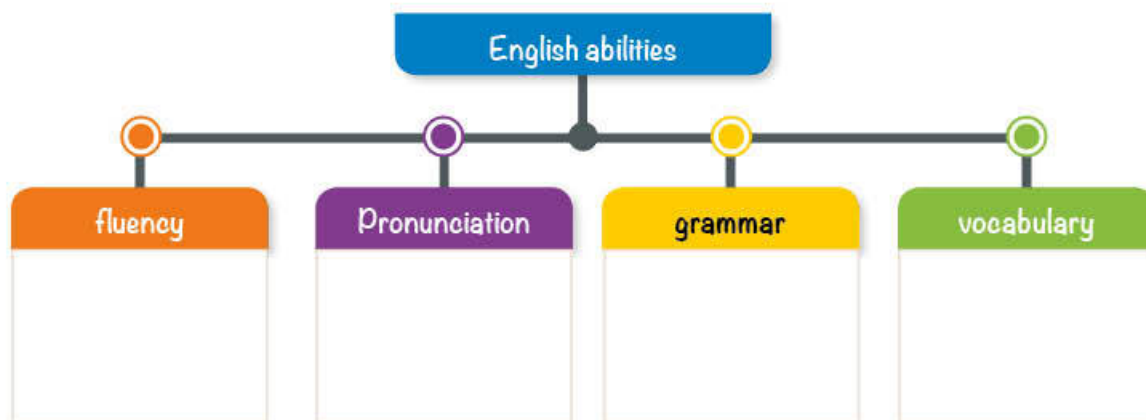
#### Self-assessment

I used appropriate speech strategies to convey emotions.	Yes	No
I used enough body language to express emotions.	Yes	No
I controlled my own emotions when speaking.	Yes	No

If most of your answers are insufficient, check Lesson 3 with the help of your teacher.

## LESSON 4: Promoting feedback

- 1  To perform a monologue, you need to analyze your English strengths. Use the diagram to reflect on your abilities in groups.



- 2  In groups, make a list of the usual difficulties you may face when performing monologues.

### Common challenges

Example: *We may get nervous, we may have difficulties memorizing the lines, etc.*

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☰ Towards the product 🔍 | X **Game: *Improvised monologues*** 👤👤👤

**SUBPRODUCT 3: Rules of participation**

**a.** Go back to the unit and take notes on a sheet of paper of the rules of participation in activity 4, page 93. You might discuss and add other extra rules to the game as needed.

**b.** Include your rules of participation in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there. I might need a bit of help.       I don't understand. I need more work on this.

**3** 👤👤👤 In groups, explain the challenges suggested in activity 2.

**4** 👤👤👤 In groups, think about strategies to solve the challenges discussed in activity 2 in order to improve performance.

Challenge	Suggested solution
<i>Getting nervous</i>	<i>Take a deep breath and relax</i>
<i>Memorizing the lines</i>	<i>Focus on one section at a time</i>

## FINAL DESTINATION

The screenshot shows a mobile application interface. At the top, there is a search bar with the text 'Product' and a magnifying glass icon. Below the search bar is a photograph of five young people in a classroom setting, some standing and some kneeling, appearing to be in a discussion or performance. Below the photo is a blue button with a white right-pointing arrow and the text 'how to get'. Underneath that is a blue bar with the text 'Game: *Improvised monologues*' and 'Product Unit 7' next to three white person icons. At the bottom of the app interface are four icons: a star for 'SAVE', a location pin for 'NEARBY SITES', a smartphone for 'SEND YOUR PHONE', and a share icon for 'SHARE'. Below these icons are two options: 'Add a missing site' with a location pin icon and 'Add a tag' with a tag icon.

### Game: *Improvised monologues*

how to get

Product  
Unit 7



SAVE



NEARBY  
SITES



SEND YOUR  
PHONE



SHARE

Add a missing site

Add a tag

### USEFUL LANGUAGE

- ★ To start with
- ★ Let me tell you what
- ★ It's a fact that
- ★ Last but not least
- ★ I would like to finish
- ★ In short

- 1 Working in groups, open your portfolio and share your catalog of strategies to use body language (Subproduct 1, page 93), list of topics (Subproduct 2, page 96) and rules of participation (Subproduct 3, page 101) with your partners.
- 2 Choose some topics from your list. Then, exchange ideas, experiences and opinions related to them.
- 3 Cut out eight cardboard cards and write your chosen topics on each of them.
- 4 Choose some rules of participation from your portfolio such as time limit.
- 5 Choose who is going to be the first player and the timekeeper.
- 6 Place the cards face down and then the first player picks up a card at random, reads the topic and improvises a monologue. Remember to use appropriate non-verbal language and speech strategies as well.

### Reflect on your product

Did we follow the instructions carefully?	Yes	No
---	-----	----

Did we improvise brief monologues?	Yes	No
------------------------------------	-----	----

Did we contribute with ideas?	Yes	No
-------------------------------	-----	----

If most of your answers are insufficient, check your product with the help of your teacher.

# FINAL CHECK



- I. Choose one topic from the box and brainstorm some ideas to perform a monologue about it them.

internet music favorite subject first day on vacation  
favorite festival a movie

- II. Perform your monologues in pairs. Provide feedback to your partner to let him/her improve his/her speech.
- III. Perform your monologue in front of the class.
- IV. Evaluate your progress according to your performance in the Unit.

Assessment			
I can improvise monologues.	Accomplished	Almost accomplished	Need more work
I contributed with ideas to improve my partner's performance.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Unit 7 with the help of your teacher.

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# UNIT 8

• Social practice of the language:  
Express complaints about a product.

## Customer Service



- **Environment:** Family and Community.
- **Communicative activity:** Exchanges associated with social environment.

### Learning goals

- listen to and review complaints about products.
- interpret general sense, main ideas and details of complaints.
- make oral complaints.

### Product

- Complaints.

### Reading booklet

- Making complaints.





## GETTING READY

1  Look at the picture on page 104. Answer the following questions in your group using your own ideas.

a. What is happening in this picture?

---

b. What is the message that is being communicated in this situation?

---

c. What do you think are the feelings expressed? Why?

---

2 Tick (✓) the expressions that you think are involved when complaining.

happiness

irritation

cheerful

sadness

stressful

irritation

excitement

disappointment


humorous

calm

peaceful

3 Remember the last time you or your family complained about a product. Take notes of how you solved the problem.

Example: - *TV not working*  
- *Called customer service*  
- *Got a new TV*

4  Share your experience in activity 3 with your partner.



## LESSON 1: Reviewing complaints

1 Listen to the first part of a conversation and complete the chart.

Type of conversation	
Topic	
Purpose	

2 Listen to the conversation and fill in the gaps.

**Sales assistant:** Can I help you?

**Customer:** I'm afraid you can't. I have a \_\_\_\_\_ with a product I bought last week and it is useless!

**Sales assistant:** \_\_\_\_\_? Doesn't it work? Are you sure?

**Customer:** Yes, I am sure. It does not work. I'd like to see the \_\_\_\_\_, please.

**Sales assistant:** Sure. Wait a \_\_\_\_\_, please. I will call him.

**Manager:** Good afternoon, I am one of the Smart Store \_\_\_\_\_ managers. What is your problem?

**Customer:** I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not \_\_\_\_\_ anything.

**Manager:** I am really sorry about this! We have two possible \_\_\_\_\_. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?

**Customer:** I would rather receive a \_\_\_\_\_.

3 Listen again. In groups discuss and answer the following questions. Then listen once more and check your answers with the help of your teacher.

a. What type of conversation is it?

\_\_\_\_\_

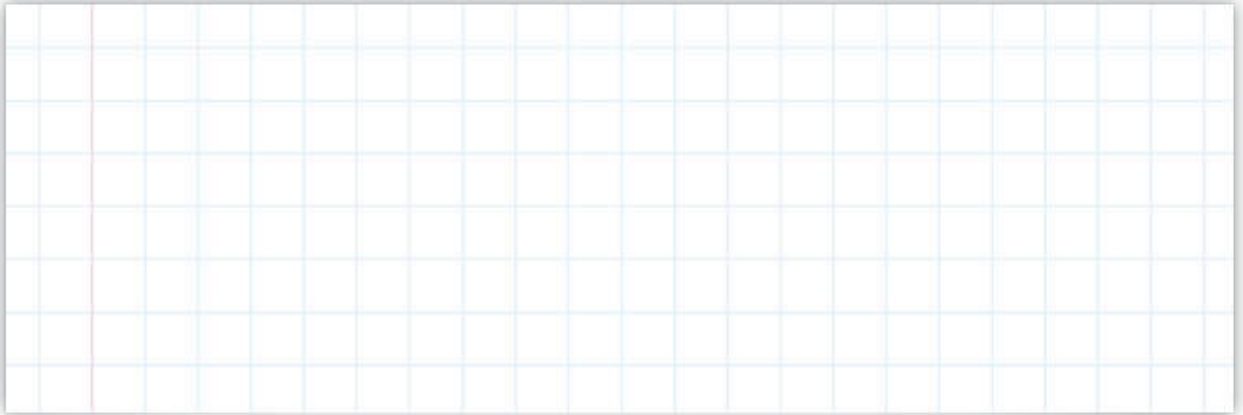
b. Who are the speakers?


\_\_\_\_\_

c. What is the problem?

\_\_\_\_\_

- 4  Which are the different ways of making complaints? Discuss it with your partner and write the answer in the space provided.



- 5  Listen, read and complete the text below.

## Complaining

1. When you buy a faulty product from a shop, you take it back to complain. So you can go directly to the person who has the authority and talk \_\_\_\_\_ in order to get any compensation such as a free replacement or a full reimbursement.
2. You don't have time to go to the shop assistant in person, so you decide to make a phone call but complaining \_\_\_\_\_ is sometimes a bigger problem, because you may be passed around from department to department.
3. Another possibility to make a complaint is to send \_\_\_\_\_ to the department that is responsible for sales and complaints.
4. Finally, if you first **made** a complaint, the usual response is a request to write a letter: *Can you put that down in writing please?* – That is why, your complaint has to be \_\_\_\_\_.





Adapted from: Complaining Business Magazine. Retrieved from <https://learnenglish.britishcouncil.org>

- 6  What way of making complaints do you think is the most effective? Share your opinion with your partner.



## LESSON 2: Interpreting main ideas and details

1  Look at the text in activity 2. What type of text is it and how do you know it?

2  Read and listen to the letter. Then describe the situation to your partner.

**Arnold Armstrong**  
89 Villa Street  
Val Haven, CT 95135  
Phone – 890056711  
armisstrong@arnold.com  
30<sup>th</sup> June, 2012

**Customer Care Manager**  
Customer Service  
Airtel Telecom  
8423 Green Terrace Road  
Asterville, WA 65435



Glossary page 189

Dear Sir or Madam

**Re:** Order Number TF285347

I recently ordered a new modem (item #285347), Model 100CX from your website on 20th June 2012. I received the order on 7<sup>th</sup> July. Unfortunately, the modem **turned out** to be defective. I connected it to my PC and installed all the drivers provided. I followed the manual provided but it didn't work. All the lights on the modem were on. I even went through **troubleshooting** but to no **avail**. I even installed it on my friends PC but 'no connectivity'. I used my dying modem to check if the 'line wasn't **faulty**'. The Internet worked fine and there was 'no issue with the line'. I even formatted and reinstalled the operative system just to make sure that there wasn't a problem in it. But that didn't make the modem work.

As mentioned above, I have tried everything and the fault lies clearly in the modem. I would like you to credit my account for the amount charged for the modem. I needed a new modem so I bought it from a local shop. I don't need a replacement but a refund which I am **entitled** to as per your policy.

Thank you for taking the time to read this letter. I have been a loyal and satisfied customer of your company for quite some time now. This is the first time I have encountered a problem.

Looking forward towards a **prompt** refund.

Sincerely,  
Signature  
Arnold Armstrong

**Taken from:** Product complaint letter. (n.d). Retrieved from <https://targetstudy.com/letters/product-complaint-letter.html>

### Making connections

How do people make complaints in your country?

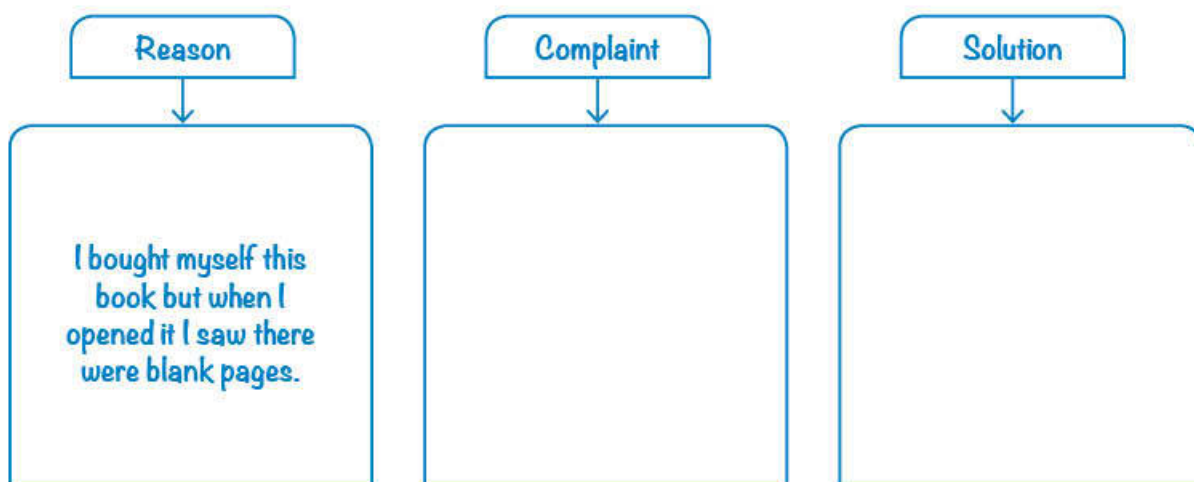
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To read additional information about how to write complaints letters, you can visit <https://www.consumer.ftc.gov/blog/2015/09/how-write-effective-complaint-letter>

- 3  In pairs, take a brief look at the reason for a complaint below. Then complete the diagram with your own ideas.




- 4  In pairs, think about a situation in which you have to make a complaint about a product. Then have a conversation between a customer and a manager using the expressions in the box.

I would like a (full reimbursement)    I strongly demand a (free replacement).

I don't need a (replacement) but a (refund)    We can replace ...for you.

You could receive a refund / a free replacement / a full reimbursement instead.

I would rather / prefer to + have a refund / full reimbursement.

- 5  Look up these words in the Glossary. In pairs, complete the chart below. Justify your answers.

 **Glossary page 189**

**Politeness    Fury    Disappointment    Annoyance    Stress    Calm**

Speaker	Complaint	Mood
1.	It was so delicate I could not even touch it.	
2.	I understand it's not your fault, but I wonder if this product can be replaced today.	
3.	I felt disappointed when the coffee maker didn't heat water.	
4.	Sorry to bother you. I'm afraid I have to make a complaint but the television is not working. Who do I have to speak with?	
5.	I can't accept this! I want a full reimburse immediately.	
6.	I'm afraid I have to make a complaint. I've have been waiting for my full reimburse since three weeks ago. I'm getting nervous with this situation because I need to work at home and I haven't received my replacement of the computer yet!	

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## MAKING COMPLAINTS

Use modal verbs such as **would**, **could**, and **can**.

Examples:

- **Can** you help me with this? I bought this book this morning but when I opened it I saw there were blank pages. **Could** I have another book?
- Excuse me, I wonder if you **can** help me with this. I bought this coffee maker and it didn't heat water. I **would** like a full reimbursement.

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☰ Towards the product 🔍 | ✕ **Complaints** 👤 👤 👤

**SUBPRODUCT 1: A list of reasons to make complaints.**

- In a separate sheet of paper, write a list of reasons for the complaints you have reviewed in the unit.
- If possible, find more examples of complaints online. Read them and create more situations to add to your list. Add a list of moods when complaining to your list too.
- Include your list of complaints and attitude in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

OLD PRESTON

6 🎧 📖 Read the text *Making Complaints* in your Reading Booklet. Complete the table with the similarities and differences between making complaints in Mexico and in other countries.

Similarities	Differences

### Self-assessment

I can identify people's mood.	Yes	No
I can understand texts (oral and written) related to complaints.	Yes	No

If most of your answers are insufficient, check Lesson 2 with the help of your teacher.

# CHECK YOUR PROGRESS



- I. In pairs, read and listen to the conversation. Report what the conversation is about to your partner.

**Customer support:** This is Prima Berrier customer service support, how can I help you?

**Customer:** Who am I talking to?

**Customer support:** This is Andrew Wells and you've contacted Prima Berrier customer support. I'd be happy to help you.

**Customer:** Great. I hope you can. This is Mario Valdés speaking. I've been calling here for more than thirty times and nobody's given me any support.

**Customer support:** I'm sorry to hear that. Would you mind providing the names of the customer service support representatives you spoke with? I'd like to look into the situation for you.

**Customer:** It doesn't matter. It is too late!! I emailed and I went to the office, and I had the same problem. Nobody helped me!!! Your customer support service is awful. Anyway, I'm calling about a pair of trousers that I bought from you, but they ripped when I put them on. I'm absolutely furious I want my money back!!

**Customer support:** I'm sorry to hear that. We accept returns on used items up to thirty days after. Do you have your receipt?

**Customer:** No, I don't have it. I lost it when I went to your office last week. But I bought it new and they ripped. I strongly ask for a free replacement or I want my money back!

**Customer support:** I'm sorry sir, but we don't accept returns if you don't have the receipt.

**Customer:** But you saw me when I went to the office! I want a full reimbursement!!

**Customer support:** I'm sorry, sir, but I cannot offer you a full reimburse or a replacement if you don't have the receipt. There is nothing we can do if you don't have it...



- II. Imagine you buy a product and you have a problem with it. Follow the model in activity I and have a dialogue between a customer and a customer support assistant.

- III. Evaluate your progress according to your performance in Lessons 1 and 2.

## Assessment

I can recognize expressions related to emotions, and attitudes when complaining.	Accomplished	Almost accomplished	Need more work
I can understand oral and written texts about complaints.	Accomplished	Almost accomplished	Need more work
I can identify purpose and reasons when complaining.	Accomplished	Almost accomplished	Need more work


If most of your answers are insufficient, check Lessons 1 and 2 with the help of your teacher.



## LESSON 3: Making oral complaints


- 1  In pairs, brainstorm words and expressions to make effective complaints that you have studied so far in this unit.



- 2  In pairs, think of four products that you would like to buy. Imagine you buy them and they are faulty. Complete the diagram describing the problems.

Product	Problem

- 3  In pairs, check your answers to activity 2 and then discuss how you would like the problems to be solved.

- 4  Choose two products in activity 2. With your partner, take turns to make your complaints. Remember you must report the problem and indicate the solution you demand. Use the expressions in the box.

I got myself this... but when I opened it I saw...  
I felt disappointed when the... didn't...  
I would like a full reimburse  
I strongly demand a free replacement

- 5 Now write the two complaints you made in activity 4. Then check the activity with your teacher.

Complaint 1	Complaint 2

6  Choose a picture and describe the situation in it. Talk about the complaints you think the people are making. Use the following questions as you discuss with your partner.

- What can you see in this picture?
- What do you think is the complaint about?
- What solution do you think the person demands?



☰ Towards the product 🔍 | ✕
Complaints
👤👤👤

**SUBPRODUCT 2: Chart of expressions and outlines to use body language**

- Review the expressions to make complaints that you have studied during the unit. On a separate sheet of paper, elaborate a chart with the corresponding expressions.
- Think about the body language you may use when complaining. Brainstorm some ideas and write an outline in a separate sheet of paper.
- Include your chart with expressions and outline in your portfolio.

I can do this I'm ready to move on.

I'm almost there I might need a bit of help.

I don't understand. I need more work on this.

### Self-assessment

I can identify reasons to make complaints.	Yes	No
I can identify expressions to make complaints.	Yes	No

If most of your answers are insufficient, check Lesson 3 with the help of your teacher.



## FINAL DESTINATION

Product

Complaints

how to get

Product Unit 8

SAVE NEARBY SITES SEND YOUR PHONE SHARE

- Add a missing site
- Add a tag

### USEFUL LANGUAGE

- ★ I have a complaint to make. ...
- ★ Sorry to bother you but...
- ★ I'm sorry to say this but...
- ★ I'm afraid I have a complaint about...
- ★ I'm afraid there is a slight problem with...
- ★ Excuse me but there is a problem about...
- ★ I want to complain about...
- ★ I'm angry about...

### Reflect on your product

Did we do enough research and preparation?	Yes	No
--	-----	----

Are we pleased with the quality of the final product?	Yes	No
---	-----	----

Have we finished the product successfully?	Yes	No
--	-----	----

If most of your answers are insufficient, check your product with the help of your teacher.

- 1 Open your portfolio. In groups, work with your list of reasons to make complaints (Subproduct 1, page 111) and your chart with expressions and outline to use body language (Subproduct 2, page 115).
- 2 As a group, check your list of reasons and expressions to make complaints.
- 3 In groups, practice making complaints. Do it as fluently as you can.
- 4 Make complaints in front of the class. Use body language.



I. Complete the following chart.

Complaints			
Mood / attitude	Body language	Demanded solution	Useful expressions

II.  In pairs, choose a problem and make a complaint about your faulty product. Use your notes in the chart in activity I.

- A new dress/ shirt changed color when you washed. You demand a full reimburse.
- Your new camera is not taking clear pictures. You only can wait three days for a full refund or a free replacement.
- Your telephone is out of order and you have just bought yesterday. You are really upset.

III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can identify purpose and reasons when complaining.	Accomplished	Almost accomplished	Need more work
I can make complaints and use body language.	Accomplished	Almost accomplished	Need more work
I can compare expressions to propose solutions to complaints.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check your product with the help of your teacher.



# UNIT 9

• Social practice of the language:  
Narrate personal experiences in a conversation.

# Telling Anecdotes



- **Environment:** Family and community.
- **Communicative activity:** Exchanges associated with information about oneself and others.

### Learning goals

- listen and review conversations about personal experiences.
- understand general meaning, main ideas and details.
- share personal experiences in a conversation.

### Product


- Autobiographic Anecdote.

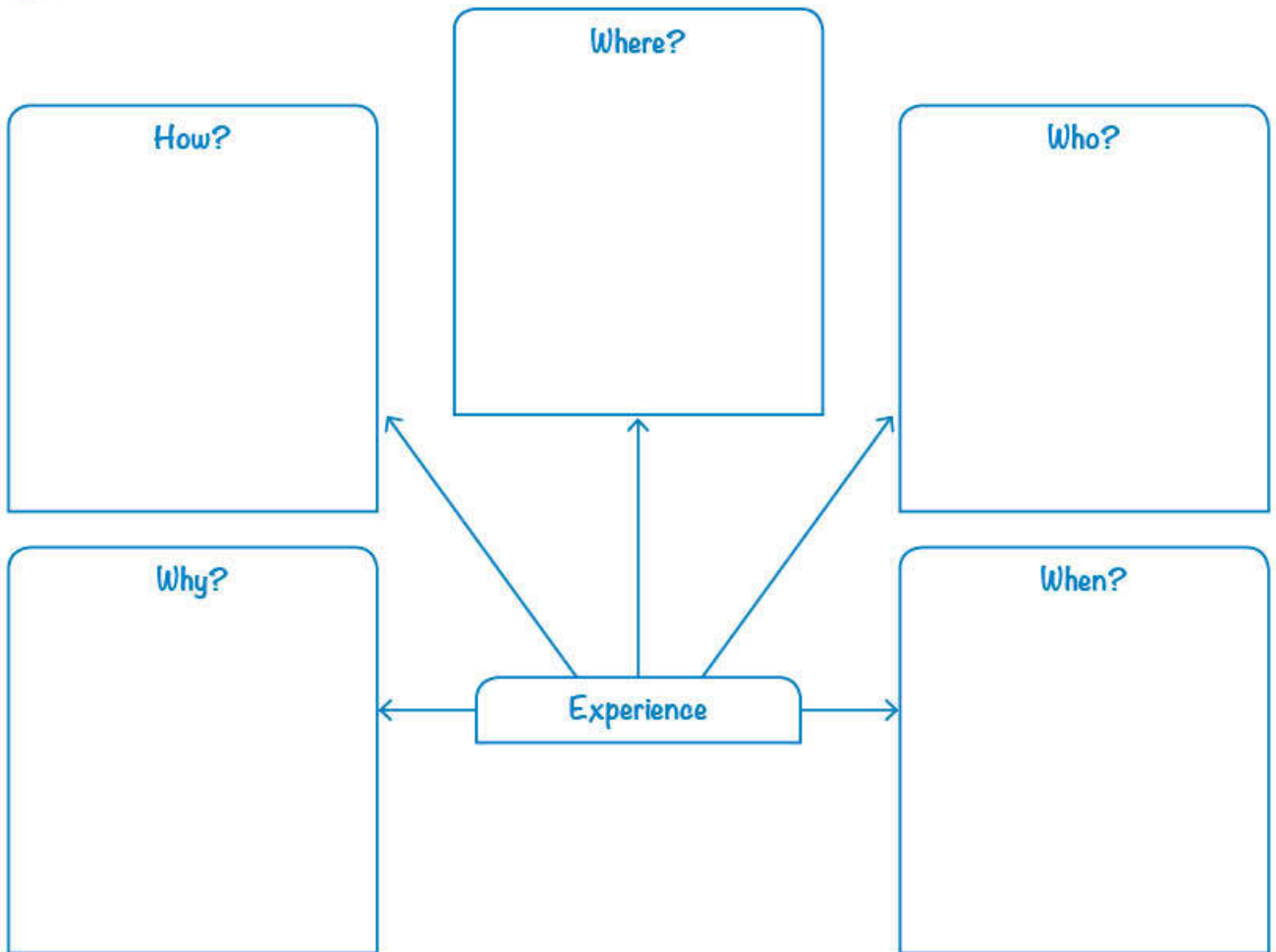
### Reading booklet

- *How to tell personal Anecdotes.*



## GETTING READY

- 1 Look at the picture on page 118. What are the children talking about?
- 2  Choose one anecdote (a – c). In groups, take turns to share your experience.
  - a. A time when you lost something important.
  - b. A place you visited.
  - c. A birthday you remember.
- 3 Complete the following sentences with your own ideas.
  - a. The funniest thing that ever happened to me was \_\_\_\_\_
  - b. The saddest thing that ever happened to me was \_\_\_\_\_
  - c. The most amazing thing that ever happened to me was \_\_\_\_\_
- 4 Now, choose one anecdote in activity 3 .Then complete the following organizer.





## LESSON 1: Reviewing personal experiences

- 1 Look at the picture in the text below. What do you think the anecdotes are about? Discuss it with your partner.
- 2 Read and listen to Joel's anecdotes. Pay attention to the expressions in bold.

### Two anecdotes

I'd like to talk about the time when I lived one of the worst moments in my **stuttering** days. It happened when I went out for a haircut. I was with my brother and we were both going to get cuts. As every **stutterer** knows, you have times when you can speak perfectly fine and others it can come without warning, leaving you **wondering** what happened. At the haircut place, the guy at the counter asked my phone number. **At the beginning**, I spoke out clearly. **Later on**, he asked who would get the haircuts. I quickly said my name, but couldn't make out my brother's name. I tried, and I tried, saying, Daaaaaan....Ddddddaaaaaa. I couldn't help but think how stupid I sounded. The guy **sharply** implied, "you don't even know your brother's name?" **What happened next was** that my little brother finally came to my rescue after I pointed to him and he said his name for me. That was the shortest haircut I've ever had. Both my brother and I look at it and laugh now. It's the only thing you really can do.

Another time, I was trying my phone skills and got enough courage to call a girl from school. Unfortunately, her name was Heather, which is quite hard for me to say. The H-e-a part always gets me. Sadly, she wasn't around...so her dad **picked up**. **Suddenly**, I started to feel that I was quickly tensing up and **spit out**, "is Heeeeeeeeeeeaaather there?" By that time I was quite out of breath and embarrassed by saying her name like that. I can't imagine what he thought when I said it. **After that**, he always knew who I was when I called...at least he was nice about it.

by Joel, age 18



Glossary page 189

Adapted from: Embarrassing moments. Retrieved from <http://www.mnsu.edu/comdis/kuster/embarrassing.html>


- 3 What do the expressions in bold do in the text? Discuss this question in pairs.
- 4 This table shows the structure of an anecdote. Look at the example and complete it analyzing the anecdotes in activity 2.

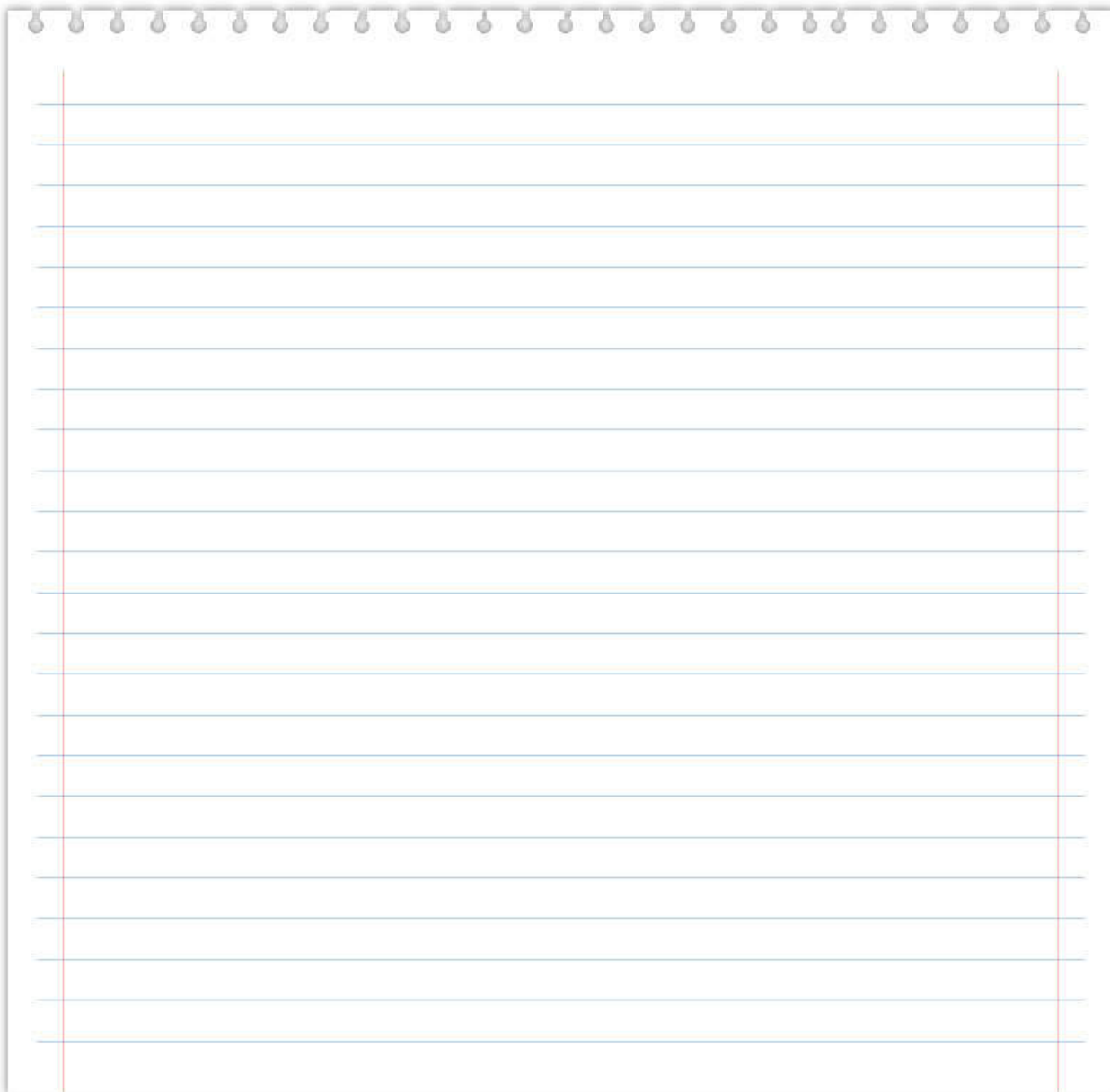
Ancedote	Introduction	Background	Action	Wrapping up
1	<i>I'd like to talk about the time when I lived one of the worst moments in my stuttering days</i>			
2				




- 5  With your partner, take turns to retell Joel's anecdotes. Use the expressions in the box and prosodic features.

I'd like to talk about the time when    At the beginning    Later on Then  
What happened next was    Suddenly    After that    Finally


- 6  Write an account of an embarrassing experience. Remember to structure your story with an introduction, background, action and wrapping up. Also, use the expressions in activity 5. Then, share with your partner next to you and check it with your teacher.



- 7  Retell and share your anecdote with your group.



## LESSON 2: Understanding main ideas and details


1  Look at the pictures and do the following activities.

- Describe the pictures.
- Think about an anecdote related to the pictures and share it in your group.



2  Listen to the anecdotes. What pictures in activity 1 are related to them?

---

3  Listen again and complete the chart.

	Anecdote A	Anecdote B
Who		
What happened		
Where		
When		

4  Listen again and pay attention to the expressions in the box as they are mentioned in the anecdotes.

While I was taking a shower... It was at that moment that... As we were arriving...

5  Create three sentences using the expressions in exercise 4. Share them with your partner and check with your teacher.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_




**SUBPRODUCT 1: Schema with personal experiences.**

- a. In a separate sheet of paper brainstorm personal anecdotes. Then, copy this schema and complete it with the funniest anecdote.

Anecdote	Introduction	Background	Action	Wrapping up

- b. Now, read the information below. Can you think about any other experiences like these? If possible, add more to your list in activity a.

A perfect day in your life

a trip you did

a special event in your life

- c. Include your Schema with personal experiences and your additional list in your portfolio

I can do this I'm ready to move on.

I'm almost there. I might need a bit of help.

I don't understand. I need more work on this.

- 8 Read the text *How to Tell Personal Anecdotes* in your Reading Booklet. Find tips related to telling personal anecdotes. Share your findings with a partner and check with your teacher.

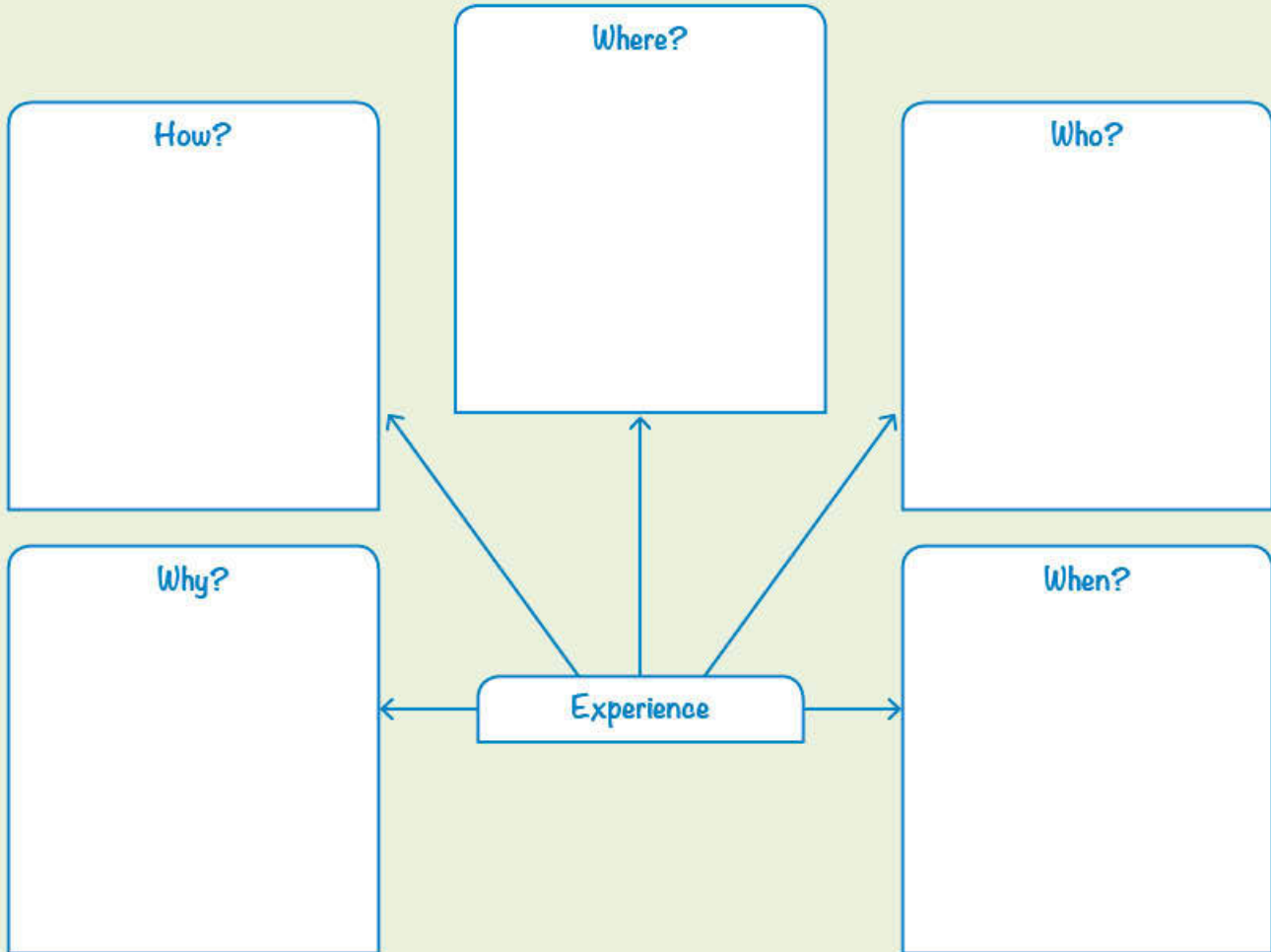
### Tips for telling personal experiences

Blank lined area for writing tips for telling personal experiences.

# CHECK YOUR PROGRESS



I. Think about a personal experience. Write questions about it.



II. Interview your partner about the personal experience in activity I.

III. Evaluate your progress according to your performance in the Unit.

## Assessment

I can recognize an anecdote structure.	Accomplished	Almost accomplished	Need more work
I can understand oral and written texts about anecdotes.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again, with the help of your teacher.

## LESSON 3: Sharing personal experiences


1 Read the text in the bubbles. Then put the anecdote in the correct order.



a. "Yes, he does," I replied.

b. Then she asked, "Will he give you whatever you ask for?"

c. Again, I replied yes. Then Kelly lifted her arms and said, "Thank you, Jesus! Grandma's getting me a dog!"

d. When my granddaughter Kelly was 8, she asked me, "Grandma, does God answer prayers?"

2  Listen to the anecdote and check your ideas in activity 1.

3   Listen to the anecdotes carefully. Then complete the chart. Check your ideas with your partner.

Anecdote	What	When	Where	Feelings
1				
2				
3				

### Self-assessment

I can understand main ideas and details of oral anecdotes  Yes  No

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

4  In pairs, complete the conversation about personal experiences.

A: Where did you go last summer?

B: I went to Tepoztlan.

A: Great!

Who \_\_\_\_\_ with?

B: I went with my grandparents.

A: What did you do \_\_\_\_\_?

B: I went to my uncle Ben's house.

A: Why \_\_\_\_\_?


B: It was my cousin's birthday.

A: What did you eat?

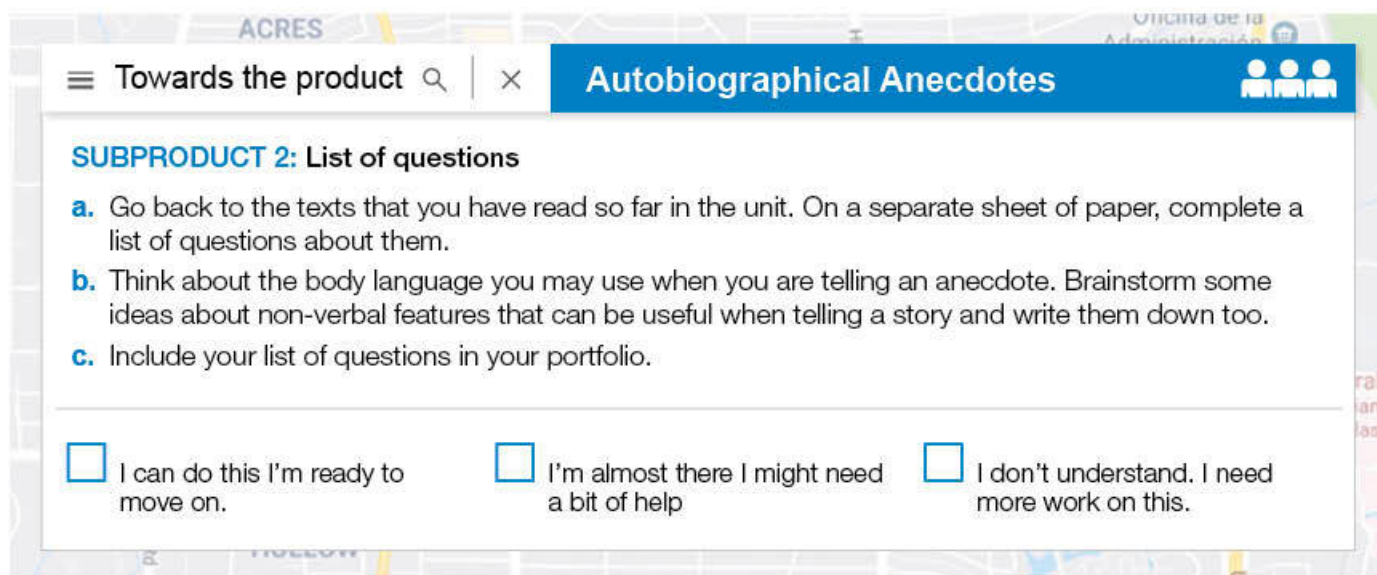
B: \_\_\_\_\_  
\_\_\_\_\_

A: What did you do at the party?


B: \_\_\_\_\_  
\_\_\_\_\_

5  This is a list of non-verbal features. Why do you think they are important? Discuss with your class and check with your teacher.

- Using facial expressions.
- Using pauses.
- Keeping eye contact while speaking.
- Using an interesting tone of voice.
- Smiling.



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**SUBPRODUCT 2: List of questions**

- Go back to the texts that you have read so far in the unit. On a separate sheet of paper, complete a list of questions about them.
- Think about the body language you may use when you are telling an anecdote. Brainstorm some ideas about non-verbal features that can be useful when telling a story and write them down too.
- Include your list of questions in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help       I don't understand. I need more work on this.



6  Now, use the questions in activity 4 and start a conversation with your partner. Don't forget the use of non-verbal features when speaking.

7   Read and listen to the anecdote below. Then, answer the questions about it with your partner and check with your teacher.



I was carrying my 3-year-old grandson Matthew up the stairs, when I told him, “Just think, when you get older you can carry me up the stairs.”

He thought about this and then, with a worried look, he asked, “Will you be any smaller?”

- a. What was the grandpa doing at the beginning of the text?
- b. What did the grandpa say to his grandson?
- c. Why do you think the grandson gave that answer? Discuss.
- d. Do you think this anecdote is funny? Why? Explain.

8 Answer the following questions.

a. What's the most significant experience you have ever had?

b. What other events are usually important in people's lives?

9  Share your answers in activity 9 with your partner.

### Self-assessment

I can discuss my own experiences and those of others in a conversation.

Yes

No

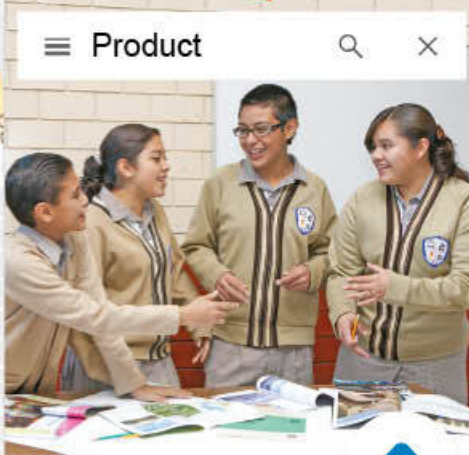
I can listen respectfully and value the experiences of others.

Yes

No

If most of your answers are insufficient, check lessons 1 - 3 again, with the help of your teacher.

## FINAL DESTINATION



### Autobiographic anecdote

how to get



Product  
Unit 9



SAVE



NEARBY  
SITES



SEND YOUR  
PHONE



SHARE

Add a missing site

Add a tag

### USEFUL LANGUAGE

- ★ I'm going to tell you about...
- ★ This story is about...
- ★ Later on...
- ★ At that time, I was...
- ★ Suddenly... What happened next...
- ★ This story took place...
- ★ When I looked back on that story...
- ★ The funniest/ scariest/ saddest anecdote...
- ★ As soon as
- ★ To begin with...
- ★ In the end...

### Reflect on your product

Did we do enough research and preparation?	Yes	No
--	-----	----

Are we pleased with the quality of the final product?	Yes	No
---	-----	----

Have we finished the product successfully?	Yes	No
--	-----	----

If most of your answers are insufficient, check the steps of the product again, with the help of your teacher.

- 1 Open your portfolio. In groups, work with the schema of personal experiences in Subproduct 1 (page 125) and your set of list of questions in Subproduct 2 (page 128).
- 2 As a group, select a personal experience from your list.
- 3 Check your list of questions and answers. Check that they contain the information required when telling anecdotes.
- 4 Read your questions and answers aloud.
- 5 Organize your sentences into a text. Follow the structure you previously learned.
- 6 Tell your anecdotes by including prosodic elements and body language.

# FINAL CHECK



I. Write four anecdotes that you would like to share with your partner.

Example: *The happiest day in my life*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

II. Interview your partner about his or her experiences using the questions in the chart. Complete the chart with the information that your partner gives you.

	Anecdote 1	Anecdote 2	Anecdote 3	Anecdote 4
What happened?				
Where was she / he?				
When did it happen?				
How did she / he feel?				

III. In pairs, take turns to tell each other the following anecdotes.

- My first day at school was...
- The last time I got nervous was because...
- The last time I was got bored was when...
- The last time I was scared was when...

IV. Evaluate your progress according to your performance in the Unit.

## Assessment

I can understand conversations about personal anecdotes.	Accomplished	Almost accomplished	Need more work
I can comprehend general meaning, main ideas and details of an anecdote.	Accomplished	Almost accomplished	Need more work
I can share personal experiences in conversations.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check the whole unit again, with the help of your teacher.



# UNIT 10

• Social practice of the language:  
Discuss points of view to  
participate in a round-table  
session.

## Round-table discussion



- **Environment:** Academic and educational.
- **Communicative activity:** Treatment of information.

### Learning goals

- revise texts about topics of civics and ethics and select information.
- understand general meaning and main ideas.
- discuss points of view when participating in a round-table discussion.

### Product


- A round-table discussion.

### Reading booklet

- *Global warming.*




## GETTING READY

- 1 Look at the picture on page 132. Why do you think the seating arrangement is as a round-table?
- 2  In pairs, discuss what a round-table discussion is and its characteristics.



- 3  In pairs, suggest possible topics about civics and ethics that can be discussed in a round-table session.

Topics

- 4  In groups, discuss a topic about civics and ethics that is currently relevant to your country.



## LESSON 1: Revising and selecting information

- In groups, read the headline of the text in activity 2. Discuss the answer to the question and the implications of cultural diversity.
- Read and listen to the text and check your answers to activity 1.



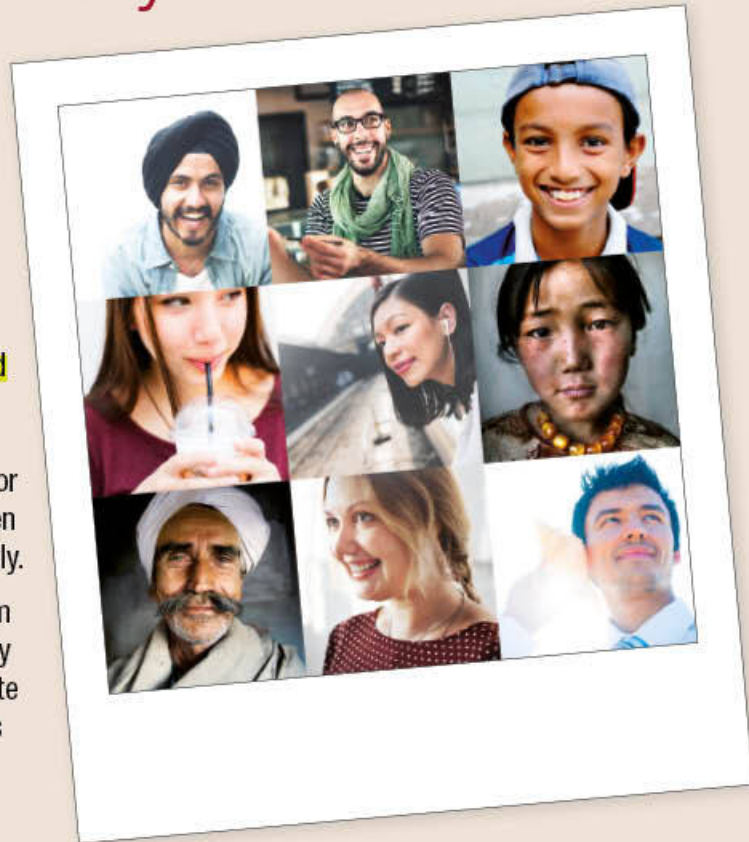
Glossary page 189

# What is Cultural Diversity?

Diversity is nothing more than a difference from the majority. In any culture, there is a majority and many minorities. Culture is a group of **norms** that set standards for a society of what is acceptable **behavior**.

In every culture, there are basic standards for social interaction such as personal space distance, eye contact, amount of body language displayed in public, negotiating style, etc. In Latin America, for example, people stand about eighteen inches apart when **engaged** in normal conversation; prefer very direct eye contact; are demonstrative with body language and negotiate very directly. In other cultures, people may stand closer or farther, may view direct eye contact as **rude**, be less open to displaying body language and negotiate more indirectly.

Cultural diversity makes countries richer by making them more interesting places in which to live. Cultural diversity also makes countries stronger and better able to compete in the new global economy. People from diverse cultures bring language skills, new ways of thinking, creative solutions to difficult problems and negotiating skills.



Adapted from: What is cultural diversity? Retrieved from <https://www.ethnoconnect.com/articles/1-what-is-cultural-diversity>

### Self-assessment

I can check information from civics and ethics formation.	Yes	No
---	-----	----

If your answer is No, check the previous activities again with the help of your teacher.

### Making connections

Are there any minority groups in your country? Which benefits has Mexico obtained due to cultural diversity?

CD - XV<sup>e</sup>

42174



# CULTURAL DIVERSITY

The definition of culture has long been a controversy. One commonly used definition is: «[Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits **acquired** by a human as a member of society.»<sup>1</sup>

The term sub-culture is used to refer to minority cultures within a larger dominant culture.

Migration leads to increased diversity which often refers to the co-existence of a difference in behavior, traditions and customs -in short, a diversity of cultures. UNESCO's governing body adopted the UNESCO Universal Declaration on Cultural Diversity (2001) that has elevated cultural diversity to the rank of common **heritage** of humanity.



- Firstly, it promotes the principle that «culture takes diverse forms across time and space. This diversity is **embodied** in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. »(Article 1)
- Secondly, it emphasizes the understanding of moving from cultural diversity to cultural pluralism. «In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Cultural pluralism is conducive to cultural exchange and to the **flourishing** of creative capacities that sustain public life.» (Article 2)
- Thirdly, it delineates cultural diversity as a factor in development which is understood not simply in terms of economic **growth**, but also to achieve a more satisfactory intellectual, emotional, moral and spiritual existence. (Article 3)
- Finally, cultural diversity presupposes the respect for human rights. It implies a commitment to human rights and fundamental freedoms, especially the rights of people belonging to minorities and those of indigenous groups. (Article 4)

<sup>1</sup>Taylor, E. in Seymour-Smith, C. (1986) Macmillan Dictionary of Anthropology. The Macmillan Press LTD.

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**SUBPRODUCT 1: List of topics**

**a.** After consulting different sources, brainstorm topics of civics and ethics of your interest. Make a list of them in a separate sheet of paper.

**b.** Include your list of topics in your portfolio.

---

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Walnut Hill Ln      Walnut Hill Ln      Walnut Hill Ln

**4** 👤👤 With your partner, compare the textual components in both texts in activities 2 and 3. Fill in the table with your observations and then check your answers with the rest of the class.


Headline	Source	Glossary	Formality	Other
1 <sup>st</sup> text				
2 <sup>nd</sup> text				

**5** 👤👤 Discuss the questions with your partner and identify the information in the texts to support your ideas. Then check your answers with another pair.

- Which are the basic standards for social interaction?
- What do people from diverse cultures bring?
- When was cultural diversity elevated to the rank of common heritage of humanity?
- How does cultural diversity influence on development?



## LESSON 2: Understanding main ideas

1  Before reading, look at the headline and the picture in activity 2 to predict the topic of the text.

2  Now read the text and check your predictions in activity 1.



Glossary page 189

### The Jupiter News

# ETHICS AND TECHNOLOGY

By KIRK O. HANSON and TIM RITCHIE



February 9, 2017

We need to think carefully, every day, about how to develop, use, and apply the powerful new inventions. The Tech Museum of Innovation and Santa Clara University, are launching a new initiative, called Technology and the Ethical Imagination, to raise awareness of these issues and apply an ethical framework for decision-making.

The potential of artificial intelligence, biotech and other breathtaking technologies will help us cure diseases, increase prosperity and live better. But we also need to aggressively address the complicated ethical choices that accompany each breakthrough.

Just in the past few weeks, many of these dilemmas have been on display. Is it the responsibility of social media sites to control the spread of

fake news on the Internet? Should drone manufacturers facilitate or fight restrictions on their products' use? How much access should the government have to personal data to maintain national security?

Ethical reflection on technology is an ongoing process that should be applied as modern technologies are imagined, developed and promoted. We must be ready to reassess when a technology produces a problem we did not anticipate or changes the nature of our day-to-day lives in ways we did not foresee.

Our monuments to innovation – universities, corporate campuses, and technology museums—should be places where ethical reflection is taught and takes place routinely.

In our technology and the ethical imagination collaboration, we will

try to make ethical reflection as commonplace and familiar as our fascination with the science and engineering behind technologies.

The Tech's exhibits will have 'ethics inside.' We would invite all innovators to join us in ethical reflection. Our first joint project would explore the issues posed in the Tech's newest exhibit, biodesign studio. Visitors would be provoked with questions about the uses and potential misuses of synthetic DNA. Thousands of young people, the next generation of scientists and engineers will benefit from making ethical reflection.

### Learning to learn

What strategies can I use to understand unknown words in a text?

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Adapted from: Hanson, K.O. & Ritchie, T. (2017, February) Opinion: Ethics should be front and center with technology but isn't always. Retrieved from <https://www.mercurynews.com/2017/02/09/opinion-ethics-should-be-front-and-center-with-technology-but-isnt-always/>

**>>> TO CREATE NEW CONCEPTS IN ENGLISH AS YOU DISCUSS POINTS OF VIEW IN A ROUND-TABLE DISCUSSION, YOU CAN ADD: >>>>>>>>>>>>**

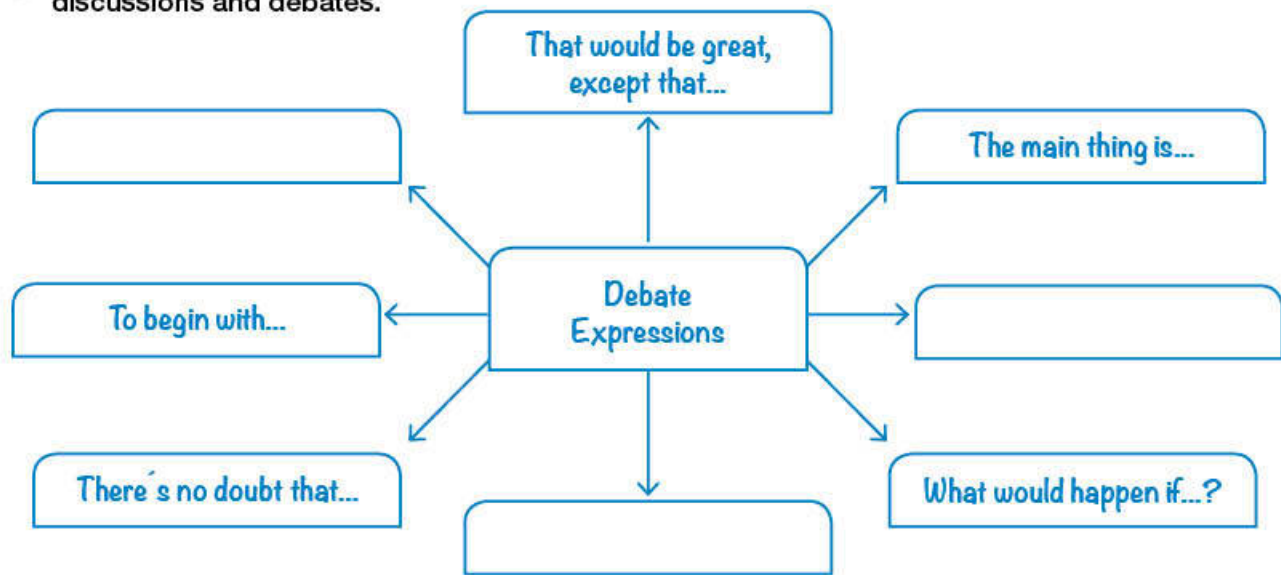
> Prefixes like **un-**, **im-**, **mis-**, **dis-**, etc. + **word** or Suffixes like **word** + **-ion**, **-ness**, **-ity**, **-ment**, etc.

**Example:** *secure* / *security*, *innovate/innovation*, *use/ misuse*

**3** In pairs, discuss the general meaning of the article and its main ideas, and complete the table. Then check your answers with the rest of the class.

General meaning	Main ideas
	_____
	_____
	_____
	_____
	_____
	_____

**4** In pairs, look at the diagram and think about other ways to express opinions in discussions and debates.



To know other debate expressions, you can visit [https://lehrerfortbildung-bw.de/u\\_sprachlit/englisch/gym/bp2004/fb1/binnendiff/2\\_ue\\_mat/mat14](https://lehrerfortbildung-bw.de/u_sprachlit/englisch/gym/bp2004/fb1/binnendiff/2_ue_mat/mat14)

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☰ Towards the product 🔍 | ✕ **A round-table discussion** 👤 👤 👤

**SUBPRODUCT 2: Personal points of view cards**

**a.** In pairs, read your list of topics. Think what you are going to say, take some notes on cards and, finally, share your ideas with your partner.

**b.** Include your cards in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Walnut Hill Ln      Walnut Hill Ln      Walnut Hill Ln

5 Read the statements in groups and give your opinion using the expressions in activity 4.

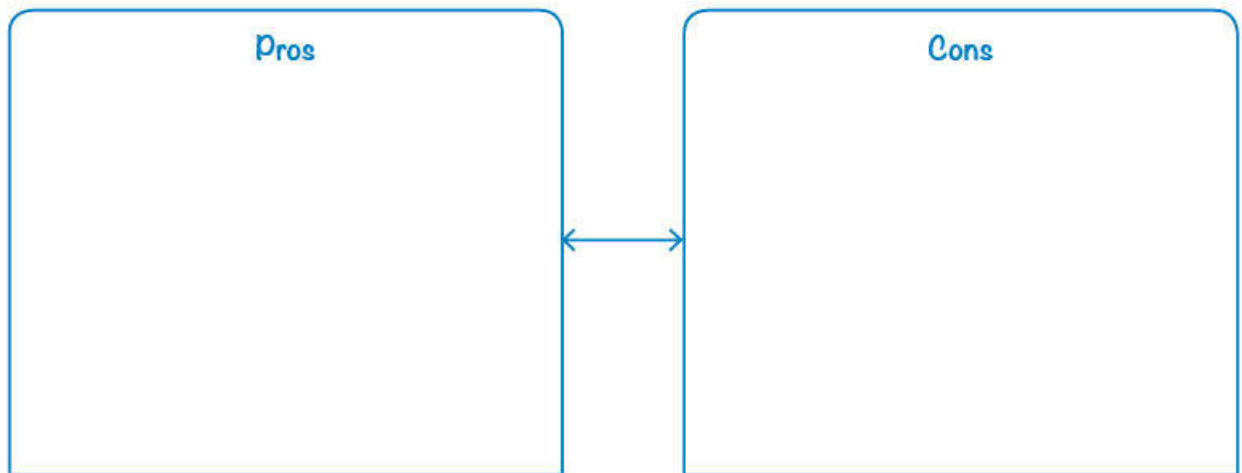
We also need to aggressively address the complicated ethical choices that accompany each breakthrough.

Ethical reflection on technology is an ongoing process.

We need to think carefully, every day, about how to develop, use, and apply the powerful new inventions.

Thousands of young people, the next generation of scientists and engineers will benefit from making ethical reflection.

6 In pairs, identify supporting evidence in the text on the positive and negative side of technology. Select and record your findings in the diagram.



# CHECK YOUR PROGRESS



- I. Read and listen to the news article. Then, with your partner, discuss some pros and cons regarding the main idea of the article.

## The Newspaper Online

# Fruit and vegetable waste could feed a British city for a year

21 February 2018

By Josh Gabbatiss Science Correspondent

### REPORT SUGGESTS SUPERMARKETS PLAY KEY ROLE IN DRIVING OVERPRODUCTION AND FOOD WASTE.

Huge quantities of fruit and vegetables are being wasted every year, often due to cosmetic standards set by supermarkets.

A new report has revealed the staggering levels of food waste coming from farms in the UK. Researchers have examined the role supermarkets play in driving the overproduction and subsequent waste of food on farms.

Fruit and vegetable farmers responding to a survey reported they wasted up to 37,000 tonnes of produce every year – around 16 percent of their crop. This quantity would be enough to provide 250,000 people with their recommended five portions of fruit and vegetables a day for a year.

It is estimated the overall quantity of wasted produce could keep cities the size of Birmingham or Manchester adequately supplied with fruit and vegetables.

The report describes food waste as an "ecological catastrophe of staggering proportion", and particularly highlights the ways in which supermarkets contribute to this. Produce being rejected for cosmetic reasons such as color, shape and size was the major reason for food waste identified by farmers involved in the study.

Consumers can be fussy when choosing food, but this is being driven by the supermarkets themselves. Few supermarkets appear to sell 'imperfect' products.

Adapted from: Gabbatiss, J. (2018) Fruit and vegetable waste from farms 'could feed population of Birmingham or Manchester for a year', says environmental charity. Retrieved from <https://www.independent.co.uk/environment/fruit-vegetables-food-waste-farms-uk-birmingham-manchester-feedback-a8220171.html>


- II. In groups, discuss your opinions about the topic of the article. Justify your ideas using the expressions learned so far. Be open to accept different points of view on the subject.
- III. Evaluate your progress according to your performance in Lessons 1 and 2.

### Assessment

I can determine the general sense and main ideas of a text.	Accomplished	Almost accomplished	Need more work
I can identify pros and cons about the topic of a text.	Accomplished	Almost accomplished	Need more work
I can discuss different points of view and justify my ideas.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

## LESSON 3: Discussing points of view in a round table

- 1  Read and listen to the news article. Then, in pairs, listen again and identify the use of the following prosodic features.

Volume  Rhythm  Pause   
Tone  Pronunciation  Pitch


### The Journalist

# Should Britain introduce electronic voting?

By Alex Hern

USING TECHNOLOGY INSTEAD OF PAPER **BALLOTS** REDUCES COSTS AND COULD **BOOST** VOTER TURNOUT – BUT QUESTIONS REMAIN OVER SECURITY AND POSSIBLE ELECTORAL **FRAUD**.



 Glossary page 189

The problems with current, resolutely 19<sup>th</sup>-century method of running elections should be obvious. Votes can be miscounted, misread, or even simply misplaced. Counts consist of thousands of people across the country, paid overtime to stay up all night manually sorting and counting those votes. When they go wrong, they have to restart the count again.

But there is a better way. Electronic voting machines are used in some of the world's biggest democracies, including Brazil and India. The machines come in all shapes and sizes, from small touchscreen devices

to larger units with physical buttons and a printed ballot paper on the front. Antonio Mugica, the chief executive of an electronic voting firm, says "The reason to bring technology into the election process is to increase integrity and security, but it has a series of important **collateral** benefits."

"One is cost reduction: so I'm sure Britain could spend less per election if it used technology, and the security and integrity would be 10 to a hundredfold better."

Not everyone agrees that electronic voting is dramatically better, or even better at all. A switch to electronic voting would make electoral fraud

easier. Jim Killock, the executive director of the Open Rights Group, says that voting has to be secret, secure and **accountable**.

Casting votes over the Internet seems like the natural progression of democracy to the 21st century, but it requires a fairly fundamental rethink of how the electoral process should work.

In order to let people **cast** votes from home over the Internet, we have to decide to give up some of the most important principles of our electoral system, like guaranteeing that a vote cannot be given away, stolen or forced, and ensuring **secrecy** of the ballot.

Adapted from: Hern, A. (2015, February). Should Britain introduce electronic voting? Retrieved from <https://www.theguardian.com/technology/2015/feb/26/should-britain-introduce-electronic-voting>

# GRAMMAR

## 50853282

### >>> TO SUGGEST HYPOTHETICAL SITUATIONS IN ENGLISH WHEN DISCUSSING POINTS OF VIEW IN A ROUND-TABLE SESSION, REMEMBER TO... >>>>>>>>

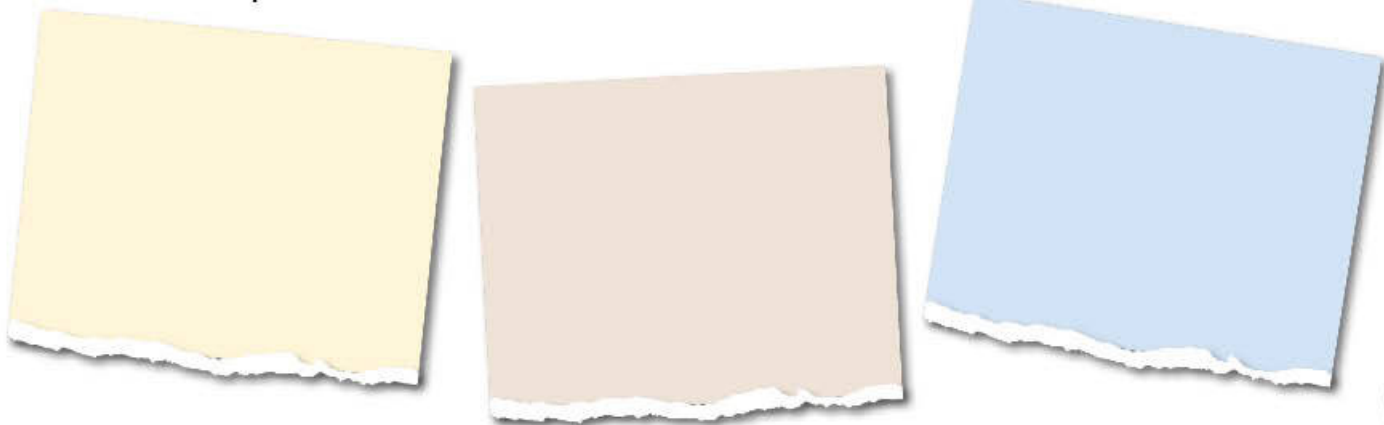
> Use **If [ past tense sentence] + sujet + would/could + infinitive verb.**

Example: *Britain could spend less per election if it used technology.* or  
*If Britain used technology, it could spend less per election.*

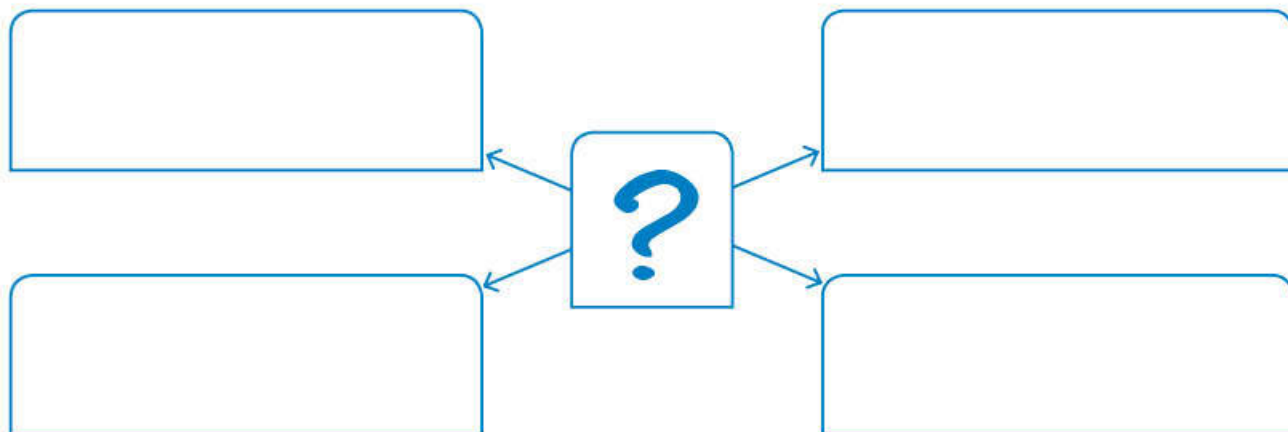



To practice this structure online, you may use the following link <https://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

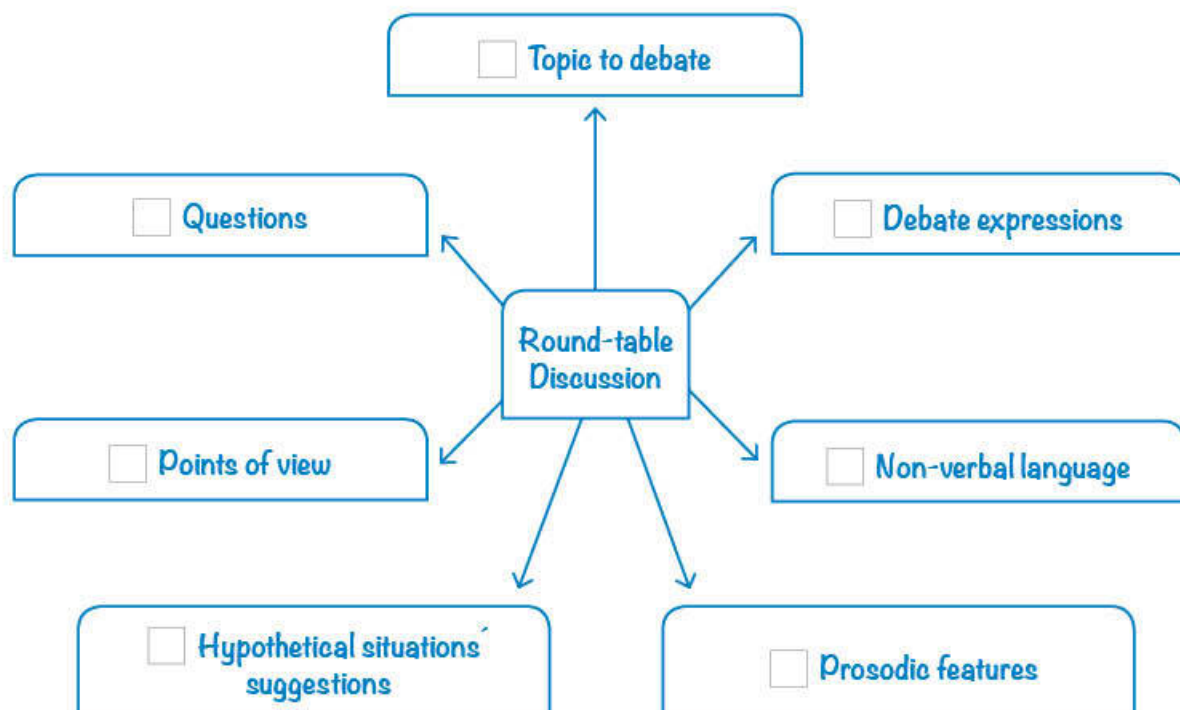
- In pairs, take turns to give your opinion on the news article in activity 1. Remember to include appropriate prosodic features, non-verbal language and hypothetical situations to influence your partner's point of view.
- Fill in the cards with some notes of your points of view in activity 2. Then share your ideas with another pair.



- Prior to the round-table discussion, write a set of questions about e-voting that you would like to ask the participants. Then check the questions with the rest of the class.




- 5  In groups, carry out a round-table discussion to debate on the topic of electronic voting. Check the elements you are going to need in your debate.



ACRES

Oficina de la Administración

Towards the product 🔍 | ✕ **A round-table discussion** 

**SUBPRODUCT 3: A set of recommendations**

**a.** Discuss in groups, recommendations to monitor the use of prosodic features such as a checklist.

**b.** Include your recommendations in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

Hospital Dallas

- 6    Read and listen to the text *Global Warming* in your Reading Booklet. In groups, debate on the topic including the elements suggested in activity 5.



## FINAL DESTINATION

Product



**A round-table discussion**

how to get

Product Unit 10

SAVE NEARBY SITES SEND YOUR PHONE SHARE

- Add a missing site
- Add a tag

### USEFUL LANGUAGE

- ★ That would be true if
- ★ That would make sense if
- ★ The whole point of this is that
- ★ What I'm trying to say is

- 1 Open your portfolio and share with your partners your list of topics (Subproduct 1, page 136), cards with personal points of view (Subproduct 2, page 139) and recommendations to monitor the use of prosodic features (Subproduct 3, page 143).
- 2 Have conversations about each topic in your list using your cards with personal points of view to help you express yourselves.
- 3 Decide which topic you want to debate in the round table.
- 4 Suggest some strategies to influence on the opinion of others.
- 5 Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.
- 6 Start the debate respecting turns and time of participation.

### Reflect on your product

Did we contribute with ideas?	Yes	No
Did we follow the instructions carefully?	Yes	No
Did we respect turns of participation?	Yes	No

If most of your answers are insufficient, check the steps of the product again with the help of your teacher.





- I. Read and listen to the text. In pairs, express your opinion on its main ideas applying appropriate prosodic features.

## The News of India

# Marine wildlife in danger of extinction



**LONDON:** Polar bears and other iconic animals could be extinct by the end of the century if ocean temperatures continue to rise at the current rate, marine biologists warned on Monday. Warming temperatures caused by climate changing emissions might result in a catastrophic loss of marine wildlife and drastic changes to ocean food webs by 2100.

Marine life will be unable to tolerate ocean temperatures that are projected

to increase by 2.8 degrees Celsius on average.

Marine protected areas, established as sanctuaries for polar bears, coral reefs and other wildlife threatened by human activities such as fishing and oil extraction, have failed to protect species from the impacts of global warming, the scientists said.

In Florida Keys National Marine Sanctuary, a large number of corals already have been destroyed by

bleaching and diseases related to higher temperatures.

The protections in place will be ineffective by 2100 if greenhouse gas emissions continue to rise at the current rate, researchers have reported.

Reduced oxygen concentrations in the ocean will make marine protected areas uninhabitable to most species, scientists have told.

Richard Aronson, a co-author of the study and head of the department of ocean engineering and marine sciences at Florida Tech, has said "Oceanic warming is happening most rapidly at the poles. Warming will threaten polar ecosystems generally, including iconic wildlife like polar bears and penguins," he said in an email.

**Adapted from:** Hotter seas threaten marine wildlife with extinction, researchers warn. Retrieved from <https://timesofindia.indiatimes.com/home/environment/global-warming/hotter-seas-threaten-marine-wildlife-with-extinction-researchers-warn/articleshow/64093729.cms>

- II. In pairs, suggest hypothetical situations about the text in activity I. Follow the example as a model.

**Example:** *If people didn't contaminate so much, polar bears wouldn't be in danger of extinction.*

- III. Evaluate your progress according to your performance in the Unit.

### Assessment

I can discuss points of view to take part in a round-table discussion.

Accomplished

Almost accomplished

Need more work

I can use some strategies to influence the opinion of others.

Accomplished

Almost accomplished

Need more work

I can ask questions that guide the search of information.

Accomplished

Almost accomplished

Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

# COMMUNICATIVE ACTIVITIES



## UNIT 1 Encounter of cultures

1 Look at the picture and take turns to describe what you know about the British culture.



2 Discuss what you think it is considered good or bad manners in your country and in the British culture.

Call older people by their first name.

Arrive late at a meeting.

Kiss people on both cheeks as a way of greeting.

Speak formally when talking to an older person.

Wait for a woman to go through the door first.

Take a present if you are invited to someone's house.

Handshake when greeting someone.

Speak while you are chewing food.

Talk about touching topics such as politics and religion.

Arrive at someone's house without being invited.

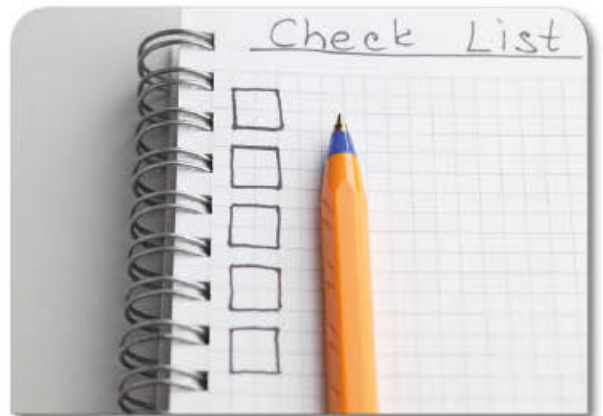
Others

## UNIT 2 Environmental emergencies

1  In pairs, take a brief look at the pictures below.

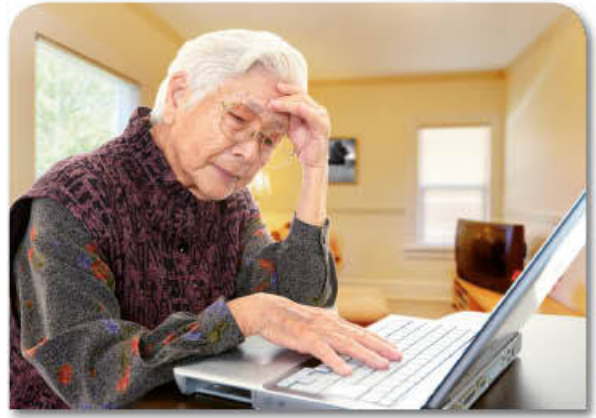


- Have a conversation about how to produce instructions to be prepared for these risky situations. Don't forget using words like *firstly*, *secondly*, *thirdly*, *next*, *after*, *finally*.
- Now, discuss an Emergency Preparation Checklist with your partner. Then compare your ideas as a class.



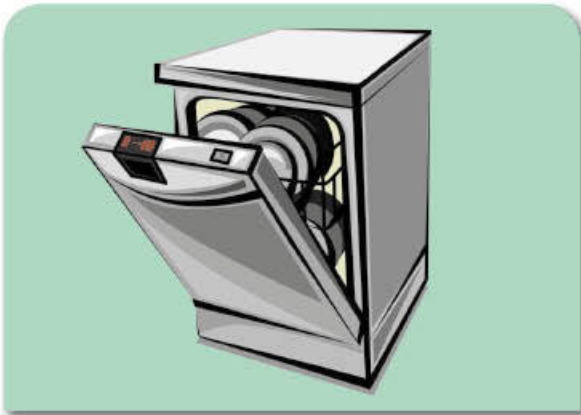
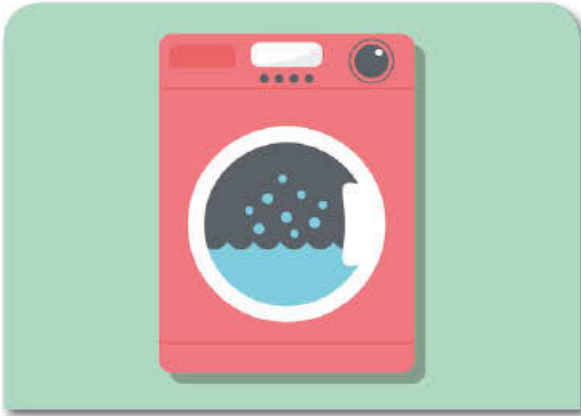
**UNIT 3** What's up?

**1**  Look at the pictures and identify the problems. Discuss and suggest what they should do to solve their problems.



## UNIT 4 How does it work?

- 1  Look at the pictures below. In pairs, describe the machines. Choose at least two of them and describe how they work. Use expressions you learned in this unit.



## UNIT 5 Let's go to the theatre!

1  Role-play the situations below with your partner.




### STUDENT A

- Imagine you have to participate in a casting for a play. Select a character from the texts you have read so far in this unit then answer the director's questions.
- Revise different emotions your character has experienced. Then, follow the director's instructions and perform these emotions using prosodic features and your body language in front of the class.

### STUDENT B

- You are the director of the casting, ask your partner questions about his/her character.
- Your partner is ready to show his/her character's emotions. Give your partner instructions to perform them by using some prosodic features and body language.

## UNIT 6 What's on the news?

1  Read and discuss these news headlines with your partner.

**Scientists transplant memory from one snail to another**

**Volcano sends ash 30,000 feet into air**

**How your daily routine benefits affect your mental health**

**World Cup: "We need to invest in sports, not only guns"**


**Experts believe humans and machines will work much more closely together**

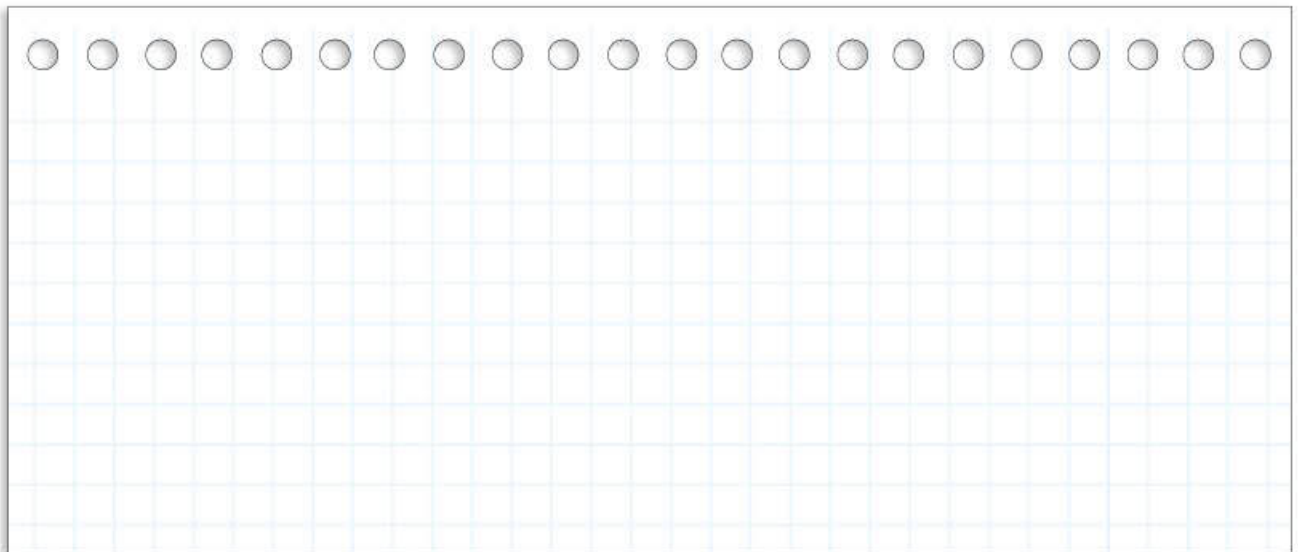
**Why you eat more when you're in company**

**Europe migrant crisis**

**Despite more and more land being protected, biodiversity is still in decline**

**Turning carbon dioxide into rock- forever**

2  Choose one of the headlines above and use your imagination to make up a news story. Take notes and then share your news with your partner.



## UNIT 7 Let's improvise monologues!

1  Take turns to improvise one-minute monologues based on the following pictures.





## UNIT 8 Customer service

### 1 Work in pairs.

- a. Take turns to describe each picture.
- b. Follow the steps below.
  - i. Think of a situation in which you make a complaint.
  - ii. Make a list of possible solutions to solve the problem.
  - iii. Have a short conversation about the problem. Use the prompts.

A: What would you do if .....

B: If the product doesn't work, I.....

A: Would you like to..... or.....?

B: More than a.....instead...



## UNIT 9 Telling anecdotes

1  In pairs, take turns to tell these anecdotes to each other. Use the expressions in the box.

A trip

Lost something or  
Someone important

An accident

A place you  
visited

A birthday you  
remember

Your last  
vacations

Making complaints

A perfect day /  
A terrible day

- This story is about...
- Later on...
- At that time, ...
- Suddenly... What happen next...
- This story took place...
- It is the funniest/ scariest/ saddest anecdote...
- As soon as
- To begin with...
- In the end...
- First, First of all, Later. Then, Next, after that, finally...

## UNIT 10 Round-table discussion

1  Discuss the pictures. Ask questions and exchange opinion on the topics.





## UNIT 1 Encounter of cultures

### Linking words of contrast



She prefers to make things by hand **although** she could use a machine.

Linking words are used to join ideas together when we talk or write. To link two ideas that show contrast, we can use words or phrases such as:

#### But

Edinburgh is an interesting place,	<b>but</b>	it takes a long time to get there.
------------------------------------	------------	------------------------------------

#### Although/Even though

Harry is a great friend	<b>although / even though</b>	we don't see each other often.
-------------------------	-------------------------------	--------------------------------

<b>Although / Even though</b>	we don't see each other often,	Harry is a great friend
-------------------------------	--------------------------------	-------------------------

#### While/Whereas

Life in the city is fast,	<b>while/whereas</b>	life in the countryside is slow.
---------------------------	----------------------	----------------------------------

<b>While/Whereas</b>	life in the countryside is slow,	life in the city is fast.
----------------------	----------------------------------	---------------------------

#### However

He works hard.	<b>However,</b>	he doesn't earn much.
----------------	-----------------	-----------------------

#### On the other hand/ In contrast

Cars aren't environmentally friendly.	<b>On the other hand/In contrast,</b>	bicycles are.
---------------------------------------	---------------------------------------	---------------

**1 Choose the correct answer.**

- a. \_\_\_\_\_ I live in New York, Emily lives in Oxford.  
i. On the other hand  
ii. While  
iii. In contrast
- b. There are three empty rooms. \_\_\_\_\_, we can't use any of them.  
i. However  
ii. Although  
iii. Whereas
- c. It is cold, \_\_\_\_\_ she isn't wearing a jacket.  
i. while  
ii. although  
iii. but
- d. \_\_\_\_\_ she doesn't like classical music, she went to the concert.  
i. In contrast  
ii. Even though  
iii. Whereas

**2 Rewrite the sentences using the word(s) in brackets.**

- a. Paul is good at math. His sister is good at science.  
(whereas) \_\_\_\_\_
- b. Tom is sick. He's swimming.  
(although) \_\_\_\_\_
- c. They've bought a house in Manchester. They haven't sold their house in London.  
(but) \_\_\_\_\_
- d. The boy fell off his bicycle. He wasn't hurt.  
(however) \_\_\_\_\_

**3 Use your own ideas to complete the following sentences.**

- a. Although I'm tired, ...
- b. I love watching movies, but...
- c. My friend doesn't like chemistry. However, ...
- d. Living in a cold climate is difficult for some people. On the other hand, ...

## UNIT 2 Environmental emergencies

### To be Present Simple

It is used to give information about people, things or general situations.

Affirmative	Negative
I am (I'm)	I am not (I'm not)
He is (He's)	He is not (He's not-He isn't)
She is (She's)	She is not (She's not-She isn't)
It is (It's)	It is not (It's not-It isn't)
We are (We're)	We are not (We're not-We aren't)
You are (You're)	You are not (You're not-You aren't)
They are (They're)	They are not (They're not-They aren't)

Questions	Answers
Where are you from?	I am from Mexico
Are you from Cancun?	Yes, I am / No, I am not.

### May/Must

#### May

It is used to ask for formal permission.

It is used to suggest something that is possible.

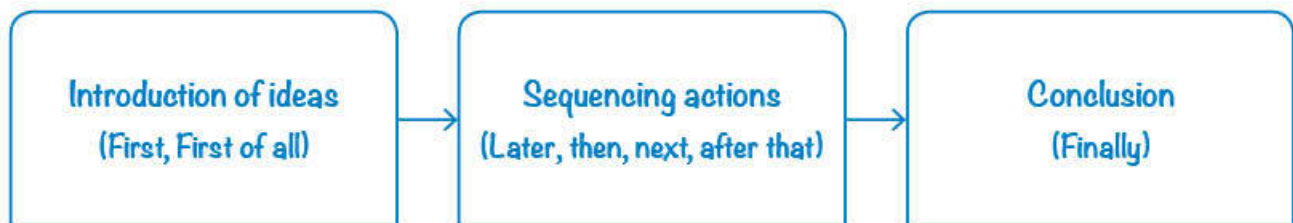
#### Must

It is used to express something formally required or necessary.

It is used to show that something is very likely.

### Connectors of sequence

Connectors are used to connect ideas and clarify which action comes first. They can be divided into:



**1 Write the negative and interrogative forms of these sentences.**

- a. It is important.
- b. You are safe.
- c. It is a basement.
- d. They are in a cellar.
- e. We think it is dangerous.

**2 Complete the sentences by using the expressions from the box.**

It is dangerous to stay there    if it is not necessary    It is important that

**A:** How do you know if you live in an evacuation area?

**B:** First, you have to assess your risks. Next, you need to know your home's vulnerability to storm surge, flooding and wind.

**A:** Is there any other required information?

**B:** \_\_\_\_\_ you contact your local National weather service office and local government/emergency management office.

**A:** What happens if it is dangerous to stay here?

**B:** When \_\_\_\_\_ stay there, you must go to the nearest shelter you know. In addition, \_\_\_\_\_ you can stay at home safe.

**3 Write sentences using modals (must /may ). Use examples in order to form new statements.**

*The most dangerous period in which you **may** approach - This is dangerous as you **may not** see- You **must be** alert since a warning **may come** at any moment*

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

**4 In pairs, complete the statements using sequencing words then put them in order.**

- \_\_\_\_\_, pay attention during evacuation drills.
- \_\_\_\_\_, identify the most solid/safest spots in the building, main exits and emergency exits.
- \_\_\_\_\_, leave the building and go to open space.
- \_\_\_\_\_, call the emergency office and wait.

## UNIT 3 What's up?

Giving advice and suggestions



Look! You've got fever.  
You ought to stay in bed.



What shall we do tonight?

We could go to the movies.

When giving advice and suggestions we use:

I	+			+	INFINITIVE VERB
You		(+)	(-)		
He		should	shouldn't		
She		ought to	ought not to		
It		had better /'d better	had ('d) better not		
We		could	-		
They					

Have a look at these other examples:

He **should** eat more vegetables. They are good for his health.

Children **shouldn't** watch violent TV shows.

She **ought to** study more to improve her marks.

You **ought not to** miss this play. It's outstanding.

You'd **better** slow down. You're driving too fast!

We'd **better not** tell anyone. It's a secret.

You **could** talk to your parents about the problem.



1 Complete the sentences using affirmative or negative forms of should and a verb from the box.

sleep drink eat do

### How to stay healthy

- a. \_\_\_\_\_ too much chocolate.
- b. \_\_\_\_\_ regular exercise.
- c. \_\_\_\_\_ a lot of water.
- d. \_\_\_\_\_ less than eight hours a night.

2 Read the situations and write sentences with *had better* or *had better not*. Use the words in brackets.

- a. You're going out for a walk with Kim. It looks as if it might rain. You say to her:  
(an umbrella) \_\_\_\_\_
- b. Tom doesn't look very well – not well enough to go to school. You say to him:  
(school) \_\_\_\_\_
- c. You and Megan are going to the theater. You've missed the bus and you don't want to be late. You say to Megan:  
(a taxi) \_\_\_\_\_

3 Complete the sentences with two words.

- a. "May I leave the window open?" "No, you'd \_\_\_\_\_ open it.
- b. We \_\_\_\_\_ our friend to thank her.
- c. You \_\_\_\_\_ some museums in New York.
- d. You ought \_\_\_\_\_ this project or you won't pass the course.
- e. Hurry up! You'd \_\_\_\_\_ miss the last train to Paris.
- f. We \_\_\_\_\_ to a restaurant after the concert. What do you think?
- g. They ought \_\_\_\_\_ up early. It's not necessary.
- h. She \_\_\_\_\_ lies. They are not good at all.

## UNIT 4 How does it work?

### Comparatives and superlatives

We use comparative adjectives when we want to compare two things or groups.

I prefer my kettle, it is **cheaper**.

We use superlative when we want to talk about an extreme of a group.

It is **the best** tea. / This is **the most** "simple but effective" invention ever.

	Comparative	Superlative
One-syllable adjective	Add <b>-er</b> Simpler	Add <b>the-est</b> <b>The simplest</b>
Two-syllable adjectives ending in -y	Add <b>-ier</b> happier	Add <b>the-iest</b> <b>The happiest</b>
Other adjectives with two or more syllables.	<b>more</b> /+adjective <b>more</b> beautiful	<b>The most</b> <b>The most</b> simple
Irregular Adjectives		
Good	Better	The best
Bad	Worse	The worst
Far	Farther/further	The farthest/The furthest

\*One-syllable adjectives with one short vowel and ending in consonant, the consonant is doubled.

Hot-hotter-the hottest.

### Present Simple

We use present simple to talk about habits, routines, facts, states, feelings and opinions.

	Affirmative	Negative	Interrogative
I-you-we-they	process	<b>don't</b> process	<b>Do</b> i-you-we-they process?
He-she-it	processes	<b>doesn't</b> process	<b>Does</b> he-she-it process

\* The form only changes in the third person singular (He-She-It)

Consonant + **s** / Vowel **e** + **s** / Consonant **x-z-sh-ch** + **es** / Vowel **o** + **es** / Consonant **y** + vowel + **ies** / Vowel + **y** + **s**.

### Imperatives

We use the imperative for rules, warnings, instructions, and recipes.

Affirmative	Negative
Place the can against the back.	Don't use electronic products.

**1 Circle the correct answer.**

- a. Mexico city is more big / bigger than Santiago de Chile.
- b. French fries are unhealthier / more unhealthy

**2 Complete the following chart. Use comparative and superlative forms.**

Adjective	Comparative	Superlative
	higher	
		The simplest
busy		
expensive		
		The most famous

**3 Put the adjectives in the correct group.**

big long thin young old smart hot modern difficult fast

Doubled consonant + er-est	
er-est	

**4 Complete the sentence using the Present Simple tense.**

- a. Paola \_\_\_\_\_ (live) in Veracruz.
- b. My grandpa \_\_\_\_\_ (watch) TV in the morning.
- c. Lucy and I \_\_\_\_\_ (work) on Sundays.
- d. My pet \_\_\_\_\_ (eat) bones.

**5 Write the negative and interrogative form of these sentences.**

- a. We go to school by bus.
- b. Monica leaves home early in the morning.
- c. My father finishes work at 6:00.
- d. My friend and my sister work in a restaurant.
- e. They live in the downtown.

## UNIT 5 Let's go to the theatre!

### Punctuation Marks

**Colons / Dash:** They are used to separate dialogues in a play.

**Ellipsis:** An ellipsis indicates that the idea continues.

**Exclamation mark:** Emphasize attitudes and emotions in a play.

**Question mark:** Sometimes emphasize attitudes in a play.

**Parentheses:** Give stage directions in a play.

### Present Perfect

We use the Present Perfect to talk about:

An action that happened at an unspecified time in the past.

My mom's **been** in Argentina.

A situation that started in the past and continues in the present .

How long **has** your dad **worked** in the company?

A completed activity where the focus is on the result rather than the activity or action.

Someone **has drunk** my tea.

To form the Present Perfect:

Subject+*has/have*+past participle

	Affirmative	Negative	Question Forms
I/You/We/They	have eaten	haven't eaten	Have.....eaten?
He/She/It	Has eaten	Hasn't eaten	Has.....eaten?

**1** Take a look at the excerpt below. Put the corresponding punctuation marks.

**MARCELLUS**

It looks like you've offended it

**BARNARDO**

Look it's going away.

**HORATIO**

Stay Speak Speak I order you speak!

The ghost exits

**MARCELLUS**

It's gone It won't answer now

**BARNARDO**

What's going on Horatio You're pale and trembling You agree now that we're not imagining this don't you What do you think about it

**HORATIO**

I swear to God if I hadn't seen this with my own eyes I'd never believe it.

**MARCELLUS**

Doesn't it look like the king

**HORATIO**

Yes, as much as you look like yourself The king was wearing exactly this armor when he fought the king of Norway And the ghost frowned just like the king did once when he attacked the Poles traveling on the ice in sleds It's weird

**MARCELLUS**

It's happened like this twice before always at this exact time He stalks by us at our post like a warrior

**HORATIO**

I don't know exactly how to explain this but I have a general feeling this means bad news for our country

**Adapted from:** No fear Shakespeare. Hamlet. Retrieved from [http://nfs.sparknotes.com/hamlet/page\\_8.html](http://nfs.sparknotes.com/hamlet/page_8.html)

**2** Look at the phrases. Then write affirmative, negative and interrogative sentences in the Present Perfect tense in your notebook.

- Visit Uruguay...
- Drink ice tea...
- Read a book...
- Be to Spain...
- Go to China...
- Study Languages...

## UNIT 6 What's on the news?

### Past Simple Interrogative with verb Be

Question word	Be	Subject	Question mark
Where How Who Etc.	was	I he she it	?
	were	we you they	

### Past Simple Interrogative with other verbs

Question word	Auxiliary	Subject	Infinitive verb	Question mark
What Where When How Why Who Etc.	did	I you he she it we they	eat live go travel happen meet	?

### Reported Speech

The teacher **said / has said**, "the final exam will be in June." Or  
The teacher **said / has said** the final exam **would** be in June.



The final exam will be in June.

When reporting, the tenses change as follow.

Present → Past

Lara has told me, "I need to study more".

Lara has told me (that) she needed to study more.

Past → Past perfect

He has said, "I met with the director."

He has said (that) he had met with the director.

Will → Would  
Can → Could

May → Might  
Must → Had to

**Say sth**

He said (that)...


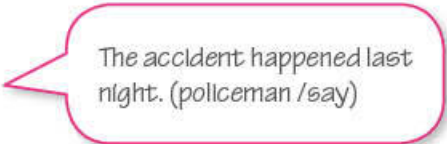
**Tell sb sth**

He told me (that)

**1** Write appropriate questions considering the underlined sections.

- a. When \_\_\_\_\_ movie? They saw the movie last night.
- b. \_\_\_\_\_ last week? I was at home last week.
- c. How \_\_\_\_\_ ? It rained for more than three hours.
- d. \_\_\_\_\_ ? We sat near the front.
- e. \_\_\_\_\_ ? He went to school on foot.
- f. \_\_\_\_\_ ? I went with my best friend.
- g. \_\_\_\_\_ ? She got up at 7 o'clock.
- h. \_\_\_\_\_ ? The shops were closed, because it was a public holiday.

**2** Use quotation marks and the words in brackets to express what some people have exactly said.

- a.  \_\_\_\_\_
- b.  \_\_\_\_\_
- c.  \_\_\_\_\_
- d.  \_\_\_\_\_

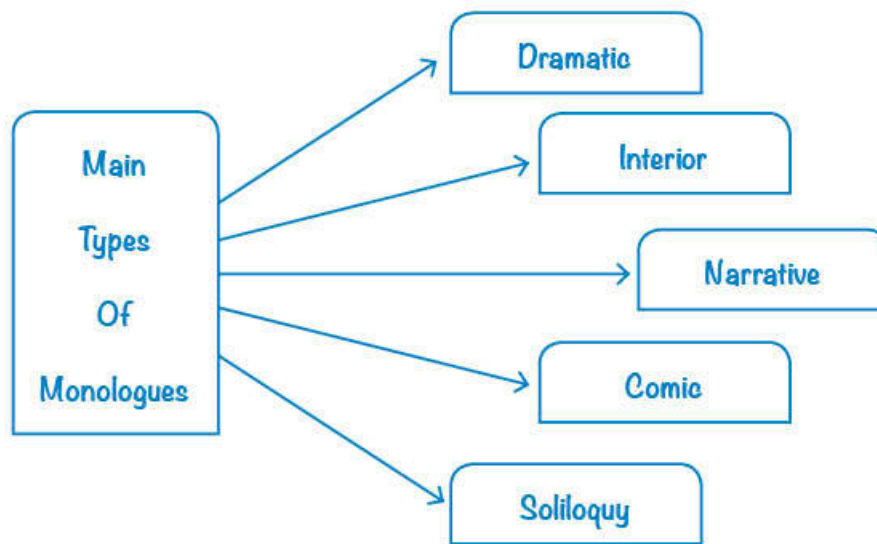
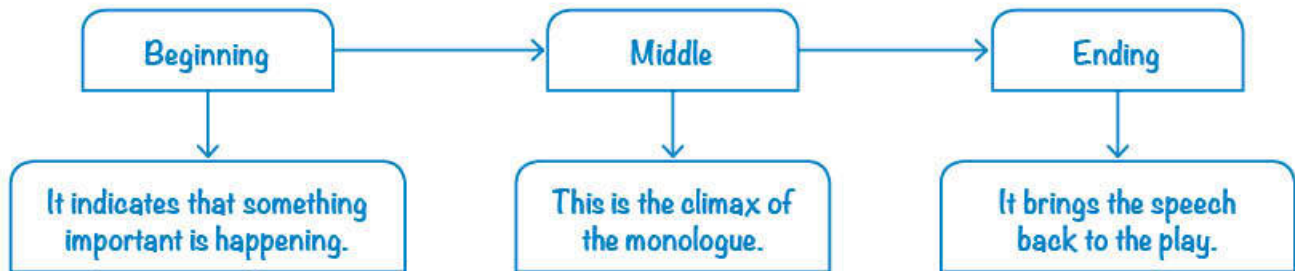
**3** Report the sentences in activity 2.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## UNIT 7 Let's improvise monologues!

### Monologues

The word *monologue* comes from the Greek words *monos*, which means *alone*, and *logos*, which means *speech*. It is the speech given by only one character and can be found in films, plays, poetry, etc. Monologues have a:



**Dramatic monologue.** It involves one-character speaking to another character who listens silently. The speaker shows his/her emotions including feelings of joy, sadness, love, hatred, fear, happiness or others.

**Interior monologue.** It implies a character externalizing his/her thoughts so that the audience can witness experiences that would otherwise be mostly internal.

**Narrative monologue.** It simply involves a character telling a story and can be identified by the fact that it is spoken in the past tense.

**Comic monologue.** It is a genre in which the actor/actress can display his/her ability to perform a humorous role.

**Soliloquy.** It is a type of monologue in which the speaker expresses his/her thoughts aloud to himself/herself. It does not involve any other characters.

Adapted from: Monologue. Retrieved from <https://literarydevices.net/monologue/>



1 Read the monologue Generation Gap and number its paragraphs 1-3.

It's so embarrassing. oh yeah, she likes the Rolling Stones. And I guess they are kind of cool. For ancient rock stars. She plays the Rolling Stones a lot in the car and must sing along with every word. This summer the air conditioner broke in our car, so she's been rolling down the windows, but that isn't stopping her from singing at the top of her lungs.

I've tried to get her to listen to my favorite band, One Direction. She says they sound like embryos trying to put on a concert. See, I told you that she has terrible taste in music. One thing's for sure. When I grow up and have kids of my own, I will play One Direction in the car and wherever, and I will for sure not embarrass them!

Do your parents make you listen to their music? Mine do. It's torture, I tell you. Listening to my mom's music especially. She likes this one band, Nirvana, and I swear you cannot understand a single word they are singing. My mom also likes this band called Aerosmith. She says that their music makes her feel like dancing and by dancing, I mean leaping and kicking and whipping her hair around in circles.

Adapted from: Generation Gap. Retrieved from <https://www.dramanotebook.com/monologues-kids-teenagers/>

2 Identify the genre of the monologue in activity 1 and label each paragraph as follows.

Beginning Middle Ending

## UNIT 8 Customer service

### Making complaints

To make complaints politely, we use modal verbs (*would, could, can*).

- I **would** like a full reimbursement.
- **Can** you help me with this? I bought this book this morning but when I opened it I saw there were blank pages. **Could** I have another book?
- Excuse, I wonder if you **can** help me with this? I bought this coffee maker and it didn't heat water.

### Other expressions:

- I would like a (full reimbursement).
- I strongly demand a (free replacement).
- I don't need a (replacement) but a (refund) which I am entitled to as per your Policy.
- Looking forward towards a (prompt) refund / (full) reimbursement/ (free) replacement.
- We can replace ...for you.
- You could receive a refund/ a free replacement / a full reimbursement instead.
- I would rather/ prefer to + have a refund / full reimbursement.

### Past Simple

We use the Past Simple to talk about finished actions or situations in the past.

Affirmative	Negative	Question forms
You <b>made</b> a complaint	You <b>didn't make</b> a complaint	<b>Did</b> you <b>make</b> a complaint? Yes I <b>did</b> / No, I <b>didn't</b> What <b>did</b> you do? I <b>made</b> a complaint.

- For regular verbs, we form the past tenses by adding **-ed**

*Received-ordered-arrived*

1 In pairs, write a conversation about a situation in which you have to make a complaint.

2 Complete the table with the Past Simple tense forms of verbs from the box.

Infinitive	Past Simple	Past Participle

3 Complete the questions using the words in parentheses. Then answer the questions.

- a. What \_\_\_\_\_ (you/do) last month?
- b. When \_\_\_\_\_ (He/cook)?
- c. Why \_\_\_\_\_ (Sara/wake up)?

## UNIT 9 Telling anecdotes

### Past Continuous

We use the Past Continuous to talk about actions in progress in the past.

We form the Past Continuous with subject + *was/were* + verb - *ing*.

### Past Simple and Past Continuous

We use the Past Continuous to talk about longer actions interrupted by shorter actions (Past Simple).

PAST	Maria was studying
	When the telephone rang

### Time connectors

#### While, as, when

We use *as*, *when* and *while* to connect two actions happening at the same time.

While / As + Past Continuous → **While** I was taking a shower / **As** I was taking a shower.

When + Past Simple → **When** the telephone rang.

If you start sentence with *while*, *as* or *when*, you need to use a comma after the first sentence.

**1 Complete the sentences using Past Simple or Past Continuous.**

- a. While Pedro \_\_\_\_\_ (wait) for the flight, he \_\_\_\_\_ (see) his teacher.
- b. As Marcelo \_\_\_\_\_ (sleep), someone \_\_\_\_\_ (knock) the door.
- c. Pedro and I \_\_\_\_\_ (study) for the test when Carla \_\_\_\_\_ (invite) us to the cinema.

**2 Complete the sentences with your ideas.**

- a. Last month \_\_\_\_\_ she \_\_\_\_\_
- b. The boy \_\_\_\_\_ soccer and they \_\_\_\_\_ the window.
- c. Patricio and Lucia \_\_\_\_\_
- d. I \_\_\_\_\_ to \_\_\_\_\_ today when \_\_\_\_\_
- e. \_\_\_\_\_ I \_\_\_\_\_ last month.

**3 Look at the pictures and describe the actions in each one. Use the Past Continuous and the Past Simple tenses.**



## UNIT 10 Round-table discussion

### Word formation

New words can be formed by using prefixes and suffixes to existing words. A prefix is an addition made at the beginning of a word. For example:

Prefixes	Word	New Word
Un -	Clear	Unclear
Im-	Possible	Impossible
Dis-	Honest	Dishonest
In-	Visible	Invisible
Ir-	Responsible	Irresponsible
Mis-	Understand	Misunderstand
Over-	Sleep	Oversleep

A suffix is an addition made at the end of a word. For example:

Word	Suffixes	New Word
Select	- ion	Selection
Teach	-er	Teacher
Act	-or	Actor
Art	-ist	Artist
Happy	-ness	Happiness
Punctual	-ity	Punctuality
Music	-al	Musical
Use	-ful	Useful

### Second conditional

When we are thinking about a situation in the present or future that is **hypothetical, unlikely** or **impossible**, we use:

If	+	Past simple (+/-)	WOULD / COULD (not) + Infinitive verb
↓		↓	↓
If		I <b>became</b> President, she <b>didn't have</b> a headache, you <b>went</b> to bed earlier,	I <b>would reduce</b> taxes. she <b>would go</b> to the party. you <b>wouldn't feel</b> so tired.

Have a look: If I **were** rich, I would travel around the world.  
He could go to the concert if he had a ticket.

“Were” is used instead of “was” when talking about unreal or imaginary situations.

The “if sentence” can go second.

**1** Link the words with a suffix to make new words.

a. transform

\_\_\_\_\_

d. weak

\_\_\_\_\_

g. infect

\_\_\_\_\_

b. argue

\_\_\_\_\_

e. similar

\_\_\_\_\_

h. sing

\_\_\_\_\_

c. journal

\_\_\_\_\_

f. refuse

\_\_\_\_\_

i. friend

\_\_\_\_\_

**2** Fill in with the correct forms of the words in brackets.

over un im ful dom

a. When I \_\_\_\_\_, most of my clothes looked terrible. **(Pack)**

b. I went to bed very late and I \_\_\_\_\_ this morning. **(Sleep)**

c. I felt \_\_\_\_\_ when I heard the sad news. **(Happy)**

d. Your advice was very \_\_\_\_\_ and could take a good decision. **(Help)**

e. The Statue of \_\_\_\_\_ meets you in New York. **(Free)**

f. He's invited me to his party. It would be \_\_\_\_\_ to say no. **(Polite)**

**3** Fill in with second conditional forms.

a. She **(pass)** \_\_\_\_\_ the exam if she **(study)** \_\_\_\_\_ more.

b. We **(help)** \_\_\_\_\_ you if we **(know)** \_\_\_\_\_ how.

c. If I **(not/ feel)** \_\_\_\_\_ well, I **(not/go)** \_\_\_\_\_.

d. If we **(have)** \_\_\_\_\_ a yacht, we **(sail)** \_\_\_\_\_ the seven seas.

e. You **(lose)** \_\_\_\_\_ weight if you **(eat)** \_\_\_\_\_ less.

f. She **(be)** \_\_\_\_\_ happier if she **(have)** \_\_\_\_\_ less problems.

g. If I **(be)** \_\_\_\_\_ you, I **(not/go)** \_\_\_\_\_ there.

h. We **(buy)** \_\_\_\_\_ a house if we **(decide)** \_\_\_\_\_ to stay here.



## UNIT 1 Encounter of cultures

Culture 1

Culture 2

Culture 3



**UNIT 2** Environmental emergencies

**Emergency Plan**

**ADVICE**

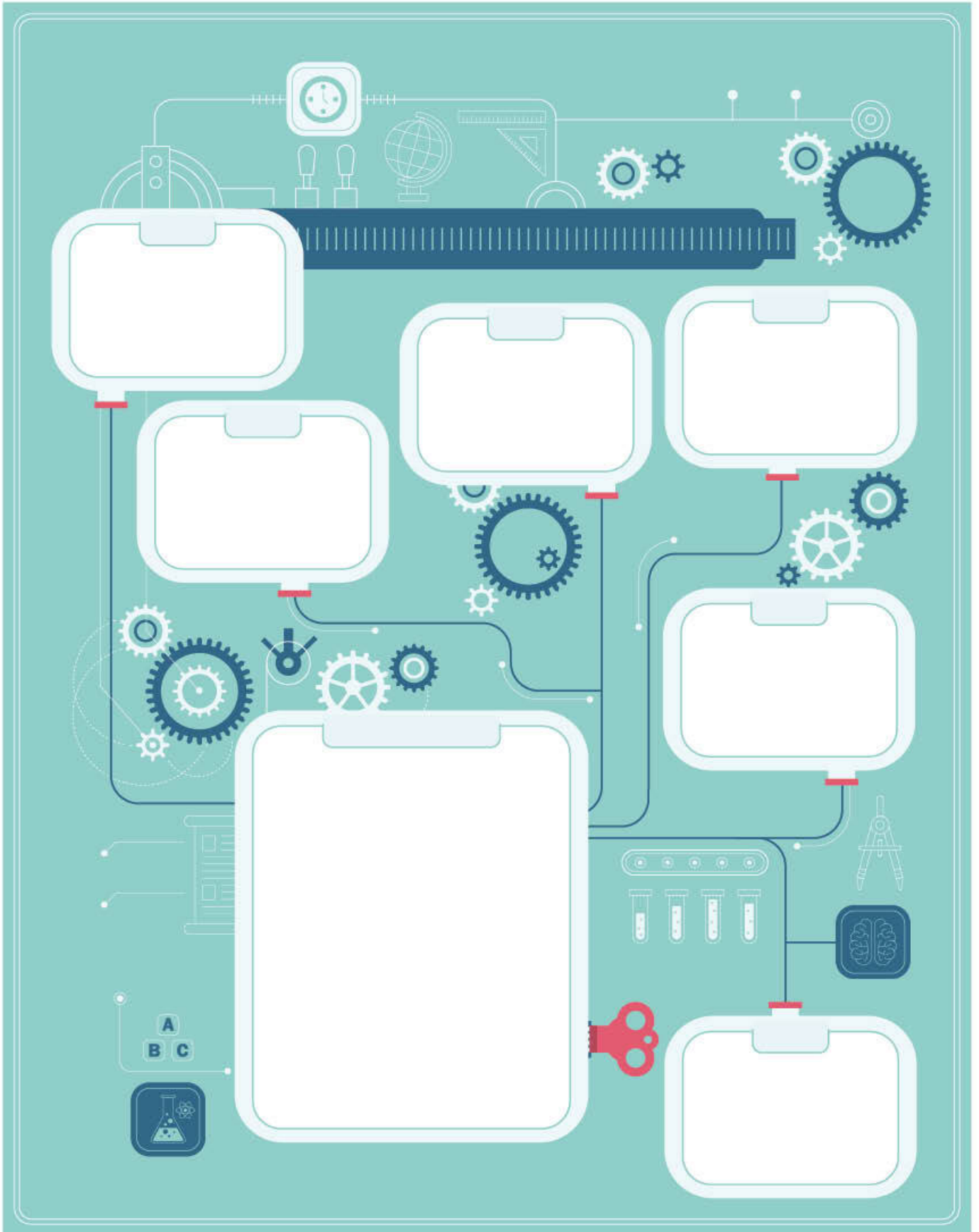
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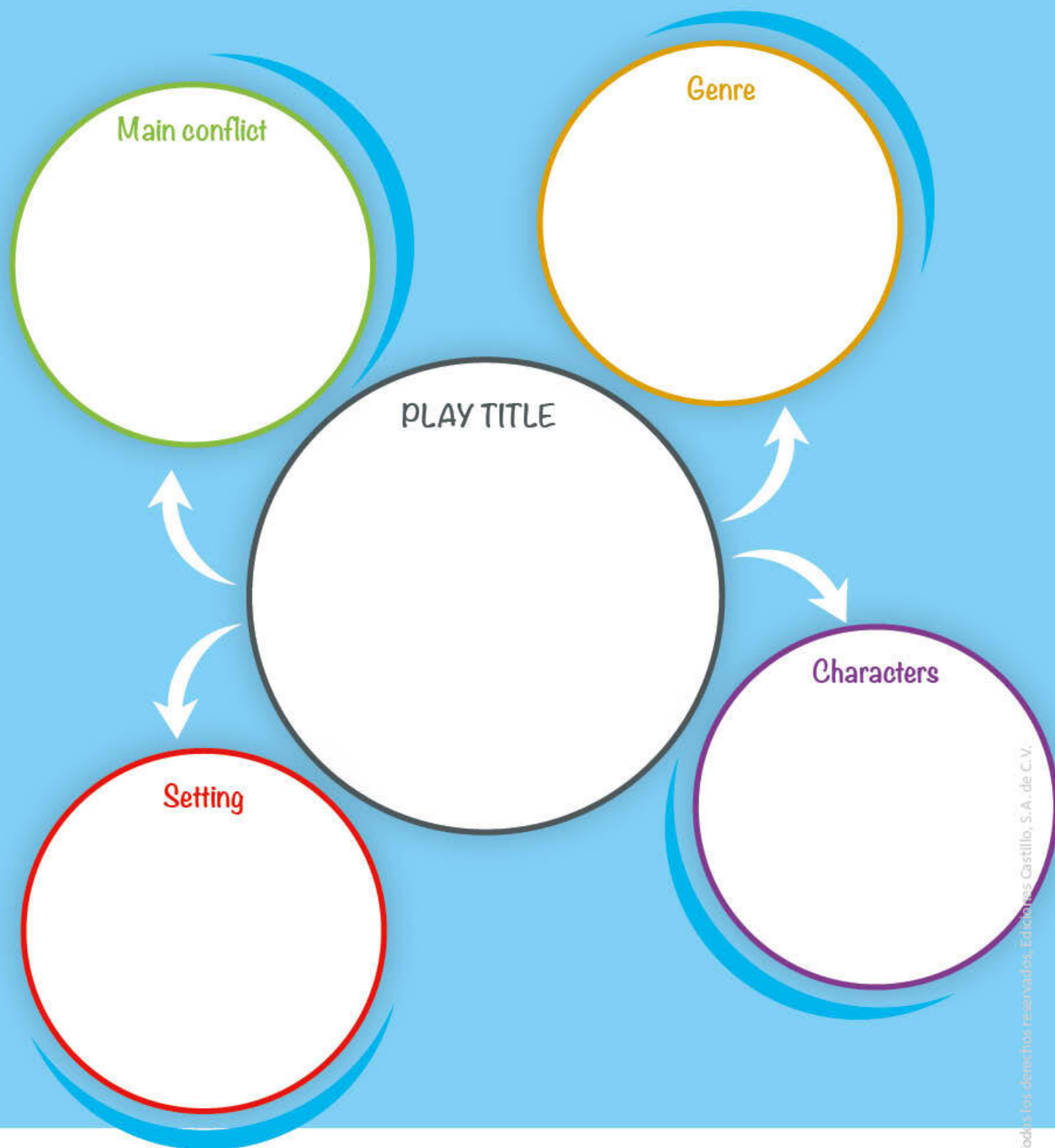
**PROBLEM**

**ADVICE**

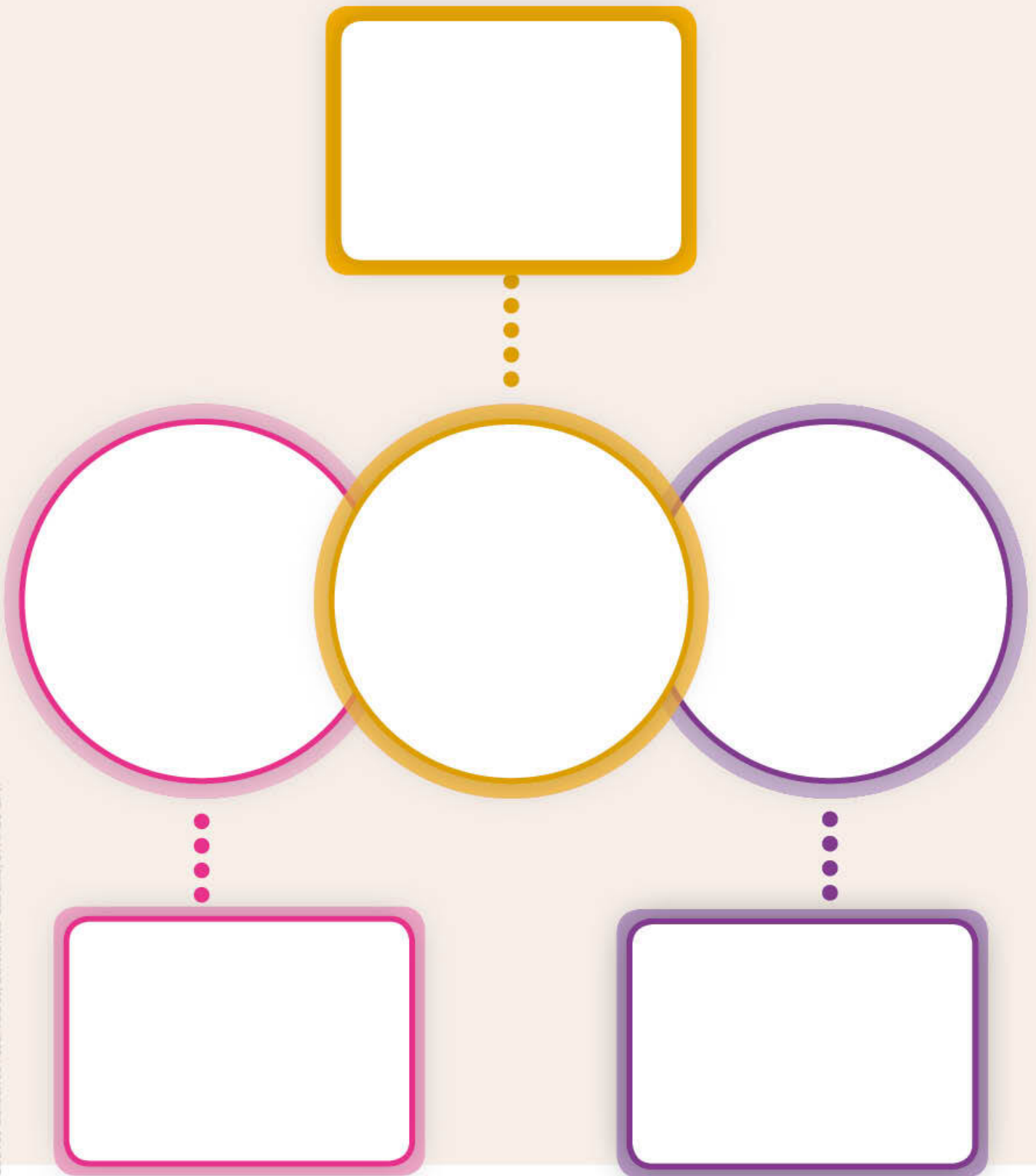
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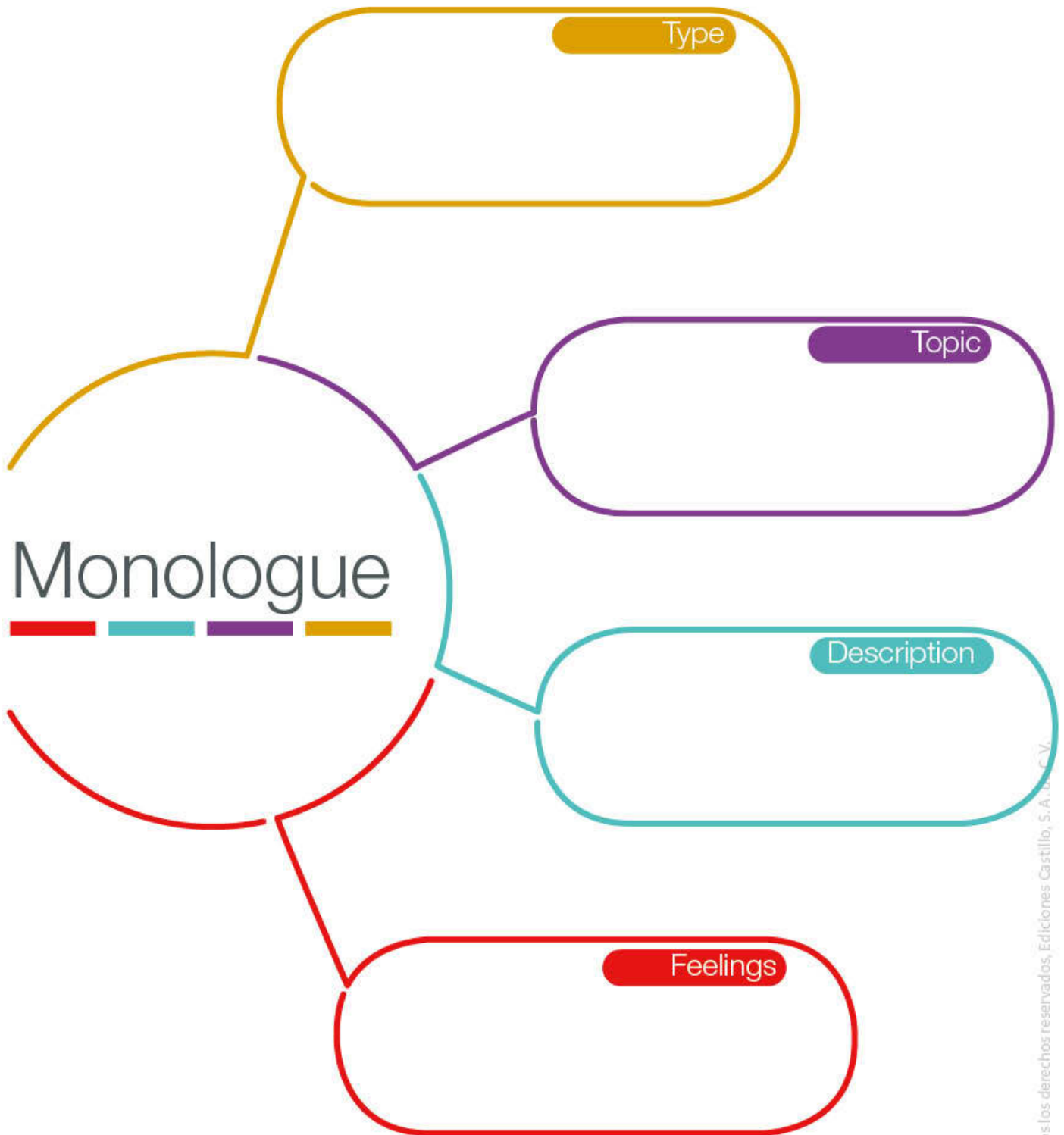
## UNIT 4 How does it work?

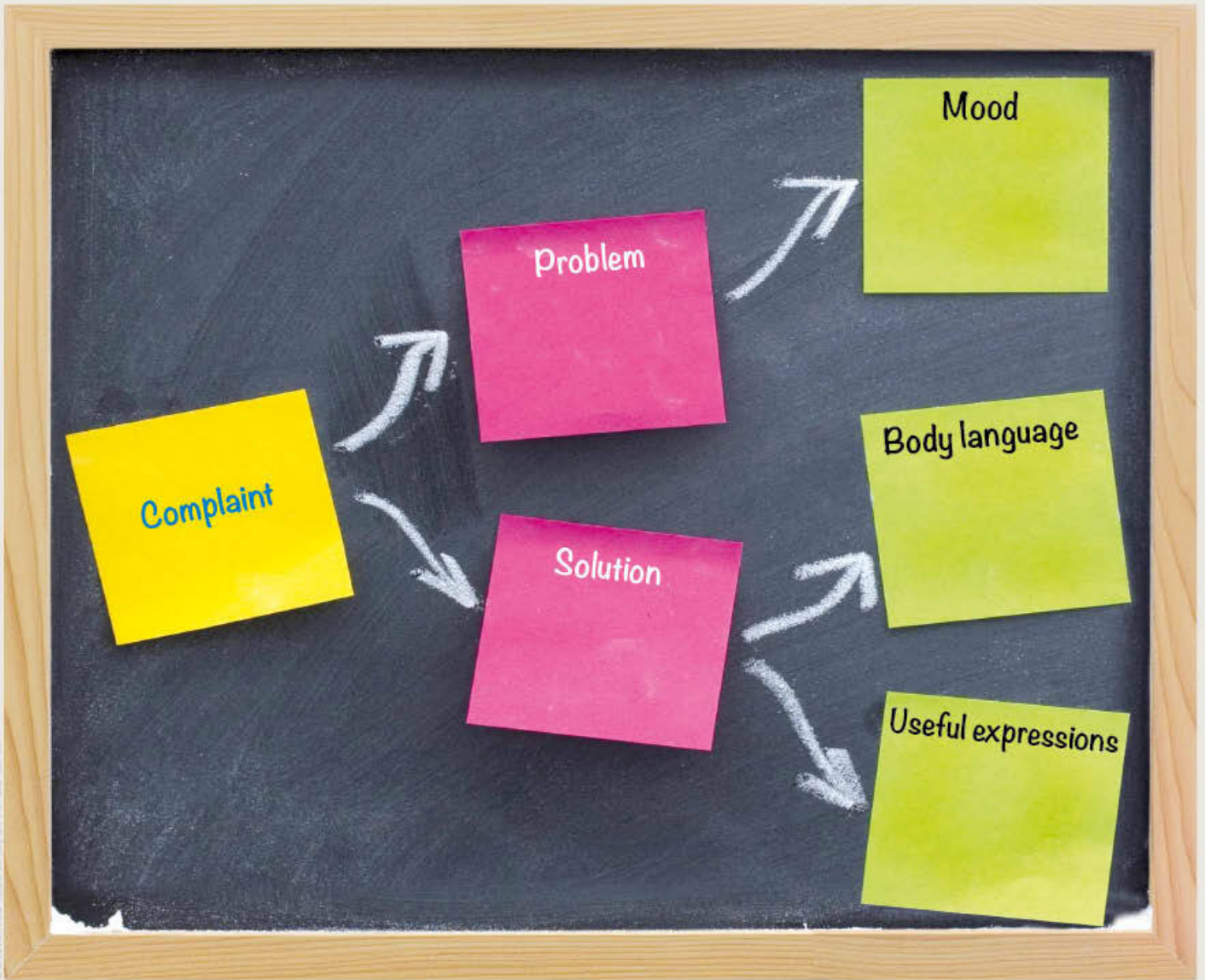


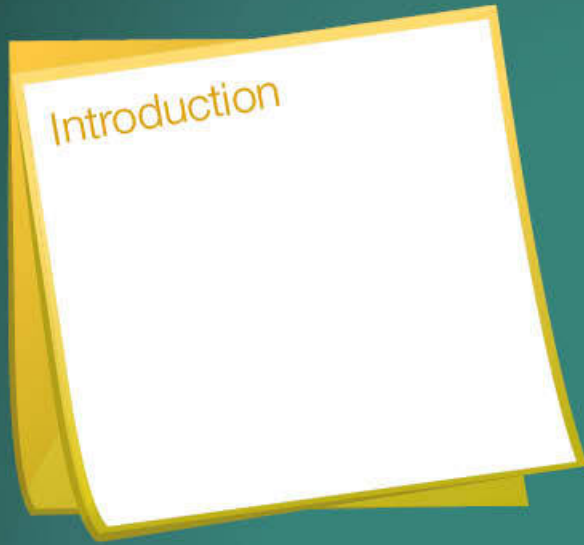


**UNIT 6** What's on the news?







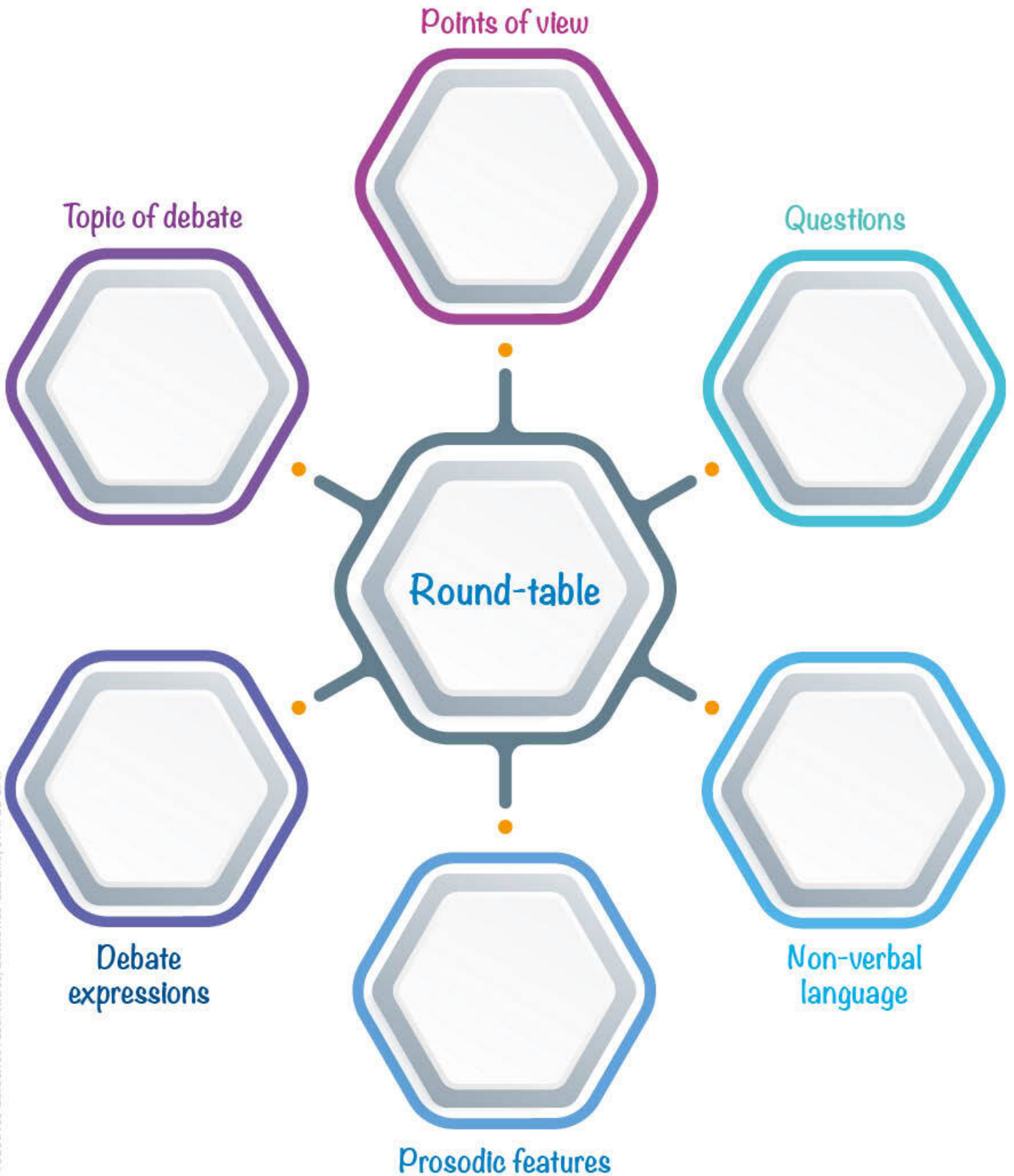


ANECDOTE





**UNIT 10** Round-table discussion





## UNIT 1

- Customs (n):** Habits.  
**Left out (v):** Not included.  
**Setbacks (n):** Bit of troubles.  
**Siblings (n):** Brothers or sisters.

## UNIT 2

- Ashes (n):** Cinders from fire.  
**Basement (n):** Room in house that is below ground.  
**Clogging (v):** Blocking.  
**Clefts (n):** Rock, fissure.  
**Cracks (n):** Splits.  
**Damaged (adj):** physically harmed.  
**Drills (n):** Tools, bores holes.  
**Dusters (n):** Cloth for dusting/Feather duster: cleaning stick.  
**Earth shakes (n):** Seismism, earth temblor.  
**Gather (v):** Collect / Accumulate /Collate/Pick.  
**Hissing (n): Air:** Whistling sound.  
**Household (n):** People /Home.  
**Seal (n):** Close off /Closure.  
**Sewers (n):** Pipes for waste.  
**Shelter (n):** A place giving temporary protection. from bad weather or danger.  
**Slide (v):** Glide, move easily.  
**Spots (n):** Stains.  
**Storm Cellar (n):** Basement to take refuge during a storm.  
**Sturdy (adj):** Strongly and solidly built.

## UNIT 3

- Accomplishments (n):** Achievements.  
**Anxious (adj):** Worried, nervous.  
**Average (n):** a typical, usual, or normal amount, rate, degree, level, etc.  
**Beforehand (adv):** Before, in advance  
**Bouncing (v):** Moving suddenly.  
**Diminish (v):** to seem smaller, decrease, or be reduced.  
**Doubt (n):** a feeling of uncertainty.  
**Hyperventilating (v):** Breathing too quickly.  
**Increase (v):** to become greater.  
**Intonation (n):** the pattern of the changes in pitch.  
**Low (adj):** not high.  
**Overcome (v):** to succeed in controlling.  
**Pitch (n):** the high, medium and low sounds of our voice as we speak.  
**Regret (n):** a feeling of sorrow, unhappiness, or guilt for a fault, wrong act, a loss, etc.  
**Rhythm (n):** the pattern of recurrent strong and weak accents, vocalization and silence, and the distribution and combination of these elements in speech.  
**Shock (n):** a sudden disturbance of the mind or the feelings due to something unpleasant and unexpected.  
**Stress (n):** the emphasis on a particular syllable and used to convey meaning.  
**Social skill (n):** the knowledge or ability used to communicate and interact with each other well, both verbally and non-verbally.  
**Worry (n):** uneasiness or anxiety.

## UNIT 4

**Against (prep):** In opposition to.

**Bore (n):** Hole.

**Bounce (v):** to (cause to) move up or away after hitting a surface.

**Chew (v):** Eats, masticates, bites.

**Crunch (v):** Bites loudly/Breaks noisily.

**Cutter (n):** Object used to cut something.

**Disengage (v):** Undo, release.

**Dispose of (v):** To get rid of something or someone.

**Flowing (v):** Moving in one direction, especially continuously and easily.

**Grab (v):** Take hold of.

**Lid (n):** Top, cover.

**Lift (v):** Raise upward/hoist.

**Melt (v):** To turn from something solid into something soft or liquid.

**Pinpoint (n):** A very small spot of something.

**Pouch (v):** A bag or soft container for a small object or a small amount of something.

**Raise up (v):** Lift, hold aloft.

**Straw (n):** A thin tube made of plastic or waterproof paper that is used to suck liquid into the mouth.

**Spit out (v):** Eject by spitting/ bring oneself to say/ say.

**Slightly (adv) :** Delicately or softly.

**Tipping (v):** Being overturned.

## UNIT 5

**Amazed (adj):** Extremely surprised.

**Bid (v):** offers services.

**Blooms (n):** Flowers.

**Bonnet (n):** Historical (Old-fashioned lady's hat).

**Bows (v):** Nods, leans forward in greeting.

**Creep (v):** Move slowly.

**Curtsies (n):** Women's bows (respectfully).

**Elves (n):** Small creatures.

**Fencing (n):** Sport, combat with a long blade.

**Feigns (v):** Fakes, Pretends.

**Haste (n):** Rush.

**Honeysuckle (n):** Fragrant climbing plant.

**Inn (n):** Hotel.

**Liegemen (n):** Vassal.

**Ma'am (Interj):** Madam: To a woman.

**Mousetrap (n):** Device for catching mice.

**Muskroses (n):** Plants.

**Nest (n):** Bird's home.

**Oxlips (n):** A Eurasian primrose, Primulaceous, having clusters of small yellow flowers on a long stem.

**Parlour (n):** Reception room.

**Peeped (v):** looked timidly, secretly.

**Revenge (n):** Harm done to someone as a punishment for harm that they have done to someone else.

**Stabs (v):** Attacks with something sharp.

**Stirring (v):** Moving.

**Sweetbrier (n):** A flower.

**Thorn:** A small, sharp pointed growth on the stem of a plant.

**Thyme (n):** Any of numerous plants belonging to the genus thymus, of the mint family, including the common garden herb T.

**Unfold (v):** Open.

## UNIT 6

**Affairs (n):** Events, incidents.  
**Arousal (n):** Response.  
**Approach (v):** to come nearer.  
**Attorney (n):** a lawyer.  
**Bycatch (n):** unwanted fish and other sea animals caught in a fishing net.  
**Collision (n):** a coming violently into contact.  
**Concerning (adj):** Worrying  
**Curfews (n):** Regulations setting restrictions.  
**Cracked (adj):** broken without separation of parts.  
**Disrupting (v):** Disorganizing.  
**Drift (v):** To be carried slowly by a current of air or water.  
**Enlisted (v):** Entered into or joined an enterprise.  
**Grew (v):** Increased.  
**Harming (v):** Damaging.  
**Hazardous (adj):** full of risk.  
**Hurtle (v):** to move with great speed.  
**Landmark (n):** a feature in the landscape or an object in an area that is easily noticed or that serves as a guide.  
**Lay (v):** to put or place in a position that is flat.  
**Mass (n):** a large number.  
**Meltwater (n):** melted snow or ice.  
**Moon:** the earth's natural satellite.  
**Neighboring (adj):** close in space or time.  
**Outcomes (n):** Consequences.  
**Overtakes (v):** Knocks, overwhelms.  
**Owned (v):** Had.  
**Put that down (v):** Attribute.  
**Raises (v):** Increases.  
**Reliable (adj):** Stable, responsible.  
**Researcher (n):** Someone who investigates.  
**Retreat (v):** to slope backward, recede.  
**Ridley turtle (n):** a small turtle of tropical seas.  
**Rise (n):** Increment.

**Shortages (n):** Scarcities, deficit.  
**Skim (v):** To read, study, etc. quickly but not carefully.  
**Spiking (v):** Blocking.  
**State-of-the-art (adj):** The newest and best.  
**Stiff (adj):** rigid or firm.  
**Surveyed (v):** Examined, observed.  
**Threat (n):** Menace, risk.  
**Uncover (v):** Show, expose.  
**Upcoming (adj):** Coming soon.  
**Unprecedented (adj):** never done or known before.  
**Urges (v):** Insists on, demands.  
**Warm (v):** To become moderately hot.  
**Weapons (n):** Guns, knives or missiles.  
**Wide awake:** Late-night phone use harms teenagers' mental health and sleep quality.  
**Worsened (v):** Gone from bad to worse.  
**Yardstick (n):** any standard of measurement.

## UNIT 7

**Bar (v):** Lock, secure.  
**Blast (n):** An explosion.  
**Fond of (v):** Addicted to, attached to.  
**Gross (adj):** Big, great  
**Humble (adj):** Modest.  
**Insanity (n):** Madness, craziness.  
**Lifted off (v):** Removed.  
**Motto (n):** Slogan.  
**Outstanding (adj):** Superior, excellent.  
**Pimples (n):** Small spots, especially on the face.  
**Sacred (adj):** Divine, sanctified.  
**Silly (adj):** Absurd.  
**Thrive (v):** Do well.  
**Truly (adv):** Really, authentically.  
**Valedictorian (adj):** Goodbye, farewell.  
**Wet (adj):** Humid.

## UNIT 8

**Annoyance (n):** The feeling or state of being irritated.

**Avail (v):** Be of use.

**Calm (n):** A state of tranquility.

**Disappointment (n):** Sadness or displeasure caused by the non-fulfilment of one's hopes or expectations.

**Entitled (adj):** Feeling that you have the right to do or to have what you want without having to work for it or deserve it, just because of who you are.

**Faulty (adj):** Defective.

**Fury (n):** Intense, disordered, and often destructive rage.

**Prompt (adj):** Quick.

**Politeness (v):** Behavior that is respectful and considerate of other people.

**Stress (n):** A state of mental or emotional tension resulting from adverse or demanding circumstances.

**Troubleshooting (n):** problem solving.

**Turned out (v):** (Simple past) To happen in a particular way or to have a particular result; especially an unexpected one./ To be known or discovered finally and surprisingly.

## UNIT 9

**Pick up (v):** To answer the phone.

**Sharply (adv):** Quickly and suddenly.

**Stuttering (v):** To speak or say something, especially the first part of a word, with difficulty, for example pausing before it or repeating it several times.

**Spit out (v):** To expel saliva from the mouth.

**Stutterer (n):** A person who stutters.

**Wondering (v):** To ask yourself questions or express a wish to know about something.

## UNIT 10

**Accountable (adj):** Able to be explained.

**Acquired (n):** Gotten, obtained.

**Awareness (n):** Consciousness, understanding.

**Ballots (n):** The paper on which a vote is recorded.

**Behavior (n):** Manner of conducting oneself.

**Boost (v):** Improve, encourage.

**Breathtaking (adj):** Amazing, magnificent.

**Breakthrough (n):** Discovery.

**Cast (v):** Give a vote, vote.

**Collateral (adj):** Secondary.

**Dilemmas (n):** A situation in which a difficult choice must be made between two different things you could do.

**Embodied (v):** Included as part of something.

**Engaged (v):** Involved.

**Fake (adj):** False.

**Flourishing (adj):** Growing and developing successfully.

**Foresee (v):** Predict.

**Fraud (n):** Something false.

**Growth (n):** Development, expansion.

**Heritage (n):** Something inherited at birth, such as personal characteristics, status, and possessions.

**Misuses (v):** Improper use.

**Norms (n):** Rules.

**Reassess (v):** Think again about something.

**Rude (adj):** Impolite, insolent.

**Secrecy (n):** Privacy.



## **Books that support the present textbook:**

- Addelson-Goldstein, J. & Shapiro, N. (2008). *Oxford Picture Dictionary*. Oxford: OUP.
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# READING BOOKLET

ENGLISH



Sandra Olate Rojas y Viviana Céspedes Pardo

# BACKPACKERS



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# READING BOOKLET

ENGLISH



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Sandra Olate Rojas y Viviana Céspedes Pardo

# BACKPACKERS



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Dear Students,

By reading the texts in this Reading Booklet, you will be able to extend reading practice at the same time you analyze and discuss the informative and narrative texts that are included and which are related to the social practices of each unit of the Activity Book.

This booklet includes informative and narrative texts that are varied and have been specially selected to prompt your motivation and interest.

The activities will help you understand language and vocabulary, consolidate what you have learned and also use different useful reading strategies.

These activities are divided into three sections: Before reading, to introduce the topic and some vocabulary. While reading, to guide you and help you understand what you read. After reading, to allow you reinforce the social practice of the language. They will also allow you to reflect on the content, give opinions and share ideas.

At the end of each unit, there is also a glossary, which provides the meaning of the highlighted words throughout the texts.

We hope you find this booklet useful and enjoyable.

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# UNIT 1

- Social practice of the language:  
Read brief literary essays to  
contrast cultural aspects.



# Mexican and American Culture



A. de C. V.

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## Encounter of cultures


In the world, there are many countries with many different habits or cultures. The North American Continent has two peculiar countries that have different lifestyles, even though they are neighbors. These two countries are Mexico and the United States.

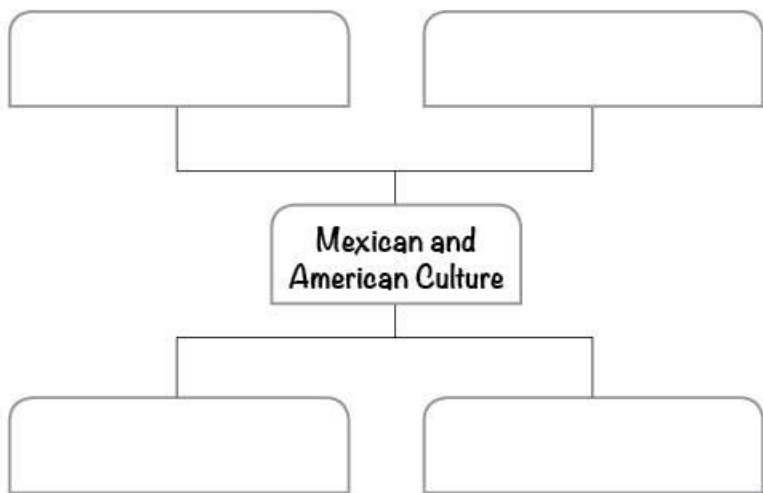


## BEFORE READING

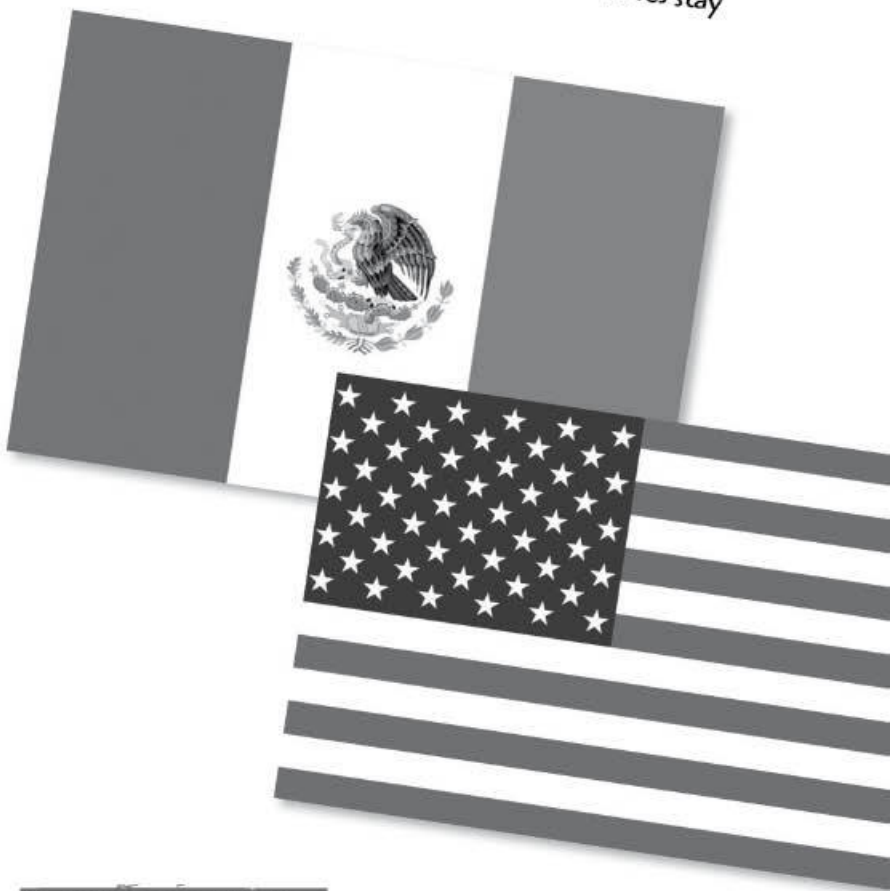
- 1  In groups, look at the picture on page 7 and describe what you see.



- 2  In groups, brainstorm some ideas about the topic of the essay based on the picture on page 7 and the headline of the text.



**F**irst of all, in Mexico the family is the first priority, children are celebrated and sheltered, and the mobility is limited, this means that families stay in one place.




### WHILE READING

- Underline the cultural aspects which are compared in the essay.



In the United States the family is second to work, children are often minimally **parented** and they are independent, and mobility is quite common, this is because the jobs sometimes require personal in different parts of the country.



A black and white photograph of the Mexican flag waving against a dark sky filled with exploding fireworks. The flag is the central focus, with its three vertical stripes and the national coat of arms clearly visible.

In Mexico, Independence Day is celebrated on September 16th, marking the country's separation from Spain in 1810.


A black and white photograph of the United States flag waving against a dark sky filled with exploding fireworks. The stars and stripes of the flag are prominent in the lower portion of the frame.

In the United States, people celebrate Independence Day on July 4th, marking the country's separation from England in 1776.

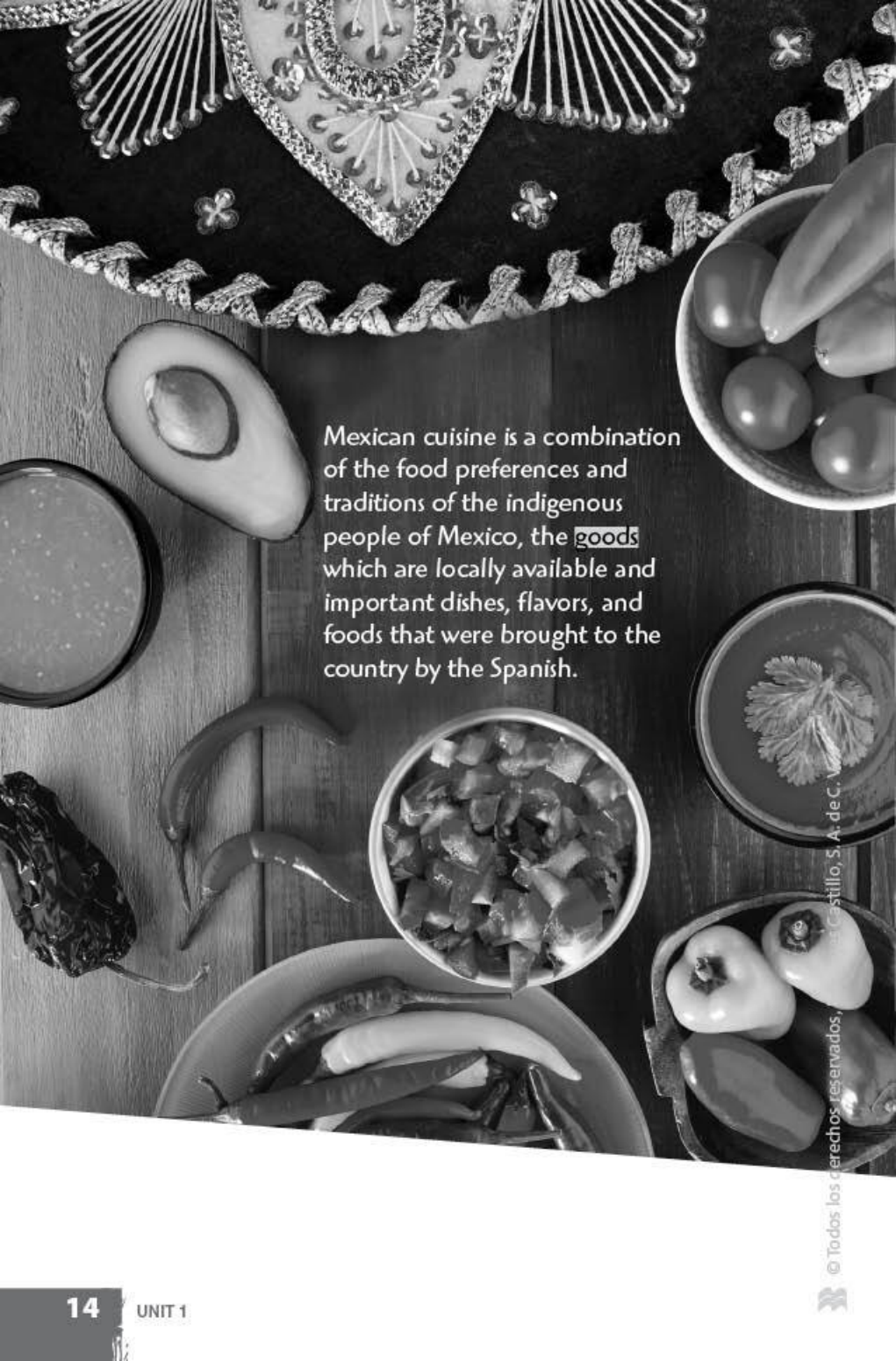
These celebrations are very popular in both countries.



Mexico is very nationalistic; it's proud of his long history and traditions, reluctant to settle outside Mexico, while the United States is very patriotic, proud of 'American way of life' and they assume everyone shares its materialistic values.

- 4**  Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____




Mexican cuisine is a combination of the food preferences and traditions of the indigenous people of Mexico, the goods which are locally available and important dishes, flavors, and foods that were brought to the country by the Spanish.



American cuisine; however, includes many tastes, customs, dishes, spices, and foods that were brought by **immigrants** over the last few centuries and which are native to the land and indigenous people of America.



## AFTER READING

- 5**  Read the sentences and number them in the correct order (1- 4).

- \_\_\_\_\_ Children are often minimally parented, and they are more independent, and mobility is quite common.
- \_\_\_\_\_ First of all, in Mexico the family is the priority.
- \_\_\_\_\_ Children are celebrated and sheltered, and the family stays in one place.
- \_\_\_\_\_ In contrast, in United States the family is second to work.

- 6**  In pairs, answer these questions about the text.

- a. In which cultural aspects do Mexico and U.S. differ?

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- b. Do you agree that family is the priority in Mexico?

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- c. What might be examples of materialistic values?


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- d. What does the Mexican cuisine consist of?

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- 7**  Discuss with your partner if these sentences are True (T) or False (F). Justify your answers in the space below and check with your teacher.

a. \_\_\_\_\_ Mexico and United States' vision about family is very similar.

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b. \_\_\_\_\_ Mexico and United States' eating habits are based on variety and multiculturalism.

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- 8**  In groups, answer and discuss these questions.

a. How much do you agree or disagree with the information in the text?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Would you suggest any other contrasts between Mexico and U.S.? Which ones?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# UNIT 2

- Social practice of the language:  
Produce instructions to be prepared  
for an environmental emergency.

## LIST OF TIPS TO SURVIVE IN DIFFERENT EMERGENCY SITUATIONS




## Environmental emergencies




It is important to know that in an emergency, a list of survival tips that can save your life would be useful.

## BEFORE READING

- 1  In groups, look at the headline of the text and predict what emergency situations it might be about. Write a list of them and share it with your group.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 2  Have you ever been in a natural disaster or emergency? What did you do? Write about it and share it with your class.

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# Hurricane



Devastating hurricanes have been sweeping through the world more often in recent years. It is dangerous to be exposed outside during hurricanes episodes.

- ⑥ Hide during a hurricane in a secure basement such as a closet or a bathroom, hopefully with no windows because it is dangerous.
- ⑥ It is also a good idea to get under a solid piece of furniture to save yourself from a collapsing roof and keep you family close.
- ⑥ Protect your house to be on the safe side. Install panels on your doors and windows and secure the roof. If a hurricane starts while you're driving leave your vehicle and find a building to shelter in or a ditch.

# TSUNAMI



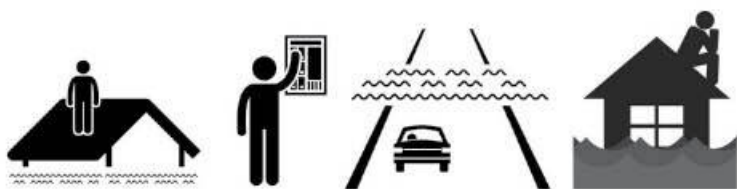
- Think of a place where you can all be safe in case of this kind of disaster.
- Do not wait for any instructions; once you feel an earthquake immediately escape to a higher lying area. Tsunamis are so fast. They hit the coast minutes after the earthquake.
- Remember that tall buildings including hotels in the beach area can provide an excellent shelter.

## WHILE READING

- Underline the words related to instructions.



# Flood



- ~ Don't try to be the bravest person around and stay in your house once you hear the evacuation warning, remember to turn off the power.
- ~ Leave for safer higher grounds with your important papers in a waterproof container.
- ~ If a flash flood gives you no time to evacuate and the water is all around you, don't try to swim across it or drive. A river with **debris** in its way is stronger than you.

# AVALANCHE



An avalanche can hit when you are enjoying skiing. It is very fast and devastating burying everything in its way under tons of snow.

- ▶ Try to move to the side of the **slope** as fast as you can. There will be more snow in the center of the flow.
- ▶ If you can't escape it, try using a **sturdy** tree to keep you **above** the snow. Don't let yourself sink.
- ▶ **Kick** your feet and arms as if you were swimming in the snow heading uphill.
- ▶ In case you get buried in the snow, dig an air pocket for yourself to be able to keep breathing.
- ▶ Wait for the rescue team to find you and don't waste your energy shouting or **digging** the snow unless you can hear them close to you.

4 Underline words related to instructions.

# Wildfire



Use wet cloth



Near the water



Wildfires spread at an amazing speed and destroy everything in their way.

- 🔥 Ensure that you can breathe. If you fail to do it, you can pass out in the **midst** of a danger zone.
- 🔥 Use a wet cloth to cover your nose and mouth and escape to safety.
- 🔥 Find any building to hide in. Remember to leave its doors unlock so that the firefighters can save you if it comes to that.
- 🔥 If there are no buildings but there is water next to you, get in it.
- 🔥 If you can get in a vehicle and drive away from the wildfire do it. It will give you more chances to save yourself that running away, obviously.

# EARTHQUAKE



There are some areas in the world, which are more prone to an earthquake than others. You most likely know if you live in one of those areas.

- Make sure your TV set and bookshelves are secure on the walls. Heavy furniture also has to stand firmly on the ground.
- If an earthquake starts when you are inside, stay where you were.
- Drop to the floor, get underneath a table, cover your neck and head with one hand, and hold on with the other. Your entire body must be under a table.
- Don't try to run out of the building the exterior of a building is one of the most dangerous places. Protect your head and neck with your hands if you are outside when the disaster starts, stay in an open area away from anything that can fall on you.

**5** Underline words related to instructions.

# General rules



Some rules are universal for most natural disasters.

- Remember, you will need to have enough food, water, and other supplies for at least 72 hours after the disaster.

# Emergency supplies



- .....Other supplies include a battery-powered weather radio, flashlight, First-aid kit, a whistle, a dust mask, personal sanitation items; pliers, a can opener for food, maps of your area, and an emergency cell phone with backup batteries.

Adapted from: 7 ways to survive natural disasters.  
Retrieved from <https://www.youtube.com/watch?v=0CjI6tp8dmw>

## AFTER READING

- 6 Write a summary with three main ideas of every natural disaster according to the pictures.




- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_




- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 7**  Imagine that you live in a city near an active volcano. Write with a partner some instructions to get ready for an eruption. Take some ideas from the instructions that you have read.





**8**  Answer these questions in your group.

**a.** Who is the target reader of the article?



A sheet of white lined paper with two hole punches on the left side. The paper is slightly curled at the bottom right corner. It contains ten horizontal lines for writing.

**b.** What is the purpose of the text?



A sheet of white lined paper with a spiral binding on the left side. It contains ten horizontal lines for writing.

# UNIT 3

- Social practice of the language:  
Express support and solidarity  
with daily problems.

How to Create a

## Public Service Announcement



DIGITAL

SOCIAL ISSUES

AUDIT





A Public Service Announcement (PSA) is a free 'commercial' for a non-profit organization to raise awareness, change public attitudes and behavior towards a social issue. It is aired voluntarily by individual radio and/or TV stations.

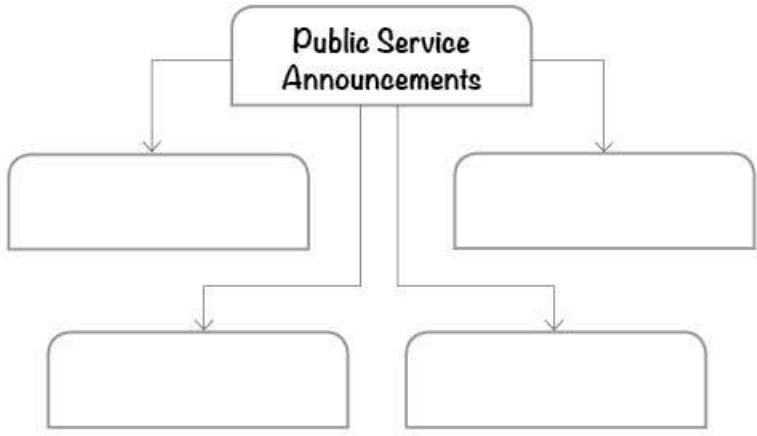
VIDEO



ION

**BEFORE READING**

- 1  In groups, discuss some Public Service Announcements you already know and their purpose.
  
- 2  Suggest words that you believe might be related to Public Service Announcements. Discuss in your group and with the class.



- 3 Have you ever made a PSA? If yes, write what it was about.

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## How do I start?

You start with the goal of the **PSA**:



SPECIFIC

What do you want it to **accomplish**?

# GOAL

## What is the goal of a PSA?

It is to get someone to take a specific action.


For example: ✓ to stay in school

✓ to stop smoking

✓ to **avoid** abusing drugs, etc.



## WHILE READING

- 4  In pairs, discuss and record an everyday problem that you believe could be aired through a PSA.

---

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## Is it important enough?

Your first question must be, "Is this message important enough to broadcast?"

And your second question must be, "Is this message relevant to the broadcast audience?"



## Use real language

Have you ever noticed how some commercials speak in a language that you only seem to hear in commercials?

- ❌ Don't speak that language in your PSA!
- ✅ Use the language you use every day.



## Use emotion

People act based on emotional reasons to react and wake up.




## Make it personally relatable

A PSA is nothing more than a conversation with the audience. So you have to make your message personal to them and make it easy for them to relate to.




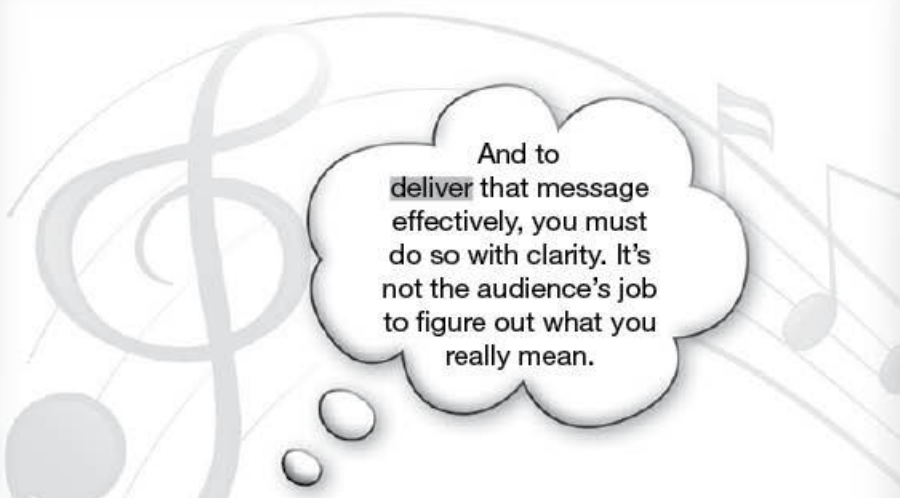


**Deliver exactly one  
'core message'**



Many PSAs (and many commercials) make the mistake of trying to get the audience to do more than one thing. A PSA can ask people to donate food. Or money. Or time. But it shouldn't ask for all three.

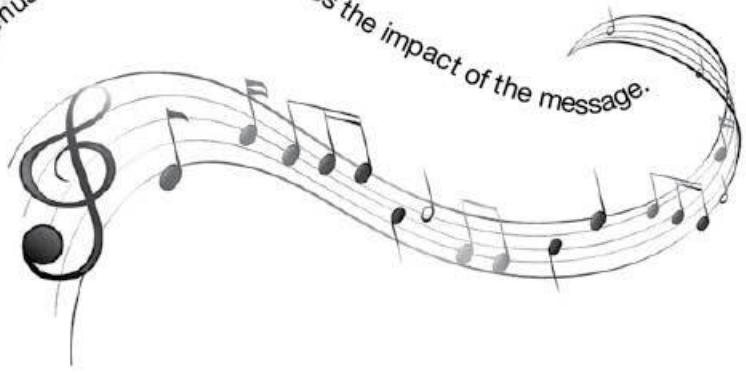
- 5**  In pairs, discuss two aspects about PSAs that have been mentioned up to now and that have called your attention.



And to **deliver** that message effectively, you must do so with clarity. It's not the audience's job to figure out what you really mean.

## Music

Use music only when it enhances the impact of the message.

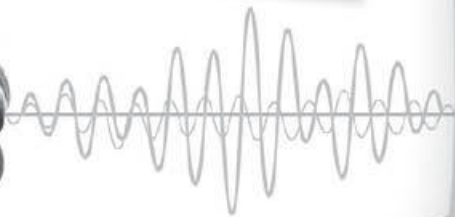


## Sound effects

Don't use sound effects just because they're fun to use.  
Use them only if they increase the impact of  
message you're trying to communicate.


## How long should it be?

Usually, the length of your PSA is determined by the broadcast station that might air it. Most often, it's either 30 seconds or 60 seconds.



Adapted from: How to write a Public Service Announcement.  
Retrieved from <https://www.kab.net/kabadditionalinformation/seminars/d74242.aspx>

## AFTER READING

- 6  In pairs, take some words from the box and express ideas about PSAs.

audience    emotion    language    message  
music    communicate    length    goal

- 7  In pairs, answer these questions about the text.

- a. What is the first thing to consider if you want to create a PSA?

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- b. What does it mean that you have to use real language in PSAs?

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- c. What common mistakes can be made?


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- d. When should sound effects be used?

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**8**  In groups, read and discuss these sentences from the text.

- a. "A Public Service Announcement is a free "commercial".
- b. "People act based on emotional reasons."
- c. "It's not the audience's job to figure out what you really mean."

**9**  In groups, choose a social issue to make a PSA and do the following activities:

- a. Write the social issue.

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- b. Write two reasons for choosing that problem.

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- c. Discuss and register some ideas to express the PSA.

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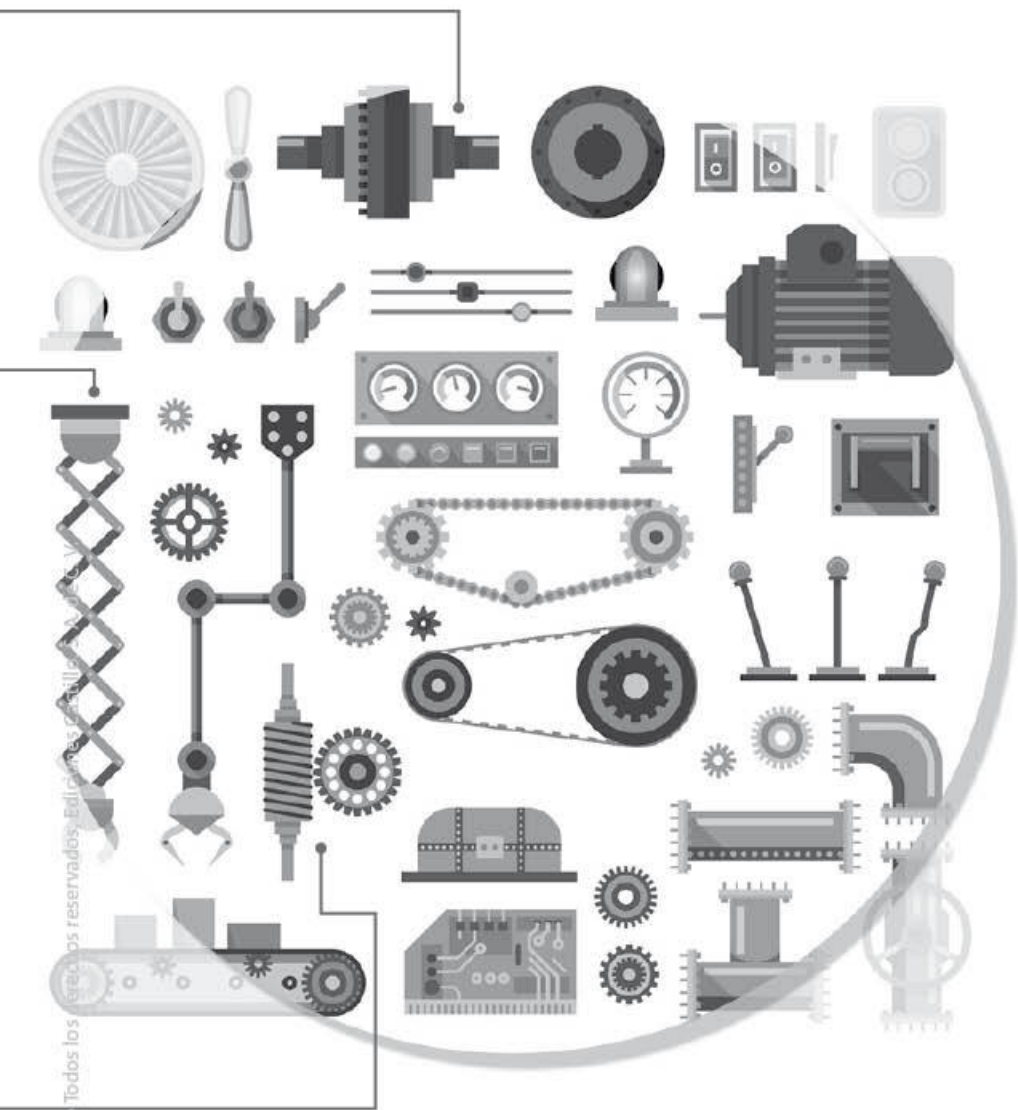
# UNIT 4

- Social practice of the language:  
Paraphrase information to explain  
how a machine works

## SIMPLE AND COMPOUND MACHINES



## How does it work?



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## BEFORE READING

1 Take a look at the picture on page 45 and answer:

a. What can you see?

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b. Have you ever seen those objects?


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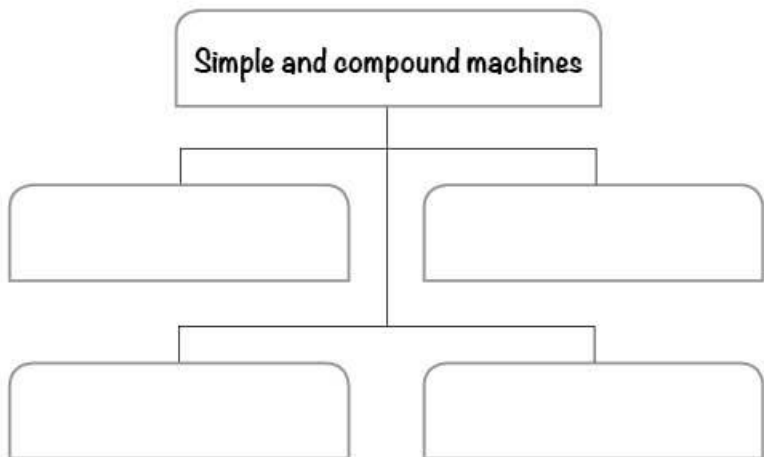
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c. Where?

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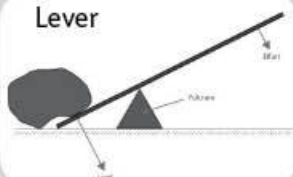
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2  Read the title of the text. Complete the diagram with your own ideas about what you are going to read.





## Lever



## Inclined plane



Humans have developed several devices to make work easier. Simple machines are just that. The simplest form of using one thing to accomplish something faster or better.

They are used to transform, transfer, multiply and change things. Besides transform and transfer energy, they also can multiply speed and force, or change the direction of a force so you can accomplish work more quickly, easily, or both.

The lever, the wheel and axle, the inclined plane, the pulley, the screw, and the wedge, although the latter three are just extensions or combinations of the first three.

## Wedge



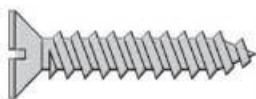
## Pulley



## Wheel and axle



## Screw



Scissors



Wheelbarrow



## COMPOUND MACHINES

A combination of simple machines can form compound machines. Some compound machines are made up of two simple machines such as a wheelbarrow that consists of a lever, a wheel, and axle.

Scissors are another good example of a compound machine. The edge of the blades is wedged. But the blades are combined with a lever to make the two blades come together to cut.

## SIMPLE MACHINES: LEVER

Everyday tools and the objects we usually use are compound machines. Simple machines make up compound machines. Take a quick look around you! A can opener, the ice dispenser, or the stapler are compound machines.

Can opener



Stapler

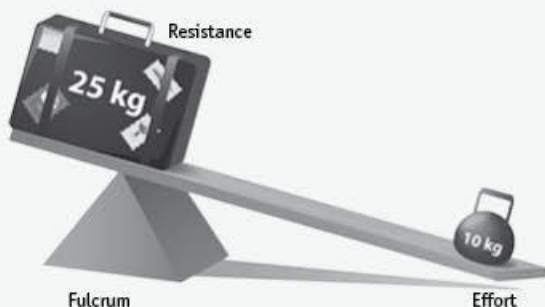


### WHILE READING

- 3 Circle the simple machines. Underline the compound machines.

# SIMPLE MACHINES

## Lever

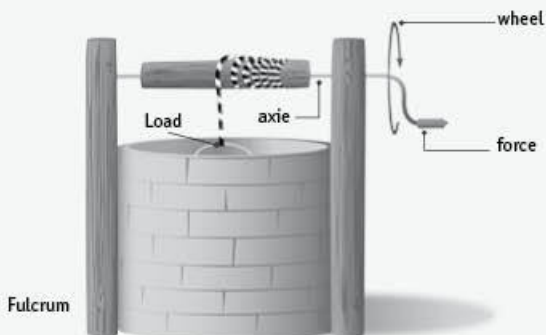


A lever is a long tool such as a pole put under an object to lift it. This machine consists of a long beam and a fulcrum. The **fulcrum** is another object, perhaps a rock used to **brace** under the long tool. This gives the long **pole** something to push down against.

The mechanical advantage of the lever depends on the ratio of the lengths of the beam on either side of the fulcrum.

Some examples of levers are door handles, the **claws** of a **hammer**, **crowbars**, light switches, bottle openers, and **hinges**.

## Wheel and Axle

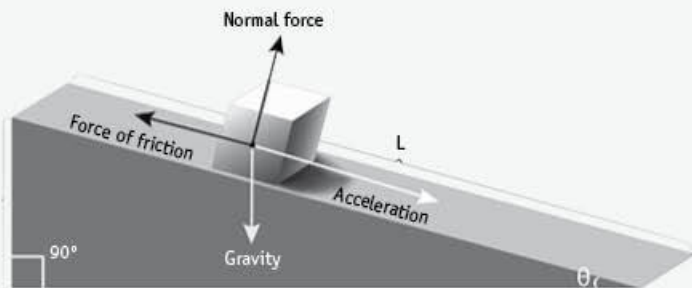


The wheel and axle is a special kind of lever. It is a wheel with an axle or cylinder through its center. They rotate together around the same **axis** to transfer force. **Gears** are a form of the wheel and axle.

The wheel has always been considered a major invention in history; However, it really would not work as well as it does have it not been for the axle.

An axle is a **rod** or pole centered in the wheel that allows the wheel to turn around it. The wheel then spins in a balanced circle to be used as transportation on a bike or to turn the hands of a clock.

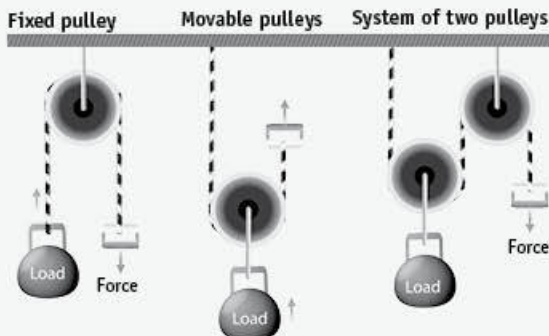
## Inclined plane



An inclined plane is a flat **surface** with one end set higher than other, such as a ramp. One end is **higher** than the opposite end. The inclined plane allows things to go from a **low** point to a higher position or vice versa. It takes the same **amount** of work, but **less** force, to move an object up a ramp than to move it vertically.

# SIMPLE MACHINES

## Pulley



It is a version of a wheel on an axle that is combined with a rope, chain or other cord to support movement and change of direction. It is used to move something up and down or back and forth. Pulleys are used in window blinds, in ships to raise and lower sails, and elevators.

## Screw



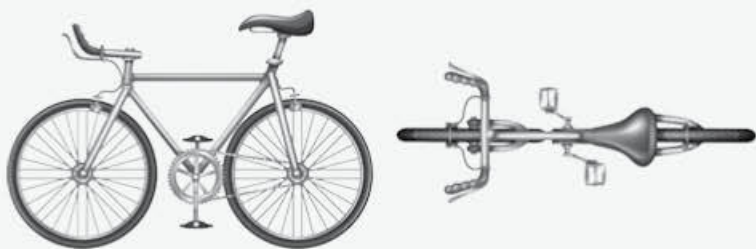
Screw is a nail-like metal fastener, having a thin end with a spiral groove and a head with a slot. It allows movement from a lower position to a higher, and it moves in a circle.

In some cases, a screw can also act to hold things together. Some examples of the uses of a screw are in a jar lid, a drill, a bolt, a light bulb, faucets, bottle caps and ballpoint pens. Circular stairways are also a form of a screw.

# COMPOUND MACHINES

## Bicycles

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The pedals and wheels are made up of a wheel and axle system. It is an axle which goes through the center hole of the wheel, and the wheel is free to turn around the axle in order to make it possible for a bike wheel to revolve a rod which is an axle. A wheel and axle is a simple machine that makes it easier to move objects.

## Pliers

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Pliers are constructed with multiple levers. They are hand operated tools. They are used for holding and gripping small things or for bending and cutting wires.

# COMPOUND MACHINES

## Wheelbarrow

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It is a compound machine made up of two simple machines: a lever and a wheel and axle.


Force is applied to the lever by picking up the handles. The lever applies upward force to the load, and the force is increased by the lever which makes the load easier to **lift**.

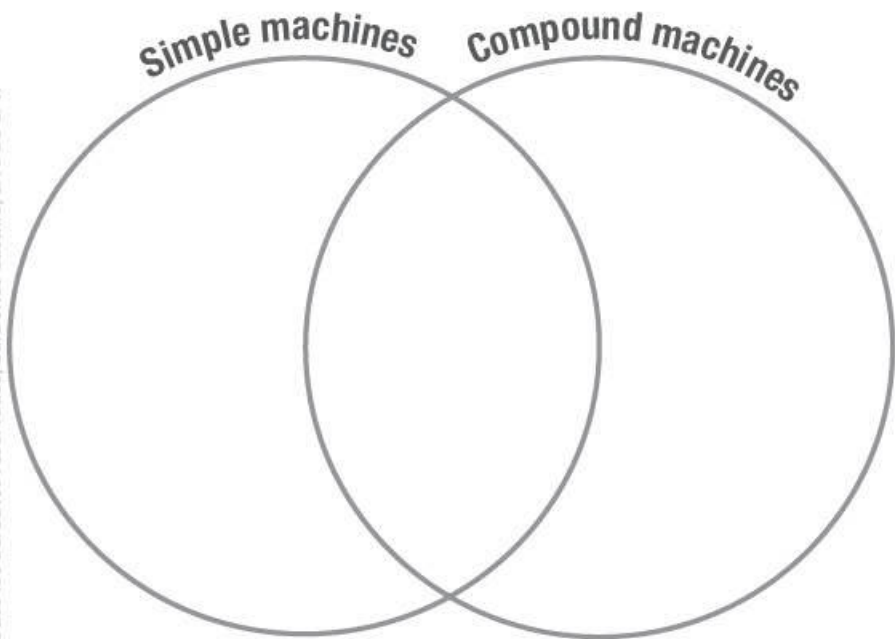
Adapted from: Simple Machines: Facts. Retrieved from [http://idahoptv.org/sciencetrek/topics/simple\\_machines/facts.cfm](http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm)  
The 6 Simple Machines. Retrieved from <https://www.kyrene.org/cms/lib2/AZ01001083/Centricity/Domain/968/The%206%20Simple%20Machines.pdf>




## AFTER READING


- 4  Write a summary of the text. Compare your ideas with your partner.


- 5  Discuss the similarities and differences between simple and compound machines. Complete the Venn diagram with your ideas.



- 6**  In pairs, take turns to describe how the objects in the pictures work.



**7**  In groups, do the following activities.

- a.** Choose two or three compound machines. Then choose two or more simple machines that make these compound machines work.

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- b.** Write a list of other four compound machines that you know. Then discuss the simple machines that make them up.

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# UNIT 5

- Social practice of the language:  
Read theater plays.

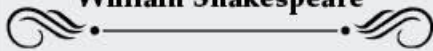


# A Midsummer Night's Dream



An adaptation from the first  
act of the play by


William Shakespeare



## Let's go to the theatre



## BEFORE READING

- 1**  Read the title and brainstorm ideas about the play in your group.

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- 2**  Take a quick look at the text on page 61. Can you recognize punctuation marks? Underline them and explain their function.

## Characters description

- Theseus:** The heroic duke of Athens **engaged** to Hippolyta.
- Hippolyta:** The legendary queen of the Amazons, engaged to Theseus.
- Egeus:** Hermia's father, who brings a complaint against his daughter to Theseus. Egeus has given Demetrius permission to marry Hermia, but Hermia, in love with Lysander, **refuses** to marry Demetrius.
- Hermia:** Egeus's daughter, a young woman from Athens. She is in love with Lysander and is Helena's childhood friend.
- Demetrius:** A young man from Athens who was initially in love with Hermia, and then in love with Helena.
- Lysander:** A young man from Athens who is in love with Hermia.
- Helena:** A young woman from Athens, she is in love with Demetrius. Demetrius and Helena were once **betrothed**, but when Demetrius met Hermia, he fell in love with her and abandoned Helena.
- Philostrate:** Theseus's Master of the Revels, responsible for organizing the entertainment for the duke's marriage celebration.



## Act I

### Scene I. Athens. The palace of Theseus.

In Athens, Theseus and Hippolyta are preparing their wedding. Helena, Lysander, Egeus and Demetrius are angry with Hermia. Hermia and Lysander agree to stay in the forest to run away together. Hermia reveals Helena his escape plan and she decides to reveal the plan to win the love of Demetrius.

*Enter Theseus, Hippolyta, Philostrate, and Attendants.*

**Theseus:** We'll be getting married in four days, on the day of the new moon. But it seems to me that the days are passing too slowly.





**Hippolyta:** No, you'll see, four days will quickly turn into four nights.

**Theseus:** Go, Philostrate, get the young people of Athens ready to celebrate and have a good time.

*Philostrate exits.*



*Enter EGEUS, HERMIA, LYSANDER, and DEMETRIUS*

**Egeus:** Long live Theseus, our famous and respected Duke!

**Theseus:** Thanks, good Egeus. What's new with you?

**Egeus:** I'm here, full of anger, to complain about my daughter Hermia. This man, Demetrius, has my permission to marry her. But this other man, Lysander, has cast a magic **spell** over my child's heart. You've connived to steal my daughter's heart, making her **stubborn** and **harsh** instead of obedient (like she should be). Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.

**Theseus:** What do you have to say for yourself, Hermia? Think carefully. You should think of your father as a god, since he's the one who gave you your beauty. Demetrius is an admirable man.

**Hermia:** So is Lysander.

**Theseus:** You're right, Lysander's admirable too. But since your father doesn't want him to marry you, you have to consider Demetrius to be the better man.

**Hermia:** I wish my father could see them with my eyes.

**Theseus:** No, you must see them as your father sees them.

**Hermia:** Your grace, please forgive me. But please, tell me the worst thing that could happen to me if I refuse to marry Demetrius.



**Theseus:** You'll either be executed or you'll never see another man again.

**Hermia:** I'd rather wither away than to give up my virginity to someone I don't love.

**Theseus:** Take some time to think about this.

### WHILE READING

**3**  Label the play elements with the words in the box.

List of characters   Title   Author

A midsummer night's dream

}

By William Shakespeare

}

Lysander   Hippolyt  
Demetrius   Theseus  
Hermia   Egeus  
Philostrate   Helen

}

**Demetrius:** Please give in, sweet Hermia.—And Lysander, stop acting like she's yours. I've got more of a right to her than you do.

**Lysander:** Her father loves you, Demetrius. So why don't you marry him and let me have Hermia?

**Egeus:** It's true, rude Lysander, I do love him. That's why I'm giving him my daughter. She's mine, and I'm giving her to Demetrius.

**Lysander:** (to THESEUS) My lord, I'm just as noble and rich as he is. I love Hermia more than he does. And beautiful Hermia loves me. Why shouldn't I be able to marry her? courted Helena, and made her fall in love with him. That sweet lady, Helena, loves him.



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**Theseus:** I have to admit I've heard something about that, and meant to ask Demetrius about it, but I was too busy.

**Lysander:** What's going on, my love? Why are you so pale?

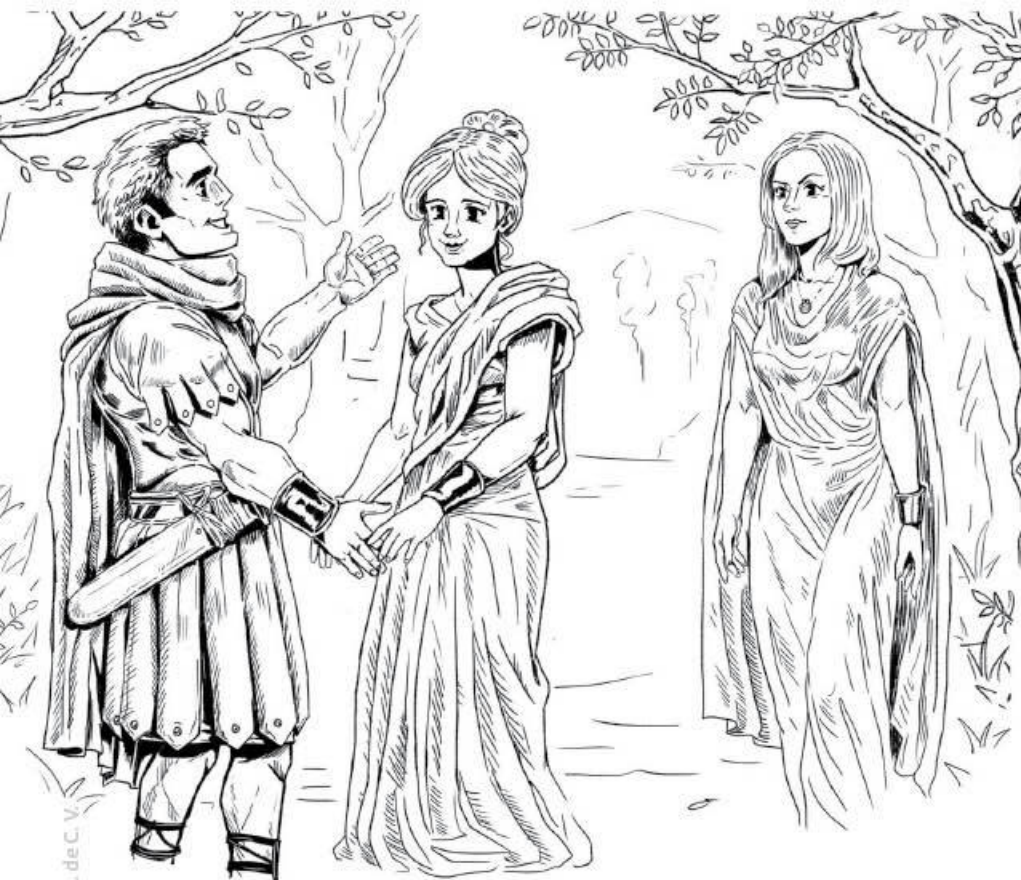
**Hermia:** Probably because my cheeks' roses needed rain, which I could easily give them with all the tears in my eyes.

**Lysander:** Oh, honey! Listen, in books they say that true love always faces **obstacles**.

**Hermia:** If true lovers are always **thwarted**, let's try to be patient as we deal with our problem.



- 4**  Talk with your partner what can be a solution to their problem.



**Lysander:** That's the right attitude. So, listen, Hermia. I have an aunt who is a widow. She lives about twenty miles from Athens, and she thinks of me as a son. I could marry you there, where the strict laws of Athens can't touch us. So here's the plan. **Sneak** out of your father's house tomorrow night and meet me in the forest.

**Hermia:** Oh, Lysander, I **swear** I'll be there tomorrow.

**Lysander:** Keep your promise, my love. Look, here comes Helena.

**Hermia:** Hello, beautiful Helena! Where are you going?

**Helena:** Oh, teach me how you look the way you do, and which **tricks** you used to make Demetrius fall in love with you.

**Hermia:** The more I hate him, the more he follows me around.

**Helena:** The more I love him, the more he hates me.

**Hermia:** Don't worry. He won't see my face ever again. Lysander and I are running away from here.

**Lysander:** Helena, we'll tell you about our secret plan. Tomorrow night, we plan to sneak out of Athens.

**Hermia:** (to HELENA) Goodbye, old friend. Pray for us, and I hope you win over Demetrius!—Keep your promise, Lysander. We need to stay away from each other until midnight tomorrow.

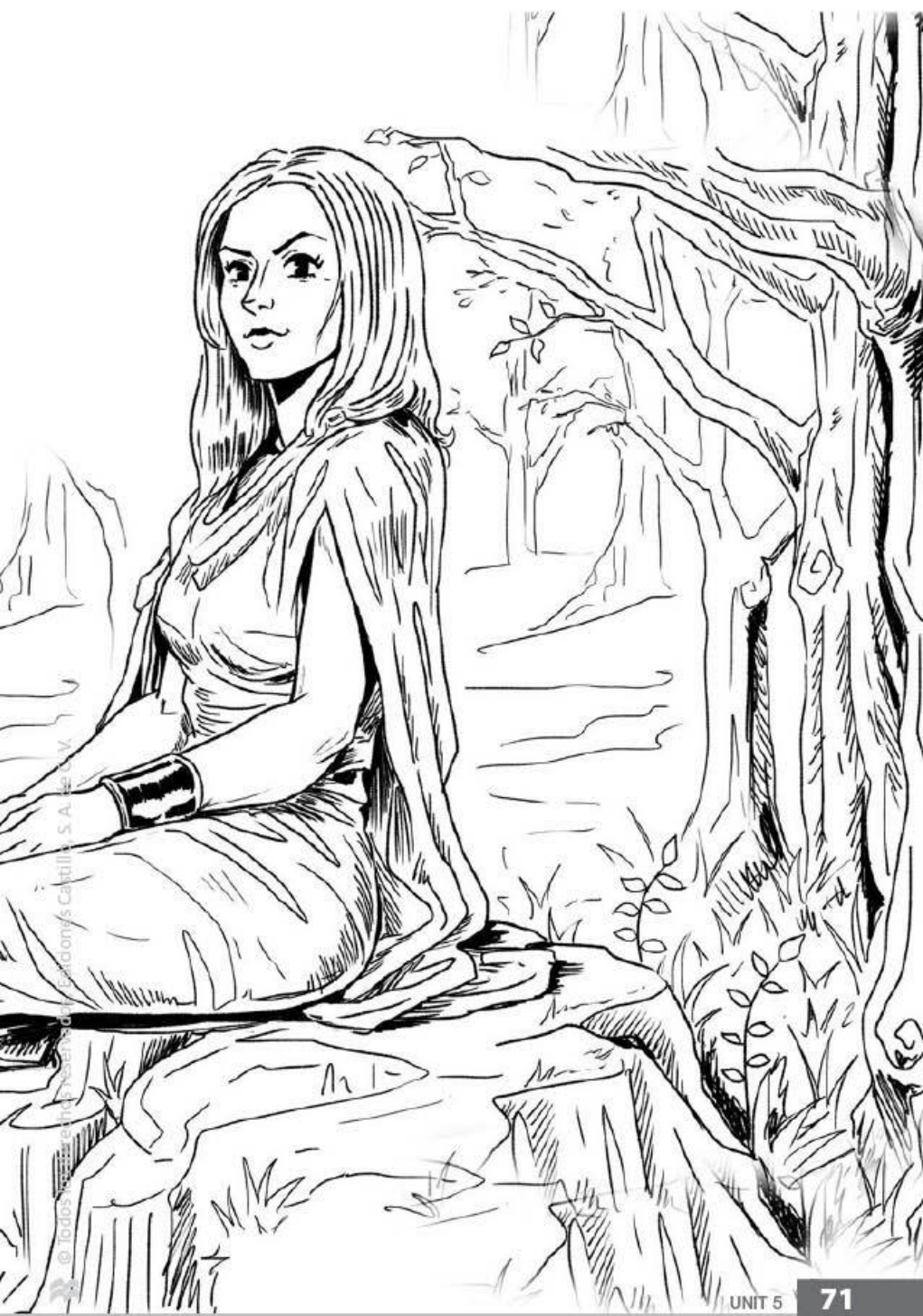
**Lysander:** I will, my Hermia. Goodbye, Helena. I hope Demetrius comes to love you as much as you love him!

**Helena:** I'll go tell Demetrius that Hermia is running away tomorrow night. He'll run after her. If he's grateful to me for this information, it'll be worth my pain in helping him **pursue** my rival Hermia.

Adapted from: No fear Shakespeare. A Midsummer Night's Dream.  
Retrieved from <http://nfs.sparknotes.com/msnd/>


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## AFTER READING

**5**  In groups, answer these questions about the text.

a. Why did Egeus come to Theseus?

\_\_\_\_\_

b. Who is angry with Hermia?

\_\_\_\_\_

c. What will happen to Hermia if she doesn't marry Demetrius?

\_\_\_\_\_

**6**  In order to describe the plot of this scene, complete the statements with your partner.

a. Hippolyta is engaged to \_\_\_\_\_

b. Egeus wishes \_\_\_\_\_ and ask

\_\_\_\_\_

c. Hermia is in love with \_\_\_\_\_

\_\_\_\_\_


d. Demetrius loves \_\_\_\_\_

e. Hermia and Lysander plan to \_\_\_\_\_

\_\_\_\_\_

f. Helena who was once engaged to \_\_\_\_\_ still

\_\_\_\_\_ him.

- 7**  In groups, describe the characters and their participation in the play. Include adjectives in your descriptions and support your ideas.

Character	Description

- 8** In pairs discuss the following statements:
- Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.
  - If he's grateful to me for this information, it'll be worth my pain in helping him pursue my rival Hermia.



# UNIT 6

- Social practice of the language:  
Compare the same news in several newspapers.



# Holiday Island Closes



## NEWS 1

The most watched national newspaper in the world

NEWS 1



**PHILIPPINES' POPULAR TOURIST ISLAND CLOSES FOR SIX MONTHS TO LET 'CESSPOOL' BEACHES RECOVER**



# What's on the news?





25 April 2018

## NEWS 1

### PHILIPPINES' POPULAR TOURIST ISLAND CLOSES FOR SIX MONTHS TO LET "CESSPOOL" BEACHES RECOVER

By Helen Coffey

Boracay is to close for six months on 26 April. The decision was announced by President Rodrigo Duterte on April 4<sup>th</sup>, after he dubbed the island a "cesspool" during a visit the previous month.

The island is lauded for its white sand beaches, but problems of sewage being



dumped into the sea by local hotels, restaurants, and buildings constructed too close to the shoreline, mean it is under threat.

Environment undersecretary Jonas Leones told the guardian: "An iron fist is needed to bring it back to its previous condition."



Jose Clemente III, president of the Tourism Congress of the Philippines, said “We expect partial, rather than full, closure.”


The closure is estimated to potentially lead to 36,000 job losses and £767m loss of tourist-related revenue.

However, senior deputy executive secretary Menardo Guevarra said that calamity funds would be used to keep affected workers afloat during the closure period.

**Adapted from:** Coffey, H (2018, April) Boracay: philippines' popular tourist island closes for six months to let "cesspool" beaches recover.

**Retrieved from:** <https://ind.pn/2qX75qx>

## WHILE READING

- 4  In pairs, find ideas that have been reported using the exact words that someone else used. How can you identify them?

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## Philippines to close boracay island to tourists for six months



The Philippines has announced that Boracay will be closed to tourists for six months over concerns that the once idyllic white-sand resort has become a "cesspool" tainted by dumped sewage.


Philippine President Rodrigo Duterte ordered the shutdown to start April 26, his spokesman Harry Roque said late Wednesday on Twitter.

The decision jeopardizes the livelihoods of thousands employed as part of a bustling tourist trade on the island that each year serves some two million guests and pumps roughly \$1 billion revenue into the Philippine economy.

But the Philippines gave the green light to begin construction next year of a casino and giant resort complex. "The casino contradicts all the efforts now of cleaning up Boracay," former Philippine environment undersecretary Antonio La Vina said.


Adapted from: (2018, April). Philippines to close Boracay island to tourists for six months.

Retrieved from: <https://bit.ly/2HMVmja>


- 5**  In groups, read both headlines again and compare them. Brainstorm ideas and complete the table.

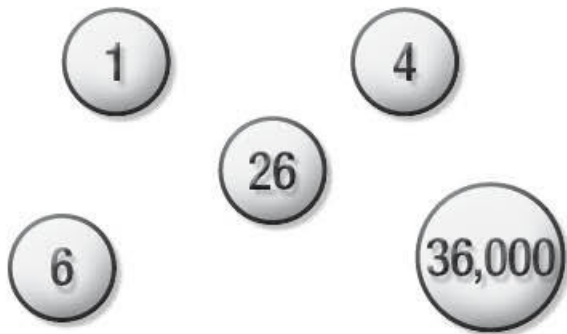
Headline	Length	Quotations	Message
News 1			
News 2			


## AFTER READING

- 6  In pairs, analyze both texts. Then answer the table.

	Text 1	Text 2
<i>Title</i>		
<i>Main idea</i>		
<i>Purpose</i>		
<i>Similarities</i>		
<i>Differences</i>		

- 7  In pairs, explain what these numbers refer to.



- 8  In groups, identify who these people are and what they think about the situation at Boracay.


Rodrigo Duterte

Jonas Leones

Jose Clemente III

Menardo Guevarra

Antonio La Vina

- 9  In groups, discuss the similarities and differences of both versions of the news article. Write some ideas to fill in the diagram.

News 1

News 2

Differences

Differences

Similarities

# UNIT 7

- Social practice of the language:  
Improvise a brief monologue on  
a topic of interest.

## Monologues 51


### Monologue 1



## Let's improvise monologues!




## BEFORE READING

- 1  Have you ever performed or listened to a monologue? What was it about?

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- 2  Look at the pictures and predict the types of monologues you are going to read. Support your ideas.

Monologue

1. \_\_\_\_\_

2. \_\_\_\_\_

- 3  In pairs, brainstorm key words that you believe are going to be mentioned in each monologue.

Monologue 1	Monologue 2
<i>Hole</i>	

# Alice in Wonderland

A monologue from the book by Lewis Carroll



**Alice:** [*Angrily*] Why, how **impolite** of him. I asked him a **civil** question, and he pretended not to hear me. That's not at all nice.  
 [*Calling after him*]  
 I said, Mr. White Rabbit, where are you going?  
 Hmm. He won't answer me. And I really want to know what he is late for.  
 I **wonder** if I might follow him. Why not?  
 There is not a rule that I cannot go where I want to. I will follow him.

Adapted from: Carroll, L. (1866) *Alice's adventures in Wonderland*. London: MacMillan and Co.

Retrieved from: <https://bit.ly/2jGdWQ0>



**Alice:** Wait for me, please, Mr. White Rabbit.  
I'm coming, too! Ahhh! *[Falling]*


I have never realized that rabbit holes were so dark... and so long... and so empty. I guess I have been falling for about five minutes, and I still can't see the bottom! After such, after such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home.





**Alice:** I wouldn't say anything about it even if I fell off the top of the house! I wonder how many kilometers I've fallen up to now. I must be getting somewhere close to the center of the earth. I would like to know if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm quite sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

#### WHILE READING

- 4  In pairs, check if your predictions in activities 1 and 2 were correct.



## Memories

I remember Mom cleaning the pots and my sisters and I polishing the spoons. She had special bowls and plates and set the table with candles. When Dad finally arrived home, we were all sitting at the table waiting to hear the exciting news. None of us would dare say anything. We ate our dinner and Dad was so happy with all the special food we had helped Mom prepare.



I remember when I found out my family and

I were coming to America like it was yesterday.

My Mom had been cooking all day long to prepare a very special dinner for us. My sisters and I kept tugging on her apron asking her why we were having such a special dinner that night. She told us, "Your Dad has some very exciting news to tell you tonight, so this dinner will be very special!"

Adapted from: Carroll, L. (1866) *Alice's adventures in Wonderland*. London: MacMillan and Co.


Retrieved from: <https://bit.ly/2jGdWQ0>



When all the food was finished, and our plates were clean, Dad finally spoke. "My sweet little girls, do you know what day this is?" "Yes, Dad," I answered, as I was the oldest, nearly 12. "It's Friday." "And which Friday is it?" he asked. "It's Friday the 12<sup>th</sup> of August, Dad." "And what year is it?" he asked.



"It's 1975." He asked me to say it altogether. Friday, August 12, 1975. "This is a day you will never forget," he said. "This is the day your Dad told you that we are moving to America!" My sisters jumped out of their seats and bounced over to Dad and threw their arms around his neck and kissed him. Then they ran over to Mom, kissed her, and gave her big hugs. I just sat at the table with first one small tear rolling down my cheek, then a steady stream as I cried and cried, filling my empty plate up with tears.

- 5**  In pairs, add other key words to the table in activity 2.


Mom grabbed my hand and pulled me over to her lap and hugged me softly.

"What's going on sweet girl?" she said. I whispered in her ear through my sobs. "What about my

friends? What about my teacher?" I remember how sad I was when my Mom put me down in my bed and covered me up. I remember my Dad coming into my room that night. He came closer and kissed my forehead. I remember him making up a story about our new life in a new country. I remember him telling me about all the new friends that I would make in our new town and our new school. The first few weeks in America I wrote lots of letters to my friends back home every day. Slowly, my letter writing stopped. I made all those new friends my Dad had told me I would.



## AFTER READING

- 6**  In pairs, write brief summaries of each monologue with your own words.

### Monologue 1.

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### Monologue 2.

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- 7**  In pairs, choose one monologue, divide it into lines and take turns to read them aloud. Include the necessary body language and speech strategies.

- 8** Think of an anecdote of your life, and write a short monologue. These expressions may help you:


One day I

Then,

Finally,



**9** Check your writing and perform your monologue in front of the class. Then ask for feedback.

**10**  In groups, give your opinion about the monologues you have read. Answer these questions.

**a.** Which monologue did you enjoy the most? Why?

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**b.** Which one did you enjoy the least? Why?

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# UNIT 8

- Social practice of the language:  
Express complaints about  
a product.

## MAKING COMPLAINTS





## BEFORE READING

**1** Read and answer the following questions:

a. Have you ever complained about something?

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b. What was the reason?

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c. Why did you complain?


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d. When did you complain?

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e.  In groups, share your experiences with them.

**2**  In groups, look at the pictures on pages 96 and 97 and think about what kind of complaints may exist.

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There are people who are effective at making complaints properly. It is as simple as to know how to pitch the problem, know what to say, and what to do to get a full **reimbursement**, free **replacement** or both.

The rules of effective complaining are simple:

- Know what you want to achieve when complaining.
- Identify yourself.
- Learn how and when to complain.
- Make a **thoroughly** educated and informed complaint.
- Never shout, nor be angry.
- Make few demands.
- Try to go in person or write a formal letter/email.
- If your phone, you need to have **patience**.

Adapted from: How to Complain, Effectively.

Retrieved from <https://www.skillsyouneed.com/ips/effective-complaints.html>

### Useful expressions to make complaints

- ◆ *Excuse me but there is a problem about...*
- ◆ *I want to complain about...*
- ◆ *I'm angry about...*
- ◆ *I'm afraid I've got a complaint about...*
- ◆ *I'm afraid there is a slight problem with...*
- ◆ *I have a complaint to make. ...*
- ◆ *Sorry to bother you but...*
- ◆ *I'm sorry to say this but...*

### When you fail communicating ideas

- ◆ *What I mean...*
- ◆ *No, look...*
- ◆ *I don't know exactly the name, but the piece you use to...*

## WHILE READING

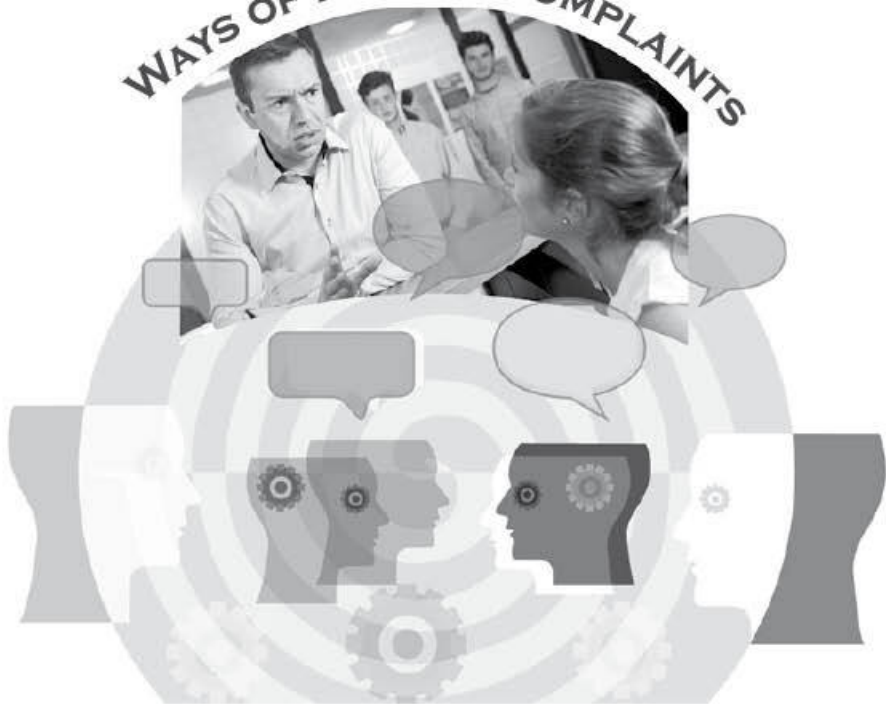
- 3** Choose three expressions and make an example of a complaint.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## WAYS OF MAKING COMPLAINTS



### FACE TO FACE

Complaining directly to a company or an organization gives you an opportunity to address your concerns within the shortest time possible and with the right person. Imagine you bought a **faulty** television from an electronic company. What do you think you have to do? Do you have to stay home without doing anything? What are you going to do? To complain, obviously! You must go directly to the customer support service and tell them your problem.

So you may be not wasting your time because you are talking to the right person, the supervisor or manager, the person who has the authority to make decisions such as give you a refund or a replacement of your product.

*Adapted from: Tips for making a proper complaint. Retrieved from <https://bit.ly/2rkSE7I>*



**Woman:** Good afternoon. Can I help you?

**Man:** Good afternoon. - I'm sorry to bother you but I wish to make a complaint.

**Woman:** What's the trouble?

**Man:** I have a problem with this new electric fan.

**Woman:** I'm sorry to hear that. What's wrong with it?

**Man:** I'm afraid it's useless.

**Woman:** Useless?

**Man:** Yes. When I opened it and I wanted to turn the fan on, it didn't work. It just made a noise like it didn't rotate at all.

**Woman:** Well, I am really very sorry about this, Mr. We'll be happy to replace the electric fan for you.

**Man:** I would rather receive a refund instead.

**Woman:** OK, we'll give you a refund instead, if you prefer.

**Man:** Thanks.

**4** Underline the expressions used to make this complaint.



## By phone

To complain by phone you need patience. As you can be passed around from department to department. However, if you get the supervisor, you will probably be successful. When you phone, always establish whom it is that you are speaking to. Asking for his name and position, and then tell him or her about your complaint. Do it in a polite way. Do not be rude. Ask him or her how he or she can help you. You should keep a note of the date and time of you are calling, as well as the **gist** of what is said.





- 5 Underline the expressions used to make this complaint.



## By email

If you don't have time to go face to face to complain, you can write an email. Sometimes writing emails can be an effective way of making complaints without getting stressed or angry because you may be passed from one department to another. If you don't want to waste your time, writing an email is a solution for making complaints easily because sending emails is faster and easier when we want our complaints to get to either customer service support or overseas. In most of the cases, getting your money back or your faulty product changed is as easy as to press enter.

**To:** mperez@staremail.com      Received      ☆ ↶ ▾

**From:** Jina88@mymail.com

---

**Subject:** Complain

---

▼

Dear Mr Perez,

This is the manager of Casa Viva Hostel. I am writing because I just want to make a complaint. The problem is that from 20 towels ordered, 10 were totally dirty. For that reason, I deserve a refund or you have to send me another set of towels ASAP.

I am looking forward to hear from you soon.

Yours sincerely,

Jina Lee.

---

Maria      Received x      🖨️ 🗑️

---

👤 Jina      ☆ ↶ ▾

- 6 Underline the expressions used to make this complaint.

May 14, 2018

ML Electronic Corporation  
Human Resources Manager

Dear Mr. Mendez:

I wish to express my dissatisfaction with the iron which I purchased from The Electrical Store in Newtown on 2 May, 2018. On using it for the first time, I found that this was a faulty product because the temperature control was damaged. When I tried to return the iron to the store last week, the sales assistant said that the store was unable to replace it or offer me a full reimbursement but advised me that it could be sent away for repair. As I needed to travel to Australia, I required it immediately, and it was not clear how long a repair would take. This option was unsatisfactory. I felt disappointed when I realized that it was not a good solution for my request.

I am writing to you to ask for a full reimbursement or a free replacement instead.

I look forward to hearing from you soon.


Yours truly,

Maria Gonzalez

Adapted from: Letters of complaint. Retrieved from <https://bit.ly/2B2qyDf>

**7** Underline the expressions used to make this complaint.

## AFTER READING

- 8  In pairs, take a brief look at the examples of complaints you found in the text. Then complete the chart using the expressions provided. Check as a class.

**Reason**


--	--	--

**Complaint**


--	--	--

**Solution**

--	--	--

- 9**  Imagine that you bought a new product that is faulty. Write a letter of complaint with your partner. Use some expressions from the texts that you have read.



- 10**  Answer these questions in your group.

a. Who is the target reader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. What is the purpose of the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# UNIT 9

- Social practice of the language:  
Narrate personal experiences in a  
conversation.

120692



# How to Tell Personal Anecdotes




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## Telling Anecdotes



## BEFORE READING

- 1  Before you read, take a quick look at the title of the text on page 110. What do you think the text will be about? Discuss with your classmates.



- 2  Discuss in groups and complete the ideas. Then practice questions and answers by taking turns.



## What is an anecdote?

It is a short narrative of an interesting, amusing and autobiographical incident.

Basically, it is a short story about something that happened to you, or someone you know.

As the anecdotes are short, they will consist of one or two paragraphs.

**Other names:** An incident, a slice of life, happening.

## Why is an anecdote important?

An Anecdote is a common and highly effective device found throughout literature. It makes conversations or dialogues more personal and interesting. Usually,

they are employed in a way that will make the audience and/or other characters laugh or think more deeply about a topic.

## When do we tell anecdotes?

Every time you are talking to your friends or someone you know and you tell them something you did or you tell them what a person did, you probably are telling a personal anecdote.



## Anecdote

We tell anecdotes,  
If we want to talk about:

A trip

A journey

A special event

A holiday

Something we did

A place we visited

Something we lost

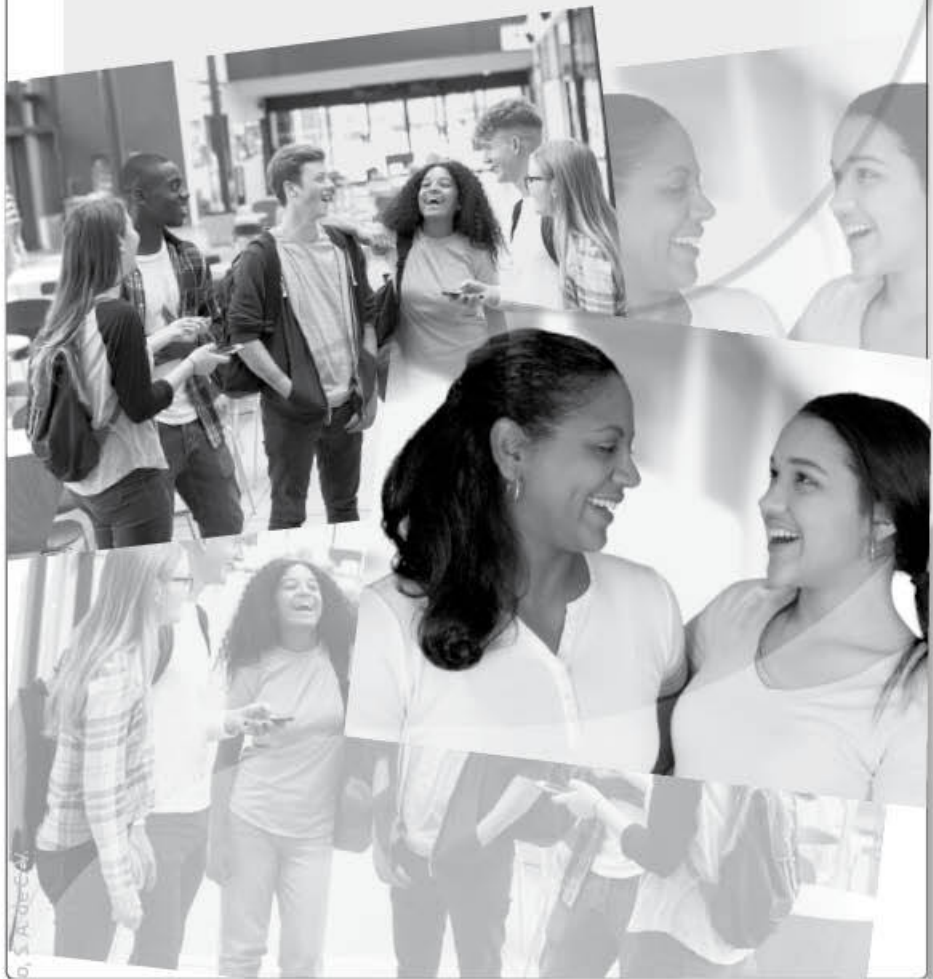
## Why do we tell anecdotes?

- to give a personal perspective.
- to illustrate a point.
- to make people think about something.
- to make people laugh.
- to make people cry.
- to **amuse**.
- to entertain.

## How to tell an anecdote?

First, have what you want to say in mind and ask yourself: Why do I want to tell this anecdote? What is the point of my story?

Then, think about your audience. Who is going to listen to your story? Do know the person?



### WHILE READING

- 3**  Tell a partner an anecdote to make him/her laugh.

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## What is relevant when talking about personal experiences?

- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did I feel? How did people **involved** feel?

## Which adjectives are related to anecdotes?

Some adjectives related to anecdotes are *funny, weird, sad, embarrassing, scary, surprising, exciting, cool, worse, amazing*.

- A **funny** anecdote.
- A **weird** anecdote.
- A **sad** anecdote.
- An **exciting** anecdote.
- A **scary** anecdote.
- An **embarrassing** anecdote.
- An **amazing** anecdote.

- When telling stories /anecdotes, use **narrative tenses**.

Past Simple	Past continuous	Past Perfect
I said yes	I was saying yes	I had said yes

- If we want to keep people's attention, we use different tenses. You may also include the Present Simple.

Present Simple
I say yes / He says yes

## Example 1

"It was 5:00 a.m and he hadn't come yet, and his phone was not working. I had been so worried about the situation that I couldn't sleep. After that, I heard the door. Of course it was him. He **stumbled** in, ignoring me"

## Example 2

"Hey Monique, guess what happened yesterday? I rode my bike and I saw Patrick! We went to the cinema and then we went out for dinner - I was hungry because I hadn't eaten anything during the day because I had had a lot of work.- I have been working a lot these days and I started early in the morning"



- 4** Underline the expressions in the Past Simple in red, the expressions in the Past Continuous in green and the ones in the Past Perfect in blue.



## Anecdote topics

TRIPS

SPECIAL  
EVENTS

A BIRTHDAY  
YOU  
REMEMBER

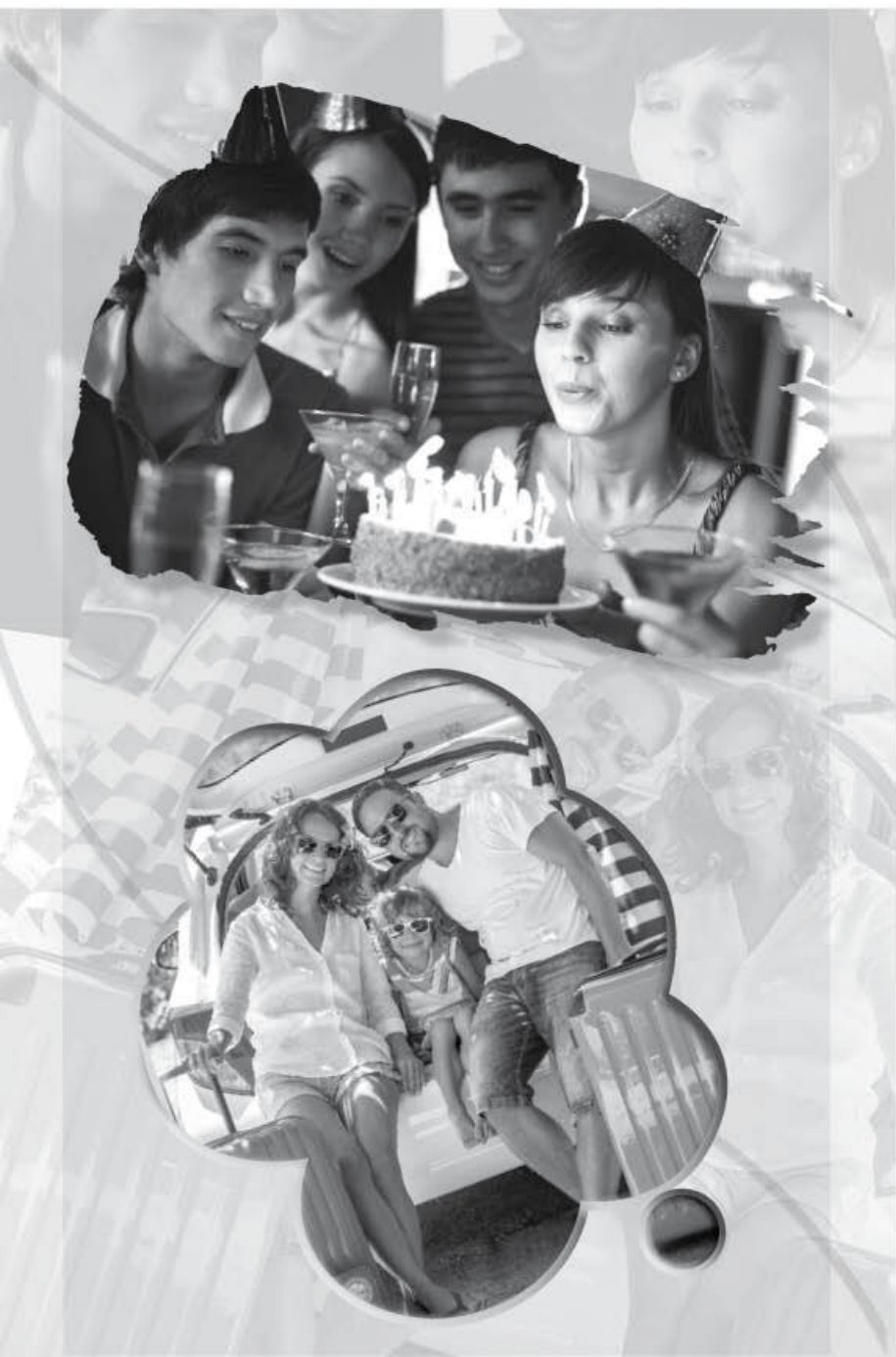
WHEN  
YOU LOST  
SOMETHING  
SPECIAL

## Structure of an anecdote

Introduction	Background	Act	Wrapping up
Introduce the story. <b>Examples:</b> - <i>This story is about..</i> - <i>I'd like to talk about...</i>	It is the setting of the anecdote. (time-place- action) <b>Examples:</b> - <i>I was at school in my first grade.</i>	It gives details. <b>Examples:</b> - <i>Later on,</i> - <i>What happened next...</i>	It is the closure of the story. <b>Examples:</b> - <i>After all this,...</i> - <i>When I looked back on the story...</i>

## Some tips when telling a personal anecdote

- Introduce your anecdote briefly.
- Tell what your anecdote is about.
- Give the background (setting). Say what you were doing, where and when.
- Tell what happened.
- Use prosodic features and body language.
- Use good voice.
- Keep eye contact.



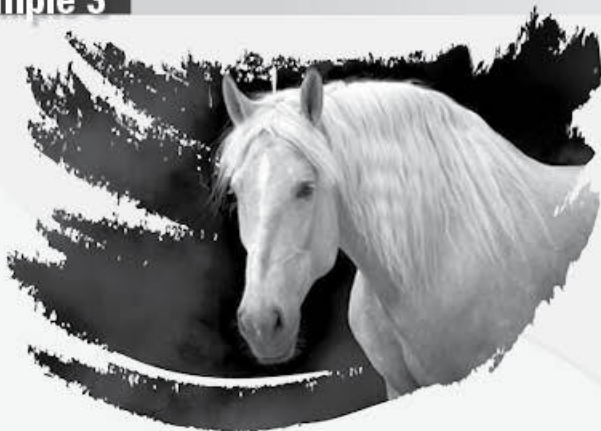
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## Purpose of anecdotes

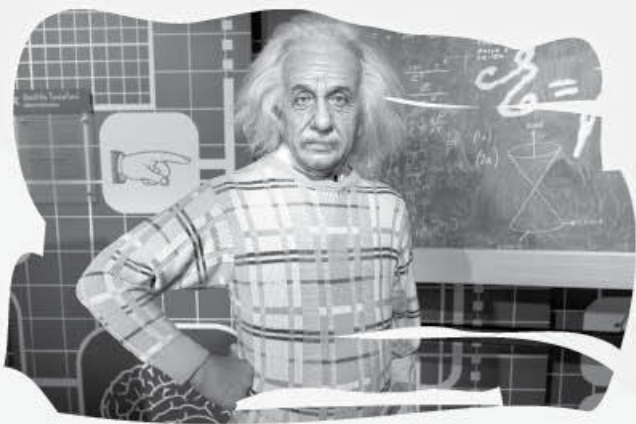
- To bring cheer:** Sometimes telling an anecdote just makes people laugh or describes a feature of a character in such a way that it becomes humorous.
- To reminisce:** People are talking about their pasts.
- To caution:** They are used in order to prevent accidents, in case people do not follow particular processes and techniques.
- To tell a truth:** People tell anecdotes to disclose a truth in a general way

### Example 3



In the countryside, a farmer was tending to his horse named Buddy. Suddenly, a stranger came desperately and needed the farmer's help. The stranger had lost control of his vehicle and ran it off into a ditch. The stranger asked the farmer if his horse could pull the vehicle out of the ditch for him and told the farmer that the vehicle was small. The farmer said he would come, bring his horse, and take a look, but could not promise he could help if his horse might be injured in some way from attempting to pull the vehicle out of the ditch. The farmer saw that the stranger was correct and that the vehicle was small, so the farmer took a rope and fixed it so that his horse, Buddy, would be able to pull the vehicle out of the ditch. The farmer then said, "Pull, Casey, Pull," but the horse would not budge. The farmer then said, "Pull, Bailey, Pull," but the horse would not budge again. The farmer then said, "Pull, Mandy, Pull," and again the horse would not move. The farmer then said, "Pull, Buddy, Pull," and the horse pulled until the vehicle was out of the ditch. The stranger was so very grateful, but asked the farmer why he called the horse by different names? The farmer said, "Buddy is blind, and I had to make him think he had help to pull the car out of the ditch or he would not have pulled."

## Example 4




"There was something elusively whimsical about Einstein. In his first year in Princeton, on Christmas Eve, some children sang carols outside his house. Having finished, they knocked on his door and explained they were collecting money to buy Christmas presents. Einstein listened, then said, "Wait a moment." He put on his scarf and overcoat and took his violin from its case. Then, he joined the children as they went from door to door; he accompanied their singing of *Silent Night* on his violin.

Adapted from: What is an anecdote.

Retrieved from <https://www.thoughtco.com/what-is-anecdote-1689095>

## AFTER READING

**5**  In groups, answer the questions a-d.

a. Who is the target reader?

---

---

b. What is the purpose of the text?

---

---

c. What are the main ideas of the text?

---

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d. What are the supporting ideas?

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**6** Write a summary of the text. Include main and supporting ideas.



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- 7**  Look at the chart below with some expressions that might help you to write an anecdote. Complete it, and share it with your group.

Introduction	Background	Action	Adding emphasize	Wrapping up
<ul style="list-style-type: none"> <li>- I'm going to tell you about...</li> <li>- This story is about...</li> <li>- The funniest/ scariest/ saddest...</li> <li>- As soon as...</li> <li>- To begin with...</li> </ul>	<p>This story took place...</p> <p>At that time, I was...</p>	<p>Later on...</p>	<p>Suddenly immediately</p>	<p>In the end</p> <p>When I looked back on that story...</p>




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# UNIT 10

- Social practice of the language:  
Discuss points of view to participate  
in a round-table session.



# GLOBAL




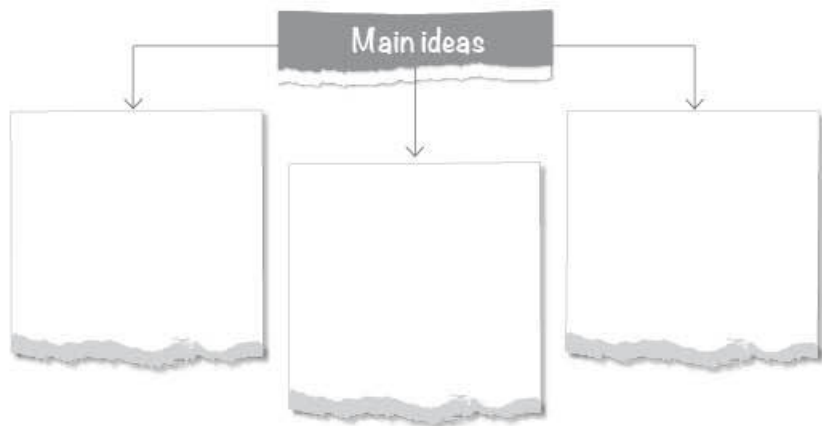



# WARMING



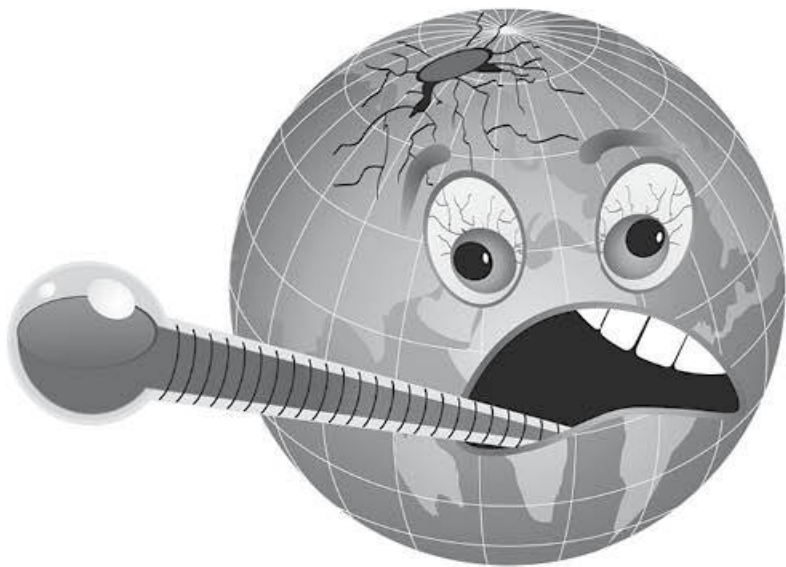
## BEFORE READING

- 1  In groups, discuss the headline of the text and its picture to predict the main ideas of the text.



- 2  In pairs, discuss if you know what global warming is and how it has affected your next environment. Write some conclusions.

A spiral-bound notebook with a silver metal spiral binding on the left side. The notebook page is white and contains seven horizontal lines for writing, spaced evenly down the page.



## G l o b a l

warming is the actual

increase in temperature of the

Earth's surface as well as its atmosphere.

Average temperatures around the world have risen by  $0.75^{\circ}\text{C}$  over the last 100 years since 1975.

In the past, when the Earth experienced increases in temperature it was the result of natural causes but today it is being caused by the accumulation of greenhouse gases in the atmosphere produced by human activities.


The natural greenhouse effect maintains the Earth's temperature at a safe level, making it possible for humans and many other life forms to exist. However, since the Industrial Revolution human activities have significantly **enhanced** the greenhouse effect causing the Earth's average temperature to rise by almost  $1^{\circ}$ .



A lot of scientific research and international studies have shown, with more than 90% certainty, that this growth in temperatures is due to the greenhouse gases generated by humans. Activities like deforestation and the burning of fossil fuels are the main sources of these emissions. These findings are recognized by the national science academies in many industrialized countries.

Global warming is affecting many places in the world. It is increasing the speed of melting glaciers which is provoking average sea levels to rise. It is also changing precipitation and weather patterns in many different places, making some places drier, with more intense periods of drought and, at the same time, making other places wetter, with stronger storms and increased flooding. These changes have affected both nature, as well as human society and will continue to have increasingly worse effects if greenhouse gas emissions continue to grow at the same speed as today.

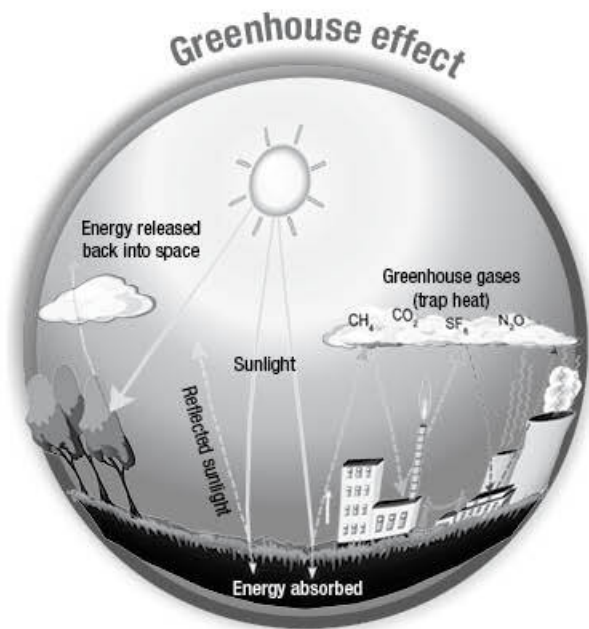
### WHILE READING

- 3**  In pairs, check if your predictions in activity 1 were correct.

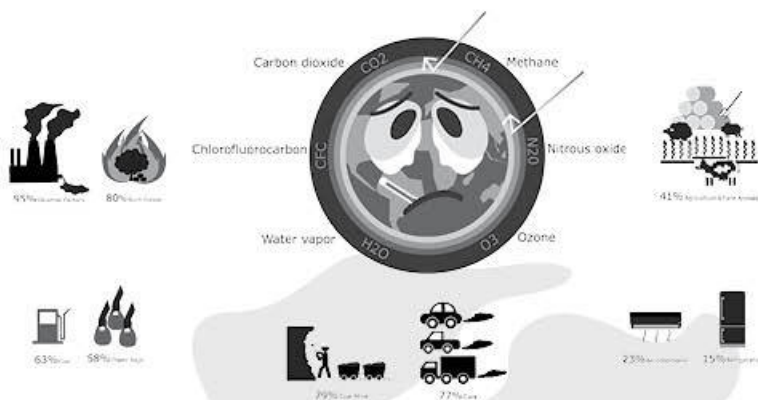
## Causes of global warming

The cause of global warming is the increasing amount of greenhouse gases in our atmosphere produced by human activities, like the burning of fossil fuels or deforestation. Greenhouse gases trap heat in the Earth's atmosphere to keep the planet warm enough to sustain life, this process is known as greenhouse effect. It is a natural process and without these gases, the Earth would be too cold for humans, plants, and other creatures to live.

The natural greenhouse effect exists due to the balance of the major types of greenhouse gases. However, when abnormally high levels of these gases accumulate in the air, more heat gets trapped and leads to the enhancement of the greenhouse effect. Human-caused emissions have been increasing greenhouse levels which is raising worldwide temperatures and driving global warming.



# GREENHOUSE GAS EMISSIONS AND THE ENHANCED GREENHOUSE EFFECT



Greenhouse gases are produced both naturally and through human activities. Unfortunately, greenhouse gases generated by human activities are being added to the atmosphere at a much faster **rate** than any natural process can remove.

Global levels of greenhouse gases have increased dramatically since the **dawn** of the Industrial Revolution in the 1760s. Only a small group of human activities are causing the concentration of the main greenhouse gases to rise:

- The burning of fossil fuels such as **coal** and oil in order to power vehicles, machinery, keep warm, and create electricity. Other important sources come from **land-use changes** like deforestation and industry.
- Methane is created by humans during fossil fuel production and use, **livestock** and rice farming, as well as **landfills**.
- Nitrous oxide emissions are mainly caused by the use of synthetic fertilizers for agriculture, fossil fuel combustion, and livestock management.
- Fluorinated gases are used mainly in refrigeration and cooling.

# DEFORESTATION



Deforestation has become a massive undertaking by humans and transforming forests into farms has had big impacts as far as greenhouse gas emissions are concerned. For centuries, people have burned and cut down forests to clear land for agriculture. This has a double effect on the atmosphere both emitting carbon dioxide into the atmosphere and simultaneously reducing the number of trees that can remove carbon dioxide from the air.




# EFFECTS OF GLOBAL WARMING

One of the most visible effects of global warming can be seen in the Arctic as glaciers and sea ices are melting at high speed. Global warming is **harming** the environment in several ways including:

## DESERTIFICATION

Increasing temperatures worldwide are making **arid** and semi-arid areas even much drier than before. Current research is also showing that the water cycle is changing, and rainfall patterns are shifting to make areas that are already dry even drier. This is **generating water shortages** and an intense amount of distress to the over 2.5 million people in dry regions which are degrading into a desert.

- 4**  Complete this table with information from the text.

Global warming	
Causes	Effects



# Increased melting of snow and ice

Around the world, snow and ice are melting at a much faster **pace** than in the past. Perennial ice cover in the Arctic is melting at the rate of 11.5% per decade and the thickness of the Arctic ice has decreased by 48% since the 1960s. During the past 30 years, more than a million square miles of sea ice has **vanished**. The continent of Antarctica has been losing more than 100 cubic kilometers of ice per year since 2002. Since 2010, the Antarctic ice melt rate has doubled.






The Earth's sea level has risen by 21 cm since 1880. The rate of rising is accelerating and is now at a **pace** that has not been seen for at least 5.000 years. Global warming has produced this by affecting the oceans in two ways: warmer average temperatures cause ocean waters to expand and the accelerated melting of ice and glaciers increase the amount of water in the oceans.

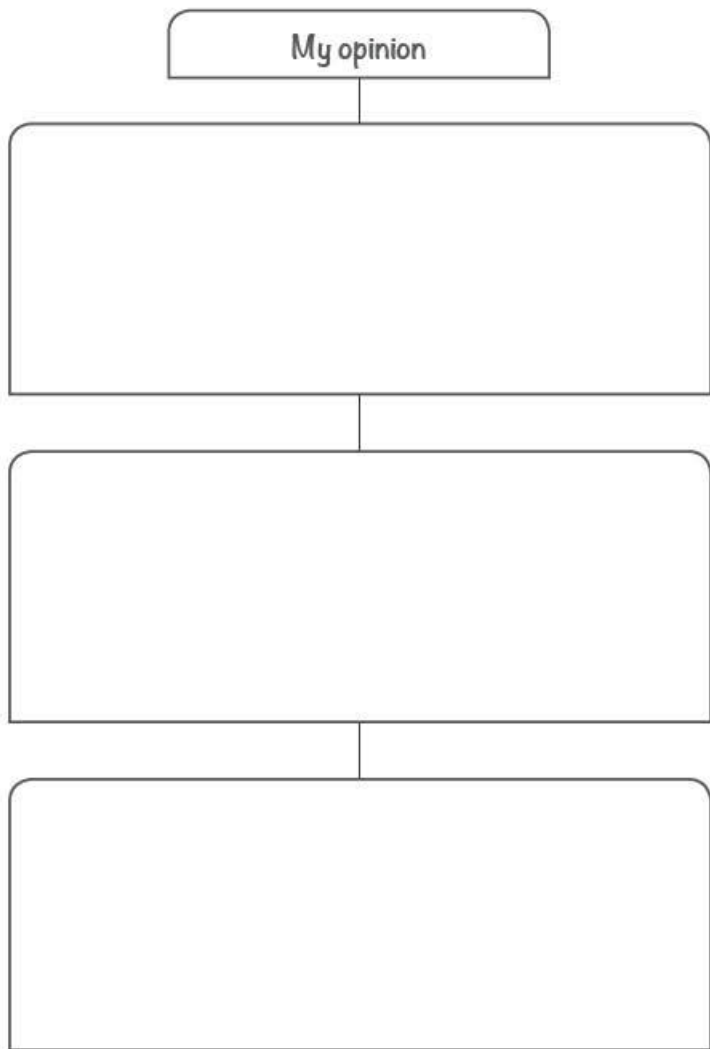
Tropical cyclone activity has seen an obvious **upswing** trend since the early 1970s. Interestingly, this matches directly with an observed rise in the oceans' temperature over the same period of time. Global warming also increases the frequency of strong cyclones. Every 1°C increase in sea surface temperature results in a 31% increase in the global frequency of category 4 and 5 storms.

Adapted from: What is global warming. Retrieved from <https://whatsyourimpact.org/global-warming>


## AFTER READING

- 5  Write down some of your points of view about global warming and then have a conversation with your partner using your notes.

My opinion




The diagram consists of three large, empty rectangular boxes with rounded corners, arranged vertically. They are connected by thin vertical lines. The top box is labeled "My opinion".

- 6**  In groups, take turns to suggest hypotheses about the topic of the reading as in the examples.


If natural greenhouse effect didn't happen, any lifeforms would exist.

Nature wouldn't be in danger if humans respected it.

If deforestation stopped, gas emissions would diminish.

- 7**  In pairs, write brief summaries of what global warming and greenhouse effects are.

SUMMARY	Global warming	
	Greenhouse effect	

**8**  Ask questions in pairs about the text.





- **Abnormally (adv):** Unusually.
- **Above (prep):** Over.
- **Accomplish (v):** Produce, achieve, reach.
- **Agree (v):** to have the same opinion.
- **Aired (v):** Communicated.
- **Amount (n):** Quantity.
- **Amuse (v):** Be funny.
- **Amusing (adj):** Funny.
- **Arid (adj):** extremely dry.
- **Asphodel (n):** European liliaceous plant which produces yellow or white flowers.
- **Avoid (v):** Keep away from.
- **Axis (n):** Lines of rotation.
- **Axle (n):** Wheel shaft.
- **Basement (n):** Building below ground.
- **Betrothed (n):** Fiancé, fiancée.
- **Bezoar (n):** A hard mass in the stomach of animals, esp. ruminants like cows.
- **Bewitch (v):** Enchant.
- **Blades (n):** Sharp edges.
- **Bother (v):** Annoy.
- **Bottom (n):** Lowest part.
- **Brace (n):** Structural support.
- **Brave (adj):** Courageous.
- **Broadcast (v):** Transmit.
- **Budge (v):** Move slightly.
- **Case (n)** Box.
- **Cesspool (n):** A large, underground hole used for collecting human waste and dirty water.
- **Civil (adj):** Courteous.
- **Claws (n):** Pincers.
- **Coal (n):** mineral substance made of carbon, used as a fuel.
- **Compound (n):** A combination.
- **Crowbars (n):** Steel bar for levering.
- **Damaged (adj):** Harmed, spoiled.
- **Dawn (n):** Beginning.
- **Debris(n):** Remains.
- **Deliver (v):** Publish.
- **Devices (n):** Gadget, machine.
- **Desperately (adj):** Urgently.
- **Devastating (adj):** Physically damaging.
- **Digging (n):** Excavation.
- **Dissatisfaction (n):** Discontent.
- **Ditch (n):** Dyke.
- **Diversity (n):** variety.
- **Donate (v):** Give, hand out.

- **Dubbed (v):** Named.
- **Dumped (v):** to throw away or discard.
- **Engaged (adj):** To be married.
- **Enhanced (v):** Increased.
- **Enhances (v):** Intensifies.
- **Ensnare (v):** Trap, catch.
- **Fame (n):** The state of being.
- **Fan (n) device:** Blows air.
- **Faucets (n):** Water taps.
- **Faulty (adv):** Defective.
- **Flabbergasted (adj):** Astounded
- **Fulcrum (n):** Pivot.
- **Former (adj):** having once or previously been.
- **Gear (n):** A machine rotation.
- **Gist (n):** general idea.
- **Goods (n):** Things.
- **Grabbed (v):** Took hold of.
- **Hammer (n):** Tool for bannng in nails.
- **Harming (v):** Damaging.
- **Harsh (adj):** not gentle or pleasant.
- **Hugged (v):** Held someone closed to your body with your arms.
- **Hide (v):** Place out of view.
- **Higher (adj):** Further up.
- **Hinges (n):** Joints in a door frame.
- **Immigrants(n):** foreign resident
- **Impolite (adj):** Rude, insolent.
- **Inclined (adj) (sth):** Leanning
- **Increase (v):** Magnify.
- **Involved (adj):** Implicated, closely interested.
- **Jeopardizes (v):** Threatens, puts in danger.
- **Kick (v):** Strike with foot.
- **Knocked (v):** On door.
- **Landfill (n):** a low area of land built up from garbage.
- **Lauded (v):** Admired, appreciated.
- **Length (n):** Longitude.
- **Lever (n):** Tool for lifting.
- **Less (adv):** To a smaller degree.
- **Livelihoods (n):** Occupations or employments.
- **Livestock (n):** Farm animals.
- **Lift (v):** Raise upward.
- **Low (adj):** Not extending or placed high.
- **Midst (prep):** Among.
- **Neighbor (n):** person who lives close by.

- **Non-profit (adj):** Not intended to make money.
- **Obstacles (n):** an obstruction.
- **Overcoat (n):** a coat worn over other clothing items.
- **Pace (n):** Step.
- **Parented (v):** raised.
- **Plane (n):** Flat Surface.
- **Pole (n):** Long stick.
- **Pumps (v):** Injects, results in.
- **Pulley (n):** Wheel for lifting.
- **Pursue (v):** to follow in order to overtake, capture, kill, chase.
- **Proud of (adj):** Glad, pleased.
- **Prone (adj):** Susceptible.
- **Raking (v):** Using a rake.
- **Ran off (v):** Flew away.
- **Rate (n):** Scale, speed.
- **Refuses (v):** Decline.
- **Reimbursement (n):** Pay back for expense.
- **Reluctant (adj):** Unenthusiastic.
- **Replacement (n):** Part.
- **Request (n):** Solicitation.
- **Reveals (v):** to make known.
- **Revenue (n):** Income, profit.
- **Rod (n):** Stick of metal or wood.
- **Roughly (adv):** approximately.
- **Screw (n):** Fastener.
- **Sewage (n):** Waste matter such as human urine or solid waste.
- **Shelter (n):** Refuge.
- **Sheltered (adj):** covered, protected.
- **Shortages (n):** Lack, scarcity.
- **Shutdown (v):** Close.
- **Slight (adj):** Very little.
- **Slope (n):** Incline.
- **Sneak out (v):** to go in a sly way so as not to be seen.
- **Sobs (n):** Cries noisily.
- **Spell (v):** to explain something plainly.
- **Stairways (n):** Flight of stairs.
- **Steady (adj):** continuous, constant.
- **Strike up (v):** Initiate.
- **Stubborn (adj):** unreasonably unwilling to change.
- **Stumbles (v):** Tripped while walking.
- **Sturdy (a):** Strong.
- **Surface (n):** Outer side.



- **Swear (v):** to make a solemn statement, promise, or declaration.
- **Sweeping (v):** Clean a floor.
- **Tumbling (v):** Falling quickly.
- **Tugging (v):** Pulling.
- **Thoroughly (adv):** Exhaustively.
- **Thwarted (v)** to oppose successfully.
- **Turn on (v):** Switch on.
- **Trap (v):** Catch.
- **Tricks (n):** a sneaky scheme to deceive or cheat.
- **Useless (adj):** Not helpful, useful.
- **Unbelief (n):** Skepticism.
- **Undertaking (n):** Business, task.
- **Upswing (adj):** Sudden.
- **Vanished (v):** Become invisible.
- **Wedge (n):** V-shaped block.
- **Whispered (v):** Spoke very quietly.
- **Whimsical (adj):** Fanciful; odd.
- **Wheel (n):** Round object, turns.
- **Wonder (v):** Ask oneself.
- **Wormwood (n):** Plant with a very bitter taste.
- **Wrapped up (v):** Concluded.

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- <https://whatsyourimpact.org/global-warming>



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# TEACHER'S GUIDE

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# TEACHER'S GUIDE

ENGLISH



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SECONDARY

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Sandra Olate Rojas y Viviana Céspedes Pardo

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Environment: Academic and educational.

Communicative activity: Search and selection of information.

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Environment: Literary and recreational.

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Environment: Literary and recreational.

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Environment: Family and community.

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Environment: Academic and educational.

Communicative activity: Treatment of information.

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# STRUCTURE OF THE ACTIVITY BOOK



Welcome to *Backpackers, 2nd Secondary*. This book will be your guide for this school year.

**UNIT 1**  
Support practice of the language involved in the social practice of **encounter with cultures**.

## Encounter of cultures

- Environment: Literary and recreational
- Common social activity: Understanding oneself and others.
- Learning goals:
  - To identify features
  - Read and understand the general meaning, main ideas and ideas of the text
  - Read and use your cultural aspects
- Product:
  - Comparative table
- Reading booklet:
  - Mexico and American Culture

**GETTING READY**

- Read the definition of culture and discuss if you agree or disagree with it.  
Culture is the art of ideas, customs, and social behavior of a particular people or society.
- In pairs, start a conversation about the pictures on page 6. Use the following questions and prompts.
  - In your opinion, what does the picture show?
  - The picture shows...
  - How do you feel about it?
  - We have been to...
  - When people from other countries think about your culture, what do they usually think of?
  - They usually think that...
- Take 1/4 of the aspects that you think define culture.
 

Language	Religion
Science	Food
Money	Music
Traditions	Dance
- In pairs, suggest other cultural aspects that have not been mentioned before. They check the answer in pairs and with your teacher.

**Check your progress**  
To evaluate your progress in this unit, you can use the **Check your progress** activity in this unit.

**LESSON 1: Copy**      **LESSON 2: Understanding general ideas and details**

**ON THE ROAD**

**LESSON 1: Reading essays**

- Before you read, make a quick look at the title of the text in activity 2. What do you think the text will be about? Discuss with your classmates.
- Read and listen to the text. Check your ideas in activity 1.

### Living between two cultures

Using two cultures can be a major advantage or a challenge. Although I was born in America, my parents emigrated to the U.S. from St. Lucia. I speak both languages and I feel like I am in St. Lucia.

Although my family and I live in the U.S., we follow the customs and traditions of St. Lucia and feel like we are in St. Lucia. I have learned to speak both languages, including English. I had a variety of food and customs from both cultures. It is very fun when I get to interact with people of my culture and learn from them. I have learned to appreciate both cultures and have learned to love both cultures. I have learned to appreciate both American and St. Lucian traditions, customs, and foods.

**Check your progress**

1. I am comfortable with using both languages. Yes / No

2. I am comfortable with using both languages. Yes / No

3. I am comfortable with using both languages. Yes / No

4. I am comfortable with using both languages. Yes / No

5. I am comfortable with using both languages. Yes / No

**Getting ready** An introductory section with attractive and motivating photos that illustrate the topic of the unit. This section sets the learning goals and proposes brief activities that intend to motivate you, as well as evaluating how much you already know about the unit.

With three to four **lessons** per unit, covering different learning goals of the same social practice.

**Towards the Product**      **Comparative table between cultures**

**DISPRODUCT 1. List of questions and answers**

- Using the questions on page 6 and 11 as an example, write a short list of questions about the two countries you have read in the unit, and answer them with your class.
- Example: What is the name of the author?
- Read the text and answer the questions. Read them and create more questions to add to your list. Answer the questions.
- Write your list of questions and answers in your portfolio.

**Check your progress**

1. I am comfortable with using both languages. Yes / No

2. I am comfortable with using both languages. Yes / No

3. I am comfortable with using both languages. Yes / No

4. I am comfortable with using both languages. Yes / No

5. I am comfortable with using both languages. Yes / No

**Read the text Mexico and American Culture by your Reading Booklet. Discuss an aspect of similarities and differences in the text between these two countries. Take notes.**

Similarities	Differences

**Check your progress**

1. I am comfortable with using both languages. Yes / No

2. I am comfortable with using both languages. Yes / No

3. I am comfortable with using both languages. Yes / No

4. I am comfortable with using both languages. Yes / No

5. I am comfortable with using both languages. Yes / No

**FINAL CHECK**

1. Read and listen to the essay. What are the differences between both countries? Discuss with the class.

### CHECK YOUR PROGRESS

1. Read and listen to the essay. What are the differences between both countries? Discuss with the class.

### Comparing Japanese and Chinese Cultures

Japanese culture has been greatly influenced by the Chinese culture, but they also have their own unique culture. While there are many similarities between the two cultures, there are also many differences. In this essay, we will explore the similarities and differences between Japanese and Chinese cultures.

**Check your progress**

1. I am comfortable with using both languages. Yes / No

2. I am comfortable with using both languages. Yes / No

3. I am comfortable with using both languages. Yes / No

4. I am comfortable with using both languages. Yes / No

5. I am comfortable with using both languages. Yes / No

**Product**

**Work in groups. Share your list of questions and answers (Subproduct 1, page 12) and your list of similarities and cultural aspects (Subproduct 2, page 13) in your portfolio.**

**Take turns to suggest contrasts between the country you chose and your own. As a group, choose the most interesting ideas.**

**Complete the table on a piece of paper.**

Similarities	Differences

**Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.**

**Put all the posters together and display them in a table in the classroom. Compare content of cultural aspects to the rest of the class. Use questions from all the texts throughout the unit as a model.**

**Reflect on your product**

1. I am comfortable with using both languages. Yes / No

2. I am comfortable with using both languages. Yes / No

3. I am comfortable with using both languages. Yes / No

4. I am comfortable with using both languages. Yes / No

5. I am comfortable with using both languages. Yes / No

**Reading Booklet** A special activity that connects the social practice of the language with the corresponding text in the Reading Booklet.

**Towards the Product** Subproducts that prepare you for the final product at the end of the unit.

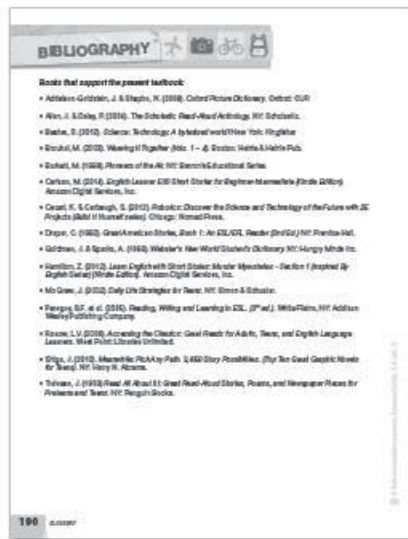
Two instances of **evaluation**, during and at the end of the unit **Check your progress** and **Final check**.

A **Product** at the end of each unit, to put into practice what you have learned during the unit.

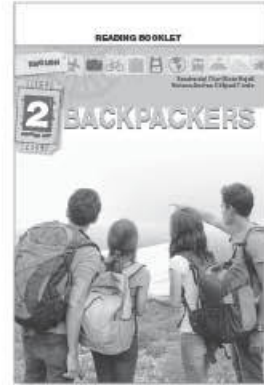
**Evaluating the Product** A tool that helps you evaluate your own performance during the elaboration and presentation of the Product.



The **Glossary**, with the definition of the difficult words that are highlighted through the book.



The **Bibliography**, with a list of books that support the present course book, and a list of online references that provide you with extra practice.



The **READING BOOKLET** offers you extensive reading material. With narrative and informative texts, all of them with activities to enhance and develop your reading comprehension.

## Sections

### Assessment

This section will help you **evaluate** your performance both during and at the end of the unit.

### Self-assessment

This section will invite you to stop, think and **self-evaluate** your performance during the unit.

### Making connections

Short activities that will invite you to make text-to-self and text-to-text connections during the reading comprehension activities.

### Learning to learn

This section will help you reflect on your learning process and to raise your awareness on how you develop your strategies to learn the new material.

## Icons



This icon indicates a **pair-work** activity.



This icon indicates a **group** activity.



This icon shows the page of the **Glossary** to look up the new words.

18

This icon shows you the page number of the text in the **Reading Booklet** you are working with.



This icon provides the number of the corresponding **track** for the recorded material.



This icon suggests **websites** that complement and expand the contents in each unit.

# STRUCTURE OF THE TEACHER'S GUIDE



**UNIT 1**  
Model practice of the language  
Focus: how money differs to  
compare cultural aspects.

**Encounter of  
cultures**

Allotted time	18 classes (60 minutes each)		
Content area	Literary and cultural.		
Competence to be achieved	Understanding oneself and others.		
Social practice of the language	Reading literary aspects to contrast cultural aspects.		
Product	Comparative table.		
Reading Booklet	Mexican and American culture.		
Learning goals	<ul style="list-style-type: none"> <li>• Develop listening skills.</li> <li>• Read and comprehend general meaning, main ideas and details of literary excerpts.</li> <li>• Describe and compare cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce oral information.</li> <li>• Create images of self and social reality.</li> <li>• Analyze resources to describe cultural aspects.</li> <li>• Differentiate examples and applications of main ideas.</li> <li>• Compare and contrast to compare social aspects.</li> <li>• Promote identifying and text analysis.</li> <li>• Explain underlying values and relations based on the analysis of social aspects.</li> <li>• Answer questions about cultural aspects.</li> <li>• Support students when deciding what they need to produce and what they require to learn, so that they develop their skills in an increasingly independent way in order to:                             <ul style="list-style-type: none"> <li>• Analyze characteristics of cultural aspects.</li> <li>• Contrast two cultural aspects with those of the text.</li> <li>• Produce files to describe.</li> <li>• Make statements to describe cultural aspects.</li> <li>• Create statements in paragraphs.</li> <li>• Integrate opinions and points of contrast.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and synthesize information.</li> <li>• Develop oral and written communication skills.</li> <li>• Analyze and synthesize information.</li> <li>• Produce oral and written communication skills.</li> <li>• Analyze and synthesize information.</li> <li>• Produce oral and written communication skills.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Read and comprehend general meaning, main ideas and details of literary excerpts.</li> <li>• Write the characteristics of contrasting between and publication data.</li> <li>• Analyze textual organization to determine patterns.</li> <li>• Develop oral knowledge to recognize facts, opinions and attitudes.</li> <li>• Create reading process.</li> <li>• Control the text strategies to affect.</li> <li>• Think of the steps and actions to follow when reading an essay about and that students identify to be able to identify strategies as students work on their own to achieve the following objectives:                             <ul style="list-style-type: none"> <li>• Make and add explicit connections between personal experiences and textual information.</li> <li>• Monitor comprehension.</li> <li>• Use oral information to solve comprehension problems.</li> <li>• Use explicit information making questions about the text.</li> </ul> </li> <li>• Collect evidence such as:                             <ul style="list-style-type: none"> <li>• Questions and answers about a content passage.</li> <li>• Statements describing cultural aspects.</li> </ul> </li> </ul>		
Suggested evaluation instrument	<ul style="list-style-type: none"> <li>• Questions.</li> </ul>		

**Unit overview** that details the allotted time, learning goals, materials, methodological guidance and evaluation instruments.

**Page 14**

**CHECK YOUR PROGRESS**

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer the section. Monitor and provide assistance if needed. Check as a class.

**I. Read and listen to this essay. What are the differences between both countries? Discuss with the class.**

As students read and listen, discuss the differences between both countries, as a class.

**II. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.**

Now students discuss the similarities and differences between the two Asian cultures and their own culture.

**III. Evaluate your progress according to your performance in Lessons 1 - 3.**

Students should answer the Assessment chart. They read the sentences and tick the option that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

**Page 15**

**READING BOOKLET**

**6. Listen to Peter and Ly-Gan talking about life in China and USA.**

Tell students that now they are going to listen to a conversation between an American boy and a Chinese girl. Before they listen, write the words Friends, Money and Family on the board and prompt students to make predictions of the differences that these two countries have in each aspect. Then play the recording and let them listen and check their predictions. Finally you can ask them some questions to check comprehension, like for example: What is a friend in China? Do they save money in USA? What do Chinese people think about the jobs?

**10. ASSESS**

Peter: Is it as different as you predicted it to be in the USA and China?

Ly-Gan: Chinese people have different meanings to define friends. People in China mean lifelong friends who are obligated to give each other whatever help they can.

Peter: In the USA, we call people we meet friends. There are also lifelong, playing friends, work friends, etc.

Methodological suggestions for each activity in the Activity Book.

**Page 17**

**12. Complete the table with your observations.**

Students do a summary of the information about the countries in the table. You may ask them to include more ideas in the table.

**Answer**

Answers will vary.

**13. Which of the cultures in sources 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.**

Students get in groups and discuss the question. Check orally and on the board.

**Page 18**

**FINAL DESTINATION**

**Product**

**Comparative table between cultures**

**1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio. In the same groups, students check and take turns to read the information they have recorded in their portfolio.**

**2. Take turns to suggest contrasts between the country you choose and your own.**

Students should contrast the cultural aspects of the country they have chosen with their own. Invite them to take turns to express their ideas. You may encourage the use of connectors to show contrast. Other expressions they might use are in the following list that you can suggest to use in their portfolio.

Step-by-step suggestions for the elaboration of the product.

**I. Read and listen to the essay. Is this country similar to your country? Discuss with the class.**

Explain to students that the objective of the activity is to identify the main ideas in the essay and compare the cultural aspects provided with their own. Give them time to read and identify key information in the text.

**II. Regarding this topic, make a list of contrasts between the culture mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.**

Students can work in pairs and have a conversation about the topic given. Students should express cultural contrasts and use appropriate connectors.

**III. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the option that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

**Reading Booklet**  
**Mexican and American culture**

**BEFORE READING**

**1. In groups, look at the pictures on page 7 and describe what you see.**

You may invite students to observe the illustrations and describe them in groups. Ask questions such as: Which cultural aspects are the pictures related to? Which countries are the pictures connected with? Etc. Encourage them to share their descriptions with the class.

**2. In groups, brainstorm some ideas about the topic of the essay based on the pictures connected with the headline of the text.**

Students make predictions about the ideas that will be mentioned in the text and organize them in the mind map.

**WHILE READING**

**3. Underline the cultural aspects which are compared in the essay.**

Invite students to start reading the essay in silence. You should give them enough time to do the activity. While students read, they identify connectors and contrasts mentioned in the text.

**4. Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.**

Students can now work in pairs to exchange the information found in the previous task. Later, you can challenge exchange to select some ideas and make contrasts using other words and connectors of contrast. Students can write their new sentences and read them to their classmates.

**AFTER READING**

**5. Read the sentences and number them in the correct order (1-4).**

You should invite students to work in pairs and focus on the second paragraph. Tell them that these sentences are not in order. Have them read each sentence carefully. They should identify the appropriate order of the sentences, considering the connectors and ideas. Check the activity as a class.

**Answer**

(Of the 4), in Mexico, the family is the priority. (2) Children are often not allowed, usually little children, to...

Step-by-step suggestions for the activities in the Reading Booklet and their answers.

**TRANSCRIPT**

A. How long does a hurricane last?  
 B. Usually five or three days.  
 A. Right? What is the most dangerous period in which you may approach the hurricane?  
 B. I don't know exactly what the most dangerous period is, but what I know is that when you are within the eye of it.  
 A. Right? Does that make sense?  
 B. Yes, if you get into the eye of the hurricane, I don't think it's as dangerous as you think it is. I think you will be probably safe.  
 A. That's dangerous as you just said.  
 B. I agree with you. So, I think we can make a list of times a writing assignment is dangerous.  
 A. Yes, we need to start. I think a lot, we get hurricanes, and hurricanes are really angry hybridized lists.  
 B. Are you prepared for a school disaster?  
 A. Reading and I don't think anyone is prepared for such a school disaster like this.  
 B. All these things we can't be ready, aren't they?  
 A. Yes, there are. For example, in the case of a hurricane, the school plan, such as a school, classroom or outdoor room.

**7. Choose a natural emergency situation (p. 5). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.**

Prompt students to use the expressions in the box to write the set of instructions of the emergency they choose.

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**UNIT 1 LESSON 61**

**EVALUATION INSTRUMENTS**

**Questionnaire**  
**UNIT 1**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Did student...	Yes	No
check his/her essay?		
read and understand the general sense of his/her essay?		
read and understand the main ideas and details of his/her essay?		
describe and compare cultural aspects?		
use prior knowledge to recognize the text?		
answer questions about cultural aspects?		
suggest ideas for development?		
write sentences in the correct order in a paragraph?		
link his own experiences with information that he has read?		
paraphrase information that he has read?		

**178** **EVALUATION INSTRUMENTS**

The transcripts of all the audio material of the listening activities.

Evaluation instruments A set of photocopiable instruments to assess students' progress during the unit.

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• Walker, S. (2012). *Google: Technology: A by-the-atom world*. New York: King Lear

**203** **STUDENT'S BIBLIOGRAPHICAL REFERENCES**

**Bibliography** The list of books and websites that have been used as reference in the making of the Activity Book and the Teacher's Guide.



## A message from the author

*Backpackers, 2<sup>nd</sup> Secondary* has been developed taking into account the patterns and activities most relevant to the effective learning processes suitable for 2<sup>o</sup> de Secundaria students.

What was most taken into consideration was how to keep students' interest in the contents of the book, i.e. subjects and themes of special relevance and attraction to young people of this age group, using language in collaborative activities that preserve the social interaction of students, developing reflection and motivating knowledge and research.

"Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning". The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations."

(Cornell University, USA, 2014)

Youngsters are often criticized for their apparent lack of interest in contingent issues. We firmly disagree with this idea. It is true that they show certain disenchantment with some aspects of the globalised world, but time and time again the younger generation has shown that they are interested in what goes on around them. That is why the units in the book have been developed around key issues that interest our students.

The majority of the listening and reading texts have been taken from authentic sources. Where this was not possible, they were specially written trying to make them as real as possible, suitable to their age, their different social, emotional, psychological and linguistic aspects as well as the students' cognitive level. The program contents are reflected all through the Chapters in *Backpackers, 2<sup>nd</sup> Secondary*.

Finally, the purpose of the book, apart from providing learning contents, is to offer fun and diversion from the sometimes dry and arduous knowledge acquisition process.

We hope that both students and teachers will enjoy *Backpackers, 2<sup>nd</sup> Secondary* and use it to its maximum extent.

**The Author**

*Backpackers, 2<sup>nd</sup> Secondary* has been written especially for teenagers in the second year of secondary school and has been designed according to the main guidelines and orientations incorporated into the curricular proposal for English as a foreign language in the Education Reform.

## Curricular proposal

Over the past few years, national curriculum development has considered the growing challenges of our emerging global society, generating a wide range of efforts to equip students with the necessary skills, abilities and attitudes to adapt to the requirements of the 21<sup>st</sup> century.

In this new scenario, where technological advances have provided global access to information and communication, English as a foreign language is no longer approached as an abstract object of speculations or a collection of speech acts to learn. Rather, English in this new paradigm is conceived as an instrument of socialization which allows the performance of a variety of tasks in a collaborative way, in all the different contexts in which students are immersed.

In light of this recent paradigm shift, the current curricular requirements have been directed to more ambitious aims and objectives for students, such as the following:

- **Participate** as users and learners of the language, engaging in tasks or communication activities that are real or close to their reality, such as the elaboration of a product of language. The products being oral or written texts which have social and methodological purposes.
- **Develop** ideas and questionings about basic skills and the cultural and linguistic resources that are necessary for communicative exchanges. This is done by analyzing the use which students give to the language and the people they interact with in the different social learning environments where they participate.

- **Be conscious** of the skills, the knowledge, the attitudes, the learnt emotions and the strategies used to achieve this goal when making decisions and taking responsibilities and making compromises with their own learning process.
- **Develop**, expand and use the knowledge, the strategies, the attitudes, the behaviors and the necessary values to successfully interact with others.
- **Analyze** their communicative practices and those of other speakers of English in order to comprehend them, explain them, question them, adjust them and correct them according to the function of the social environment in which they take place and the purposes that they have.
- **Face** communication situations that are new and unknown that facilitate the solving of problems and questions related to the use, the form of language, the attitudes and the behaviors adapted in the social practices of the language.
- **Make** of the foreign language tasks or activities a cooperative work in which the problems of oral and written interaction are faced by negotiating, giving and receiving feedback and analyzing the knowledge, the strategies and the search of solutions.

### **Social practices**

The curricular proposal of English as a foreign language has adopted an action approach centered on the social practices of the language. These practices are oriented to the process and the integration of learning. They offer students opportunities to participate in different communicative exchanges which demand the appropriate use of knowledge, skills, and strategies, and to reflect on different aspects of the language, language and culture.

The social practices of the language observe communicative interaction and how this establishes itself as the center of attention of teaching and learning.



## Objectives

The main objective of the book is to enable students to fulfill the purposes of cycle 4. According to these purposes, students should be able to have interactions and adapt their performance through different oral and written texts in a variety of communicative situations. Thus, students are expected to:

1. **Analyze** some aspects that allow them to improve their intercultural comprehension
2. **Apply** some strategies to overcome personal and collective challenges in the learning of a foreign language.
3. **Transfer** strategies in order to consolidate the performance in situations of learning of the foreign language.
4. **Use** a simple but wide linguistic repertoire in a variety of familiar and current situations
5. **Exchange** information of current interest
6. **Perform** with a neutral register in social exchanges in a varied range of situations.

## Level of competence

The level of competence corresponds to the B1 level according to the Common European Framework of Reference of languages. In this level, students are expected to comprehend the main points of clear texts in Standard English that treat known topics in situations of either study, work or free time. They should be able to manage in most of the situations that may arise during a trip to zones where the language is used. Students should also produce simple and coherent texts about topics that are familiar to them or those in which they have a personal interest. They can describe experiences, facts, wishes and aspirations as well as justify their opinions briefly and explain their plans.

**Adapted from:** Aprendizajes clave para la educación integral. Plan y programas de estudio para la educación básica. Retrieved from: [http://www.aprendizajesclave.sep.gob.mx/descargables/APRENDIZAJES\\_CLAVE\\_PARA\\_LA\\_EDUCACION\\_INTEGRAL.pdf](http://www.aprendizajesclave.sep.gob.mx/descargables/APRENDIZAJES_CLAVE_PARA_LA_EDUCACION_INTEGRAL.pdf)

## Methodology

*Backpackers, 2<sup>nd</sup> Secondary* helps students develop language and learning skills to participate in real communication activities that are relevant to their reality and interests.

The book works around three learning environments: Family and Community, Literary and Recreational and Academic and Educational and develops the social practices of the language through activities that have been specially designed to engage students in communication and enable them to interpret and produce contextualized oral and written texts.

The following are the main approaches that have been taken into account in *Backpackers, 2<sup>nd</sup> Secondary*:

- **Learning by doing** An action approach that increases motivation as learners become personally involved in their learning process. In *Backpackers, 2<sup>nd</sup> Secondary* all four skills – reading, writing, listening, and speaking – are integrated through topic units organized around a product.
- **Collaborative work** Working in groups develops several very important skills, including collaboration, error correction, and respect for other people’s opinions. As students work together in the elaboration of a product, they have the opportunity to share their strengths with others, develop social skills and use the language in an authentic way.

This approach gives the teacher the grounds for evaluating what students have learned and how they apply that knowledge to real-life situations.

In addition to completing the task at hand, you could ask students to evaluate how well they worked as a group after each group exercise using this simple instrument:

- Our Effectiveness as a Group  
Evaluation scale: 1 - 2 - 3 - 4 - 5 - 6 - 7  
Low High
- a. The group defined its task. \_\_\_\_\_
- b. All members of the group
  - i. accepted the responsibility for the outcome. \_\_\_\_\_
  - ii. felt free to state their real opinions.  
\_\_\_\_\_
  - iii. were productive. \_\_\_\_\_
  - iv. were respectful at all times. \_\_\_\_\_
  - v. feel satisfied about the work done.  
\_\_\_\_\_

(Based on: Stopper, R. (2004). *Small-Group Discussion*, pp. 299-303. Bloomington, IN: Xlibris)

- **Communicative approach** to language learning. Based on the idea that learning language successfully comes through having to communicate real meaning. When students are involved in real communication, they are able to use natural strategies for language acquisition, which in turn will allow them to learn to use the language.
- **Task-based learning** *Backpackers, 2<sup>nd</sup> Secondary* helps students develop language and learning skills to carry out sequences of tasks. Some advantages of task-based learning are:
  - increased motivation, as learners become personally involved;
  - all four skills - reading, writing, listening, and speaking - are integrated;
  - autonomous learning is promoted as learners become more responsible for their own learning;
  - there are learning outcomes, learners have an end product;
  - the tasks are authentic and therefore the language input is more authentic; interpersonal relations are developed through working in pairs or groups;
  - there is always a break from routine and the chance to do something different.
- **Learner Training** Teachers should constantly encourage students to analyze their learning process, making them think about their learning, what problems they have, and how they could improve their performance so that they can take the appropriate steps to optimize their learning.
- **Mixed ability** *Backpackers, 2<sup>nd</sup> Secondary* caters for mixed-ability classes in a variety of ways. The teacher needs to develop techniques which allow students of all levels to benefit from the lesson. Individual feedback is advisable in any class, but in a mixed-ability class, this attention to detail can increase student satisfaction. Besides, each lesson in *Backpackers, 2<sup>nd</sup> Secondary* offers at least one activity that can be done by fast learners while the rest of the class is finishing a task, and there are plenty of activities to cater for a variety of learning styles.

- **Learning styles** Research and teaching experience have shown that students are better motivated and learn more when their different intelligences and learning styles are taken into account in the teaching and learning process. As there are different personalities, there are also different learning styles in a classroom (visual learners, auditory learners, kinesthetic learners, tactile learners) *Backpackers, 2<sup>nd</sup> Secondary* has considered these important facts and it offers different kinds of activities to suit the variety of students' needs in a class.
- **Vocabulary** The active vocabulary in each unit is the vocabulary students need to carry out the tasks. There is a development of students' passive vocabulary through a rich variety of lexis in the reading and listening texts. There are specific vocabulary sections and practice activities. Students should be trained to develop effective strategies for learning vocabulary and for keeping clear vocabulary records. When especially difficult words appear in a text or in an activity, their meaning is given in a glossary. All these words are presented together in the Glossary section at the end of this book.
- **Grammar** *Backpackers, 2<sup>nd</sup> Secondary* deals with grammar with the purpose of making it more meaningful and useful for students. Structures that are essential for the understanding of oral or written texts are presented and practiced after students have read or listened to a text. In order to activate students' language awareness, the course highlights some morphosyntactic elements in context so students discover their use. All the relevant language points are presented in the Language Bank section at the end of the book.

## Evaluation

Evaluation in *Backpackers, 2<sup>nd</sup> Secondary* is an ongoing, permanent and formative process. Every unit in the book gives students the opportunity to self-evaluate and reflect on their work and, at the same time, it helps teachers collect evidence of students' development in the learning process.

From this perspective, evaluation in *Backpackers, 2<sup>nd</sup> Secondary* is:

- *Formative*, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, on their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.
- *Continuous*, because it takes into consideration work and performance done throughout the development of the stages of the social practice of the language, not only the final product.
- *Global*, because it considers the students' English language skills as a whole and does not isolate or break them down into fragments.

*Backpackers, 2<sup>nd</sup> Secondary* advocates the importance and applies the guidelines of Evaluation for learning theoretical principles. It has been defined as any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. Evaluation that fosters understanding (rather than simply evaluating it) has to be more than an end-of-the-term/unit test. It needs to inform students and teachers about both what students currently understand and how to proceed with subsequent teaching and learning. In this way, an assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and in modifying the teaching and learning activities in which they are engaged.

In *Backpackers, 2<sup>nd</sup> Secondary* the evaluation activities are not different from the rest of the tasks that are proposed but they include evaluation instruments and suggestions that provide opportunities for a variety of perspectives on assessment, and teacher's assessment.

This aims to help students develop the skills they will need to provide one another and themselves with useful feedback. Self-reflection and peer- assessment do not come easily to most students but both can be learned from practice along the earliest stages of education.



## COMPONENTS

### Activity Book

*Backpackers, 2<sup>nd</sup> Secondary* is a 192-page color book consisting of ten units. Each unit develops a social practice of the language, taking place in a learning environment. In *Backpackers, 2<sup>nd</sup> Secondary* the learning environments have been alternated so students can have a variety of experiences throughout the school year.

The topic and the social practice are introduced in the first stage called *Getting ready*, where students also activate their prior knowledge. In the second stage, *On the road*, the social practice is developed through activities that have been proposed in order to work with the expected learning goals and to prepare the Product. At the end of every unit, in the stage *Final destination*, there is a motivating Product that will allow every student to work in groups so they are able to put into practice the necessary skills and learning to perform the social practice of the language.

Based on the contents settled in the Curricular Proposal for English as a foreign language, the object of study is the social practice of the language. Therefore, the social practices of the language have been distributed and organized into topics related to the following learning environments: Family and Community, Recreational and Literary and Academic and Educational.

#### Unit contents

At the beginning of each unit, the contents are identified, the general and specific learning goals, and the expected achievements of students.

**Getting ready** There are attractive, motivating photos that illustrate the main topic of the unit and accompany its learning goals. This section has short activities that have a double purpose: to motivate and create interest and to evaluate how much students already know about the topic(s) to be covered.

### **Variety of activities**

**Reading** Reading in *Backpackers, 2<sup>nd</sup> Secondary* is always presented as a purposeful task. When students read with a purpose, it is easier for them to use different reading strategies to comprehend different types of texts and different reasons for reading. For example, students may need to skim one type of text to identify general meaning, but scan another text to locate details.

There are special activities that serve as motivation for reading and that help them predict and anticipate information. These activities are essential to reading skills development. Making predictions is a key strategy for reading comprehension as proficient readers constantly attempt to anticipate an author's message, picking up clues and predicting what might continue.

Predictions are a type of inference: when making predictions, readers are going beyond what is explicitly stated in order to figure out *what, where, why, how, who* and *if*. Developing students' skills to make reasonable predictions helps them foster their inferential thinking. In order to work with predictions in an effective way, teachers need to make sure that they tell students that their various predictions, though thoughtful and well-founded, may still turn out to be incorrect.

*Backpackers, 2<sup>nd</sup> Secondary* presents reading tasks to help students focus their attention, look for specific information, locate clues, and separate essential from non-essential information. It also teaches them that it is not necessary to know and understand every single word in the text to accomplish the tasks and get the required results.

During the after reading stage, there are special tasks that help students make text-to-text and text-to-self connections, give practice on specific language points in the context of the social practice of the language, and provide opportunities for oral and written production.

**Listening** As is the case of reading comprehension skills, development of listening skills on *Backpackers, 2<sup>nd</sup> Secondary* is based on a strategies approach. This methodology comprehends three stages in the listening process with before, while and after listening tasks, to provide a setting, motivation and linguistic preparation, as well as activate prior knowledge, focus students' attention on specific tasks and therefore reduce anxiety produced by unknown messages.



**Writing and speaking** These two skills are treated in a guided manner and are always based on the content of a text. There is a wide variety of activities and strategies that *Backpackers, 2<sup>nd</sup> Secondary* displays in order to develop listening and speaking skills.

In each unit, students develop written texts imitating what they have read and following specific instructions. Similarly, students engage in speaking activities imitating models from the listening texts and following instructions.

**Products** Each unit in *Backpackers, 2<sup>nd</sup> Secondary*, presents the challenge of a Product to be carried out, integrating and putting to work the different lessons of the unit. The Product is presented as an instance of integration of all the teaching points and contents of the unit, similarly to what happens in real-life situations. Students will need to develop collaborative work skills, working in groups to produce a final product. While carrying out this project, the process is as important as the result and therefore students work with subproducts throughout the unit. These subproducts provide evidence of students' progress and are stored in a portfolio.

#### **Unit features**

**Making connections** The aim of this section is to present activities that enhance reading comprehension by helping students make text-to-self and text-to-text connections.

**Learning to learn** This resource fosters metacognition, enabling students to reflect on their own learning.

**Towards the product** In these sections, the final Product is divided into steps or subproducts, which are activities that provide evidence of students' learning. The subproducts are recorded in the students' portfolio and are used in the development of the final Product at the end of the unit.

There are four formal instances of self-evaluation in *Backpackers, 2<sup>nd</sup> Secondary*:

- **Self-assessment.** A simple set of statements to help students reflect on their own performance in specific aspects of the lesson.
- **Assessment.** A list of statements that help students reflect on their own performance of the social practice of the language.



- **Towards the product.** Students work in the elaboration of subproducts that provide evidence of their progress. These subproducts are stored in a portfolio and are used as important components of the final product.
- **Reflect on your product.** A tool that allows students to evaluate their own performance during the elaboration and presentation of the product, as well as their interaction with their classmates. The tool also helps students reflect in order to have a better performance in the future when it comes to elaborating a new product.

Also, each unit in Backpackers, 2<sup>nd</sup> Secondary includes two instances of formative evaluation:

- **Check your progress.** Evaluation of the social practice of the language during the learning process.
- **Final check.** Evaluation of the social practice of the language at the end of the unit.

## Teacher's Guide

This component includes:

- an introduction with a description of the course and the course components, the methodology used, and suggestions for classroom management;
- detailed teaching notes for every class;
- background notes that contain information to complement the lessons and extension activities.
- answers for all the tasks in the Activity Book and the Reading Booklet, and for all the tests;
- a tracklist and the transcripts of all the recordings included in the audio CD;
- evaluation instruments to assess students' performance in each unit.

The book includes a great number of varied activities. The teacher should choose the ones which are more appropriate for his/her group, depending on their general level. The important thing for the teacher to bear in mind is the social practice of each unit, and how the different students are advancing towards it.

The following features provide information and extra practice:

**Teaching tip** A brief piece of advice to help students perform better or make better use of the material provided.

**Extension activity** Extension activities to maximize instruction.

**Background information** The aim of this section is to provide interesting bits of information on the main topic of the lesson in order to motivate students to find more similar details on their own.

**Evaluation instruments** This section contains the assessment instruments proposed by the national program. They are samples presented per unit that can be photocopied.

**Classroom language** The Teacher's Guide offers a selection of useful language that the teacher can use with the students in different situations, with different purposes. They provide examples for students to imitate, or they are expressions the teacher can use and which students need to identify and recognize.

**Glossary** The meaning of difficult words from the texts appear in a glossary in the final pages of the Teacher's Guide. The meaning provided has to do specifically with the context in which the word appears.

**Evaluation Appendix** A set of additional, complementary evaluation instruments to assess language skills.

**Bibliography and websites** The reference books and online references of both the Teacher's Guide and the Activity Book are included in this section. The section offers a list of books that can be used as reference and others that support the present textbooks. They also provide a list of websites that can be used for extra practice.

## Reading Booklet

The Reading Booklet contains a variety of texts that serve as extensive reading material. It aims to give students more opportunities to work with the social practices of the language that have been studied in each unit, and, at the same time, to develop their reading comprehension skills.

One important objective of this component is to provide extra reading practice and develop students' interest in different types of texts. It includes both informative and literary texts that have been selected according to the learning goals and the social practice of the language proposed for each unit. All the texts have been carefully selected to engage students and activate their motivation and interest.

The activities in the Reading Booklet will also help students get familiar with language structures, acquire new vocabulary and consolidate their learning. These activities are divided into three sections: *Before reading*, to set the topic and introduce some vocabulary, *While reading*, to guide them and help them comprehend what they read, and *After reading*, to enable students to connect the content of each text with their own reality or with other areas of the curriculum.

At the end of the Reading Booklet, there is a Glossary section.

## CD

The CD includes all the material for the listening comprehension activities. It also contains five flashcards for each unit, with photos and illustrations related to the social practices of the language.

## TEACHING GUIDELINES

### Teaching strategies for skills development

#### Reading comprehension strategies

Comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions about which strategies to use and when to use them to get meaning from text.

Strategies can help students become better readers if they

- use different strategies before, during, and after reading,
- use strategies whenever they read
- think about how strategies can help them

#### Before reading

- Preview the text by looking at the title, headings, and images.
- Recall prior knowledge; think about what they already know about the topic of the text.
- Set goals for their reading. Note the structure, or organization of the text, and create a mental overview or outline of the text to help decide whether it is relevant to their goals.
- Predict what the text will be about by using prior knowledge.

#### While reading

- Evaluate predictions and revise them as needed.
- Connect the meaning of one sentence to the meaning of another; use background knowledge to try to clarify the meanings of words and phrases.
- Interact with the text; ask questions about its content and reflecting on its ideas.
- Focus the attention on the reading goals.
- Reread a passage before going on.
- Summarize the content of a passage as they read it.
- Make inferences as they read.
- Create mental images, or visualize a setting, event, or character to help understand a passage in a text.
- Monitor comprehension as they read.
- Rephrase a passage in their own words.
- Look up the meanings of difficult words.

#### After reading

- Think about, or reflect on what they read.
- Mentally summarize major points or events in the text.
- Go to other sources to find additional information about the topic of the reading.
- Talk with a classmate about which strategies they used and why they used them.

The following chart shows examples of questions teachers can use to help students develop reading comprehension strategies while they read.

<b>Making connections</b>	<p>Does this remind you of something?</p> <p>Has this ever happened to you?</p> <p>Do you know someone like him / her?</p> <p>Are you like this character?</p> <p>What do you already know that will help understand what you're reading?</p> <p>Does this information confirm or conflict with what you've read in other sources?</p>
<b>Predicting</b>	<p>What do you think will happen next?</p> <p>Based on the material you've looked over before reading, what can you predict?</p> <p>What does this title / heading / picture make you think?</p> <p>Although the author hasn't mentioned it, what do you think about?</p>
<b>Questioning</b>	<p>What is the author saying?</p> <p>Why is that happening?</p> <p>Why did this character ?</p> <p>Is this important?</p> <p>How does this information connect with what you have already read?</p>
<b>Monitoring</b>	<p>Is this making sense?</p> <p>What's going on here?</p> <p>What have you learned?</p> <p>Do you need to reread?</p> <p>What does this word mean?</p> <p>What text clues help you fill in missing information?</p>
<b>Summarizing</b>	<p>This story is mainly about</p> <p>How is the story organized?</p> <p>The author's most important ideas were</p> <p>How does the text organization help you?</p> <p>What are the key words?</p>
<b>Visualizing</b>	<p>What are the pictures/scenes in your mind?</p> <p>What do you hear / taste / smell or feel?</p> <p>What do the characters, the setting, and the events of the story look like in your mind?</p> <p>Can you picture this new information?</p>

Adapted from: Capistrano Unified School District. (2003). Student Reading Comprehension Strategies. Retrieved from: <http://www.readinglady.com/mosaic/tools/Student%20Reading%20Comprehension%20Strategies%20explanation%20from%20Leslie.pdf>

## Listening and Speaking Strategies

Listening strategies are techniques or activities that contribute directly to comprehension.

In the **Pre-listening** stage, students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information. Teachers can use directions, vocabulary competition, film watching, or description of drawing sketches to tune their brain in the second language listening.

In the **While listening** part, the teaching task will mainly focus on note taking skills. EFL learners need to be taught and encouraged to actively think about what they're listening to. In order to teach EFL learners to think when listening, focusing on note-taking skills is a good way of helping learners to concentrate and to look for clues in what they're listening to.

**After listening**, students need to act upon what they have heard to expand their thinking.

Here are examples of strategies to help develop students' listening comprehension.

Before listening
<ul style="list-style-type: none"><li>• <b>Think</b> about what they already know about the topic of the recording.</li><li>• <b>Anticipate</b> what will come.</li><li>• <b>Evaluate</b> which listening strategies will serve best in the particular situation.</li><li>• <b>Predict</b> what the speaker(s) might say.</li></ul>
While listening
<ul style="list-style-type: none"><li>• <b>Figure</b> out the purpose for listening.</li><li>• <b>Listen</b> carefully to the speaker.</li><li>• <b>Attend</b> to the parts of the listening input that are relevant to the identified purpose and ignore the rest.</li><li>• <b>Listen</b> for more information that the speaker mentions about an idea.</li></ul>
After listening
<ul style="list-style-type: none"><li>• <b>Think</b> about what they have listened to.</li><li>• <b>Monitor</b> their comprehension and the effectiveness of the selected strategies.</li><li>• <b>Evaluate</b> if they they achieved the listening comprehension goals.</li><li>• <b>Evaluate</b> if the combination of listening strategies selected was effective.</li></ul>

On the other hand, the teaching of speaking involves more than just providing them with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people.

These strategies help all students improve their language development in a supportive, encouraging way.

- Model language by saying aloud and writing the ideas and concepts you're teaching.
- Have students retell stories aloud.
- Teach choral speaking and reading
- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.
- Have students read and perform Readers Theater scripts.
- Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students' questions or statements.
- When asking questions, give choices for the answer.
- Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just describe when teaching a new concept, idea, or vocabulary.

### **Writing strategies**

For a second language learner, writing is an extension of listening and speaking. Therefore, students must be provided with to build, extend, and refine oral language in order to improve written output.

A great deal of research on writing highlights the fact that this skill is rarely done in isolation, but is virtually always done in response to source texts (Cumming, Kantor, Powers, Santos, & Taylor, 2000; Hale et al., 1996; Hamp-Lyons & Kroll, 1996; Horowitz, 1991; Leki & Carson, 1997; Weigle, 2002).

That is, students are rarely asked to write essays based solely on their background knowledge; before they write on a given topic they are expected to read, discuss, and think critically about that topic and the type of text they are expected to produce.

Currently there is general agreement that reading and writing are both fundamental cognitive processes that depend upon cognitive activities, such as selecting important information, organizing and retrieving information, summarizing or consolidating information, and so forth. Thus, instruction in reading and writing becomes an important aspect of enhancing students' skills.

Recently, writing instruction has moved from a product orientation to a process orientation that stresses response during writers' planning, drafting, revising, editing and publishing.

Fundamental to this process is writing for real purposes and audiences, students' sharing of ideas and written work, students' ownership of their topics, frequent writing opportunities, and opportunities for extended writing.

It is also important for students to view their own writing published, informally or formally. This provides them with a purpose for planning their texts, as well as purposes for drafting and revising (since their work will be "public", they experience the need to shape the work to best represent their own goals).

The writing process involves a series of steps to follow in producing a finished piece of writing. Every writer follows his or her own writing process. Here are the five steps in the Writing Process and some useful tips and instructions to use with your students.

Step	Actions	Tips and instructions
1. Prewriting	Prewriting is forming ideas and planning how to present information. This is the planning phase of the writing process, when writers brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts.	<ul style="list-style-type: none"> <li>• Use brainstorming or create a graphic organizer.</li> <li>• Observe, imagine, interview.</li> <li>• Gather the information.</li> </ul>
2. Drafting	Drafting is creating the first version of a paragraph. This step turns prewriting ideas into sentences. Writers create their initial composition by writing down all the ideas in an organized way.	<ul style="list-style-type: none"> <li>• Use three or more important ideas from the prewriting and add specific, interesting details.</li> <li>• Develop complete sentences.</li> <li>• Add supporting details.</li> <li>• Don't worry about making mistakes - just get your ideas down on paper.</li> </ul>
3. Revising	Revising is changing, taking out, or adding words to make meaning more clear. The goal of this phase of the writing process is to improve the draft.	<ul style="list-style-type: none"> <li>• Read carefully to make sure the wording is clear and complete.</li> <li>• Ask yourself: <i>Is my message clear?</i> <i>Did I include enough information?</i> <i>Did I accomplish my purpose?</i></li> </ul>
4. Editing	Editing is correcting spelling, punctuation, and grammar errors. At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.	<ul style="list-style-type: none"> <li>• Read it aloud to yourself.</li> <li>• Ask a friend/ peer to listen to your work.</li> <li>• Use a checklist to check capitalization, punctuation and spelling.</li> <li>• Have another writer's feedback.</li> </ul>
5. Publishing	Publishing is making a final copy. In this last step of the writing process, the final writing is shared with the audience.	<ul style="list-style-type: none"> <li>• Submit to the teacher/ peers /editors / etc.</li> <li>• Send it to interested / individual groups.</li> </ul>

Adapted from: The 5-Step Writing Process: From Brainstorming to Publishing. (n.d.) Retrieved from: <http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx>



## Integrating the four skills in the English classroom

Skills integration generally refers to linking the traditional four skills of language learning: reading, writing, listening, and speaking in the context of a lesson. An integrating approach for the development of communicative skills in the classroom is highly recommended for acquisition because, as skills are integrated in the classroom, the relevant knowledge of the foreign language is taught in a coherent, meaningful way.

In everyday life, there are many situations in which we use more than one language skill. For this reason, integration is concerned with realistic communication. When teachers integrate skills in a lesson, they are able to teach the foreign language at a *discourse level*. At this level, language is presented to students through texts which are whole units of communication (either spoken or written) rather than separated segments or parts they must analyze in isolation.

Skills integration allows students to process language by: contextualizing, interpreting, exploring, analyzing, experiencing, challenging, confronting, assimilating, practicing and sharing the new information. In addition, an integrating approach has a positive impact on the classroom atmosphere, creating a relaxed environment and fostering motivation and active engagement.

### Forms of integration

There are two general forms to integrate skills in the classroom:

- **Simple integration.** It is the easiest form of integration. In this type of lesson, a receptive language skill serves as a model for a productive language skill.  
For example: A reading activity which provides a model for a writing task, a listening comprehension activity which guides students to oral production.
- **Complex integration.** In this form of integration, skills are integrated around a theme. The specific distribution of skills integration in the lesson will depend on the target topic.  
For example: A pre-reading discussion of the topic to activate schemata, followed by listening to a series of informative statements about the topic or passage to be read. While reading, teacher focuses the lesson on a certain reading strategy (for instance, scanning). After reading, students react by writing a paraphrase of a section of the reading passage and making a comment.

Adapted from: Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> Ed., New York: Pearson Education.

## Using literature in the language classroom

When students are faced with reading literature, an extensive list of reading sub-skills is applied:

- deducing meaning and use of unfamiliar words;
- understanding explicitly stated information;
- understanding information which is not explicitly stated;
- understanding conceptual meaning;
- understanding relations between the parts of a text through lexical cohesion devices;
- understanding cohesion between the parts of a text through grammatical cohesion devices;
- interpreting text by going outside of it.

The methodological implications of the use of literature in the language classroom are:

- EFL classroom strategies such as cloze, rewriting, prediction activities, role playing are adapted and adopted to teach literary texts in the language lesson;
- text manipulation (e.g., rearrangement and dramatization);
- two-way channel of teacher-student communication and pair/ group work, in order to achieve more self-sufficiency.
- literature favors students' development of creative and interpretative skills.

The following is a three-stage framework proposed as a working model for the presentation of literary texts in the language classroom:

- Framing (thematic preparation): turning students' attention to the content or theme of the text. Also, it will focus on distinguishing prose from poetry.
- Focusing (engaging): the designed activities which lead them to understand the text and to interpret it for the purposes in hand.
- Diverging (moving on): leading students into parallel activities of various kinds, e.g., role play, transfer to other text-types, creative writing, etc.

Adapted from: Mirzaei, A., & Domakani, M. R. (2008). *The Theory and Practice of Bringing Literature into the EFL Classroom*.

## Orientations to develop critical thinking

Recent research has shown that, in general, students who develop critical thinking skills are more able to achieve better marks, become less dependent, create knowledge, evaluate, and change the structures in society. Teachers' questions constitute a central aspect to develop students' critical thinking.

These are examples of questions and tasks that consider the different levels of thinking proposed in the New Bloom's Taxonomy (Anderson et al., 2001).

Skill	Key words	Questions	Examples of tasks
Remembering	Remember, repeat, identify match, reproduce	What / How / Where is ? When / How did happen? How would you explain / describe ? How would you show ? Who / what were the main ? What are the ? What is the definition of ?	Answer questions Discriminate between true and false information Name Recite a poem
Understanding	Describe, explain, paraphrase, give examples, infer, interpret, predict, summarize	How would you classify ? How would you compare / contrast ? How would you rephrase the meaning of ? What is the main idea of ? What can you say about ? How would you summarize ?	Classify the Elaborate a list of the main ideas Compare two characters of the story.
Apply	Demonstrate, dramatize, illustrate, show, use	How would you use ? What examples can you give How would you solve the ? What have you learned about ? What would result if ?	Read a paragraph. Check and correct a text written by a classmate.
Analyze	Compare, contrast, critique, discriminate, show in a diagram, select	What are the parts / characteristics of ? Why do you think ? What is the theme ? What conclusions can you draw ? How would you classify ? What evidence can you find ? What is the relationship between ?	Read and identify authors' points of view about global problems. Determine the character's motivation in a story.
Evaluate	Discuss, justify, evaluate, monitor, check, confirm	What is your opinion of ? What would you recommend ? How would you rate / evaluate ? How would you support the view ?	Evaluate the arguments in favor / against Justify the idea that
Create	Design, create, elaborate, generate, plan	How would you improve ? What would happen if ? What alternative can you propose ? How could you change the plot / plan ? What can you predict ?	Write an article about Write a song Dramatize

## Common European Framework of Reference for Languages

The restructured version of the Common European Framework of reference for language learning, teaching and assessment represents the latest stage in a process which has been actively pursued since 1971 and owes much to the collaboration of many members of the teaching profession across Europe and beyond.

The Common European Framework of Reference for Languages (abbreviated as CEFR or CEF) is a standard, international scale of levels for language learning.

One of the aims of the Framework is to help describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose, the Common Reference Levels have been developed. Ideally a scale of reference levels in a common framework should meet the following criteria. The table below shows the three bands and six levels of the CEF, together with the approximate hours required to achieve each level and what a person is able to do with the language at each level.

CEF band	CEF level		hours	level descriptor (ability at this level)
C Proficient user	C2	Mastery or Proficiency	1000+	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</li> </ul>
	C1	Effective Operational Proficiency or Advanced	800	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognize implicit meaning.</li> <li>• Can express him/herself fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes.</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</li> </ul>

B Independent user	B2	Vantage or Upper Intermediate	600	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li> </ul>
	B1	Threshold or Intermediate	400	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics which are familiar or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>
A Basic user	*A2	Waystage or Elementary	200	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>
	*A1	Breakthrough or Beginner		<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>

Adapted from: Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.

## Some basic teaching reminders

- Start every lesson in a way that focuses everyone's attention. This creates expectation and prepares students for what is to come. For example, with books closed, write the topic of the lesson on the board and ask some questions about it, show a poster / picture related to the lesson, ask who can remember what they did the previous class, etc.
- Students should not open their books until everyone is paying attention.
- End an activity before students get bored with it. Equally, do not hurry students or end the activity too soon if they are obviously enjoying it.
- Ask students to express their opinions.
- Do not assume that if one student says they understand, everyone else does.
- Ask (elicit) rather than tell. Students get bored of listening to the teacher explaining; someone in the class will probably know the answer.
- Do not ask students to explain difficult things, such as definitions of words, in English.
- Do not interrupt students during pair / group speaking activities to correct their English. It is better to note the main, common mistakes, write them on the board, and correct them as a class at the end.
- Do not insist on 100% accuracy all the time. Mistakes are a normal part of the learning process, and a valuable source of information for the teacher.
- Give praise and encouragement, especially to weaker students. Write positive comments on their work. Let them know what they are doing well, as well as what they need to improve.
- Remember that you are the main motivator in the classroom!

## CLASSROOM LANGUAGE

### Greetings

- Good morning. / Good afternoon. / Hello. / Hi.
- Goodbye. / See you tomorrow. / See you later.
- Have a nice weekend. / Enjoy your holiday.

### Moods and feelings

A: How are you today?

B: I'm fine. / I'm great. / OK. / Very well, thank you. / I'm not very well. / I have a problem. / I'm feeling down. / I'm sad.

### Asking for clarification

- Can you repeat that, please?
- Can you say that again, please?
- Sorry. I'm afraid I didn't understand.
- Can you help me with this exercise, please?

### Encouragement

- Well done! / Good! / Excellent! / Good work! / Congratulations!
- Do it more carefully. / Say it again. / Try to correct that, please.
- Not too bad. / You'll do better next time. / Keep trying!

## The date

A: What day is it today?

B: It's Monday. / It's Tuesday. / It's Wednesday. / It's Thursday. / It's Friday. / It's Saturday. / It's Sunday.

A: What's the date today?

B: It's (Monday) March 9th. / It's (Monday) 9<sup>th</sup> March.

## The weather

A: What's the weather like today?

B: It's sunny. / It's cloudy. / It's hot. / It's cold. / It's nice and warm. / It's nice and cool. / It's raining. / It's snowing.

## The time

A: What's the time? / What time is it?

B: It's one o'clock. / It's two o'clock. / It's three o'clock. / It's ten o'clock. / It's twelve o'clock.

A: What's the time? / What time is it?

B: It's quarter past nine. / It's half past ten. / It's five past eleven. / It's ten past twelve. / It's twenty past one. / It's twenty five past two.

A: What's the time? / What time is it?

B: It's quarter to eight. / It's twenty five to nine. / It's twenty to ten. / It's ten to three. / It's five to four.

## Turn-taking and permission

- Can I talk to you after the class?
- Excuse me; can I say something?
- Excuse me; can I leave the room for a minute?
- May I go to the bathroom?
- It's your turn.
- Sorry, it's my turn.



## Some commands and instructions

- Answer the questions.
- Be quiet.
- Check your answers.
- Check your predictions.
- Close the door.
- Come to the board.
- Compare your answers.
- Complete the paragraph.
- Copy the instructions.
- Discuss the ideas in your group.
- Do exercise 1.
- Do not write in your book.
- Fill in the blanks.
- Find examples in the text.
- Find the cognates in the text.
- Listen to the recording.
- Look at the pictures.
- Look up these words in the dictionary.
- Make a list.
- Make some notes.
- Match the pictures.
- Name three activities.
- Open your books.
- Pay attention, please.
- Put the pictures in order.
- Read the instructions.
- Select the correct answer.
- Silence, please.
- Sit down.
- Stand up.
- Talk to your partner.
- That's all for today, thank you.
- Work in groups of four.
- Work with your partner.
- Write the sentences.

## THE SOUNDS OF ENGLISH

The consonants in the table are the consonant phonemes of British and American English.

Consonant sounds			
/p/	put, supper, lip	/ʃ/	show, washing, cash
/b/	bit, ruby, pub	/ʒ/	leisure, vision
/t/	two, letter, cat	/h/	home, ahead
/d/	deep, ladder, read	/tʃ/	chair, nature, watch
/k/	can, lucky, sick	/dʒ/	jump, pigeon, bridge
/g/	gate, tiger, dog	/m/	man, drummer, comb
/f/	fine, coffee, leaf	/n/	no, runner, pin
/v/	van, over, move	/ŋ/	young, singer
/θ/	think, both	/l/	let, silly, fall
/ð/	the, brother, smooth	/r/	run, carry
/s/	soup, fussy, less	/j/	you, yes
/z/	zoo, busy, use	/w/	woman, way

The vowels in the table above are the vowel phoneme of British English. All long vowels are followed by colons /:/. Most of the differences between British and American English are to do with the quality and length of the vowels. The most significant differences are explained in the foot notes.

Vowel sounds	
/ɪ:/	eat, sleep
/ɪ/	silly, baby, it, swim
/e/	edge, lead
/æ/	apple, man
/ɑ:/	father, calm, <sup>1</sup> can't, <sup>2</sup> car
/ɒ/	<sup>3</sup> odd, want
/ɔ:/	or <sup>4</sup> , daughter, more
/ʊ/	put, full
/u:/	shoe, suit
/ʌ/	under, enough, butter
Br/ɜ/ Am/ɝ/	earn, bird, occur
/ə/	above, support, possible, Africa, mother

- <sup>1</sup> In American English, this is pronounced with vowel /æ/. Before /nt/ /f/ /s/, as in can't, half, grass, bath.
- <sup>2</sup> In American English, the r after a vowel is pronounced.
- <sup>3</sup> This vowel is not found in American English. Instead it is pronounced as /ɑ/.
- <sup>4</sup> In American English, the r after a vowel is pronounced.

/eɪ/	ache, pay	ɛə	air, dare
/aɪ/	I'm, right	ʊə	pure, tour
/ɔɪ/	oil, noise	aʊ	out, cow
/ɪə/	ear, here	əʊ	own, coat

\* In American English, the final r is typically pronounced.

Adapted from: Yule, G. (2010). *The Study of Language*, Fourth Edition. New York: Cambridge University Press.



**UNIT 1**  
 Social practice of the language:  
 Read brief literary essays to contrast cultural aspects.

120692

# Encounter of cultures

Alloted time	16 classes (50 minutes each).
Environment	Literary and recreational.
Communicative activity	Understanding oneself and others.
Social practice of the language	Read literary essays to contrast cultural aspects.
Product	Comparative table.
Reading Booklet	<i>Mexican and American culture.</i>
Learning goals	<ul style="list-style-type: none"> <li>Revise brief literary essays.</li> <li>Read and comprehend general meaning, main ideas and details of literary essays.</li> <li>Describe and compare cultural aspects.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>Provide students with different examples and model strategies to revise essays so students comprehend and achieve the following objectives:               <ul style="list-style-type: none"> <li>Value the choice of texts considering indexes and publication data.</li> <li>Analyze textual organization to determine patterns.</li> <li>Use previous knowledge to recognize topic, purpose and addressee.</li> <li>Clear reading purpose.</li> <li>Explicit the used strategies to others.</li> </ul> </li> <li>Think of the steps and actions to follow when reading an essay aloud and direct students' attention to the use of reading strategies, so students are in conditions to achieve the following objectives:               <ul style="list-style-type: none"> <li>Make and self-regulate connections between personal experiences and read information.</li> <li>Monitor comprehension.</li> <li>Re-read information to solve comprehension problems.</li> <li>Infer implicit information, making questions about the text.</li> </ul> </li> <li>Paraphrase read information.</li> <li>Create images of the read material.</li> <li>Analyze resources to describe cultural aspects.</li> <li>Differentiate examples and explanations of main ideas.</li> <li>Comprehend resources used to compare cultural aspects.</li> <li>Promote questioning and text analysis.</li> <li>Explicit underlying beliefs and values in texts and the emotions they evoke in readers.</li> <li>Answer questions about cultural aspects.</li> <li>Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to:               <ul style="list-style-type: none"> <li>Analyze characteristics of cultural aspects.</li> <li>Contrast own cultural aspects with those of the text.</li> <li>Propose titles to descriptions.</li> <li>Make statements to describe cultural aspects.</li> <li>Order statements in paragraphs.</li> <li>Interchange opinions and promote consensus.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>Collect evidence such as:               <ul style="list-style-type: none"> <li>Questions and answers about the content of essays</li> <li>Statements describing cultural aspects</li> </ul> </li> </ul>
Suggested evaluation instrument	Questionnaire.

**Materials**

**UNIT 1**  
Social practice of the language.  
Read brief literary essays to  
contrast cultural aspects.

**Encounter of  
cultures**

120932

6

- Environments: Literary and recreational
- Communicative activity: Understanding oneself and others.

**Learning goals**

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

**Product**

- Comparative table.

**Reading booklet**

- Mexican and American Culture

This first unit aims to read brief literary essays to describe and contrast cultural aspects. Students will read and understand the general sense, main ideas and details of original and adapted essays, as well as, revise the use of verb Be and extend their knowledge of other verbs in the present simple tense.

Through the unit, students are going to work on a product where they will finally create a comparative table to contrast cultural aspects of two countries. Also, students are going to read the text *Mexican and American Culture* in the Reading Booklet.

### Lead-in

Before students open their books, write the word Mexico on the board. Ask students *What can you say about Mexico? What identifies Mexicans?* Tell them to get in groups of four or five students and answer the questions. Finally, listen to their ideas and write some of them on the board.

**GETTING READY**

1. Read this definition of culture and discuss if you agree or disagree with it.

Culture is the set of ideas, customs, and social behaviour of a particular people or society.

2. In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

A: In your opinion, what does the picture show?  
B: The picture shows...  
A: How do cultures vary?  
B: Who believes those are...  
A: When people from other countries think about your culture, what do they usually think of?  
B: They usually think that...

3. Tick (✓) the aspects that you think define a culture.

Language	<input type="checkbox"/>	Recreation	<input type="checkbox"/>
Science	<input type="checkbox"/>	Food	<input type="checkbox"/>
Money	<input type="checkbox"/>	Nature	<input type="checkbox"/>
Traditions	<input type="checkbox"/>	Clothes	<input type="checkbox"/>

4. In pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.

To read a complete definition of culture, you can visit <https://www.wikiwand.com/es/21479-what-is-culture-definition-of-culture.html>

**GETTING READY**



### GETTING READY

1. Read this definition of culture and discuss if you agree or disagree with it.

You may invite students to focus on the definition provided and discuss about it. You may encourage them to exchange opinions, say if they agree with it or not, or if they can complement it with some of their own ideas. Check orally and on the board.

2. In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

Before students do this activity, explain to them that the prompts are part of a model of a dialogue. Working in pairs, students first take turns to read aloud the questions and prompts given in the exercise. Then both students practice the dialogue based on the information they can infer from the picture at the beginning of this unit. Walk around the classroom and help as necessary. Check the activity as a class.

3. Tick (✓) the aspects that you think define a culture.

In silence, students read the concepts given in the exercise and mark the ones that they believe may determine a culture. Check the answers with the class. Encourage students to support their ideas based on their own knowledge.

**Answers:** Language, traditions, recreation, food, clothes

4. In pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.

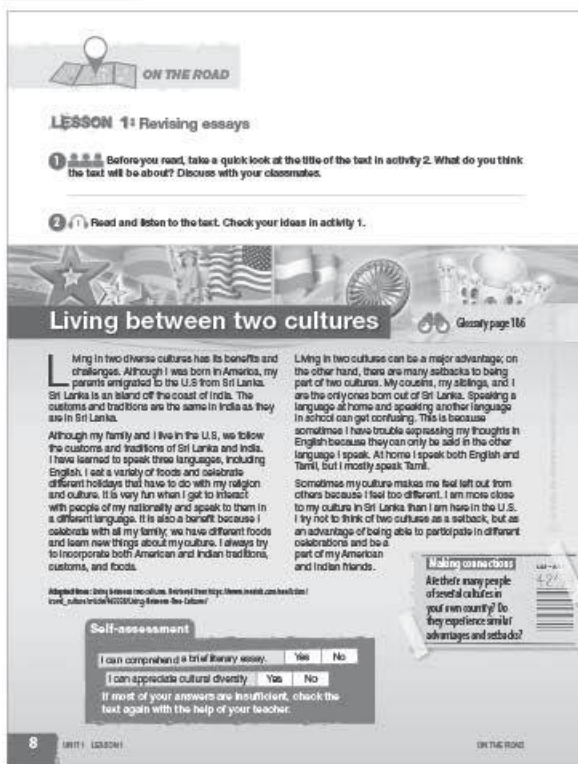
Get students in pairs to think and discuss other different cultural aspects. You could encourage students to support their ideas with examples.

**Possible answers:** Religion, customs, values, artifacts, etc.

 <https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

If possible, have students visit this link. Here they will find a complete definition of culture with explanations of the most important cultures in the world. This activity will help them comprehend the topic of the unit so they can understand the texts they are going to read as they go through the unit.

Page 8



**ON THE ROAD**

**LESSON 1: Revising essays**

1. Before you read, take a quick look at the title of the text in activity 2. What do you think the text will be about? Discuss with your classmates.

2. Read and listen to the text. Check your ideas in activity 1.

**Living between two cultures** Glossary page 186

Living in two diverse cultures has its benefits and challenges. Although I was born in America, my parents emigrated to the U.S. from Sri Lanka. Sri Lanka is an island off the coast of India. The customs and traditions are the same in India as they are in Sri Lanka.

Although my family and I live in the U.S., we follow the customs and traditions of Sri Lanka and India. I have learned to speak three languages, including English. I eat a variety of foods and celebrate different holidays that have to do with my religion and culture. It is very fun when I get to interact with people of my nationality and speak to them in a different language. It is also a benefit because I celebrate with all my family, we have different foods and learn new things about my culture. I always try to incorporate both American and Indian traditions, customs, and foods.

Living in two cultures can be a major advantage; on the other hand, there are many setbacks to being part of two cultures. My cousins, my siblings and I are the only ones born out of Sri Lanka. Speaking a language at home and speaking another language in school can get confusing. This is because sometimes I have trouble expressing my thoughts in English because they can only be said in the other language I speak. At home I speak both English and Tamil, but I mostly speak Tamil.

Sometimes my culture makes me feel left out from others because I feel too different. I am more close to my culture in Sri Lanka than I am here in the U.S. I try not to think of two cultures as a setback, but as an advantage of being able to participate in different celebrations and be a part of my American and Indian friends.

**Making connections**

Are there any people of several cultures in your own country? Do they experience similar advantages and setbacks?

**Self-assessment**

I can comprehend a brief literary essay.	Yes	No
I can appreciate cultural diversity.	Yes	No

If most of your answers are insufficient, check the text again with the help of your teacher.

8 UNIT 1 LESSON 1 ON THE ROAD

 **ON THE ROAD**

**LESSON 1: Revising essays**

1. Before you read, take a quick look at the title of the text in activity 2. What do you think the text will be about? Discuss with your classmates.

Prior to the reading of the essay in the next activity, you may invite students to have a look at its title and make predictions about the topic of the reading. Students interchange ideas in their groups and, then, with the whole class.

2. Read and listen to the text. Check your ideas in activity 1. Glossary page 186

Students read the text once. As they read, they look up in the glossary the meaning of the highlighted words. Then students check if their predictions in the previous exercise are correct or not. In case their predictions are wrong, you may also ask them in what ways their predictions differ to the ideas in the text. Monitor and check as a class.

**Making connections**

Invite students to make connections between the text and their own reality. To do this, you can organize students into groups of four.

They read the two questions in the activity and discuss the answers. Finally, check the activity as a class.

**Self-assessment**

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you can read the essay one more time as a class, making pauses to monitor and check comprehension.

**LESSON 2: Understanding general ideas and details**

1 Read the text again and answer the following questions.

a. What is the purpose of the text?

b. Does the author feel more American than Indian or vice versa? How do you know?

c. Which advantages does the author of the essay have living between two cultures?

d. Which setbacks does the author mention?

e. Is the author positive or negative about living between two cultures?

2 Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

In my opinion, I think, As far as I am concerned,

**Example:**

- In my opinion, the purpose of the text is to compare two cultures.
- I think the text is entertaining.
- As far as I am concerned, living in two countries is a positive experience.

ON THE ROAD UNIT 1 LESSON 2 9

## LESSON 2 • Understanding main ideas and details

### 1. Read the text again and answer the following questions.

You should invite students to read the questions first and underline key words (for example, *purpose* in question a). Have them read the essay again and underline the parts of the text that answer the questions (for example, *Living in two diverse cultures has its benefits and challenges* in line 1). Students then answer the questions and check the activity as a class.

#### Answers:

- To show the pros and cons of living between the American and Indian cultures.
- More Indian. The author says he/she follows the customs and traditions of Sri Lanka and India.
- The author speaks three languages, eats several foods, celebrates different holidays, has friends from both cultures.
- Speaking two languages can be confusing, sometimes the author feels left out. Sometimes it is difficult for him to express thoughts in English because they can only be said in the other languages that the author speaks.
- Positive. The author tries to think of living between two cultures as an advantage.

### 2. Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

The objective of this activity is that students share their answers to the questions in the previous activity. To do this, they should look at the expressions in the box. Model the pronunciation and then invite them to have a dialogue, using the expressions and sharing their answers.

3 Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

Statement a. When people live between two cultures, they must face more negative aspects than positive ones. Do you agree?

Statement b. There are certain foreign customs that the author does not enjoy very much. Why do you think that happens?

4 In groups, check your answers to activity 3. Find evidence in the text to support your ideas and underline it.

5 Paraphrase the information in the text.

In the text, the author...

6 In pairs, take turns to ask and answer questions about the text on page 8. Use the activities on page 9 as a model and follow the example below.

**Example:**

A: What do you think about the author's life living between two cultures?  
B: I agree out of the blue...

**Learning to learn**

Underlining key ideas is an effective strategy for reading comprehension.

10 UNIT 1 LESSON 2 ON THE ROAD

### 3. Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

Have students read the statements carefully and encourage them to discuss them, giving their own opinions. They should do this activity orally, taking turns to read the statements and answer. Model the activity saying *I think/In my opinion, there are certain customs the author doesn't enjoy, because...* Monitor and help when necessary.





# BOB3202

## CONTRASTING CULTURAL ASPECTS

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to read essays to make contrast about cultural aspects. Explain to them that the words in bold are useful to link contrasting ideas. To help them, write the following examples on the board:

**Although / Even though** my family and I live in the U.S, we follow the customs and traditions in Sri Lanka.

We live in the US. **On the other hand / However/ In contrast**, we follow the customs and traditions in Sri Lanka.

**While** we live in the US, we follow the customs and traditions in Sri Lanka.

We live in the US **but** we follow the customs and traditions in Sri Lanka.

### LANGUAGE BANK

For more information about linking words of contrast, students can revise pages 156 and 157.

### COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, students can work with the communicative activity on page 146

### SOCIAL PRACTICE MIND MAP

To review the social practice of the language, students can complete the template on page 176

2 Find three contrasting ideas in the essay and paraphrase them using different expressions to make contrasts.

Example: China is formal and hierarchical, while the USA is much more informal. China is formal and hierarchical. On the other hand, America is much more informal.

3 Share the ideas in activity 2, contrasting the cultural aspects of China and the United States.

4 In pairs, compare the aspects in the essay. Take notes and complete the table.

Cultural aspect	China	USA	Your country

5 Compare and contrast China, USA, and Mexico using the words and expressions on page 11.

2. Find three contrasting ideas in the essay and paraphrase them using different expressions to make contrasts.


Read the instruction and make sure students understand what they need to do. Then read the examples and explain that these sentences are models to contrast the cultural aspects in the essay. Explain to students that they have to follow the model in the example and write about three cultural differences in the essay.

3. Share the ideas in activity 2, contrasting the cultural aspects of China and the United States.

Now students get in groups and share the differences they wrote in the previous activity. They should use the words and expressions to make contrast they learned on page 11.

4. In pairs, compare the aspects in the essay. Take notes and complete the table.

Explain to students that the objective of this activity is to make a summary of the cultural differences between the two countries mentioned in the essay and Mexico. Students should work in pairs, review the differences and complete the table.

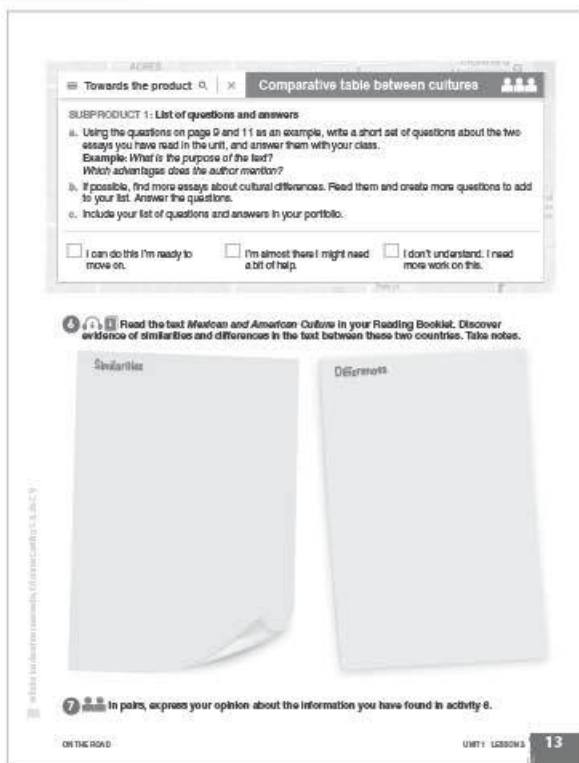
5.  Compare and contrast China, USA, and Mexico using the words and expressions on page 11.

Using the information in the table in activity 4 as well as the expressions they learned on page 11, students have a conversation contrasting the cultural habits in the three countries.

**Extension Activity**

Get students in groups. Ask them to discuss more aspects to compare and contrast between China, USA and Mexico.

**Page 13**





**Towards the product** **Comparative table between cultures**

**SUBPRODUCT 1: List of questions and answers**

- Using the questions on page 9 and 11 as an example, write a short list of questions about the two essays you have read in the unit, and answer them with your class.  
Example: What is the purpose of the text?  
Which advantages does the author mention?
- If possible, find more essays about cultural differences. Read them and create more questions to add to your list. Answer the questions.
- Include your list of questions and answers in your portfolio.

I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I don't understand. I need more work on this.

**6**  **6** Read the text *Mexican and American Culture* in your Reading Booklet. Discover evidence of similarities and differences in the text between these two countries. Take notes.

**7**  In pairs, express your opinion about the information you have found in activity 6.

ON THE ROAD    UNITY LESSONS    13


**Towards the product**

**Comparative table between cultures**


**Subproduct 1: List of questions and answers**

- Ask students to go back to the essays on pages 8 and 11. Explain to them that they need to create some questions about the texts and write a list of questions. Tell them that they can include the questions on page 9 and create new ones to add to the list.
- If possible, students can find more essays about cultural aspects in the Internet or in the school library. They should read them, create questions about them and write them on the list.
- Explain to students that this is the first step of the product so they need to include the list in their portfolio. They will use this list again when they work on the final product on page 18.

Finally, invite students to self-evaluate their performance using the prompts.

6.  **6** Read the text *Mexican and American Culture* in your Reading Booklet. Discover evidence of similarities and differences in the text between these two countries. Take notes.

Students go to the Reading Booklet and read the essay *Mexican and American culture*. While reading, the students underline what they consider similar or different between those countries and take notes.

7.  In pairs, express your opinion about the information you have found in activity 6.

In pairs, students have a conversation expressing their opinion about their discoveries in activity 6. Monitor and help when necessary.

## CHECK YOUR PROGRESS

### CHECK YOUR PROGRESS

I. Read and listen to this essay. What are the differences between both countries? Discuss with the class.

#### Comparing Japanese and Chinese Cultures

Japanese culture has been greatly influenced by the Chinese culture, but they are almost so different from each other as any two neighboring countries can ever be.

##### Some similarities

To begin the comparison, both are typical Asian cultures. Many of the traditions in both old cultures are around family structure and social hierarchy.

Most people in both countries have adopted

Western clothes as the usual dress, and traditional ones are used occasionally for celebrations and festivities. However, in spite of all the Western influence, both countries still follow their own

languages and script, and even though Christmas is an important event, both countries have their own festivals and celebrations.

Thanks to the continuous exchanges between people, both societies share aspects in music, arts, sculpture and architecture. Lastly, the popularity of martial arts is a common feature in both societies. On the other hand, there may be differences in Japanese and Chinese martial arts techniques.

Adapted from: How Japan and China Differ: Similarities and Differences. Internet link: <http://www.internationalbusiness.com/essay/why-japanese-differ-from-us>

##### Main differences

The level of self-discipline expected from a Japanese is very high. Even in conversation with each other, Japanese people follow a very polite approach.

While in Japan it would not be easy to come across disputes in public, people shouting at each other, or other signs of social stress, China poses the picture of a typical developing country, with a less common level of politeness.

Japanese food does not have much in common with Chinese food, which is spicy and involves a lot of frying and cooking. In contrast, the Japanese food is far less spicy, and has very delicate flavors compared to other local foods in Asia.

Honor and hard work are two important characteristics of the Japanese culture today. Compared to their Chinese counterparts, the Japanese tend to be more hard working.



II. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

#### Assessment

I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have an opinion on describing and contrasting cultural aspects	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

14

UNIT 1 CHECK YOUR PROGRESS

ON THE ROAD

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. **3** Read and listen to this essay. What are the differences between both countries? Discuss with the class.

As students read and listen, and discuss the differences between both countries, as a class.

II. **2** Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

Now students discuss the similarities and differences between the two Asian cultures and their own culture.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

4 Listen to Peter and Ly-Sen talking about life in China and USA.

Peter: Ly-Sen, what differences do you find between life in the USA and in China?

Ly-Sen: Chinese people have different meanings to define friends. Friend in China means lifelong friends who feel obligated to give each other whatever help that is required.

Peter: In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.

Ly-Sen: Yes, I see. Also, in China, we like to save money. We are very conservative when planning to spend money. What about money in the US?

Peter: Well ... the truth is that few families save money for emergency or education in the USA.

Ly-Sen: Family life is different in China too. Most families live with their elders because they are treated with enormous respect.

Peter: In the USA it is very different, older Americans rarely live with their children.

Ly-Sen: I see our cultures are very different Peter!

Peter: Yes they are!

5 Follow the model in activity 4 and write a short dialogue about the cultural differences between the USA, China, and Mexico. Practice it with a partner and check with your teacher.

Towards the product Comparative table between cultures

**SUBPRODUCT 2: Discussing differences and similarities**

a. Choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible.

b. Try to find as much information as possible about your own country. Then, put it together with the one from exercise a and organize the information into similarities and differences. Write statements about them on a separate sheet of paper.

c. Include your list in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

ON THE ROAD      UNIT 1 LESSON 15

To find information about different countries, you may use the following link: <https://www.inspirelearning.com/countries>

8. **4** Listen to Peter and Ly-Sen talking about life in China and USA.

Tell students that now they are going to listen to a conversation between an American boy and a Chinese girl. Before they listen, write the words Friends, Money and Family on the board and prompt students to make predictions of the differences that these two countries have in each aspect. Then play the recording and let them listen and check their predictions. Finally, you can ask them some questions to check comprehension, like for example What is a friend in China? Do they save money in USA? *What do Chinese people think about the elders?*


#### TRANSCRIPT

**Peter:** Ly-Sen, what differences do you find between life in the USA and in China?

**Ly-Sen:** Chinese people have different meanings to define friends. Friend in China means lifelong friends who feel obligated to give each other whatever help that is required.

**Peter:** In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.

- Ly-Sen:** Yes, I see. Also, in China we like to save money. We are very conservative when planning to spend money. What about money in the US?
- Peter:** Well ... the truth is that few families save money for emergency or education in the USA.
- Ly-Sen:** Family life is different in China too. Most families live with their elders because they are treated with enormous respect.
- Peter:** In the USA it is very different, older Americans rarely live with their children.
- Ly-Sen:** I see our cultures are very different Peter!
- Peter:** Yes they are!

9.  Follow the model in activity 8 and write a short dialogue about the cultural differences between the USA, China and Mexico. Practice it with a partner and check with your teacher. Students use the dialogue in activity 8 as a model and write a similar one about the differences between China, the USA, and Mexico in the aspects friends, money and family.


**Towards the product**



**Comparative table between cultures**


**Subproduct 2: Discussing differences and similarities**


- Ask students to choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible. They can visit the link suggested or they can go to the school library to search for the information.
- Students try to find as much information as possible about their own country and put it together with the one from exercise a, organize the information into similarities and differences and write statements about them on a separate sheet of paper.
- Explain to students that this is the second step of the product so they need to include the list of statements in their portfolio. They will use this list again when they work on the final product on page 18.

Finally, invite students to self-evaluate their performance using the prompts. In case the students have doubts, you may revise the specific contents studied up to now.


10.  What do you know about family life in these three cultures? Discuss with your partner.




11.  Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.  
Example: In India, family life is ... In contrast, in Asia ...

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10.  What do you know about family life in these three cultures? Discuss with your partner. Draw students' attention to the pictures that illustrate three different cultures. Motivate them to share their ideas about family life and talk about the similarities and differences that they notice. They should say as many ideas as they can.

**Answers**  
Answers will vary

11.  Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class. Now students use the ideas that they discussed in the previous activity to write a brief paragraph contrasting cultural aspects. Encourage them to look at the example and use similar structures. They may also go back to page 11 and use the expressions to make contrasts.

**Answers**  
Answers will vary

12. Complete the table with your observations.

Culture	Observations
Culture	Family importance, ...

13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher. Then, write your answer in the space provided.

UNIT 1 LESSON 3 17

**12. Complete the table with your observations.**

Students now summarize the information about the countries in the table. You may ask them to include more ideas in the table.

**Answers**

Answers will vary.

**13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.**

Students get in groups and discuss the question. Check orally and on the board.

**FINAL DESTINATION**

**Product**

1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.

2. Take turns to suggest contrasts between the country you chose and your own. As a group, choose the most interesting ideas.

3. Complete this table on a piece of paper:

Similarities	Differences

4. Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.

5. Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.

**Reflect on your product**

Did we do enough research and preparation?	Yes	No
Are we pleased with the quality of the final product?	Yes	No
Have we finished the product adequately?	Yes	No

If most of your answers are insufficient, check the steps of the product again, with the help of your teacher.

UNIT 1 PRODUCT

**Comparative table between cultures**

**1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.**

In the same groups, students check and take turns to read the information they have recorded in their portfolio

**2. Take turns to suggest contrasts between the country you chose and your own.**

Students should contrast the cultural aspects of the country they have chosen with their own. Invite them to take turns to express their ideas. You may encourage the use of connectors to show contrast. Extra expressions they might use are in the following links that you can suggest to your students.

<https://dictionary.cambridge.org/grammar/british-grammar/comparing-and-contrasting/contrasts>

<https://multimedia-english.com/grammar/how-to-express-contrast-40>

Remind students that only part of the information can be used. Therefore, they should select from all the information they have, the most relevant and interesting one.

### 3. Complete this table on a piece of paper.

Students can copy the table on a piece of paper. Then they should complete the table with the information they have chosen before. Walk around the table and monitor the students.

### 4. Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.

Students need to place the table on a white cardboard, decide which ideas they are going to represent visually and write a headline to the table, as well. Let students make comments about what they have done so far. Then, invite them to check again the sentences they have written and add any other extra ideas, paying attention to spelling and punctuation. Also, invite students to check that both the text and visual information relate to each other. Give them enough time to finish their task.

### 5. Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.

Students exhibit their work in a visible place in the classroom. Encourage them to take turns to present the information in front of the class. Remind them to use the expression in the Useful language window as they share their product. Finally, ask them to make a copy of the comparative table and include it in their portfolio.

## Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

## Evaluation Instrument

### Questionnaire

Make a copy of the questionnaire on page 178 per student. Complete the questionnaire according to their performance in the unit and consider it as evidence of their progress.

## FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 1.

## Page 19

## FINAL CHECK

**FINAL CHECK**

I. Read and listen to the essay. Is this custom similar in your country? Discuss with the class.

**Besos: The Latin American kissing culture**

**S**o I heard about the Latin American culture of kissing as a way of greeting, but for some reason, I still imagined it as an occurrence between people who know each other well. After all, that has been my experience a bit in Europe, even in Russian culture...

But I got a bit on the cheek as soon as I got to Buenos Aires... from my flight attendant. Then my gym class instructors - you just walk in to class and are expected to kiss them - both men and women! My hiking class gym partner, my massage therapist. I recently went to a meeting where some nice people walking in would walk around in a circle and kiss everyone who was already there!

At first I would be super awkward. When an unexpected person I don't know put out their cheek for kisses, I had to think about it and remember to be culturally appreciated. Some figures said that in America, so they don't go in for a kiss that far and I don't push for it. But after two months, I have gotten over my shock and I am at least at a point where I am expecting it and know what to do.

Overall, I definitely like the idea of it. Why shouldn't you kiss your massage therapist? And when people in the makeup hallway were and I previously kissed everyone, it made for a super warm community atmosphere right away, cutting out on the awkwardness. I think the world would be a better place if everyone kissed each other as greeting, although it would be a lot to get used to for me and I'm sure a lot of the rest of the world!

Adapted from: Besos: The Latin American Kissing Culture. National Geography: <https://www.nationalgeographic.com/latin-america/kissing-culture/>

II. Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.

III. Evaluate your progress according to your performance in the Unit.


**Assessment**

I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects.	Accomplished	Almost accomplished	Need more work


If most of your answers are insufficient, check the whole unit again with the help of your teacher.

FINAL DESTINATION UNIT 1 FINAL CHECK 19

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I.  5 Read and listen to the essay. Is this custom similar in your country? Discuss with the class.

Explain to students that the objective of this activity is to identify the main ideas in the essay and compare the cultural aspects provided with their own. Give them time to read and identify key information in the text.

- II.  Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.


Students can work in pairs and have a conversation about the topic given. Students should express cultural contrasts and use appropriate connectors.

- III. Evaluate your progress according to your performance in the Unit.


Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

## Reading Booklet Mexican and American culture

### BEFORE READING

1.  In groups, look at the picture on page 7 and describe what you see.

You may invite students to observe the illustrations and describe them in groups. Ask questions such as – *Which cultural aspects are the pictures related to? Which countries are the pictures connected with? Etc.* Encourage them to share their descriptions with the class.


2.  In groups, brainstorm some ideas about the topic of the essay based on the picture on page 7 and the headline of the text.

Students make predictions about the ideas that will be mentioned in the text and organize them in the mind map.

### WHILE READING

3. Underline the cultural aspects which are compared in the essay.

Invite students to start reading the essay in silence. You should give them enough time to do this activity. While students read, they identify comparisons and contrasts mentioned in the text.

4.  Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.

Students can now work in pairs to exchange the information found in the previous task. Later, you can challenge exchange to select some ideas and make contrasts using other words and connectors of contrast. Students can write their new sentences and read them to their classmates.

### AFTER READING


5. Read the sentences and number them in the correct order (1- 4).

You should invite students to work in pairs and focus on the second paragraph. Tell them that these sentences are not in order. Have them read each sentence carefully. They should identify the appropriate order of the sentences considering the connectors and ideas, Check the activity as a class.

#### Answers:


(1) First of all, in Mexico, the family is the priority. (2) Children are celebrated and sheltered, the wife fulfills domestic roles,

and the family stays in one place. (3) In contrast, in United States the family is second to work. (4) Children are often minimally parented, and they are more independent, the wife often fulfills dual roles, and mobility is quite common.

6.  In pairs, answer these questions about the text.


Give students enough time to express themselves and exchange their ideas. They read the questions in pairs and take turns to give their answers based on the information read in the text and own knowledge due to some information must be deduced.

**Answers:** a. Lifestyle, family, religion, nationalism, and cuisine. b. Students give their opinion. c. Students give their opinion, d. A combination of food preferences and traditions of the indigenous people of Mexico. e. Immigrants.

7.  Discuss with your partner if these sentences are True (T) or False (F). Justify your answers in the space below and check with your teacher.

In pairs, get students to read the sentences carefully and decide if they are true or false. Make sure your students justify their answers. Monitor and help when necessary.

**Answers:** a. F, b. T.

8.  In groups, answer and discuss these questions.

Students read the questions and take turns to give their personal opinions. Encourage them to use appropriate expressions to give opinions and show agreement or disagreement.

## TRANSCRIPT

### Mexican and American Culture

In the world, there are many countries with many different habits or cultures. The North American Continent has two peculiar countries that have different lifestyles, even though they are neighbors. These two countries are Mexico and the United States.

First of all, in Mexico the family is the first priority, children are celebrated and sheltered, and the mobility is limited, this means that families stay in one place.

In the United States the family is second to work, children are often minimally parented and they are independent, and mobility is quite common, this is because the jobs sometimes require personal in different parts of the country.

In Mexico, Independence Day is celebrated on September 16th, marking the country's separation from Spain in 1810.

In the United States, people celebrate Independence Day on July 4th, marking the country's separation from England in 1776.

These celebrations are very popular in both countries.

Mexico is very nationalistic; it's proud of his long history and traditions, reluctant to settle outside Mexico, while the United States is very patriotic, proud of 'American way of life' and they assume everyone shares its materialistic values.

Mexican cuisine is a combination of the food preferences and traditions of the indigenous people of Mexico, the goods which are locally available and important dishes, flavors, and foods that were brought to the country by the Spanish.

American cuisine; however, includes many tastes, customs, dishes, spices, and foods that were brought by immigrants over the last few centuries and which are native to the land and indigenous people of America.



## Language Bank answers

1.
  - a. While,
  - b. However,
  - c. but,
  - d. Even though
2.
  - a. Paul is good at Maths, whereas his sister is good at Science. Or Whereas Paul is good at Maths, his sister is good at Science.
  - b. Although Tom is sick, he's swimming.
  - c. They've bought a house in Manchester, but they haven't sold their house in London.
  - d. The boy fell off his bicycle. However, he wasn't hurt.
3. Answers will vary.

### Notes



# UNIT 2

- Social practice of the language: Produce instructions to be prepared for a situation of risk derived from a natural phenomena.

# Environmental emergencies

Alloted time	16 classes (50 minutes each).
Environment	Academic and educational.
Communicative activity	Interpretation and follow-up of instructions.
Social practice of the language	Produce instructions to be prepared for a situation of risk derived from a natural phenomena.
Product	Posters with instructions.
Reading Booklet	<i>List of tips to survive in different emergency situations.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Select and review instruction manuals.</li> <li>• Read and understand instruction manuals.</li> <li>• Write instructions.</li> <li>• Edit Academic and educational manuals.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Explain and model how to get information so that students can:               <ul style="list-style-type: none"> <li>- Have a look to get a general idea.</li> <li>- Ask about the purpose.</li> <li>- Analyze repertoire of words and expressions to identify addressee.</li> <li>- Check distribution and use of graphic and textual components.</li> <li>- Evaluate the function of the textual organization.</li> </ul> </li> <li>• Help students use experiences and prior knowledge so that they can:               <ul style="list-style-type: none"> <li>- Make connections between the text and prior knowledge.</li> <li>- Determine importance of information.</li> <li>- Anticipate general meaning.</li> <li>- Draw instructions to check comprehension.</li> <li>- Model reading strategies.</li> <li>- Make a list of words que determine order of steps.</li> <li>- Write sentences to describe steps.</li> </ul> </li> <li>• As students write, teach and reinforce processes to solve challenges such as:               <ul style="list-style-type: none"> <li>- Apply expressions to show general facts.</li> <li>- Use expressions to expand, explain and/or exemplify steps.</li> <li>- Make up instructions based on the writing of steps.</li> <li>- Exchange instructions and promote feedback.</li> </ul> </li> <li>• Create a positive atmosphere and and allow students to share their texts so they can:               <ul style="list-style-type: none"> <li>- Evaluate decisions as regards included and deleted information.</li> <li>- Delete, add and/or change information to improve a text.</li> <li>- Check punctuation marks, spelling of words and reliability of information.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- list of environmental emergencies.</li> <li>- instructions to face environmental emergencies.</li> <li>- graphic resources.</li> </ul> </li> </ul>
Suggested evaluation instrument	Rubric.

**Materials**

**UNIT 2**  
Social practices of the language:  
Produce instructions to be prepared for a situation of risk derived from a natural phenomena.

## Environmental emergencies

- Environment: Academic and educational.
- Communicative activity: Interpretation and follow-up of instructions.

**Learning goals**

- select and review instruction manuals.
- read and understand instruction manuals.
- write instructions.
- edit instructive manuals.

**Product**

- Posters with instructions

**Handling booklet**

- List of tips to survive in different emergency situations

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### Lead-in

Greet and welcome your students. Explain to them that they are going to start with the new unit. Start the lesson by using students' prior knowledge to create a friendly atmosphere in the classroom.

Afterwards, ask students to open their Activity Books on page 20. Ask them *What would you do in an emergency situation?* Then invite them to share their answers with the rest of students. Encourage them to use English but let them use their mother tongue if necessary.

### Extension Activity

Students can brainstorm a list of environmental emergencies and compare their lists with other students.

📍

## GETTING READY

- 1** Have a look at the picture on page 20. In groups, describe what you see.
- 2** Explain the natural disasters in the pictures with your own words.

**a**

Tornado

**b**

Earthquake

**c**

Wildfire

**d**

Tsunami
- 3** Discuss the questions with your partner.

  - iii. Have you ever been in a situation like this? When?
  - iv. What did you do?

For more information about natural disasters in Mexico during the year 2016, visit <https://www.theguardian.com/world/2017/sep/21/mexico-earthquake-2016-4th-survey-the-14-000-dead-updates> <https://redes.ams.com/2017/09/23/level-3-america-or-south-america-2017-09-23/>

GETTING READY
UNIT 2 21



### GETTING READY

- 1.** Have a look at the picture on page 20. In groups, describe what you see.  
Focus students' attention on the picture on page 20 and give them time to describe the elements of the picture in detail. Check the activity as a class.
- 2.** Explain the natural disasters in the pictures with your own words.  
In order to activate prior knowledge, elicit students' answers according to what they see in the pictures. Help them by asking some questions. Monitor and check their answers as a class.
- 3.** Discuss the questions with your partner.  
Give students time to interact and activate their prior knowledge, talking about their own experiences with emergency situations.

**Answers:**

Answers will vary.

**ON THE ROAD**

**LESSON 1: Revising and selecting instruction manuals**

1. Look at the text below. Predict what it is about. Write your prediction in the space provided.

2. Read and listen to the text. Check your ideas in activity 1.

**Popocatepetl Volcano**

The Popocatepetl is a volcano that is one of the largest volcanoes in North America. It is located in the middle of the country, between the states of Mexico, Puebla, and Morelos, close to Mexico City.

Inhabitants of Mexico City need to consider that only those living next to the volcano need to have an emergency plan and be aware of the alerts issued by the Civil Protection Agency.

If alerts were to fall in Mexico City the recommendations are:

1. Protect eyes, nose and mouth in case you need to leave the house.
2. Close doors and windows and seal cracks and crevices to prevent the ashes from entering buildings.
3. Use dustlers to clean furniture without scratching any surfaces.
4. Cover water deposits, appliances and engines to prevent deterioration from ashes.
5. Cover sewers and water outlets to prevent clogging.

Discuss these questions with your partner.

- What kind of information does the text give?
- What is its purpose?

22 UNIT 2 LESSON 1 ON THE ROAD

4. Read the title of the text. Discuss what to do before, during and after this situation.

5. Read and listen to the text. Are your ideas in activity 4 similar or different to the ones in the text?

**Before, during, and after an earthquake**

Firstly, talk to your family and agree to stay in one same room inside or stay outside. If it is required, do so calmly and in an orderly manner, following instructions from authorities.

Secondly, pay attention during evacuation drills, which are commonplace in the city. Identify the most solid/secure spots in the building, main exits and emergency exits.

Next, go to the safest spot previously identified. If you are at your house or at ground level, leave the building and go to open space. On your way out, cover your head with your hands, stay away from objects that could slide, fall or break. Do not use elevators. Earthquakes usually last a few seconds.

After strong earthquakes, usually less intense earth quakes can be felt. Stay away from damaged buildings and deteriorated areas.

Finally, call for help if needed, and use the phone only for emergencies. Turn the radio on to get information and see whether any area in the city has been affected.

Discuss these questions in groups.

- What is the text about?
- Is this information important? Why?
- Have you ever been in a situation like this?
- Do you think it is a risky situation? Why?
- Do you know the meaning of the words in red? What do they do in the text?

23 UNIT 2 LESSON 1 ON THE ROAD

**ON THE ROAD**

**LESSON 1: Revising and selecting instruction manuals**

1. Look at the text below. Predict what it is about. Write your prediction in the space provided.

Students scan the text and make predictions about its content. Tell them to consider the title and the graphic elements in their predictions.

2. Read and listen to the text. Check your ideas in activity 1.

Have students read and listen to the text. Explain to them that the purpose is to check their predictions in the previous activity. Then, ask them to read the text again and focus on its main message.

3. Discuss these questions with your partner.

Students check comprehension in pairs answering the questions. Check the activity as a class.

4. Read the title of the text. Discuss what to do before, during and after this situation.

In order to anticipate the content of the text, students start reading only the title. Give them time to discuss what they would do in an earthquake, how they would react before, during and after the emergency.

5. Read and listen to the text. Are your ideas in activity 4 similar or different to the ones in the text?

Now students read and listen with the purpose of checking if their ideas were similar to the ones in the instructive manual.

6. In groups, discuss the following questions.

The questions in this activity have the purpose of checking comprehension and promoting oral interaction. Have students get in groups and share their ideas and experiences.

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**>>> PRODUCING INSTRUCTIONS TO PREPARE FOR A RISKY SITUATION DERIVED FROM A NATURAL PHENOMENON >>>>>>>>**

> Use words like **firstly**, **secondly**, **thirdly**, **next**, **after**, **finally** to indicate the order in which the instructions must be followed.

**Example:**  
**Firstly**, talk to your family.  
**Secondly**, pay attention during evacuation drills.  
**Finally**, call for help.

**7. In groups, listen and read the conversation about a tornado emergency. Pay attention to the use of the underlined words.**

**Roberto:** What should you do if you receive a tornado warning?  
**Rose:** First, listen to local news to stay informed about watches and warnings. Then, pick a safe room in your home. This should be a basement or an interior room on the lowest floor with no windows.  
**Roberto:** What do I do after a tornado?  
**Rose:** Continue listening to local news and stay out of damaged buildings. Finally, if you are away from home, return only when authorities say it is safe to do so.

**8. Choose a natural phenomenon emergency and have a conversation about the instructions to follow. Follow the model in activity 7 and remember to use the underlined words.**

a. a volcano eruption  
 b. an earthquake

**9. Write a brief and summarized instruction manual of the steps to follow in the emergency situation you chose in activity 8. Then, share it with a partner. Check with your teacher.**

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24 UNIT 2 LESSON 1 ON THE ROAD

B0863282

**PRODUCING INSTRUCTIONS TO PREPARE FOR A RISKY SITUATION DERIVED FROM A NATURAL PHENOMENON**

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to produce instructions to prepare for a risky situation derived from a natural phenomenon. Explain to them that the words in bold are useful to sequence instructions. To help them, write the following examples on the board:

***Firstly**, talk to your family.*  
***Secondly**, pay attention during evacuation drills.*  
***Next**, go to the safest spot.*  
***After strong earthquakes**, usually less intense earth shakes can be felt.*  
***Finally**, call for help.*

**LANGUAGE BANK**

For more information about sequence words, students can go to the Language Bank on page 158 and work with the activities on page 159.

**COMMUNICATIVE ACTIVITY**

To consolidate the social practice of the language, they can work with the communicative activity on page 147.

**7. In groups, listen and read the conversation about a tornado emergency. Pay attention to the use of the underlined words.**

Play the recording and have students read and listen to the conversation. Ask them to focus on the underlined words.

**TRANSCRIPT**

**Roberto:** What should you do if you receive a tornado warning?  
**Rose:** First, listen to local news to stay informed about watches and warnings. Then, pick a safe room in your home. This should be a basement or an interior room on the lowest floor with no windows.  
**Roberto:** What do I do after a tornado?  
**Rose:** Continue listening to local news and stay out of damaged buildings. Finally, if you are away from home, return only when authorities say it is safe to do so.

**TEACHING TIP**

Ask students to close their books and listen to the conversation one more time.

Then students listen to the conversation again and say Stop! when they listen to the underlined words.

**8. Choose a natural phenomenon emergency and have a conversation about the instructions to follow. Follow the model in activity 7 and remember to use the underlined words.**

Tell students to go back to the texts on pages 22 and 23. They read the texts again and choose one risky situation. Following the model in activity 7, they have a conversation about the instructions to follow in the emergency situation they chose.

9. Write a brief and summarized instruction manual of the steps to follow in the emergency situation you chose in activity 8. Then, share it with a partner. Check with your teacher. Students now summarize the instructions and write a brief instructive of the emergency situation they chose in activity 8. Prompt them to use the connectors *first*, *firstly*, *second*, *secondly*, *then*, *finally* as they write. Encourage them to share it with their partners and check orally and on the board.

**Page 25**

**LESSON 2: Comprehending instruction manuals**

1. Look at the instruction manual. What kind of instructions do you think are given to face this emergency? Discuss.

2. Now read and listen to the text. Check your ideas in activity 1. Glossary page 186

**What should I do to prepare for a tornado?**

It is important that you pick a safe room in your home where household members and pets may gather during a tornado. This should be a basement, storm cellar or an interior room on the lowest floor with no windows.

**What should I do if a tornado is threatening?**

- ✓ If no underground shelter or safe room is available, a small, windowless interior room or hallway on the lowest level of a sturdy building is the safest alternative.
- ✓ If you are caught outdoors, it is necessary that you seek shelter in a basement, shelter or sturdy building. If you cannot quickly walk to a shelter.

**What do I do after a tornado?**

- ✓ Stay out of damaged buildings.
- ✓ Use battery-powered flashlights when remaining buildings—do NOT use a candle.
- ✓ If you smell gas or hear a blowing or hissing noise, you must be alert. This is dangerous, so open a window and get everyone out of the building quickly and call the gas company or the department.
- ✓ Take pictures of damage, both of the building and its contents, for insurance claims.

Use the telephone only for emergency calls.

Fig. 14. From the left: One only, behind her legs; one only on left; image 14.11; in north also Google Earth; 14.14.14.14

3. In pairs, take turns to ask and answer the following questions. Use sequenced steps, instructions and the underlined expressions.

- a. What should you do to prepare for a tornado?
- b. What should you do if a tornado is threatening?
- c. What should you do after a tornado?

ON THE ROAD UNIT 2 LESSON 2 25

**LESSON 2: Comprehending instruction manuals**

1. Look at the instruction manual. What kind of instructions do you think are given to face this emergency? Discuss. Invite students to have a general look at the text and focus on the title and the picture. Then ask them to close their books and get in groups to discuss their ideas about the text; what it is about, what vocabulary they expect to find, etc.
2. Now read and listen to the text. Check your ideas in activity 1. Glossary page 186 Students now open their books, read the

text and check their ideas in activity 1. They comment on how different their predictions were in relation to the text content.

3. In pairs, take turns to ask and answer the following questions. Use sequenced steps, instructions and the underlined expressions.

Read the questions aloud and give students some time to read the text again and find the answers. Then motivate them to have a conversation about the environmental emergency, taking turns to make questions and give answers.

**Page 26**

**Towards the product** **Posters with instructions**

**SUBPRODUCT 1: List of emergency situations.**

- a. Go back to the environmental emergencies you have studied so far, and read the texts again.
- b. Make a list of all the environmental emergencies in a separate sheet of paper.
 

**Example:** Earthquake, tornado, tsunami, etc.

  - c. You can also add more emergencies to your list.
  - d. Include your list in your portfolio.

I can do this I'm ready to move on.  I'm almost there. I might need a bit of extra help.  I don't understand. I need more work on this.

3. Read and listen to the text List of tips to survive in different emergency situations in your Reading Booklet. Complete the table writing a list of what to do and what not to do in case of emergency situations.

What to do	What not to do

**Self-assessment**

I can read and comprehend instruction manuals.  Yes  No

I can work in groups using reading strategies.  Yes  No

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

26 UNIT 2 LESSON 2 ON THE ROAD

**Towards the product** **Posters with instructions**

**Subproduct 1 Make a list of emergency situations.**

- a. Ask students to go back and revise the texts they have read so far and identify the names of the environmental emergencies that they have learned. Write them on the board.
- b. Give them time to write the list of expressions in a separate sheet of paper.

WABUT FIBI EM WABUT FIBI

- c. Motivate them to add more emergencies to their list.
  - d. Remind them to include the list in their portfolio.
- Finally, invite them to evaluate their performance using the prompts.

**4.** **15** Read and listen to the text *List of tips to survive in different emergency situations* in your Reading Booklet. Complete the table writing a list of what to do and what not to do in case of emergency situations.

Ask students to open their Reading Booklet and give them time to read the text. As they read, suggest underlining the main ideas in the text. Tell them that they can use the underlined material to complete the table.

**Self-assessment**

Have students read the statements in order to evaluate their performance. If they tick the *no* option, revise Lesson 2 again and help them with comprehension.

**Page 27**

**CHECK YOUR PROGRESS**

**CHECK YOUR PROGRESS**

**I.** **11** Read and listen to the infographic. Discuss the type of emergency with your partner.

**In Case of Earthquake**

**II.** Look at the pictures in activity I again. Take turns to make questions and answers about the steps to follow in the emergency situation. Follow the example.

**Example:**  
 A: According to this information, what do you have to do in case of this kind of emergency?  
 B: First... then... next...

**III.** Evaluate your progress according to your performance in Lessons 1 and 2.

Assessment			
I can read and understand instructions.	Accomplished	Almost accomplished	Need more work
I can produce instructions to face an emergency situation derived from a natural phenomenon.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

ON THE ROAD UNIT 2 CHECK YOUR PROGRESS **27**

**I.** **11** Read and listen to the infographic. Discuss the type of emergency with your partner.

Give students time to read the infographic. In pairs, students describe what they see and discuss what to do in case of earthquake.

**II.** Look at the pictures in activity I again. Take turns to make questions and answers about the steps to follow in the emergency situation. Follow the example.

Students should have a dialogue about the steps to follow during the environmental emergency. They follow the model in the example and use the expressions to indicate sequence.

**III.** Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

**Page 28**

**LESSON 3: Writing instructions**

**1.** Put the safety measures during an emergency evacuation procedures in the correct order.

**Safety measures during emergency evacuation procedures**

- Then, assist any person in immediate danger, but only if it is safe to do so.
- After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all-clear has been given.
- First, cease all activity and secure personal valuables when hearing an evacuation alarm.
- Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.
- Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.

**2.** Listen to the recording and check your answers to activity 1.

**3.** Imagine that your family is preparing a disaster kit for an emergency situation. Use the expressions in the box and write a list of the elements you require. Follow the example.

**Example:** First, get a container for the kit. Secondly, collect hygiene products such as Toilet paper...

food and drink    medical supplies    personal hygiene-tools    technology


**4.** In pairs, tell each other how to protect your life in an emergency situation. Then write your ideas using the expressions below in your notebook.

• It is important that...    • It is not necessary...    • It is dangerous to...

**28** UNIT 2 LESSON 3 **ON THE ROAD**

**LESSON 3: Writing instructions**

**1.** Put the safety measures during an emergency evacuation procedures in the correct order.

Have students read the steps and explain that the objective of this activity is to put the steps in the correct order. Do not check answers at this point.

**Answers:**

First, cease all activity and secure personal valuables when hearing an evacuation alarm.

Then, assist any person in immediate danger, but only if safe to do so.

Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.

After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all clear has been given.

Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.

**2. 10 Listen to the recording and check your answers to activity 1.**

Play the recording and let students check their answers in activity 1.

**TRANSCRIPT**

First, cease all activity and secure personal valuables when hearing an evacuation alarm.

Then, assist any person in immediate danger, but only if safe to do so.

Next, act in accordance with directions given by emergency control personnel and evacuate the building immediately.

After that, move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all clear has been given.

Finally, follow the instructions of relevant emergency services personnel and campus emergency control personnel.

**3. Imagine that your family is preparing a disaster kit that for an emergency situation. Use the expressions in the box and write a list of the elements you require. Follow the example.**

Using the expressions in the box and following the example, students write a list of elements for an emergency situation.

**4. In pairs, tell each other how to protect your life from an emergency situation. Then write your ideas using the expressions below in your notebook.**

Students start this activity speaking and describing how to react in an emergency situation. Then students can take notes and write the main ideas that they discussed using the expressions.

**5. Complete the conversation with the information in the box.**

a. We must be alert since a warning may come at any moment.  
 b. the most dangerous period in which you may approach  
 c. such as  
 d. This is dangerous as you may not see.  
 e. For example  
 f. if the site you have decided to stay

A: How long does a hurricane last?  
 B: Usually two or three days.  
 A: Really? What is \_\_\_\_\_ the hurricane?  
 B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!  
 A: Really? Do you think it is safe?  
 B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, \_\_\_\_\_ is the eye of the hurricane, I think you will be probably safe.  
 A: \_\_\_\_\_  
 B: I agree with you. So, I think \_\_\_\_\_  
 A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.  
 B: Are you prepared for a natural disaster?  
 A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.  
 B: But there are steps we can take to be ready, aren't there?  
 A: Yes, there are \_\_\_\_\_ as in the case of choosing the safest place, \_\_\_\_\_ a basement, storm cellar or an interior room.

**6. Now listen to the conversation and check your answers to activity 5.**

**7. Choose a natural emergency situation (a - c). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.**

a. volcano eruption      b. wildfire      c. earthquake

It is important that... If it is not necessary... It is dangerous to...  
 We must be alert... This is dangerous as you may...

What to do: \_\_\_\_\_  
 What not to do: \_\_\_\_\_

ON THE ROAD      UNIT 2 LESSON 3      29

**5. Complete the conversation with the information in the box.**

Students start reading the conversation ignoring the gaps. Then they read the information in the box and take their time to complete the dialogue.

**Answers**

A: How long does a hurricane last?

B: Usually two or three days.

A: Really? What is **the most dangerous period in which you may approach the hurricane?**

B: I don't know exactly what is the most dangerous period, but what I know is that when you are not in the eye of it!

A: Do you think it is safe?

B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, **if the site you have decided to stay** is the eye of the hurricane, I think you will be probably safe.

A: **This is dangerous as you may not see.**

B: I agree with you. So, I think **we must be alert since a warning may come at any moment.**

A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.

B: Are you prepared for a natural disaster?

A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.

B: But there are steps we can take to be ready, aren't there?

A: Yes, there are. **For example**, as in the case of choosing the safest place, **such as** a basement, storm cellar or an interior room.

**6. 13 Now listen to the conversation and check your answers to activity 5.**

Now play the recording so students can check their answers to activity 5.



**TRANSCRIPT**

- A: How long does a hurricane last?
- B: Usually two or three days.
- A: Really? What is the most dangerous period in which you may approach the hurricane?
- B: I don't know exactly what the most dangerous period is, but what I know is that when you are not in the eye of it!
- A: Really? Do you think it is safe?
- B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is the eye of the hurricane, I think you will be probably safe.
- A: This is dangerous as you may not see.
- B: I agree with you. So, I think we must be alert since a warning may come at any moment.
- A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.
- B: Are you prepared for a natural disaster?
- A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.
- B: But there are steps we can take to be ready, aren't there?
- A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

7. **Choose a natural emergency situation (a – c). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.**

Prompt students to use the expressions in the box to write the set of instructions of the emergency they choose.

**Page 30**

**LESSON 4: Editing instruction manuals**

1. **Discuss these questions in your group.**

The lesson is introduced with these two questions that help students communicate and approach the topic. Give them time to talk about their experiences and give details in English or in their mother tongue, if necessary.

2. **Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the expressions you know.**

Ask students to choose two environmental emergencies and describe two emergency plans. Encourage them to use connectors of sequence such as *first, firstly, second, secondly, then, after* and *finally*.

**1** Chose an emergency plan in activity 2. Exchange your plans and check that your partner has used sequence words (*firstly, secondly, then, finally*).

**2** Now, check your partner's work paying attention to the following aspects:

- use of capital letters and lowercase
- punctuation
- missing words
- spelling
- the order of sentences.

**3** Use the Editor's marks to check your own work.

Editor's Marks

Capital letters / lowercase     Punctuation

Add a word     Check spelling     Change place

**4** Write the final version of your emergency plan.

**Learning to learn**

Use special marks to revise your writing. This will help you raise awareness of your typical errors.

**Self-assessment**

I can write instructions to be prepared for a situation of risk derived from a natural phenomenon.  Yes  No

I can revise and edit my writing.  Yes  No

I can work in pairs to give and receive feedback.  Yes  No

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.

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- Chose an emergency plan in activity 2. Exchange your plans and check that your partner has used sequence words (*firstly, secondly, then, finally*).  
Have students exchange their work. Tell them to read their partner's emergency plan and check for the use of the sequence connectors.
- Now, check your partner's work paying attention to the following aspects:  
Students revise the work and this time they concentrate on the aspects listed. The objective of this activity is to raise their awareness of their writing.
- Use the Editor's marks to check your own work.  
Explain to students that the Editor's marks chart shows the type of marks they have to use in order to correct and check their writing. It illustrates common errors and distinguishes different marks according to each case. Invite them to check their writing using the marks.
- Write the final version of your emergency plan.  
Finally, students correct their work and write a final version of their emergency plan.

### Learning to learn

Explain to students how useful it is to use correction marks as they revise their writing. Tell them that this practice will help them spot their common errors and improve their writing.

### Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them in the writing and editing of their emergency plan.



## FINAL DESTINATION

### Product

**FINAL DESTINATION**

**Product**

- Open your portfolio. In groups, work with your list of environmental emergencies in Subproduct 1 (page 28) and your set of instructions and visual resources in Subproduct 2 (page 30).
- As a group, check the steps, the spelling and punctuation.
- Now, write the final version of the instructions on a piece of cardboard. Then, add your pictures or illustrations.
- Put all the posters together and display them in a visible place of the classroom. Explain your instructions to the rest of the class, marking the steps to follow. Remember to use the expressions in the Useful language window as you present your product.

**Posters with instructions**

Product list 2

USEFUL LANGUAGE

- Firstly, secondly, then, finally...
- It is necessary that ...
- ...is dangerous as you may not see...
- You must be alert since a warning may come at any moment...

**Reflect on your product**

Did we do enough research and preparation?  Yes  No

Are we pleased with the quality of the final product?  Yes  No

Have we finished the product successfully?  Yes  No

If most of your answers are insufficient, check the steps of the product again, with the help of your teacher.

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### Posters with instructions

At this stage, you can suggest your students to check their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then, invite them

to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (Poster with instructions) based on all the activities related to the social practice of language in this unit (Produce instructions to be prepared for a situation of risk derived from a natural phenomenon)

1. **Open your portfolio. In groups, work with your list of environmental emergencies in Subproduct 1 (page 26) and your set of instructions and visual resources in Subproduct 2 (page 30).**

Ask students to open their portfolio and use the material in it in this new product.

2. **As a group, check the steps, the spelling and punctuation.**

In the same groups, they revise and edit their list of instructions.

3. **Now, write the final version of the instructions on a piece of cardboard. Then, add your pictures or illustrations.**

Once they have finished the edition of their lists, ask them to paste it on a piece of cardboard and make the posters.

4. **Put all the posters together and display them in a visible place of the classroom. Explain your instructions to the rest of the class, mentioning the steps to follow. Remember to use the expressions in the Useful language window as you present your product.**

Students present their posters giving the instructions in their manuals. They should use the vocabulary learned during the unit and the expressions in the Useful language window.

### Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Assessment rubric

Make a copy of the assessment rubric on page 179 per student. Complete the rubric according to their performance in the unit and consider it as evidence of their progress.

## FINAL CHECK

**FINAL CHECK**

I. **Read and listen to the text. In pairs, paraphrase what it says.**

**Disaster preparedness**

The best way to be ready for a disaster is to create a disaster preparedness kit. Keep your supplies in an easy-to-carry kit. Then, store your kit in an accessible place, one that will be visible and easy to find in an emergency. It's also wise to have a set of basic emergency supplies in your car and at work.

It is suggested to be prepared in a simple but complete way. Think about disaster preparation that this task list, but this list will inspire you to save your life. It is important that you know that everyone's situation will vary, so you need to adapt the list to your own circumstances and the types of disasters that might occur in your region.

It will be to creating a disaster preparedness kit with the items like the ones listed below, the Red Cross also recommends taking time to:

- create an emergency plan with your family;
- educate yourself and your family about the types of disasters that might occur in your community;
- have one household member trained in first aid and CPR/ACED.

**The most essential items:**

1. Water
2. Food
3. Shelter
4. A kit with a first aid kit
5. Maps
6. A battery-powered AM/FM radio
7. Cash
8. Cell Phone and Charger
9. Sanitation and Personal Hygiene Items
10. Personal Documents

Adapted from: Health & Welfare, National Emergency Management Agency, 2011. [www.emergency.gov.ie](http://www.emergency.gov.ie)

II. **Choose one environmental emergency from the box. Create an emergency plan and share it with your partner.**

earthquakes hurricanes tornadoes tsunamis wildfires volcanoes wildfires

What to do: \_\_\_\_\_

What not to do: \_\_\_\_\_

III. **Evaluate your progress according to your performance in the Unit.**

Assessment			
I can recognize instruction manuals	Accomplished	Almost accomplished	Need more work
I can read and understand instruction manuals	Accomplished	Almost accomplished	Need more work
I can produce instructions to face an emergency situation derived from a natural phenomenon	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check the whole unit again, with the help of your teacher.

FINAL DESTINATION UNIT 2 FINAL CHECK 33

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- II. **14 Read and listen to the text. In pairs, paraphrase what it says.**

Have students read the text about disaster preparedness. Then they take turns and paraphrase what the text says.

- II. **Choose one environmental emergency from the box. Create an emergency plan and share it with your partner.**

Students should be prepared to write a set of instructions to face the environmental emergency they chose, using the expressions learned in the unit and the connectors of sequence. Then they share their emergency plan with their partner.

- III. **Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now

## Assessment

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now

## SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 2, students can complete the template on page 177.

## FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 2.



## Reading Booklet

List of tips to survive in different emergency situations

### BEFORE READING

1. In groups, look at the headline of the text and predict what emergency situations it might be about. Write a list of them and share it with your group.

In order to anticipate the content of the text, you may invite students to observe the headline and describe what types of emergencies they are going to find in the text in groups. Ask questions such as *Which risky situations do you know? Which emergencies are the pictures connected with?* Etc. Encourage students to share their ideas with the class.

**Possible Answers:** Hurricane, Tsunami, Flood, Avalanche, Wildfire, Earthquake., etc

2. **Have you ever been in a natural disaster or emergency? What did you do? Write about it and share it with your class.**

Invite students to answer if they have been in a natural disaster or emergency. To help them, you may suggest answering the questions *What did you do? How did you react?* In order to share their answers with their classmates, you may also invite them to write about their experience before telling the rest.

### WHILE READING

- 3, 4, 5. **Underline words related to instructions.**

You can invite students to start reading the text carefully. You should give students enough time to do this activity. While students read, they identify words related to instructions along the text.

**Possible answers:**

Try, stay ,hear, remember, turn off, leave, evacuate, swim across, move, escape it, let, kick ,dig, wait, waste, shouting , digging, hear, ensure, fail, pass out, use, escape, find, hide, remember,leave , get,drive away, save, running away, make, has to, drop, cover, hold on, run out, protect, have

### AFTER READING

6. **Write a summary with three main ideas of every natural disaster according to the pictures.**

You may challenge students to read the text and underline main ideas and supporting ideas. Then invite them to write a summary with their ideas. Check as a class.

**Answers:**

Answers will vary.

7. **Imagine that you live in a city near an active volcano. Write with a partner some instructions to get ready for an eruption. Take some ideas from the instructions that you have read.**

Students can now work in pairs and imagine they live in a city with a volcano. Later, you can challenge them to write some ideas and make instructions, using the related vocabulary they learned in this unit.

**Answers:**

Answers will vary.

8. **Answer these questions in your group.**

In groups, students discuss these questions and take turns to give their personal opinions. You can encourage them to use appropriate expressions to give opinion and show agreement or disagreement.

**Answers:**

Answers will vary.

### TRANSCRIPT

#### List of tips to survive in different emergency situations

It is important to know that in an emergency, a list of survival tips that can save your life would be useful.

#### Hurricane

Devastating hurricanes have been sweeping through the world more often in recent years. It is dangerous to be exposed outside during hurricanes episodes.

\* Hide during a hurricane in a secure basement such as a closet or a bathroom, hopefully with no windows because it is dangerous.

\* It is also a good idea to get under a solid piece of furniture to save yourself from a collapsing roof and keep you family close.

\*Protect your house to be on the safe side. Install panels on your doors and windows and secure the roof. If a hurricane starts while you're driving leave your vehicle and find a building to shelter in or a ditch.

### Tsunami

- Think of a place where you can all be safe in case of this kind of disaster.
- Do not wait for any instructions; once you feel an earthquake immediately escape to a higher lying area. Tsunamis are so fast. They hit the coast minutes after the earthquake.
- Remember that tall buildings including hotels in the beach area can provide an excellent shelter.

### Flood

\*Don't try to be the bravest person around and stay in your house once you hear the evacuation warning, remember to turn off the power.

\* Leave for safer higher grounds with your important papers in a waterproof container.

\* If a flash flood gives you no time to evacuate and the water is all around you, don't try to swim across it or drive. A river with debris in is way stronger than you.

### Avalanche

An avalanche can hit when you are enjoying skiing. It is very fast and devastating burying everything in its way under tons of snow.

\*Try to move to the side of the slope as fast as you can. There will be more snow in the center of the flow.

\*If you can't escape it, try using a sturdy tree to keep you above the snow. Don't let yourself sink.

\* Kick your feet and arms as if you were swimming in the snow heading uphill.

\*In case you get buried in the snow, dig an air pocket for yourself to be able to keep breathing. \*Wait for the rescue team to find you and don't waste your energy shouting or digging the snow unless you can hear them close to you.

### Wildfire

Wildfires spread at an amazing speed and destroy everything in their way.

\*Ensure that you can breathe. If you fail to do it, you can pass out in the midst of a danger zone.

\*Use a wet cloth to cover your nose and mouth and escape to safety.

\*Find any building to hide in. Remember to leave its doors unlock so that the firefighters can save you if it comes to that.

\*If there are no buildings but there is water next to you, get in it.

\*If you can get in a vehicle and drive away from the wildfire do it. It will give you more chances to save yourself that running away, obviously.

### Earthquake

There are some areas in the world, which are more prone to an earthquake than others. You most likely know if you live in one of those areas.

\* Make sure your TV set and bookshelves are secure on the walls. Heavy furniture also has to stand firmly on the ground.

\*If an earthquake starts when you are inside, stay where you were.

\*Drop to the floor, get underneath a table, cover your neck and head with one hand, and hold on with the other. Your entire body must be under a table.

\*Don't try to run out of the building the exterior of a building is one of the most dangerous places. Protect your head and neck with your hands if you are outside when the disaster starts, stay in an open area away from anything that can fall on you.

Some rules are universal for most natural disasters. Remember, you will need to have enough food, water, and other supplies for at least 72 hours after the disaster.

Other supplies include a battery-powered weather radio, flashlight, first-aid kit, a whistle, a dust mask, personal sanitation items; pliers a can opener for food, maps of your area, and an emergency cell phone with backup batteries.

## Language Bank answers

- a. It isn't important.  
Is it important?
  - b. You aren't safe.  
Are you safe?
  - c. It isn't a basement.  
Is it a basement?
  - d. They aren't in a cellar.  
Are they in a cellar?
  - e. It isn't dangerous.  
Is it dangerous?
- A:** How do you know if you live in an evacuation area?

**B:** First, you have to assess your risks. Next, you need to know your home's vulnerability to storm surge, flooding and wind.

**A:** Is there another required information?

**B:** **It is important that** you contact your local National weather service office and local government/emergency management office.

**A:** What happens if it is dangerous to stay here?

**B:** When **it is dangerous to** stay there, you must go to the nearest shelter you know. And, **if it is not necessary**, you can stay at home safe.
- Answers will vary
- a. Firstly
  - b. Secondly
  - c. Then
  - d. Finally



# UNIT 3

**Social practice of the language:**  
Express support and solidarity with daily problems.

## What's up?

Alloted time	16 classes (50 minutes each).
Environment	Family and community.
Communicative activity	Exchanges associated with specific purposes.
Social practice of the language	Express support and solidarity with daily problems.
Product	Public service announcement (PSA).
Reading Booklet	<i>How to create a public service announcement.</i>
Learning goals	<ul style="list-style-type: none"> <li>Express reasons of interest in a problem.</li> <li>Contrast effects created by prosodic resources and non-verbal language.</li> <li>Define ways of expressing according to the interlocutor.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>Provide students with feedback when they:               <ul style="list-style-type: none"> <li>Determine and identify speech situation.</li> <li>Define key ideas about reasons to offer help according to purpose and addressee.</li> <li>Include details and relevant information in key ideas.</li> </ul> </li> <li>Offer students models so that they can:               <ul style="list-style-type: none"> <li>Identify meaning from the tone of voice and intonation.</li> <li>Vary prosodic characteristics to support meaning.</li> <li>Examine consequences of offering support and help in proper moments.</li> </ul> </li> <li>Promote students' discussion about what they need to know, and offer examples so that they can:               <ul style="list-style-type: none"> <li>Decide ways of expressing opinions, recognizing effects of prosodic resources.</li> <li>Select strategies to influence others' opinions.</li> <li>Identify ways of using non-verbal language to persuade.</li> <li>Demonstrate drive, intention and empathy through non-verbal language.</li> <li>Produce expressions to provide information.</li> <li>Adjust language resources according to addressee and purpose.</li> <li>Show resilience when facing complex tasks.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>Collect evidence such as:               <ul style="list-style-type: none"> <li>Graph of situation of speech.</li> <li>Catalog of prosodic resources.</li> <li>List of expressions.</li> <li>Script with sound effects.</li> </ul> </li> </ul>
Suggested evaluation instrument	Descriptive rating scale.

**Materials**

**UNIT 3**  
Social practice of the language:  
Express support and solidarity  
with daily problems.

**What's up?**

- Environment: Family and community.
- Communicative activity: Exchange associated with specific purposes.

**Learning goals**

- express reasons of interest in a problem.
- contrast effects created by prosodic resources and non-verbal language.
- define ways of expressing according to the interlocutor.

<b>Product</b>	<b>Reading booklet</b>
• Public service announcement (PSA).	• How to create a public service announcement.

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This unit aims to teach students how to express support and show solidarity related to everyday problems by using expressions to give advice and suggestions. Students will not only express reasons of interest in a problem, but also contrast prosodic features and non-verbal language, as well as, express formally or informally according to the interlocutor.

Through the unit, students are going to work on a product where they will create a Public Service Announcement (PSA) in the end. Also, students are going to read and learn about PSAs in the text *How to create a public service announcement* included in the Reading Booklet.

**Lead-in**

Before students open their books, you may start the class asking *Which everyday problems do Mexicans usually have?* Tell students to get in pairs and answer the questions. Finally, listen to their ideas and write some of them on the board.

**GETTING READY**

1. Discuss the following questions in your group.
  - What comes to your mind when you listen to the word solidarity?
  - How would you express support and solidarity to someone who has a problem?
  - What's happening in the picture?
  - What can people convey with their facial expressions?
  - What body language features can help you define a person's mood?
2. Complete the diagram.

Problems

Home

School

Neighborhood

To read about common social problems, you can visit <https://listsurge.com/top-15-common-social-problems-youth-face/>

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**GETTING READY**

1. Discuss the following question in your group.  
Students work in groups. Give them time to discuss the questions and share their ideas. These questions will help you introduce the topic of the unit.

**Answer:** Answers will vary.

2. Complete the diagram.  
In small groups, students complete the diagram with common problems that people usually suffer. You could encourage them to share their ideas with other groups in the class. To check this activity, you may invite volunteers to complete the diagram on the board. Check spelling and pronunciation.

**Possible answers:** school failure, drug addiction, parental pressure, unhealthy lifestyle and obesity, divorced parents, homelessness, bullying, grooming, poverty, etc.



<https://listsurge.com/top-15-common-social-problems-youth-face/>

Have students visit this link, where they will find 15 common problems that young people face these days.

**ON THE ROAD**

**LESSON 1: Expressing reasons of interest in a problem**

1. Before you read, take a quick look at the title of the text and the picture in activity 2. Discuss the following questions.

- What type of problems do you think the person in the picture has?
- What do you believe Dr. Advice is going to answer in his reply letter?

2. Now read, listen and check your ideas in activity 1.

**Problems? Ask Dr. Advice!**

— December 16, 2018 —  
Dear Doctor Advice,

Hi! I recently have noticed that I have been feeling more and more stressed about many things. I have always been somewhat anxious, but I am getting more and more anxious about more things. I have been taking important tests, and I almost started hyperventilating. In the last few weeks, I have started the nervous habit of bouncing my leg up and down and usually when I get stressed, I think that stress is affecting my marks. On top of that, I have four older brothers and always everyone always compares me to, I know that I am not as smart as them, but people always talk about how perfect they are. They have also received many academic awards from my school. Also, I am very shy and feel uncomfortable in one-on-one conversations except with close friends. So, I don't really want to talk to the school counselor. What should I do about my stress? Please answer soon! I need your help. Thanks,

— Rob the Stressed Teen, 14

— December 18, 2018 —  
Dear Stressed Teen,

Don't worry. It's hard to give you a hand with your problem! That your marks are dropping slightly does not mean you are less talented than your brothers and sisters or incapable of doing good academically. You ought to separate your accomplishments from your brothers and sisters' goals and should keep in your mind that you are not them and you are on a different path.

Regarding your feeling one leg, you should breathe deeply continuously throughout the test to make sure you do not hyperventilate. There are various meditation apps you could also use to help you to help calm you down prior to an exam. You'd better focus on one question at a time and know that whatever the outcome, you will be okay.

— Dr. Advice

Adapted from: *60 ESL Activities* from <http://www.englishlight.com/teach>



**ON THE ROAD**

**LESSON 1: Expressing reasons of interest in a problem**

1. Before you read, take a quick look at the title of the text and the picture in activity 2. Discuss the following questions.

Before reading the text in the next activity, you may invite students to make predictions about the topic of the readings based on the heading of the texts and the picture. Students exchange ideas with each other and, then, with the whole class.

**Answer:** Answers will vary.

2. Now read, listen and check your ideas in activity 1. Glossary page 186

Students read both letters once. As they read, they look up the meaning of the highlighted words in the glossary on page 186. Then students check if their predictions in the previous exercise were correct or not. In case their predictions were wrong, you may also ask them in what ways their predictions differed to the ideas in the text. Monitor and check as a class.

**Making connections**

Invite students to make connections between the texts and their own reality. To do this, you can organize students into groups of four. They read both questions in the activity and discuss the answers. Finally, check the activity as a class.

3. In pairs, read both letters again and answer the questions below.

- Why does Rob write a letter to Dr. Advice?
- Why is Rob getting more anxious?
- How is stress affecting him?
- Are there any other problems that affect him?
- Does Dr. Advice support Rob? How?
- What has Dr. Advice suggested about Rob's brothers and sisters?
- Why does Dr. Advice recommend breathing deeply?

**EXPRESSING SUPPORT AND SOLIDARITY ABOUT DAILY PROBLEMS...**

We use words like *should*, *could*, *ought to* and *had (to) better* + an infinitive verb.  
Example: You *should* breathe deeply continuously throughout the test to make sure you do not hyperventilate.

4. Work with a partner. Choose two problems and take turns to ask for and give advice.

**Self-assessment**

I can identify a specific problem and expressions to give support and solidarity in a text.	Yes	No
I empathize with others.	Yes	No

If most of your answers are insufficient, check the previous activities again with the help of your teacher.

3. In pairs, read both letters again and answer the questions below.

You should invite students to read the questions first. Then you can have them read the texts again to find the answers to the questions. Students check answers as a class.

**Answers:**

- He needs some advice.
- Because he has been taking important tests.
- Physically and his school performance.
- Yes, everyone compares him with his brothers and sisters.
- Yes. By giving some advice.
- That Rob ought to separate his accomplishments from his siblings' goals.
- To avoid hyperventilation.



**EXPRESSING SUPPORT AND SOLIDARITY ABOUT DAILY PROBLEMS...**

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to express support and solidarity about daily problems. Explain to them that the words in bold are useful to give advice and suggestions. To help them, write these other examples on the board:

*You **ought to/ 'd better/should/ could** separate your accomplishments from your brothers and sisters' goals*

*You **d better/ should/ ought to/ could** focus on one question at a time*

**LANGUAGE BANK**

For more information about expressing support and solidarity, students can go to page 160 and work with the activities on page 161.

**COMMUNICATIVE ACTIVITY**

To consolidate the social practice of the language, they can work with the communicative activity on page 148.

4. **Work with a partner. Choose two problems and take turns to ask for and give advice.**

Students take turns to invent problems. They take turns to expose the problems and give advice to each other. Monitor and help when necessary.

**Self-assessment**

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you can read the letters once again as a class, making pauses to monitor and check the problems and expression that show support and solidarity.

**3** In pairs, look up the words in the box in the Glossary. Then read the sentences and choose the correct alternative to complete them.

low    increase    overcomes    social skills    diminish    average

**4** **Glossary page 186**

a. Rob's anxiety has \_\_\_\_\_.

i. diminished  
ii. disappeared  
iii. increased

b. Rob does not like being compared with his \_\_\_\_\_.

i. siblings  
ii. classmates  
iii. friends

c. Rob's self-esteem is \_\_\_\_\_.

i. high  
ii. low  
iii. average

d. Rob does not have many \_\_\_\_\_.

i. friends  
ii. problems  
iii. social skills

e. Dr. Advice believes that Rob \_\_\_\_\_ his problems.

i. can overcome  
ii. can't overcome  
iii. shouldn't think about

**5** Check your answers to activity 5 with other classmates.

**6** Read the questions and discuss your opinion in your group.

**7** Read the questions and discuss your opinion in your group.

**8** **Learning to learn**

What strategies can I use to express my opinion?

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5. In pairs, look up the words in the box in the glossary. Then read the sentences and choose the correct alternative to complete them.

**Glossary page 186**

Organize students into pairs. They read the definitions in order to use the corresponding words that complete the ideas according to the reading on page 36. You can challenge them to find the evidence in the reading that supports their answers.

**Answers:**

- a. Increased  
b. Siblings  
c. Low  
d. Social skills  
e. Can overcome

6. Check your answers to activity 5 with other classmates.

You can invite students to compare and discuss their answers in the previous task with other students in the classroom. Finally, they might check answers as a class.

7. Read the questions and discuss your opinion in your group.

First, get students in small groups. Have them read and discuss the questions. Monitor and help with the necessary vocabulary or encourage

students to use dictionaries. Then, discuss the questions with the whole class.

**Answer:** Answers will vary.

### Learning to learn

You can tell students that they can express opinions in four ways.

- They can express a strong opinion. For example, *I'm absolutely convinced that ...*
- They can express a cautious or reluctant opinion when they are not certain about what they think, or they are reluctant to express what they believe. For example, *It seems to me that ...*
- They can also express an objective opinion, based on research or what they have heard or read. For example, *I've heard that ...*
- Finally, we can express a subjective opinion, based only on our own personal experience. For example, *In my experience, ...*



To know more about this topic, you may invite students to go to <http://britishenglishcoach.com/different-ways-give-opinion-english/>

### Page 39

**LESSON 2: Prosodic resources and non-verbal language**

1. In pairs, look up the words in the box in the Glossary and use them to describe what the man is expressing with his body language.

regret    doubt    shock    worry

Glossary page 186

Learning to learn  
What should you notice when reading body language?

2. Listen to a couple of public service announcements and tick the corresponding pictures.

3. In pairs, discuss and justify your answers in activity 2.

ON THE ROAD    UNIT 3 LESSON 2    39

## LESSON 2: Prosodic resources and non-verbal language

1. In pairs, look up the words in the box in the glossary and use them to describe what the man is expressing with his body language. Glossary page 186

Start the lesson inviting students to work in pairs to observe the pictures and describe what the man conveys with non-verbal language. You may suggest asking some questions such as *What is his face showing? Is his body relaxed or stiff?* Students exchange ideas with each other and then with the whole class.

### Possible answers:

- He's expressing shock. He's shocked.
- He's expressing regret. He's regretful.
- He's expressing worry. He's worried.
- He's expressing doubt. He's doubtful.

### Learning to learn

Tell students that in order to learn to read body language they should basically pay attention to:

- facial expressions
- body movements and posture
- gestures
- eye contact

2. Listen to a couple of public service announcements and tick the corresponding pictures.

Prior to the listening activity, tell students that they are going to listen to a couple of PSAs. Ask them if they are acquainted with these types of announcements. You may ask *What topics are they related to?* After that, encourage them to describe the pictures and describe the social problems they show. Then play the recording and encourage them to tick the pictures that are connected with according to what they hear.

**Answers:** 1- picture c, 2- picture a.

### TRANSCRIPT

#### Listening 1.

Have you ever said: "I'm starving"? Not because you're on a diet or you didn't have time to eat breakfast or lunch, but because you don't have enough money to buy food? Can you imagine what it's like for a child to go to bed hungry every night? Unfortunately, that's not an imaginary situation for 13,000 children in Smallville. At the Smallville Homeless Shelter, we know you'd like to help. That's why we've made it easy for you to drop off your canned goods at any supermarket, during this month. Please, go to your kitchen and take a look at your shelves

and see what you can afford to donate. There's a child in our community who will go to bed hungry tonight...unless you help."

### Listening 2.

Imagine

This is your brain

This is heroin or other hard drugs

Now look

This is what happens to your brain after

Starting drugs

This is what your body goes through

It's not over yet

This is what your family goes through and your friends,

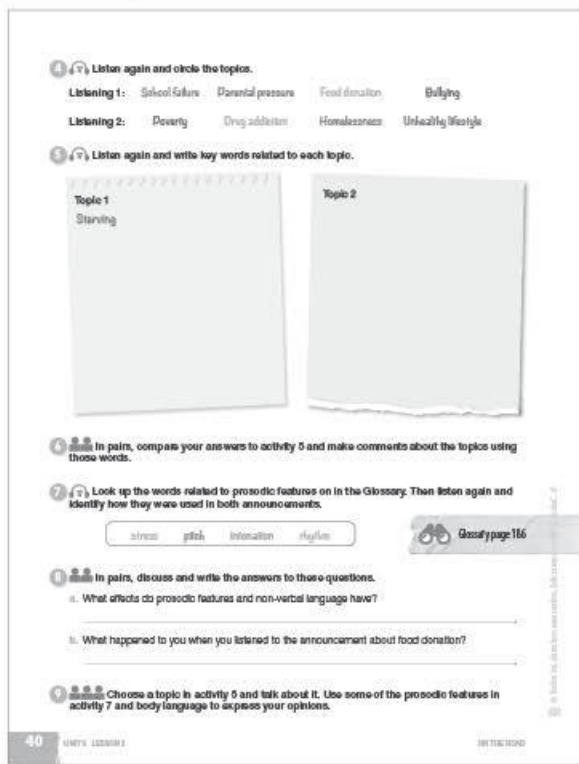
Your money, your job, your self-respect, your future


Any questions?

### 3. In pairs, discuss and justify your answers in activity 2.

You can get students to work in pairs. You may encourage students to explain why they believe the pictures they have selected are the correct ones.


## Page 40



4.  Listen again and circle the topics.


Listening 1: School failure    Parental pressure    Food donation    Bullying


Listening 2: Poverty    Drug addiction    Homelessness    Unhealthy lifestyle


5.  Listen again and write key words related to each topic.


Topic 1  
Starving

Topic 2

6.  In pairs, compare your answers to activity 5 and make comments about the topics using those words.


7.  Look up the words related to prosodic features on in the Glossary. Then listen again and identify how they were used in both announcements.

stress    pitch    intonation    rhythm     Glossary page 186

8.  In pairs, discuss and write the answers to these questions.

a. What affects do prosodic features and non-verbal language have?

b. What happened to you when you listened to the announcement about food donation?

9.  Choose a topic in activity 5 and talk about it. Use some of the prosodic features in activity 7 and body language to express your opinions.

40    UNIT 3 LESSON 2    SEE THE BOARD

### 4. Listen again and circle the topics.

Play the recording again pausing after each announcement to let students select their answers. Check with the class.

**Answers:** Listening 1. Food donation, Listening 2. Drug addiction

### 5. Listen again and write keywords related to each topic.

Students should listen to the recording one more time. This time, they pay attention to particular words related to the social problem reflected in each announcement as in the example.

**Answers:** Topic 1: starving, hungry, donation, food; Topic 2: heroine, drugs,

### 6. In pairs, compare your answers to activity 5 and make comments about the topics using those words.

Working in pairs, students share and compare their answers in the previous task. Then, challenge them to talk about food donation and drug addiction using the words in activity 5. Monitor and help when necessary.

### 7. Look up the words related to prosodic features in the glossary. Then listen again and identify how they were used in both announcements. Glossary page 186

Before listening, you ought to ask the students to look up the prosodic features given in the activity and say how important they are in speech. You may want to write a sentence on the board and challenge students to read it using different prosodic features. Then, you can invite them to listen to the recording again. This time, students should mark the prosodic features that they believe are used in the announcements.

**Answer:** Answers will vary

## BACKGROUND INFORMATION


Prosody helps listeners to process and understand the incoming message. Therefore, it has an essential role in speech communication. Prosodic feature awareness would then be the conscious capability of a language user to comprehend, interpret and manipulate the language.

**Adapted and retrieved from:** Yenkimaleki, M. (2016) *The effect of teaching prosody awareness on interpreting performance: an experimental study of consecutive interpreting from English into Farsi*. Retrieved from: <https://www.tandfonline.com/doi/full/10.1080/0907676X.2017.1315824>

### 8. In pairs, read and discuss these questions.

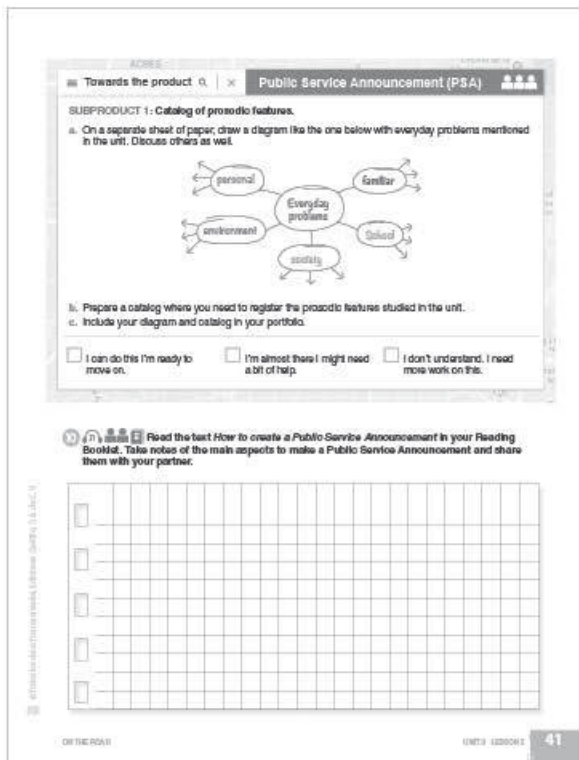
Working in pairs, students read and discuss the questions. Monitor and help with the necessary vocabulary or encourage them to use dictionaries. Then, discuss the questions with the whole class.

**Answer:** Answers will vary.

9.  Choose a topic in activity 5 and talk about it. Use some of the prosodic features in activity 7 and body language to express your opinions.

You may organize students into groups of four or six students. You could invite them to discuss one of the topics mentioned in the PSAs. You can suggest using expressions to give opinion as well as prosodic features and non-verbal language to influence in the opinion of the other students.

**Page 41**



The screenshot shows a digital workspace titled "Towards the product" with a sub-window "Public Service Announcement (PSA)". The main content is "SUBPRODUCT 1: Catalog of prosodic features".

**a.** On a separate sheet of paper, draw a diagram like the one below with everyday problems mentioned in the unit. Discuss others as well.

The diagram is a central circle labeled "Everyday problems" with five surrounding circles: "personal", "familiar", "school", "society", and "environment".

**b.** Prepare a catalog where you need to register the prosodic features studied in the unit.

**c.** Include your diagram and catalog in your portfolio.

Below the instructions are three checkboxes for self-evaluation:

- I can do this I'm ready to move on.
- I'm almost there I might need a bit of help.
- I don't understand. I need more work on this.

At the bottom, there is a section titled "Read the text *How to create a Public Service Announcement* in your Reading Booklet. Take notes of the main aspects to make a Public Service Announcement and share them with your partner." followed by a large empty grid for notes.




**Towards the product**

**Public Service Announcement (PSA)**

**SUBPRODUCT 1: Catalog of prosodic features**

- Ask students to make use of the list of problems compiled in the diagram in activity 2, on page 35 (section Getting Ready). You should explain to them that they need to create a diagram similar to the model provided in order to represent the problems that they brainstorm. Encourage students to add other social problems.
- Invite students to go back to activity 7, on page 39 (Lesson 2) and create a catalog of prosodic features. You may encourage them to search for information on the Internet.
- Explain to students that this is the first step of the product, so they need to include the diagram and catalog in their portfolio. They will use them again when they work on the final product on page 46.

Finally, invite students to self-evaluate their performance using the prompts.


10.    Read the text *How to create a Public Service Announcement* in your Reading Booklet. Take notes of the main aspects to make a Public Service Announcement and share them with your partner.

Students go to the Reading Booklet and read the text *How to create a public service announcement*. While reading, the students circle what they consider as relevant aspects to create a PSA. Then, in pairs, they make comments about their findings. Monitor and help when necessary.

## CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

I. In pairs, look at the picture and say what the teenager is communicating with her non-verbal language.



II. Read and listen to the paragraph. In pairs, explain Michaela's problem with your own words.

I recently left a school where I was bullied and I am being home schooled until the beginning of the new academic year, when I am moving to a new school. My mum works way hard to look after me and my four siblings. On the other hand, my dad works long hours. I don't really have anyone to talk to because all of my siblings believe that I am being favored because I am being home schooled. I usually have normal days, but suddenly I may suffer from panic attacks in the bathroom, finding it hard to breathe. I don't really connect with anyone of my friends as they are all rather superficial and love to talk about stuff such as parties and dating. I am not interested in such topics and find that I am often excluded whenever I meet up with them. I just wanted some advice to manage better so I feel better about myself.

— Michaela

Adapted from: B2 BUL. Retrieved from [http://www.bullying.org/\\_resources/](http://www.bullying.org/_resources/)

III. In groups, talk about a similar problem you have experienced yourself or seen in a friend. Then think about pieces of advice or suggestions to deal with the problem.

IV. Evaluate your progress according to your performance in Lessons 1 and 2.

**Assessment**

I can identify non-verbal language	Accomplished	Almost accomplished	Need more work
I can use appropriate prosodic features	Accomplished	Almost accomplished	Need more work
I can give advice and suggestions	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

42 UNIT 3 CHECK YOUR PROGRESS ON THE ROAD

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. In pairs, look at the picture and say what the teenager is communicating with her non-verbal language.

You can get students to work in pairs. They should observe the picture and take turns to express what the girl is conveying through her body language.

**Answers:** Worried, depressed

- II. Read and listen to the paragraph. In pairs, explain Michaela's problem with your own words.

Students work in pairs. They should take turns to read the text aloud. While they read, they can underline the problems and then have a conversation where they should explain what the matter is with Michaela.

- III. In groups, talk about a similar problem you have experienced yourself or seen in a

friend. Then think about pieces of advice or suggestions to deal with the problem.

Organize students in groups of three or four. Students should discuss a similar problem in their lives and provide some pieces of advice and suggestions. You could then invite volunteers to share their ideas with the rest of the class.


**Answers:** Answers will vary.

- IV. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

**LESSON 3: Expressing according to the interlocutor**

I. You are going to listen to some conversations. Look at the pictures and predict the topics.



II. Listen to the dialogues and confirm your predictions in activity 1.

III. Read and listen again. Label the dialogues as formal or informal.

**Sage:** Hey Brian, what's up? How are your classes going?

**Brian:** They're not. No matter how much I try, I just can't seem to get anything done.

**Sage:** Sounds like you have some stuff happening.

**Brian:** I'm really confused in class and I can't seem to get going. I'm tired and sometimes I even fall asleep in class.

**Sage:** Do you think you get enough sleep at night?

**Brian:** Not really. I have to work and study, so I probably only get about four or five hours if I'm lucky.

**Sage:** What about exercise?

**Brian:** The only exercise I get is walking back and forth to class.

**Sage:** Hmmmm... I bet you're eating a lot of junk food, too, right?

**Brian:** Yeah, I am, but I don't have the time to sit down and eat regular food.

**Sage:** It really sounds like a vicious cycle that what you could work on is breaking that vicious cycle.

**Brian:** Wow! But when can I start?

**Sage:** First, you'd better do some exercise to stop your body from firing out, and you should change your diet.

**Brian:** I'll start now.


43

## LESSON 3: Expressing according to the interlocutor

- I. You are going to listen to some conversations. Look at the pictures and predict the topics.

You can tell the students that they will listen to a couple of conversations which are related to the pictures in this activity. Ask students to observe them, describe them and forecast the themes of the listening in the next exercise. Check as a class.

Answers: Answers will vary.

2.  Listen to the dialogues and confirm your predictions in activity 1.

You can play the recording and invite students to listen carefully. Then students check if their predictions in the previous exercise are correct or not. In case their predictions are wrong, you may also ask them to say in what ways their predictions differ to the ideas in the listening. Monitor and check as a class.

Answers: Drug addiction and unhealthy lifestyle.

TRANSCRIPT

1.

Sage: Hey Brian, what's up? How are your classes going?

Brian: They're not. No matter how much I try, I just can't seem to get anything done.

Sage: Sounds like you have some stuff happening.

Brian: I'm really confused in class and I can't seem to get going. I'm tired and sometimes I even fall asleep in class.

Sage: Do you think you get enough sleep at night?

Brian: Not really. I have to work and study, so I probably only get about four or five hours if I'm lucky.

Sage: What about exercise?

Brian: The only exercise I get is walking back and forth to class.

Sage: Hmmmm... I bet you're eating a lot of junk food, too, right?

Brian: Yeah, I am, but I don't have the time to sit down and eat regular food.

Sage: It really sounds like a vicious cycle! What you could work on is breaking that vicious cycle.

Brian: Wow! but where can I start?

Sage: First, you'd better do some exercise to stop your body from tiring out, and you should change your diet.

Brian: I'll start now!

2.

Layla: Good afternoon, Mrs. Green.

Mrs. Green: Good afternoon Layla.

Layla: Thanks Mrs. Green for meeting with me during your lunch hour. I appreciate it.

Mrs. Green: No problem. I'm happy to help. What can I do for you?

Layla: I've started abusing drugs! What can I do to overcome this awful problem?


Mrs. Green: First, you ought to take the decision to make a change. This is what you want. Am I right?

Layla: Yes, you are!

Mrs. Green: Great. Then you should start a good medical treatment and I can help you with that.

Layla: Thank you, Mrs. Green

Mrs. Green: You are welcome.

3.  Read and listen again. Label the dialogues as formal or informal.


Explain to students that now they are going to be able to read the dialogues and listen to them at the same time. Play the recording pausing after each conversation to give students enough time to classify them as formal or informal according to the way the interlocutors communicate with each other.


Answers: a. Informal, b. Formal


Page 44

2


Layla: Good afternoon, Mrs. Green.  
Mrs. Green: Good afternoon Layla.  
Layla: Thanks Mrs. Green for meeting with me during your lunch hour. I appreciate it.  
Mrs. Green: No problem. I'm happy to help. What can I do for you?  
Layla: I've started abusing drugs! What can I do to overcome this awful problem?  
Mrs. Green: First, you ought to take the decision to make a change. This is what you want. Am I right?  
Layla: Yes, you are!  
Mrs. Green: Great. Then you should start a good medical treatment and I can help you with that.  
Layla: Thank you, Mrs. Green  
Mrs. Green: You are welcome.

1.  In groups, discuss the aspects in both dialogues that make them formal or informal.

2.  Choose one of the dialogues in activity 3 and practice it with a partner.


3.  In pairs, write either a formal or informal dialogue about a different situation.

44 UNIT 3 LESSON 3 ON THE ROAD

4.  In groups, discuss the aspects in both dialogues that make them formal or informal.

Invite students to work in groups of three or four. You could suggest reading the dialogues again and search for elements that indicate whether a conversation is formal or not. Then students should discuss their findings. Monitor and check as a group.

Possible answers: The type of expressions, greetings, the interlocutor.

5.  Choose one of the dialogues in activity 3 and practice it with a partner.

Working in pairs, students should select and practice one of the dialogues studied in this lesson. Students can adapt it according to their needs. Monitor and check pronunciation. If time

is available, you might invite some volunteers to perform the conversation in front of the class.

**6. In pairs, write either a formal or informal dialogue about a different situation.**

This time, students will have the challenge of creating a new dialogue about another daily problem. You can tell the students that they need to decide who will be the interlocutors and according to that determine the level of formality of the conversation. Monitor and provide help when necessary.

**7. In pairs, act out your dialogue in front of the class.**

You should give students enough time to practice their new dialogue. Remind them that they need to consider the use of appropriate prosodic features like volume, tone, pause, etc. and non-verbal strategies such as body posture, gestures, facial expressions, etc.

**Page 45**

The screenshot shows a digital worksheet titled 'Towards the product' with a sub-header 'Public service announcement (PSA)'. It contains the following text:

**SUBPRODUCT 2: Repertoire of expressions and script.**

- In your group, scan the unit and make a list of useful expressions you might use in your announcement.
- Prepare a script with the details you would like to add in your PSA.
- Include your list of expressions and script in your portfolio.

Below the instructions are three checkboxes for self-assessment:

- I can do this I'm ready to move on.
- I'm almost there I might need a bit of help.
- I don't understand. I need more work on this.

The next section is titled 'In pairs, read about Mark's concerns and give some advice to him.' It features a photograph of a young boy with several speech bubbles containing his concerns:

- 'My parents won't let me go camping because of my low marks.'
- 'I want to stop eating just food.'
- 'I never finish my homework on time.'
- 'I don't like one of my classmates suffers from bulimia.'

Below the photo, it says 'In pairs, take turns to express worries and give each other suggestions as in the example.' An example dialogue is provided:

**Example:** A: I'm worried about math. I don't understand much. What should I do?  
B: You could talk to your math teacher and ask for some advice.

The page number '45' is visible in the bottom right corner of the worksheet.

**Towards the product**

**Public service announcement (PSA)**

**SUBPRODUCT 2: Repertoire of expressions and script**

- You may invite students to revise the unit searching for expressions they could use in the product. If possible, they can also surf the internet to find other additional expressions that might be useful for their announcement.
- Explain to the students that a script will help them plan each scene in the announcement. They may think about the elements they want to include in the announcement and the way they are going to be used.
- Explain to students that this is the second step of the product, so they need to include the list of expressions and script in their portfolio. They will use them again when they work on the final product on page 46.

Finally, invite students to self-evaluate their performance using the prompts.

**8. In pairs, read about Mark's concerns and give some advice to him.**

Working in pairs, students take turns to read each situation aloud and suggest some solutions to his problems. Remind students the use of appropriate expressions to give advice.

**Answers:** Answers will vary.

**9. In pairs, take turns to express worries and give each other suggestions as in the example.**

Have students work in pairs. Students should mention several problems that they may have. Tell students that the situations do not need to be real. Then, they suggest some advice as shown in the example. Walk around the classroom and help if necessary.

**Answers:** Answers will vary.



## FINAL DESTINATION

### Product

**FINAL DESTINATION**

Product

Public service announcement (PSA)

Product Unit 3

USEFUL LANGUAGE

- It seems to me that
- I feel that
- I'd say that
- Frankly, I

**Reflect on your product**

Did we follow the instructions carefully?	Yes	No
Are we pleased with the quality of the final product?	Yes	No
Did we complete the task on time?	Yes	No

If most of your answers are insufficient, check the steps of the product again with the help of your teacher.

#### Public service announcement (PSA)

- 1. Work in groups. Share your diagram with everyday problems, catalog of prosodic features (Subproduct 1, page 41), list of expressions and script (Subproduct 2, page 45) in your portfolio.**

In the same groups, students check and take turns to read the information they have recorded in their portfolio.
- 2. Decide the purpose of your PSA by choosing one of your everyday problems in the diagram.**

You should get students to have a look at their diagram and take one of the problems in it as the objective of their announcement.

- 3. Write the script of the announcement. Decide the number of scenes and the necessary expressions that you want to add.**

Students should decide the number of scenes in the PSA, the message they want to express and include appropriate expressions to express solidarity as well.

- 4. Include appropriate prosodic features and non-verbal language to the announcement.**

You could encourage students to have a look at their catalog of prosodic features and choose the elements that may contribute to the message in the announcement. At the same time, challenge them to suggest the non-verbal language they want to use.

- 5. If possible, record your announcement with a cell phone or the camera of a personal computer. If it is not possible, read your announcement in front of your classmates.**

Students practice the announcement and then record it with the help of a camera in a cellphone or personal computer, if possible. If these resources are not available, you should encourage students to make an oral presentation in front of their classmates. Remind them to choose one member of the group to read the announcement aloud.

- 6. Share your announcement with the class and express your opinion of your partners' product.**

Students should share their final product with the class. Remind them to use the expressions in the Useful Language window to express their opinions about the announcement of their partners. Finally, ask students to make a copy of the script and announcement which must be included in their portfolio.

#### Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

#### Evaluation Instrument


##### Descriptive rating scale

Make a copy of the Descriptive rating scale on page 180 per student. Complete the evaluation according to their performance in the unit and consider it as evidence of their progress.



## FINAL CHECK


**FINAL CHECK**


**I.  Read this e-mail. Identify and explain the problem to your partner.**

Dear Mr. Web,

I did some stupid things at my old high school. My mom is helping me get through it. We are both seeing a counselor together too. I was transferred to another school to get a new start on my life. I am concerned about beginning the new school the day after tomorrow. I can't wait to tell them about my past. Some students at this school are friends of students at my old school. What should I tell them if they ask about my past? I really need your advice, John.

Copyright and all related laws (p. 1666). Document ID: 16662304967202

**II.  In pairs, write a formal or informal dialogue in your notebook to give some advice about John's problem.**

**III.  In pairs, act out your dialogue, adding the necessary prosodic features and non-verbal language.**

**IV. Evaluate your progress according to your performance in the Unit.**


**Assessment**

I can give advice through non-verbal language.	Accomplished	Almost accomplished	Need more work
I can use Prosodic features to create an effect.	Accomplished	Almost accomplished	Need more work
I can give advice and suggestions about everyday problems.	Accomplished	Almost accomplished	Need more work


If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher

FINAL DESTINATION UNIT 3 FINAL CHECK 47


In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

**I.  Read this e-mail. Identify and explain the problem to your partner.**

You may invite students to read the text in silence. While reading, students should underline the problem. Then, they write about it using their own words.

**II.  In pairs, write a formal or informal dialogue in your notebook to give some advice about John's problem.**

Working in pairs, students create a short dialogue either formal or informal where they need to use some expressions to give advice and suggestions to John's problems.

**III.  In pairs, act out your dialogue, adding the necessary prosodic features and non-verbal language.**

You should give students enough time to practice the dialogue. Make sure students include enough prosodic features and nonverbal

language, too. Finally, students perform the dialogue in front of the class.

**IV. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

**SOCIAL PRACTICE MIND MAP**

As a synthesis of Unit 3, students can complete the social practice mind map on page 178.

**FLASHCARDS**

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 3.



## Reading Booklet

### How to Create a Public Service Announcement

#### TEACHING TIP

You should guide students in annotation by directing them to do more than highlighting or underlining. You might encourage them to have a conversation with the text by writing notes on the text while reading—this keeps students engaged and often increases comprehension. Annotations may include:

- Defining new words
- Asking questions
- Making personal connections with the text
- Highlighting heading and subheadings
- Summarizing paragraphs

**Adapted from:** Barber, S. (November, 2016). 6 techniques for building reading skills Retrieved from: <https://www.edutopia.org/article/6-techniques-building-reading-skills-susan-barber>

#### BEFORE READING

1. In groups, discuss some Public Service Announcements you already know and their purpose.  
Give students time to discuss the Public Service Announcements they know.  
**Answers:** Answers will vary.
2. Suggest words that you believe might be related to Public Service Announcements. Discuss in your group and with the class.  
Students work in groups to fill in the spaces with keywords that they believe are related to PSAs. Then, you might encourage students to share and compare their ideas with the class. You can challenge students to support their ideas.  
**Answers:** Answers will vary.
3. Have you ever made a PSA? If yes, write what it was about.  
Students think about their own experiences and write about it.

#### WHILE READING


4. In pairs, discuss and record an everyday problem that you believe could be aired through a PSA.  
Students work in pairs to suggest additional situations that should be broadcasted. You may encourage them to give reasons.  
**Possible answers:** Food donation, promote a healthy lifestyle, to prevent grooming, etc.
5. In pairs, discuss two aspects about PSAs that have been mentioned up to now and that have called your attention.  
Working in pairs, students select a couple of characteristics of PSAs that have already been read and they think are interesting.

#### AFTER READING

6. In pairs, take some words from the box and express ideas about PSAs.  
You may get students to organize in pairs. You can invite them to read and check the meaning of the concepts in the box. Then students talk about PSAs reusing the keywords. Monitor and check grammar when necessary.
7. In pairs, answer these questions about the text.  
Give students enough time to check reading comprehension. Students read the questions in pairs and take turns to give their answers based on the information they have read. Check with the class.  
**Answers:** a. The goal of the PSA, b. Every day and simple language, c. They try to get the audience to do more than one thing, d. Only when necessary.
8. In groups, read and discuss these sentences from the text.  
Students work in groups. They read the sentences taken from the text and give their opinion about what they believe the sentences want to express. Finally, students share ideas with the whole class.  
**Answers:** Answers will vary.

#### TEACHING TIP

You may encourage students the use of appropriate expressions to show **agreement** (*I agree (with) / I am in agreement (with) / absolutely / that's a good point too / I couldn't agree more / etc.*) and **disagreement** (*I disagree (with) / I am in disagreement (with) / I totally disagree (with) / etc.*).

9.  In groups, choose a social issue to make a PSA and do the following activities: Students choose a social issue, write two reasons for choosing it and discuss some ideas to express the PSA.

**Answers:** Answers will vary.

### TRANSCRIPT

#### How to Create a Public Service Announcement

A Public Service Announcement (PSA) is a free "commercial" for a non-profit organization. It is aired voluntarily by individual radio and/or TV stations.

#### How do I start?

You start with the goal of the PSA: What do you want it to accomplish?

#### What is the goal of a PSA?

It is to get someone to take a specific action. For example, to stay in school, to stop smoking, to avoid abusing drugs, etc.

#### Is it important enough?

Your first question must be, "Is this message important enough to broadcast?"

And your second question must be, "Is this message relevant to the broadcast audience?"

#### Use real language

Have you ever noticed how some commercials speak in a language that you only seem to hear in commercials? Don't speak that language in your PSA! Use the language you use every day.

#### Use emotion

People act based on emotional reasons to react and wake up.

#### Make it personally relatable

A PSA is nothing more than a conversation with the audience. So you have to make your message personal to them and make it easy for them to relate to.

#### Deliver exactly one 'core message'

Many PSAs (and many commercials) make the mistake of trying to get the audience to do more than one thing. A PSA can ask people to donate food. Or money. Or time. But it shouldn't ask for all three.

And to deliver that message effectively, you must do so with clarity. It's not the audience's job to figure out what you really mean.

#### Music

Use music only when it enhances the impact of the message.

#### Sound effects

Don't use sound effects just because they're fun to use. Use them only if they increase the impact of the message you're trying to communicate.

#### How long should it be?

Usually, the length of your PSA is determined by the broadcast station that might air it. Most often, it's either 30 seconds or 60 seconds.

## Language Bank answers

- a. Shouldn't eat, b. Should do, c. Should drink, d. Shouldn't sleep
- a. You'd better take an umbrella.  
b. You'd better not go to school.  
c. We'd better take a taxi.
- a. better close  
b. should call  
c. could visit  
d. to finish  
e. better not  
f. could go  
g. not get  
h. shouldn't tell



# UNIT 4

• Social practice of the language:  
Paraphrase information to explain  
the function of a machine.

## How does it work?

Alloted time	16 classes (50 minutes each).
Environment	Educational and academic.
Communicative activity	Search and selection of information.
Social practice of the language	Paraphrase information to explain the function of a machine.
Product	Infographic.
Reading Booklet	<i>Simple and compound machines.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Select and review materials.</li> <li>• Read and understand information.</li> <li>• Write information.</li> <li>• Edit texts.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Provide students with graphic materials that show how a machine works and guide their attention to the interpretation of images and texts, so students are able to:               <ul style="list-style-type: none"> <li>- Evaluate text organization and determine patterns.</li> <li>- Reflect on the use of images and/or illustrations.</li> <li>- Express purpose and addressee.</li> <li>- Define with other criteria to elect information.</li> </ul> </li> <li>• Help and explain to students how to value and reinforce text comprehension and give them support to:               <ul style="list-style-type: none"> <li>- Infer implicit information, posing plausible alternatives.</li> <li>- Distinguish between terminology and expressions used in British and American variants.</li> <li>- Evaluate main ideas and the information in them which elaborates more content.</li> <li>- Establish relationships between text and images.</li> <li>- Monitor the use of own reading strategies and those of others.</li> </ul> </li> <li>• Think aloud the steps and actions to follow in order to write and organize information and paraphrase information and help students to be able to:               <ul style="list-style-type: none"> <li>- Paraphrase information, using a range of expressions and pertinent linguistic resources.</li> <li>- Order and relate ideas and explanations in a diagram.</li> <li>- Complete a diagram with notes that explain main ideas.</li> </ul> </li> <li>• Promote feedback among students, give them time and opportunities to share their texts. Give them support to:               <ul style="list-style-type: none"> <li>- Read to revise spelling and punctuation.</li> <li>- Order statements in a sequence.</li> <li>- Adjust language according to addressee and purpose.</li> <li>- Elaborate final versions.</li> <li>- Share proposals to spread and socialize texts.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- list of statements</li> <li>- notes</li> <li>- graphics resources</li> </ul> </li> </ul>
Suggested evaluation instrument	Anecdotic record.

**Materials**

**UNIT 4**  
- social practice of the language  
- Paraphrase information to explain how a machine works.

**How does it work?**

HOME & APPLIANCES  
KITCHEN APPLIANCES  
OFFICE PRODUCTS  
ELECTRONIC APPLIANCES

Environment: Academic and educational.  
Communicative activity: Search and selection of information.

**Learning goals**

- select and review materials.
- read and understand information.
- write information.
- reread.

**Product**

- Infographic

**Reading booklet**

- Single and compound machines.

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**Lead-in**

Ask students to go to page 48 and tell them that they are going to start a new unit. Encourage them to talk about the role of machines in their lives. You may ask questions such as the following: *Which room has the most machines at your house? What would happen in a world without machines? How do they usually used to make something work?*

Once the students understand what this unit is about, ask them to pay attention to the title of the text that you will read in the Reading Booklet; in this case, Simple and compound machines.

**EXTENSION ACTIVITY**

Students can brainstorm a list of machines that they usually use and compare their list with other students.

**GETTING READY**

1. In pairs, start a conversation about the picture on page 48. Use the given questions and prompts below. Take turns to ask and answer the questions by using your own ideas to answer.

A: What does the picture show?  
B: The picture shows...  
A: Have you seen these machines before? Where? When?  
B: No, I've never seen them...

2. Answer these questions.

a. Do you know what a machine is?  
b. How many types of machines are there?  
c. Have you ever seen machines? Where?  
d. What can you do with machines?

3. Share your answers to activity 2 with your partner.

4. Complete this diagram with the types of machines you know. Give examples.

**Machines**

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**GETTING READY**

1. In pairs, start a conversation about the picture on page 48. Use the given questions and prompts below. Take turns to ask and answer the questions by using your own ideas to answer.

In order to activate prior knowledge, explain to students that the prompts are the model of a dialogue. Working in pairs, students first take turns to read aloud the questions and prompts given in the exercise. Then both students practice the dialogue based on the information they can infer from the picture at the beginning of this unit. Walk around the classroom and help as necessary. Check the activity as a class.

You may invite students to focus on the picture and say as much as possible about it. You can ask questions such as *What is your first impression? What can you see? What do you think this lesson is going to be about?* Then students should try to infer the meaning of the word machine.

**Answers:**

Answers will vary.

## TEACHING TIP

Have students predict what the lesson is about by making them guess the meaning of the target vocabulary from context. To do so, you may write the word machine on the board. Use prompts such as

- *What is a machine?*
- *What can you with it?*
- *Where can you use it?*
- *You can use it for....*
- *There are different types of machines.....*

### 2. Answer these questions.

Read the questions aloud and make sure students understand them. Then give them time to answer the questions individually.

### 3. Share your answers to activity 2 with your partner.

Students now share their answers to the previous activity, taking turns to ask and answer the questions.

#### Answers:

Answers will vary.

### 4. Complete this diagram with the types of machines you know. Give examples.

Invite students to complete the diagram using their prior knowledge on machines.

#### Answers:

Answers will vary.

**ON THE ROAD**

**LESSON 1: Reviewing an infographic**

Take a quick look at the text below. What kind of information does it give? Discuss it in your group.

**Why lasers are used for cutting**

Read and listen to the infographics. Answer the questions in your group.

- What is the purpose of the images?
- In what way is the idea of cause and effect expressed in the text?
- How does the text express a comparison?

To read information about how to make an infographic, you can visit <https://workbooks.com/blog/how-to-make-an-infographic/>

50 UNIT 4 LESSON 1 ON THE ROAD

## ON THE ROAD

### LESSON 1: Reviewing an infographic

#### 1. Take a quick look at the text below. What kind of information does it give? Discuss it in your group.

Students look at the text and make predictions about its content. Tell them to consider the title and the graphic elements as they make their predictions.

#### Answers:

Answers will vary.

#### 2. Read and listen to the infographics. Answer the questions in your group. Glossary page 187

In order to understand the text organization, students look at the infographics and discuss about the concepts that they believe may determine the corresponding text organization. Then read the texts and answer. Check the activity as a class. Encourage students to support their ideas based on their own knowledge and details in the text.

**Answers:**

- a. To show how the parts of the machine work.
- b. The cause is the process of the machine functioning (steps 1 – 7) and the effect is the cutting of the metal plate (step 8).
- c. In the line that says "Think about using a magnifying glass to focus the sun's rays onto a leaf, and how that can start a fire".



To read information about how to make an infographic, you can visit <https://coschedule.com/blog/how-to-make-an-infographic/>

If possible, have students visit this link. Here they will find complete information about infographics. This activity will help them comprehend the topic of the unit so they can understand the texts they read as they go through the unit.

**Page 51**

**LESSON 2: Comprehending Infographics**

1. Read the title of the text. Is drinking coffee in space the same as drinking it on Earth? Discuss it with your partner.

### The first zero-gravity real coffee machine

The machine, called the ISSpresso, was created by a couple of Italian companies after another Italian astronaut returned from the space station in 2012 and complained about the lack of good coffee while in Earth orbit.

**HOW IT WORKS**

Using a special plastic pouch, the astronaut draws water from the dispenser located onboard the Space Station.

It makes the optimal temperature adjustments through the boiler.

The water is agitated and pressurized by a non-conventional electrical system.

The pouch is hooked up and filtered using a capital magnetizing system.

The plastic tube that carries the water can resist pressures of over 400 bars.

The coffee capsule is inserted here.

The coffee is dispensed in a pouch.

The astronaut takes it and drinks the coffee using a straw.

**What other things can you learn with infographics? In what subjects?**

2. Read and listen to the text. Then answer the questions with your partner.

- a. What type of text is it?
- b. What is the main idea of the text?
- c. How does the machine work?

ON THE ROAD UNIT 4 LESSON 2 51

**LESSON 2: Comprehending infographics**

1. Read the title of the text. Is drinking coffee in space the same as drinking it on Earth? Discuss it with your partner. Students read the title of the text and based on this, they discuss the question sharing their ideas.

**Answers:**

Answers will vary

2. Read and listen to the text. Then answer the questions with your partner.

Glossary page 187

Have students read the sentences carefully and decide if they are true or false. They should do this activity orally, taking turns to read the statements and answer. Model the activity saying *In my opinion, the answer is true because the text says that...* Monitor and help when necessary.

**Answers:**

- a. The text is an instructive manual.
- b. The main idea of the text is to show how the parts of the zero-gravity coffee machine work.
- c. First, the pouch is hooked up and fastened using a rapid coupling/uncoupling system. The water is then aspirated and pressurized by a non-conventional electrical system. Next, the coffee capsule is inserted and after that, the coffee is dispensed in a pouch. Finally, the astronaut takes it and drinks the coffee using a straw.

**Making connections**

Invite students to make connections between the text and other disciplines. To do this, you can organize students into groups of four. They read the questions in the activity and discuss the answers. Finally, check the activity as a class.

**Page 52**

3. Read and listen to the text. Then take turns to paraphrase how computers work.

### How a computer works

A computer is an information processor that is an electronic machine that processes information. It takes in data as an input, stores it until it's ready to work on it, checks and crunches it for a bit, then spits out the results at the other end.

All these processes have a name. Taking in information is called input, storing information is known as memory (or storage), chewing information is also known as processing, and spitting out results is called output.

**Input:** Ways of getting information into your computer that it can process. Your keyboard, mouse, a microphone and voice recognition software are input units.

**Processing:** Your computer's processor (sometimes known as the central processing unit) is a microchip buried deep inside. It works amazingly hard and gets incredibly hot in the process. That's why your computer has a little fan blowing away—so as to train from overheating!

**Storage:** Your computer probably stores all your documents and files on a hard drive. Smaller, computer-based devices like digital cameras and cellphones use other kinds of storage such as flash memory cards.

**Output:** Your computer probably has an LCD screen capable of displaying high-resolution (very detailed) graphics, and probably also sends images outwards. You may have an inkjet printer on your desk too to make a more permanent form of output.

**What other things can you learn with infographics? In what subjects?**


4. Choose a machine on pages 50 and 51. Explain how it works to your partner.

**PARAPHRASING INFORMATION TO EXPLAIN HOW A MACHINE WORKS...**

> Use verbs in the present simple. In the case of the third person singular (he/she/it), we add -es, -o or -ies.

**Example:** The beam travels from the laser resonator. Smaller computer-based devices like digital cameras and cellphones use other kinds of storage.

ON THE ROAD UNIT 4 LESSON 2 52

3.  **24** Read and listen to the text. Then take turns to paraphrase how computers work.

Explain to students that they have to read the text, paying special attention to the sections that describe how computers work. Then encourage them to close their books and paraphrase the information in the text, in pairs.

## PARAPHRASING INFORMATION TO EXPLAIN HOW A MACHINE WORKS ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to paraphrase how a machine works. Explain to them that the tense in bold is used to explain or describe a process. To help them, write the following extra examples on the board:

*Using a special plastic pouch, the astronaut **draws** water from the dispenser located onboard the Space Situation.*


*The astronaut **takes** it and **drinks** the coffee using a straw.*

### LANGUAGE BANK


For more information about the Present Simple, students can go to page 162 and work with the activities on page 163.

### COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 149.

4.  Choose a machine on pages 50 and 51. Explain how it works to your partner. Students now choose the machine on page 50 or the one on page 51. They should explain how it works to their partner. As they make their descriptions, monitor and check the use of the verbs in the present simple tense.

### LESSON 3: Writing information

1.  Read and number the steps in order. Then listen to the conversation carefully, and check your answers.

Plug it in.


Put some tea into the teapot and leave it for 2-4 minutes.

Boil water.

Switch it on.

Pour some tea into the cup.


Switch it on.

2.  Imagine that you are using an electric kettle for making the English cup of tea for your granny. Think about the steps with your partner, and then paraphrase the instructions in activity 1. Use the expressions in the box. Follow the example.

Example: First of all, you need to...the electric...Then...it after that...on. Later...some tea...

After that Finally Later First First of all Then Next

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

3.  Listen to the instructions. Check your answers to activity 2 with your partner.


**Self-assessment**

I can understand texts that describe how a machine works.	Yes	No
I can paraphrase the functioning of a machine.	Yes	No

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

UNIT 4 LESSON 3 53

### LESSON 3: Writing information

1.  **25** Read and number the steps in order. Then listen to the conversation carefully, and check your answers.

Read the instruction and make sure students understand what they need to do in order to organize the information of a conversation that they are going to listen to in this activity. Then read the excerpts of the conversation in each box and explain that these statements are related to the steps of how a machine works. Explain to students that they need to number each box in order to reorganize the text in a sequential order. Then play the recording and let them listen and check their predictions. Finally, you can ask them some questions to check comprehension, like for example *What is the conversation about? What is the machine involved in the conversation? What other additional information is given?*

**Answers:** From left to right 2-5-4-3-6-1

#### TRANSCRIPT

**How to make an English cup of tea for my granny**

**First**, fill the electric kettle with water.

**Then**, plug it in.


**After that**, switch it on.

**Next**, boil water.


**Later**, put some tea into the teapot and leave it for 2-4 minutes.

**Finally**, pour the tea into the cup.



2.  Imagine that you are using an electric kettle for making *the English cup of tea* for your granny. Think about the steps with your partners, and then paraphrase the instructions in activity 1. Use the expressions in the box. Follow the example.


Students use the information in the dialogue in activity 1 as a model and have a conversation about the machine that is mentioned. Invite them to paraphrase the information using the expressions in the box.

3.  Listen to the instructions. Check your answers to activity 2 with your partner. Play the recording and let them listen and check their predictions in Activity 2.

### Self-assessment

Invite students to reflect on their progress using the prompts in the chart. If they answer no to one or more statements, go back to the texts and revise the activities they have worked on so far. Monitor and help when necessary.

## Page 54

 Before you read the complete conversation, take a quick look at the underlined expressions. What kind of information do they give? Discuss the questions in your group.

Monica: What's that, Luisa?

Luisa: It's a new electric kettle, Monica. This is better than the older one.

Monica: I think it is expensive. I prefer my kettle, it is cheaper.

Luisa: But this is the most "simple but effective" invention ever. It is easier to have your water hot in a few minutes!

Monica: How does it work?


Luisa: Fill the electric kettle with water, plug it in, switch it on, and boil.


Monica: Wow! What are you doing now?

Luisa: A cup of English tea for my granny, this is the best tea!


Monica: Really? Do you know how to make an English cup of tea?

Luisa: Obviously! You warm the teapot with the boiling water, you put some tea (Earl Gray if possible) into the teapot, you leave it for 3-4 minutes, pour the tea into the cup, and it is ready!!!


5.  Now listen again and read the conversation in activity 4.

6.  Choose a machine from the texts that you have read in the unit. Then write a dialogue following the model in activity 4. Include the expressions in the box.

- This is better than
- It is easier to
- This is the best
- It is cheaper
- This is the most "simple but effective" invention

7.  Role-play the dialogue you wrote in activity 6 with your partner.

54 UNIT 4 LESSON 3 ON THE ROAD

4.  Before you read the complete conversation, take a quick look at the underlined expressions. What kind of information do they give? Discuss the questions in your group. Focus students' attention on the underlined expressions and invite them to analyze them in groups. Students can use dictionaries if necessary. Lead their analysis in such a way that they understand that the expressions are used to make comparisons. You may also explain the use of comparative and superlative forms.

### BACKGROUND INFORMATION

#### Forming regular comparatives and superlatives

We use comparatives to compare two things or two people. (e.g She is taller than her husband.) Superlatives are used, however, to compare to show the difference between more than two things or more than two people. (e.g Paris is the biggest city in France)

To form comparatives and superlatives you need to know the number of syllables in the adjective.

The rules to form comparatives and superlatives:

- One syllable adjective ending in a silent 'e'  
Comparative — add 'r' — *nicer*  
Superlative — add 'st' — *nicest*
- One syllable adjective ending in one vowel and one consonant  
Comparative — the consonant is doubled and 'er' is added — *bigger*  
Superlative — the consonant is doubled and 'est' is added — *biggest*
- One syllable adjective ending in more than one consonant or more than a vowel  
Comparative — 'er' is added — *higher*, *cheaper*  
Superlative — 'est' is added — *highest*, *cheapest*
- A two syllable adjective ending in 'y'  
Comparative — 'y' becomes 'i' and 'er' is added — *happier*  
Superlative — 'y' becomes 'i' and 'est' is added — *happiest*
- Two syllable or more adjectives without 'y' at the end  
Comparative — more + the adjective + than — *more exciting than*  
Superlative — more + the adjective + than — *the most exciting*

Adapted from: Comparatives and superlatives.

Retrieved from [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-comparatives-superlatives.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-comparatives-superlatives.php)

**Answers:**

Answers will vary

**5. 26 Now listen and read the conversation in activity 4.**

Students now listen and read the conversation. They can read and listen twice if necessary.

**6. Choose a machine from the texts that you have read in the unit. Then write a dialogue following the model in activity 4. Include the expressions in the box.**

Using the information in the box, as well as the expressions they learned in activity 4, students write a dialogue following the model.

**Answers:**

Answers will vary

**7. Role-play the dialogue you wrote in activity 6 with your partner.**

Students now practice and role-play the dialogue they wrote in activity 6.

**Page 55**

**6. Read these excerpts from the text on page 52. Then write what type of ideas are the ones in the boxes: main idea (the point of the paragraph) or supporting idea (detail that supports the main idea).**

A computer is an information processor that is an electronic machine that processes information.

Taking in information is called input, storing information is better known as memory for storage, chewing information is also known as processing, and spitting out results is called output.

It takes in data at one end, stores it until it is ready to work on it, chews and crunches it for a bit, then spits out the results at the other end.

Your computer probably stores your documents and files on a hard drive.

**7. Now, complete a diagram with the ideas from the text on page 52. Check your ideas with your partner.**

Main ideas      Supporting ideas

Self-assessment

I can distinguish main and supporting ideas in an infographic that describes how a machine works.      Yes      No

If your answer is No, check Lessons 1 - 3 again with the help of your teacher.

**8. Read these excerpts from the text on page 52. Then write what type of ideas are the ones in the boxes: main idea (the point of the paragraph) or supporting idea (detail that supports the main idea).**

Help students recognize main ideas and supporting ideas. You may explain the differences by telling them that the main ideas are those that express the most important information while the supporting ideas help you to understand this kind of information. Invite them to read the excerpts from the text on page 52. Go to page 52 if necessary and read the text aloud.

**Answers:**

a. Main idea   b. Main idea   c. Supporting idea   d. Supporting idea

**9. Now, complete a diagram with the ideas from the text on page 52. Check your ideas with your partner.**

Now, make students read the text on page 52 again. Ask them to identify the main ideas and the information in it that supports them. Then, explain to them that they are going to complete the diagram with the information they found. Invite them to compare their ideas with their partner.

**Self-assessment**

Students have the opportunity to self-evaluate their progress using the prompts. In case they tick the *no* option, revise the activities on this page and help with comprehension.

**Page 56**

**10. Read the text Simple and Compound Machines in your Reading Booklet. Complete the table classifying machines as simple and compound.**

Simple machines	Compound machines

**Learning to learn**

Reflect on the structure of an infographic. What is the role of the images? In what sense are the statements that describe how a machine works expressed?



Infographics

**Step 1: Make a list of statements**

- a. Ask students to go back to the texts related to machines they have studied before and read them again. Explain to them that they have to choose a machine from these texts or that they could also choose another machine of their interest.
- b. Students identify or find information about how the machine that they chose works.
- c. Students identify and underline the verbs that describe how the machine works.
- d. Students make a list of statements that explain how the machine works in a separate sheet of paper.
- e. Remind students to include their list in their portfolio.

Finally, invite students to evaluate their own performance using the prompts.

**BACKGROUND INFORMATION**

In order to give more details about compound or complex machines, you can mention an important inventor.

**Rube Goldberg**

Rube Goldberg was born in San Francisco, California. He was a cartoonist, an inventor, an engineer, and a sculptor. Rube Goldberg most famous is his series of cartoons that depicted what later became known as Rube Goldberg machines. His ability to imagine such machines was informed in part by his study of engineering at Berkeley, something that his father encouraged.

Rube Goldberg machines were complex contraptions that completed simple tasks in overly complicated ways. In his cartoons, they were created by a character called Professor Lucifer Gorgonzola Butts.

**Adapted from:** Wood, D (n.d). Rube Goldberg: Biography, Cartoons & Inventions. Retrieved from <https://study.com/academy/lesson/rube-goldberg-biography-cartoons-inventions.html>

10. Read the text *Simple and Compound Machines* in your Reading Booklet. Complete the table classifying machines as simple and compound.

Ask students to open their Reading Booklet and give them time to read the text. As they read, suggest underlining the main ideas in the text. You may also suggest reading the glossary.



For more information about Rube Goldberg Machines, visit <http://coolmaterial.com/roundup/rube-goldberg-machines/>  
<https://www.rubegoldberg.com/>


**Learning to learn**

Students can reflect on the structure of infographics answering these questions individually or in pairs. You should check answers as a class.

## CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

1. Take a look at the pictures below, discuss which machines make your life easier with your partner. Justify your ideas.



2. Now, choose a machine and describe how it works. Answer the questions below. Use the expressions, connectors, verbs, and expressions you know.

- What can you see?
- What can it do?
- How does it work?

3. Evaluate your progress according to your performance in Lessons 1 - 3.

Assessment			
I can recognize instructions	Accomplished	Almost accomplished	Need more work
I can read and understand how a machine works.	Accomplished	Almost accomplished	Need more work
I can produce instructions describing a machine function.	Accomplished	Almost accomplished	Need more work
I can work in teams to give and receive feedback.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. Take a look at the pictures below, discuss which machines make your life easier with your partner. Justify your ideas.

Give students time to look at the pictures. In pairs, they describe what they see and discuss which machines they think make their life easier giving arguments for their answers.

- II. Now, choose a machine and describe how it works. Answer the questions below. Use the expressions, connectors, verbs, and expressions you know.

Students should have a dialogue about the machine they choose. They ask and answer questions and use what they have learned in the unit.


### III. Evaluate your progress according to your performance in Lessons 1 - 3.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, revise the specific contents studied up to now.

**LESSON 4: Editing texts**

1. Read and listen to the text. Look up the words in the glossary. Glossary page 187

**Using an electronic can opener**



- Lift the cutter head up. Place the can against the back top part of the machine position the lip of the can between the wheel and the cutting apparatus.
- Press the cutter head down when the can is in the right position. This will set the opener into motion it will begin to rotate the can held it as it turns to keep it from slipping.
- Allow the opener's magnet to catch hold of the rim as it's cutting through. This will cause the lid to stay up slightly when the lid is completely cut off the top of the cutter head carefully disengage the can from the opener.
- Remove the lid from the opener's magnet. Grab hold of it between your two fingers versus pressing the cut part against your fingers dispose of the lid enjoy the contents of the can.

2. Now read the text again and correct punctuation. Pay attention to capital letters, comas and periods. Use the example below as a model.

Example: This will set the opener into motion it will begin to rotate the can  
This will set the opener into motion; it will begin to rotate the can.

3. Write the words of the steps in the correct order.

Example: up head the lift cutter. Lift the cutter head up.

- the magnet opener's from remove the lid
- it's of cutting the opener's hold to the can through allow magnet as catch
- right press the head cutter down the when can is position the

**SCORES**

Towards the product **Infographics**

**SUBPRODUCT 2: Notes and Graphic resources.**

- Go back to your list of statements in your portfolio (Subproduct 1, page 56).
- Take notes about the machine you chose. Include information such as steps and instructions of use, who would use it, functioning, etc.
- Add drawings, diagrams and additional graphic information.
- Include your notes and graphic resources in your Portfolio.

I can do this I'm ready to move on.  I'm almost there, I might need a bit of extra help.  I don't understand, I need more work on this.

### LESSON 4: Editing texts

1. Read and listen to the text. Look up the words in the glossary. Glossary page 187

Tell students to take their time to go through the text and look up the words in the glossary. Ask them to read the text twice. Explain to them that, at this stage, the text may seem confusing as the punctuation is not checked.

2. Now read the text again and correct punctuation. Pay attention to capital letters, comas and periods. Use the example below as a model.

Students read the text and check punctuation. To help them, you may read the text aloud and help them by emphasizing the correct use of punctuation marks. It is advisable that you check students previous knowledge on this topic. Otherwise, you should briefly explain each of the punctuation marks and their correct use.

**Answers:**

1. **Lift the cutter head up** Place the can against the back top part of the machine. Position the lip of the can between the wheel and the cutting apparatus.
2. **Press the cutter head down when the can is in the right position.** This will set the opener into motion. It will begin to rotate the can. Hold it as it turns to keep it from tipping
3. **Allow the opener's magnet to catch hold of the can as it's cutting through.** This will cause the lid to raise up slightly. When the lid is completely cut, lift the top of the cutter head. Carefully disengage the can from the opener
4. **Remove the lid from the opener's magnet.** Grab hold of it between your two fingers versus pressing the cut part against your fingers. Dispose of the lid. Enjoy the contents of the can.

**3. Write the words of the steps in the correct order.**

Encourage your students to look at the statements below and the example. Make sure they understand the instruction. Invite them to order the sentences properly. Do not check answers at this point.

**Answers:**

- a. Lift the cutter head up.
- b. Press the cutter head down when the can is in the right position.
- c. Allow the opener's magnet to catch hold of the can as it's cutting through.
- d. Remove the lid from the opener's magnet.

**Towards the product**

**Infographics**

**Step 2: Notes and Graphic resources**

- a. Students go back to the list of their statements in their portfolio (Step 1 , page 56) and check the spelling and punctuation.
- b. They should take notes of the functioning of the machine they previously chose. Tell them to include information such as steps and instructions of use, who would use it, functioning, etc. Monitor and check their answers.
- c. Suggest adding drawings, diagrams and additional graphic information.
- d. Tell them to include their notes and graphic resources in their Portfolio.

Finally, invite them to evaluate their own performance using the prompts.

1 Look at the pictures below. Write the name of the machine in the space provided.

Automated teller machine (ATM) Toy vending machine Vending machine

2 Choose a machine from activity 4 and complete the statements that explain how it works. Use the language studied so far in this unit.

Machine

1. First of all,
2. Later,
3. Then,
4. Next,
5. After that,
6. Finally,

3 Revise and edit your statements using the Editor's marks.

Editor's Marks

Capital letter / Lowercase  Punctuation

Add a word  Check spelling  Change place

4 Write a final version of the instructions in your notebook. Then share it with your group.

Self-assessment

I can write instructions to describe how a machine works. Yes No

I can revise and edit my writing. Yes No

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.

**4. Look at the pictures below. Write the name of the machine in the space provided.**

Have students look at the pictures. Ask them if they are familiar with these machines and if they know what they are used for. Then give them time to identify the name of each machine and write it in the space provided.

**Answers:**

- a. Vending machine.
- b. Automated teller machine (ATM).
- c. Toy vending machine.

**5. Choose a machine from activity 4 and complete the statements that explain how it works. Use the language studied so far in this unit.**

Ask students to write complete the statements describing how the machine works. Encourage them to use connectors of sequence such as *first, firstly, second, secondly, then, after* and *finally*.

**6. Revise and edit your statements using the Editor's marks.**

Students revise and edit their statements, concentrate on the aspects listed in the Editor's mark window. The objective of this activity is to raise their awareness of their writing. Explain to them that the Editor's marks chart shows

the type of marks they have to use in order to correct and check their writing. It illustrates common errors and distinguishes different marks according to each case. Invite them to check their writing using the marks.

**7. Write a final version of the instructions in your notebook. Then share it with your group.**

Finally, students correct their work and write a final version of their instructions. Then they share their description with their group, paraphrasing how the machine they chose works.

**Self-assessment**

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them in the writing and editing of their description.

**Page 60**



**FINAL DESTINATION**

**Product**

The screenshot shows a digital interface for a project titled 'FINAL DESTINATION'. It includes a 'Product' section with a video thumbnail, an 'Infographics' section with a 'how to get' icon, and a 'Product Unit 4' section with icons for 'SAVE', 'DELETE', 'SEND YOUR', 'SHARE', 'PRINT', and 'SHARE'. Below these are sections for 'Editor's Marks' (Capital letter/Lowercase, Punctuation, Add a word, Check spelling, Change place), 'USEFUL LANGUAGE' (First of all, first; Later, then, next, after that, finally), and a 'Reflect on your product' form with questions like 'Did we do enough research and preparation?' and 'Are we pleased with the quality of the final product?'. The page number '60' and 'UNIT 4 PRODUCT' are visible at the bottom left.

**Infographics**

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then, invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (Infographics) based on all the activities related to the social practice of language in this unit (Paraphrase information to explain how a machine works).

**1. Open your portfolio. In groups, work with your list of statements in Subproduct 1 (page 56) and your notes and graphic resources in Step 2 (page 58).**

Students check and take turns to read the information they have recorded in their portfolio

**2. Revise and edit your list of statements and notes. Use the Editor's mark as a guide.**

They revise and edit their statements by using the Editor's mark.

**3. Write the final version of your list of statements and your notes. Use them to create an infographic that describes how your machine works. Add illustrations, arrows, diagrams and extra information.**

Once they have finished the edition of their texts, ask them to paste them on a piece of cardboard and make the infographic.

**4. Display your infographic in a visible place of the classroom. Explain how your machine works.**

Students present their infographic paraphrasing the information to explain how their machine works. They should use the vocabulary learned during the unit and the expressions in the Useful language window.

## Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Anecdotal record

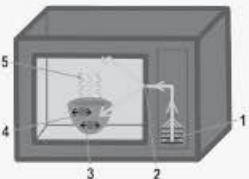
Make a copy of the Anecdotal record on page 181 per student. Complete the anecdotal record according to their performance in the unit and consider it as evidence of their progress.

## Page 61

## FINAL CHECK

**FINAL CHECK**

I. Read and listen to the text. Underline the main ideas.



**How does a microwave turn electricity into heat?**

- Inside the strong metal box, there is a microwave generator called a magnetron that takes electricity and converts it into high-powered radio waves when you start cooking.
- The magnetron blasts these waves into the food compartment through a channel called a wave guide.
- The food sits on a turntable, spinning slowly round so the microwaves cook it evenly.
- The microwaves bounce back and forth off the reflective metal walls of the food compartment, just like light bounces off a mirror.
- When the molecules have heat, so do the water molecules: they vibrate, the hotter the food becomes. Thus the microwaves pass their energy onto the molecules in the food, rapidly heating it up.

Adapted from: <http://www.english.com/learn/learnmicrowaves.htm>

II. In pairs, paraphrase the instructions in the text. Use expressions in the box.

First Then Next After that Finally

III. Evaluate your progress according to your performance in the Unit.

Assessment			
I can recognize simple and compound machines.	Accomplished	Almost accomplished	Need more work
I can read and understand machine functions.	Accomplished	Almost accomplished	Need more work
I can explain how a machine works.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 4 again with the help of your teacher.

FINAL DESTINATION
UNIT 4 FINAL CHECK 61

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

### I. Read and listen to the text. Underline the main ideas.

Have students read the text and identify the main ideas about the microwave. Give them time to read it and underline the key information in the text.

### II. In pairs, paraphrase the instructions in the text. Use expressions in the box.

Students can work in pairs and have a conversation about the text. Students should explain how the machine works and use appropriate connectors.

#### Answers:

Answer will vary.

### III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

### SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 4, students can complete the social practice mind map on page 179.

## FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 4.



## Reading Booklet

### Simple and Compound Machines

#### BEFORE READING

1. Take a look at the picture on page 45 and answer:

Invite students to observe the illustration and describe answering the questions.

**Answers:**

Answer will vary

2. Read the title of the text. Complete the diagram with your own ideas about what you are going to read.

First, the students work individually to fill in the spaces with several ideas that they believe would be related to the reading. Then, in groups, they share and compare their ideas. You can challenge students to support their ideas.

**Answer:**

Answers will vary.

#### WHILE READING

3. Circle the simple machines. Underline the compound machines.

You can invite students to start reading the text. You should give them enough time to do this activity. While students read, they identify simple machines and compound machines that are mentioned in the text.

**Possible answers:**

**Simple machines:** screw, pulley, wedge, inclined plane, wheel and axle, lever

**Compound machines:**

Pencil sharpener, wheelbarrow, Pliers, Bicycles, scissors

#### AFTER READING

4. Write a summary of the text. Compare your ideas with your partner.

First, you may challenge students to read the text and the glossary. Give them time to identify the main ideas and supporting ideas. Then ask them to summarize their ideas and write them in the space provided. Check the activity as a class.

5. Discuss the similarities and differences between simple and compound machines. Complete the Venn diagram with your ideas.

Students complete the diagram and then discuss the similarities and differences between simple and compound machines.

**Answers:** Answers will vary

6. In pairs, take turns to describe how the objects in the pictures work.

Have students look at the pictures and give them time to explain to each other how the objects work.

7. In groups, do the following activities. Students do the activities in groups.

#### TRANSCRIPT

##### Simple and compound machines

Humans have developed several devices to make work easier. Simple machines are just that. The simplest form of using one thing to accomplish something faster or better.

They are used to transform, transfer, multiply and change things. Besides transform and transfer energy, they also can multiply speed and force, or change the direction of a force so you can accomplish work more quickly, easily, or both.

The lever, the wheel and axle, the inclined plane, the pulley, the screw, and the wedge, although the latter three are just extensions or combinations of the first three.

##### Compound machines

A combination of simple machines can form compound machines. Some compound machines are made up of two simple machines such as a wheelbarrow that consists of a lever, a wheel, and axle.

Scissors are another good example of a compound machine. The edge of the blades is wedged. But the blades are combined with a lever to make the two blades come together to cut.

#### SIMPLE MACHINES

##### Lever

Everyday tools and the objects we usually use are compound machines. Simple machines make up compound machines. Take a quick look around you! A can opener, the ice dispenser, or the stapler are compound machines.

A lever is a long tool such as a pole put under an object to lift it. This machine consists of a long beam and a fulcrum. The fulcrum is another object, perhaps a rock used to brace under the long tool. This gives the long pole something to push down against.

The mechanical advantage of the lever depends on the ratio of the lengths of the beam on either side of the fulcrum.

Some examples of levers are door handles, the claws of a hammer, crowbars, light switches, bottle openers, and hinges.

##### Wheel and Axle

The wheel and axle is a special kind of lever. It is a wheel with an axle or cylinder through its center. They rotate together around the same axis to transfer force. Gears are a form of the wheel and axle.

The wheel has always been considered a major invention in history; However, it really would not work as well as it does have it not been for the axle.

An axle is a rod or pole centered in the wheel that allows the wheel to turn around it. The wheel then spins in a balanced circle to be used as transportation on a bike or to turn the hands of a clock.



### Inclined plane

An inclined plane is a flat surface with one end set higher than other, such as a ramp. One end is higher than the opposite end. The inclined plane allows things to go from a low point to a higher position or vice versa. It takes the same amount of work, but less force, to move an object up a ramp than to move it vertically.

### Pulley

It is a version of a wheel on an axle that is combined with a rope, chain or other cord to support movement and change of direction. It is used to move something up and down or back and forth. Pulleys are used in window blinds, in ships to raise and lower sails, and elevators.

### Screw

Screw is a nail-like metal fastener, having a thin end with a spiral groove and a head with a slot. It allows movement from a lower position to a higher, and it moves in a circle.

In some cases, a screw can also act to hold things together. Some examples of the uses of a screw are in a jar lid, a drill, a bolt, a light bulb, faucets, bottle caps and ballpoint pens. Circular stairways are also a form of a screw.

### COMPOUND MACHINES

#### Bicycles

The pedals and wheels are made up of a wheel and axle system. It is an axle which goes through the center hole of the wheel, and the wheel is free to turn around the axle in order to make it possible for a bike wheel to revolve a rod which is an axle. A wheel and axle is a simple machine that makes it easier to move objects.

#### Pliers

Pliers are constructed with multiple levers. They are hand operated tools. They are used for holding and gripping small things or for bending and cutting wires.

#### Wheelbarrow

It is a compound machine made up of two simple machines: a lever and a wheel and axle.

Force is applied to the lever by picking up the handles. The lever applies upward force to the load, and the force is increased by the lever which makes the load easier to lift.

## Language Bank answers

- a.** a. bigger **b.** more unhealthy
- high, simple, busy, expensive, famous**  
**Comparative:** higher, **simpler, busier, more expensive, more famous** **Superlative:** the highest, the simplest, the busiest, the most expensive, the most famous
- Doubled consonant + er- est:** big- thin- smart- difficult-fast-young- long-friendly-modern
- a.** lives **b.** watches **c.** work **d.** eats
- a.** We don't go to school by bus. / Do we go to school by bus?  
**b.** Monica doesn't leave home early in the morning./Does Monica leave home early in the morning?  
**c.** My father doesn't finish work at 6:00./Does my father finish work at 6:00?  
**d.** My friend and my sister don't work in a restaurant./ Do my friend and my sister work in a restaurant?  
**e.** They don't live in the downtown./Do they live in the downtown?



# Let's go to the theater!

Alloted time	16 classes (50 minutes each).
Environment	Literary and recreational.
Communicative activity	Literary expression.
Social practice of the language	Read plays.
Product	Dramatized reading.
Reading Booklet	<i>A Midsummer Night's Dream.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Select and revise plays for a young audience.</li> <li>• Read brief plays and understand general meaning, main ideas and details.</li> <li>• Participate in dramatized readings.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Transmit enjoyment of theater, devote specific time for the exploration of texts and help students achieve the following objectives:             <ul style="list-style-type: none"> <li>- Examine the order in which the development of actions is presented and the role that it plays in reading.</li> </ul> </li> <li>• Help students raise awareness of the value of their knowledge of the world and culture to comprehend the general sense of the text so they can:             <ul style="list-style-type: none"> <li>- Raise awareness of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text.</li> <li>- Value the purpose of punctuation marks in dialogues.</li> <li>- Practice intonation and pronunciation of words and expressions.</li> <li>- Establish the relationships between protagonists, secondary characters, and /or incidental characters.</li> <li>- Analyze forms of expressing details of actions.</li> <li>- Contrast present actions, actions in progress at the present time, actions that started in the past and conclude in the present.</li> <li>- Analyze strengths, own needs and other people's needs.</li> </ul> </li> <li>• Involve students in the decisions about which parts to emphasize and how to do it during reading aloud. Promote that, with your guidance, they themselves organize reading so that they can achieve the following objectives:             <ul style="list-style-type: none"> <li>- Correct mistakes.</li> <li>- Use gestures, visual contact, body language and pauses.</li> <li>- Relate non-verbal language to the sense of dialogues in order to reinforce the message.</li> <li>- Solve pronunciation difficulties.</li> <li>- Monitor rhythm, speed rhythm, speed, intonation, own volume and the volume of others in order to improve fluency.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:             <ul style="list-style-type: none"> <li>- Selected plays.</li> <li>- Graphs with provoked emotions.</li> <li>- Tips for reading aloud.</li> </ul> </li> </ul>
Suggested evaluation instrument	Graphs Organizer.



**UNIT 5**  
Social practice of the language.  
Read plays.

Let's go to the theater!

Environments: Library and recreational.  
Communicative activity: Library expression.

Learning goals	Product	Reading booklet
<ul style="list-style-type: none"> <li>select and revise plays for a young audience.</li> <li>read short plays, and understand general meaning, main ideas and details.</li> <li>participate in dramatized readings.</li> </ul>	<ul style="list-style-type: none"> <li>Dramatized reading.</li> </ul>	<ul style="list-style-type: none"> <li>A Midsummer Night's Dream.</li> </ul>

62

This fifth unit aims to present students brief plays to describe and contrast cultural aspects. Students will read and understand the general sense, main ideas and details of original and adapted plays, as well as, revise the use of tenses when contrasting actions.

Through the unit, students are going to work on a dramatized reading where they will put emphasis on different kinds of information they want to transmit to other students. In addition, students are going to read the text *A Midsummer Night's Dream* in the Reading Booklet.

### Lead-in

To begin with, activate students' prior knowledge by asking if they have ever gone to the theatre to see a play or if they have ever read a play. You may also ask if they know something about the structure of a play, the genders, the characters or the plot. Get them in groups of three or four, write Play on the board, and invite them to brainstorm ideas. Ask them about some typical words or expressions that are related, and if they know how to say the same thing but in English. Finally, listen to their ideas and write some of them on the board. Tell them that this topic is what they will study in this new unit.



You may draw this diagram on the board to help students activate their prior knowledge.

### Page 63

**GETTING READY**

- Look at the picture on page 62 and describe what the children are doing.
- In pairs, discuss the questions.
  - Do you like theater?
  - What plays have you seen?
- Look at the plays. Then in pairs discuss the following questions:
  - Which play(s) do you know?
  - What are these plays about?
  - Who wrote them?
  - Which play(s) would you like to read?
  - Which play(s) would you like to dramatize?

a. Romeo and Juliet

b. Hamlet

c. Othello

d. A Midsummer Night's Dream

63



### GETTING READY

- Look at the picture on page 62 and describe what the children are doing.  
Tell students to look at the picture on page 62 and ask them to say what the kids are doing and what they think the unit is about.
- In pairs, discuss the questions.  
Have students discuss the questions and express their own ideas about theater and plays. Motivate them to say as much as they can and to justify their opinions.

**Answers:**

Answers will vary

3. Look at the plays. Then in pairs discuss the following questions:

Students look at the pictures. Explain to them that they represent popular plays in literature. Motivate them to discuss the questions using their own ideas. Check the activity as a class.

**Answers:**

- Answers will vary.
- Romeo and Juliet:** It is about two young star-crossed lovers whose deaths ultimately reconcile their feuding families.  
**Hamlet:** It is about the revenge Prince Hamlet is called to wreak upon his uncle, Claudius, by the ghost of Hamlet's father, King Hamlet.  
**Othello:** It tells the story of a powerful general of the Venetian army, Othello, whose life and marriage are ruined by a conniving, deceitful, and envious soldier, Iago.  
**A Midsummer Night's Dream:** It portrays the events surrounding the marriage of Theseus, the Duke of Athens, to Hippolyta, the former queen of the Amazons.
- William Shakespeare.
- Answers will vary.
- Answers will vary.

**Extension Activity**

Students can brainstorm a list of plays they know and compare their lists with other students. You may suggest completing their list as a class.

**Page 64**

**ON THE ROAD**

**LESSON 1: Revising plays**

1. Read and listen to the text below. Pay attention to the play elements.

**Glossary page 187**

*The tragedy of Hamlet, Prince of Denmark* **Title**

**Characters** **List of characters**

- Hamlet
- Bernardo
- Rosencrantz and Guildenstern
- Claudius
- Ophelia
- Gertrude
- Laertes
- Voltimand and Cornelius
- Polonius
- Fortinbras
- Marcellus and Bernardo
- Horatio
- The Ghost
- Pransisco

**Setting**

**Character description**

**Main conflict**

**Stage directions**

**Dialogue**

**64** **UNITS LESSON 1** **ON THE ROAD**

**ON THE ROAD**

**LESSON 1: Revising plays**

1. Read and listen to the text below. Pay attention to the play elements.

Glossary page 187

Explain that there are different elements in a play. Before students read, draw their attention to the text and read the play elements as a class. You may stop to describe each term, if necessary. Then have students read and listen to the excerpt of a play. Make sure students comprehend the excerpt and what the elements refer to.

**Page 65**

2. Read and listen to the definitions and locate the plot elements in the Plot Diagram.

**Glossary page 187**

**Plot Diagram**

**Introduction:** It is the portion of a story that introduces important background information.

**Rising action:** It is the series of events that begin immediately after the exposition.

**Climax:** It is the turning point, which changes the protagonist's fate.

**Falling action:** It is when the conflict between the protagonist and the antagonist unravels.

**Resolution:** It is when conflicts are resolved.

**3. Read and listen to the plot descriptions. Then label them with the words in the box.**

**Rising action** **Climax** **Falling action**

**a.** *When Hamlet stabs Polonius in Act III, some in the court see himself to a violent action and brings himself into conflict with the king. Another possible climax occurs at the end of Act IV, when Hamlet resolves to commit himself fully to violent revenge.*

**b.** *Hamlet is sent to England to be killed, he returns to Denmark and confronts Laertes at Ophelia's funeral; the fencing match; the death of the royal family.*

**c.** *The Ghost appears to Hamlet and tells him to revenge his murder; he figures out how to his intentions; Hamlet stages the mousetrap play; He seizes up the opportunity to kill Claudius while he is praying.*

**Learning to learn**

**How do plot diagrams help understand plays?**

**65** **UNITS LESSON 1** **ON THE ROAD**


2. Read and listen to the definitions and locate the plot elements in the Plot Diagram.

The aim of this activity is that students learn the plot elements. To do so, explain to students that a Plot Diagram is a graphic organizer that illustrates the plot elements in a play. Draw their attention to the diagram and tell them that they are going to read and listen to the definition of each element.

### Answers

- Introduction
- Rising action
- Climax
- Falling action
- Resolution


### 3. Read and listen to the plot descriptions. Then label them with the words in the box.


 Glossary page 187

Encourage students to think about Hamlet's storyline. Ask them if they know the story. Students explore the elements in the text. Give them time to familiarize with the plot and the characters.

**Answers:** 3. Rising Action. - 1. Climax - 2. Falling Action.

## Page 66

 Read and listen to the play. In pairs, identify the plot elements.

 Glossary page 187

### Pride and prejudice

ELIZABETH walks toward the inn.  
HANNAH leans out an upstairs to talk to ELIZABETH.  
HANNAH: If you please, Ma'am. There's two gentlemen and a lady waiting upon you in the parlour. One of the gentlemen is Mr Darcy.  
ELIZABETH: (ELIZABETH pauses for a moment and then smiles.) Thank you. Tell them I shall come directly.  
HANNAH goes back inside, and ELIZABETH enters her hat and gloves are off when she enters the room; MR DARCY sees her and stands up quickly, a girl in a light blue bonnet is seen in the connecting room.  
ELIZABETH: Mr Darcy: I hope that you have not been waiting long.  
MR DARCY bows. The girl in the other part of the room looks at them, and ELIZABETH curtsies.  
MR DARCY: Not at all. May I...introduce my sister Georgiana?  
MR DARCY steps back and indicates the sister.  
ELIZABETH walks to her. ELIZABETH and GEORGIANA curtsy.  
MR DARCY: Georgiana, this is Miss Elizabeth Bennet.  
GEORGIANA: How do you do you?

Adapted from Act One, 1. 19th and 20th century literature from <https://www.bbc.com>

**3. Answer the following questions.**

- What is the play about?
- Who are the characters?

**Self-assessment**

I can recognize play's elements.	Yes	No
----------------------------------	-----	----

If your answer is insufficient, check Lesson 1 again with the help of your teacher.

66 UNIT 5 LESSON 1 ON THE ROAD

### 4. Read and listen to the play. In pairs, identify the plot elements.

Have students read and listen to the play. Give them time to identify the plot elements and discuss them in pairs.

### Answers

**Introduction:** Elizabeth walks towards the inn. Hannah leans out an upstairs to talk to Elizabeth.

**Rising action:** Hannah tells Elizabeth there are two gentlemen and a lady who want to see her and that one of them is Mr. Darcy.

**Climax:** Mr. Darcy and Elizabeth talk.

**Falling action:** Mr. Darcy introduces his sister Georgiana to Elizabeth.

**Resolution:** The resolution is not shown in the passage.

### 5. Answer the following questions.

The aim of this activity is to check comprehension of the text. Give students time to go through the reading once again and answer the questions.

### Answers

- The play is about a social encounter where people introduce to each other.
- Elizabeth, Hannah, Mr. Darcy, Georgiana.

## EXTENSION ACTIVITY

As an additional activity, students take turns to read the text in activity 4. Walk around the classroom and help as necessary. Check the activity as a class.

## TEACHING TIP

Ask students to close their books and listen to the excerpt one more time.

Then students listen to the excerpt again and say *Stop!* when they listen to the stage directions

## Self-assessment

Have students read the statement and evaluate themselves according to what they have learned in this page. If they tick the *no* option, revise the information of lesson 1 with the help of the teacher.

**34** Read and listen to the following excerpt from a dialogue in a play.

### Romeo and Juliet

*This is the balcony scene when Romeo first arrives in Juliet's garden and she doesn't notice that he's there.*

**ROMEO**  
*(to himself)* She speaks. Oh, speak again, bright angel. You are as glorious as an angel tonight. You shine above me, like a winged messenger from heaven who makes mortal men fall on their backs to look up at the sky, watching the angel walking on the clouds and sailing on the air.

**JULIET**  
*(not hearing)* ROMEO hears her! Oh, Romeo, Romeo, why do you have to be Romeo? Forget about your father and change your name. Or else, if you won't change your name, just swear you love me and I'll stop being a Capulet.

**ROMEO**  
*(to Juliet)* Should I listen for more, or should I speak now?

**JULIET**  
*(still not knowing)* ROMEO hears her! It's only your name that's my enemy. You'd still be yourself even if you stopped being a Montague. What's a Montague anyway? It isn't a hand, a foot, an arm, a face, or any other part of a man. Oh, be some other name! What does a name mean? The thing we call a rose would smell just as sweet if we called it by any other name. Romeo would be just as perfect even if he wasn't called Romeo. Romeo, lose your name. Trade in your name—which really has nothing to do with you—and take all of me in exchange.

**ROMEO**  
*(to Juliet)* I trust your words. Just call me your love, and I will take a new name. From now on I will never be Romeo again.

Make sure to be listening for vocal cues before the first speech and after the first line.

**7** Discuss these questions with your partner.

- What do you think is the conflict of the play?
- What is the relationship between the characters?
- What emotions or attitudes are transmitted?
- Do you think this play is a tragedy or a comedy?

ON THE ROAD UNIT 5 LESSON 1 67

**6.** **34** Read and listen to the following excerpt from a dialogue in a play.

Have students follow the reading of the excerpt as they listen. You may also play the recording a second time and ask them to focus on stage directions and play elements.

**7.** **7** Discuss these questions with your partner.

Give students time to discuss the questions in pairs. Invite them to give as many details as they can from the reading.

**Answers:**

Answers will vary.

- forbidden love
- love between Romeo and Juliet but hate between their families.
- students' possible answer: love
- tragedy

### LESSON 2: Understanding main ideas and details

**1** Look at the title and the picture of the text. Predict what the play is about.

**2** **35** Read and listen to the excerpt from a play. Check your predictions in activity 1.

**Glossary page 187**

## Caesar and Cleopatra

**THE GIRL**— (with his widened, and peeped cautiously from her nose to see who is speaking). Old gentleman.

**CAESAR**— (startling violently, and clutching his sword). Immortal gods!

**THE GIRL**— Old gentleman, don't run away.

**CAESAR**— (surprised). "Old gentleman, don't run away!" This! To Julius Caesar!

**THE GIRL**— (urgently). Old gentleman...

**CAESAR**— (shaking, you gasp on your centurions. I am younger than you, though your voice is but a girl's voice as yet).


**THE GIRL**— Climb up here, quickly; or the Romans will come and eat you.

**CAESAR**— (straining forward, and catching her). A child at its breast! A divine child!

**THE GIRL**— Come up quickly. You must get up at its side and wrap around.

**CAESAR**— (stunned). Who are you?

**THE GIRL**— Cleopatra, Queen of Egypt.



Make sure to be listening for vocal cues before the first speech and after the first line.

**7** Discuss these questions with your partner.

- How are emotions transmitted in the text? Give examples.
- What kind of relationship do the characters have? Do they know each other?

68 UNIT 5 LESSON 1 ON THE ROAD

**LESSON 2: Understanding main ideas and details**

**1. Look at the title and the picture of the text. Predict what the play is about.**

Tell students to have a look at the title and the illustration. You may ask them: *What do you know about Caesar and Cleopatra? What do you think the text is about?* You could also encourage them to take notes of their predictions.

**Answers:** Answers will vary.

**2.** **35** Read and listen to the excerpt from a play. Check your predictions in activity 1.

**Glossary page 187**

Have students read and listen to the excerpt individually. If necessary, play the recording one more time and invite students to read so that you make sure they understand the text. Make them check their predictions and check the activity as a class.

**3.** **7** Discuss these questions with your partner.

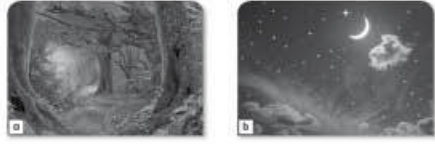
The questions in this activity have the purpose

of checking comprehension and promoting oral interaction. Have students get in pairs and share their ideas and impressions. They should take turns to ask and answer the questions.

**Answers:** Answers will vary.

## Page 69

4. Look at the pictures related to the texts in activity 5. How do they make you feel? Discuss with your partner.



5. Read and listen to the excerpts. Choose one and take turns to explain to your partner what the text is about, using your own words.

**Text 1 - Act II**  
SCENE I. A wood near Athens.

Enter, from opposite sides, a Fairy, and PUCK

PUCK: Hello, spirit! Where are you going?

Fairy: I go over hills and valleys, through bushes and thorns, over pools and fountains in spaces, through water and fire. I wander everywhere faster than the moon revolves around the Earth. I work for Titania, the Fairy Queen, and organize fairy dances for her in the grass.

Goodbye, you dumb old spirit! I've got to go. The queen and her elves will be here soon.

PUCK: The king's having a party here tonight. Just make sure the queen doesn't come anywhere near him, because King Oberon is awfully angry.

**Text 2 - Act II**  
SCENE I. A wood near Athens.

OBERON: Goodbye, nymph. Before he leaves this part of the forest, you'll change places: you'll be the one running away, and he'll be in love with you.

PUCK exits

Do you have the flower? Welcome, traveler.

PUCK: Yes, here it is.

OBERON: Please, give it to me. (He sniffs the flower from PUCK) I know a place where wild thyme blossoms, and odors and violets grow. It's covered over with luxurious honey-suckle, sweet meadows and sweetclover.

Adapted from *The Story of King Midas* by Robert Lynd, adapted from *The Story of King Midas*, page 178

6. How did the text make you feel? Share your emotions with the class.

4. Look at the pictures related to the texts in activity 5. How do they make you feel? Discuss with your partner.

Have students look at the pictures and describe them. Then they discuss the questions in pairs.

**Answers:**

Answers will vary.

5. Read and listen to the excerpts. Choose one and take turns to explain to your partner what the text is about, using your own words.

The objective of this activity is to promote oral interaction. Students choose one of the texts and explain it to their partner. They should use their own words and say as much as they can about them. Glossary page 187

6. How did the text make you feel? Share your emotions with the class.

Motivate students to work in groups and discuss the feelings that the texts provoked in them.

Then check answers as a class.

**Answers:**

Answers will vary.

## Page 70

7. Take a look at the expressions in *italics* in the texts on pages 64, 66, 67, 68, and 69. What do they have in common? What is the difference? Discuss in groups.

**READING PLAYS...**


Examples:

- This is the balcony scene when ROMEO first arrives in JULIET's garden and she doesn't notice that he's there.
- HAMLET feels a responsibility to avenge his father's murder by his uncle Claudius.
- ELIZABETH wakes toward the end. HANNAH leaves out an upstairs to talk to ELIZABETH.

**Dramatized Reading**

SUBPRODUCT 1: Selected plays and graph with emotions

- In a separate sheet of paper, write a list of plays you know as a group.
- Share and compare your lists as a class.
- In groups, select a character from the texts you have read and review different emotions he or she has experienced. Draw a graph with the emotions (anger, guilt, love, hatred, fear, courage, jealousy, sadness, happiness, etc.). Check this vocabulary in the Glossary, if necessary.
- In groups, imagine you are actors and you have to represent different emotions through words or your body language in front of the class. Look at the graph organizer below. Brainstorm ideas that come to mind as you read the expressions below.



a. Include your list of plays and graph with emotions in your portfolio.

I can do this! I'm ready to move on.     I'm almost there! I might need a bit of help.     I don't understand. I need more work on this.

8. Read and listen to the play *A Midsummer Night's Dream* in your Reading Booklet. In pairs, express your opinion related to the characters and the stage directions.

7. Take a look at the expressions in *italics* in the texts on pages 64, 66, 67, 68, and 69. What do they have in common? What is the difference? Discuss in groups.

Students go back to the texts that they have read so far in the unit and examine the elements in *italics*, making comparisons and contrasting information.

**Answers**

Answers will vary.

**READING PLAYS...**

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to read plays, recognizing stage directions that give information about characters and setting.

## LANGUAGE BANK

For more information about how to read and perform plays, students can go to pages 164-165


## COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 150.



### Towards the product

#### Dramatized Reading

#### SUBPRODUCT 1: Selected plays and graph with emotions


- Students write a list of plays they know.
- Give them time to share and compare their lists as a class. Promote oral interaction at this stage. Walk around the classroom, monitor and help as necessary.
- Check this vocabulary in the Glossary if necessary).
- Students brainstorm different emotions to convey through words and their body language. To do this, they use the graphic organizer.  Glossary page 187
- Remind students to include their list of plays and graph with emotions in their portfolio and explain that they will use this material later, when they work in their product on page 74.

Finally, invite them to evaluate their own performance using the prompts.

8.   Read and listen to the play *A Midsummer Night's Dream* in your Reading Booklet. In pairs, express your opinion related to the characters and the stage directions. Ask students to open their Reading Booklet on page 58. They read and listen to the text and then discuss their opinions about the characters and the stage actions.

## CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

I.  Read and listen to the following excerpt from *Romeo and Juliet* by Shakespeare. Discuss the differences between dialogues and stage directions with your partner. Check with your teacher.

*Romeo and Juliet*

SCENE II. Capulet's orchard.

Enter ROMEO and JULIET appears above a balcony.

JULIET— Ay me!

ROMEO— (Sighs) O, speak again, bright angel! (JULIET is at the balcony, she moves from one place to another because she is worried.)

JULIET— O Romeo, Romeo! Where art thou Romeo? Deny the father and refuse the name; or if you will not, be but sworn my love; and I'll no longer be a Capulet.

ROMEO— (Sadly) I think I see the one who's last name is Montague and yours is Capulet.

JULIET— (Worried) Juliet Capulet? Sounds terrible! Are you sure?

II. Read the text in activity I aloud. Follow the stage directions when showing emotions, attitudes, tone of voice, etc.



III. Evaluate your progress according to your performance in Lessons 1 and 2.

**Assessment**

I can identify the plot of a play.	Accomplished	Almost accomplished	Need more work
I can understand stage directions.	Accomplished	Almost accomplished	Need more work
I can comprehend plays.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

ON THE ROAD UNITS CHECK YOUR PROGRESS 71

- I.   Read and listen to the following excerpt from *Romeo and Juliet* by Shakespeare. Discuss the differences between dialogues and stage directions with your partner. Check with your teacher. Students should be able to distinguish stage directions from dialogues.

#### Answers:

The stage directions are in italics.

- II. Read the text in activity I aloud. Follow the stage directions when showing emotions, attitudes, tone of voice, etc. Students should dramatize the reading of the excerpt from *Romeo and Juliet* following the stage directions.



### III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

## Page 72

**LESSON 3: Participating in dramatized readings**

1. In pairs, choose three plays you have read so far in this unit. Then complete the chart.

Play	Author	Setting	Characters

2. In pairs, talk about the plays you chose in activity 1. Take turns to ask and answer these questions.

- What is your favorite play?
- What character do you like most? Why?

3. Complete the diagram with the words you think are related to prosodic features.

scene direction stage directions stress rhythm pitch volume prosody  
pause line break tempo speech dialogue act

prosodic features

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72    UNIT 5 LESSON 3    ON THE ROAD

### LESSON 3: Participating in dramatized readings

1. In pairs, choose three plays you have read so far in this unit. Then complete the chart.

Invite students to choose three plays and describe them completing the chart.

**Answers:**

Answers will vary.

2. In pairs, talk about the plays you chose in activity 1. Take turns to ask and answer these questions.

Students discuss the questions about the plays in activity 1. Encourage them to take turns to make the questions and answer them. Monitor and help as necessary.

**Answers:**

Answers will vary.

3. Complete the diagram with the words you think are related to prosodic features.

Read the information in the Background information window. Explain to students what prosodic features are and then give them time to complete the diagram. Check the activity as a class.

**Answers:** intonation-stress-rhythm-pitch-volume-pause-tempo.

### BACKGROUND INFORMATION

Prosodic features (sometimes known as *suprasegmental phonology*) are those aspects of speech which go beyond phonemes and deal with the auditory qualities of sound. In spoken communication, we use and interpret these features without really thinking about them. There are various conventional ways of representing them in writing, although the nuances are often hard to convey on paper.

The following are some examples of prosodic features:

**Intonation:** the rise and fall of the voice in speaking.

**Pause:** pause as hesitation is a non-fluency feature.

**Pitch.** Different pitch levels, or *intonation*, can affect meaning.

**Stress.** Stress, or emphasis, is easy to use and recognize in spoken language, but harder to describe. A stressed word or syllable is usually preceded by a very slight pause, and is spoken at slightly increased volume.

**Volume.** Apart from the slight increase in loudness to indicate stress, volume is generally used to show emotions such as fear or anger.

**Tempo.** Tempo, or speed, is to some extent a matter of idiolect. Whilst its use is not wholly systematic, it can indicate the difference between, for example, impatience and reflectiveness.

**Adapted from:** Prosodic features of speech. Retrieved from <http://www.litnotes.co.uk/prosodicspeech.htm>

**4** Read the following exchanges aloud. Practice including prosodic features. Check prosodic features in the Glossary, if necessary.

I.

THE GIRL - (urgently) Old gentleman...

CESAR - (Sighs...) you pressure on your ancestors. I am younger than you, though your voice is but a girl's voice at yet.

II.

ROMEO - (Sadly) I think I am the one who's last name is Montague and yours is Capulet.

JULIET - (Worried) Juliet Capulet? Sounds terrible! Are you sure?

**5** Now, dramatize your reading. Apply the prosodic features in activity 5 and follow the given stage directions in your excerpt. Check the concepts in the Glossary, if necessary.

Glossary page 186

Towards the product A dramatized reading

SUBPRODUCT 2: Tips for reading aloud.

a. Take notes of all the things you need to consider for reading a play aloud.  
Example: prosodic features, stage directions, etc.

b. Use your notes to write a list of tips for reading plays aloud.

c. Include your list of tips in your portfolio.

I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I don't understand. I need more work on this.

Self-assessment

I can appreciate and value literature.	Yes	No
I can identify stage directions.	Yes	No
I can identify prosodic features.	Yes	No
I can dramatize readings.	Yes	No

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

ON THE ROAD UNITS LESSONS 73

**4. Read the following exchanges aloud. Practice including prosodic features. Check prosodic features in the Glossary, if necessary.**

Glossary page 187

Students practice reading and including the corresponding prosodic features. They correct themselves when necessary.

**5. Now, dramatize your reading. Apply the prosodic features in activity 5 and follow the given stage directions of your excerpt. Check the concepts in the Glossary, if necessary.**

Glossary page 187

Students now dramatize their reading, following stage directions and including the corresponding prosodic features. Remind them to check the prosodic features in the Glossary, in case they need it.

## Towards the product



### Dramatized Reading

#### SUBPRODUCT 2: Tips for reading aloud.

- a. Invite students to think of all the things they need to consider when reading a play aloud. Elicit ideas and write them on the board. Ask students to take notes of these ideas.
- b. Explain to students that they have to write a list of tips for reading plays aloud and that they can use their notes to do it.
- c. Tell students that they are going to use this list later, when they work on their final product on page 74 so they should include it in their portfolio.

Finally, invite students to evaluate their own performance using the prompts.

#### Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and invite them to read the plays aloud one more time.



## FINAL DESTINATION

## Product

**Product**

1. Open your portfolio. In groups, work with your list of plays in Subproduct 1 (page 70) and your tips in Subproduct 2 (page 73).
2. Explore the literary elements and identify the ones that you have learned in this unit.
3. Present your excerpt to your class. Explain why you chose them, using the expressions in the Useful language window.
4. Read the excerpt from the play aloud, following the tips in your list. Respect stage directions to provoke the spectator and use prosodic features.

**A dramatized reading**

Product Unit 5

**USEFUL LANGUAGE**

- We have decided to read... Because...
- The excerpt that we are going to read is...

**Reflect on your product**

Did we follow the instructions carefully? Yes No

Did we follow the tips to read the excerpt aloud? Yes No

Did we dramatize the reading? Yes No

If most of your answers are insufficient, check the steps of the product with the help of your teacher.

74 UNITS PRODUCT The Village Delta FINAL DESTINATION

**A dramatized reading**

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (A dramatized reading) based on all the activities related to the social practice of language in this unit (Read plays.)

1. **Open your portfolio. In groups, work with your list of plays in Subproduct 1 (page 70) and your tips in Subproduct 2 (page 73).**  
Ask students to open their portfolio and use the material in it in this new product.
2. **Explore the literary elements and identify the ones that you have learned in this unit.**  
Students can work in groups and have a

conversation about the elements in the play they chose. Students should express opinions using appropriate contrasting tenses.

3. **Present your excerpt to your class. Explain why you chose them, using the expressions in the Useful language window.**

Have students socialize their product by presenting the excerpts that they are going to dramatize and explain why they have chosen them. Remind them to use the expressions in the Useful language window.

4. **Read the excerpt from the play aloud, following the tips in your list. Respect stage directions to provoke the spectator and use prosodic features.**

Students should read the text they chose aloud, applying what they have learned in the unit about stage directions, conveying emotions and prosodic features. Invite them to use the expressions in the Useful language window as they present their dramatized reading.

**Reflect on your product**

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

**Evaluation Instrument****Graphic organizer**

Make a copy of the graphic organizer on page 182 per student. Complete the graphic organizer according to their performance in the unit and consider it as evidence of their progress.

## FINAL CHECK

**FINAL CHECK**

I. Listen and read the excerpt from *Macbeth* by William Shakespeare.

**Macbeth**  
 MACBETH has killed DUNCAN and now talks to his wife.  
 Enter MACBETH, carrying no Necessarial diggers.

LADY MACBETH— My husband!

MACBETH— I have done the deed.  
 Did not you hear a noise?

LADY MACBETH— I heard the owl scream and the cat mew.  
 Did not you speak?

MACBETH— When?

LADY MACBETH— Now.

MACBETH— As I descended?

LADY MACBETH— Yes.

MACBETH— Mack! Who lies in the second chamber?

LADY MACBETH— Donalbain.

MACBETH— (Looks at his hands) This is a sorry sight.

Adapted from: Chubb, J., R. McAd. Adapted text by: www.gutenberg.org

II. In pairs, take turns to dramatize and read the play aloud. Follow the corresponding directions and use prosodic features.

III. Evaluate your progress according to your performance in the Unit.

**Assessment**

I can dramatize the reading of an excerpt from a play.	Accomplished	Almost accomplished	Need more work
I can follow the directions given in a play when reading aloud.	Accomplished	Almost accomplished	Need more work
I can use prosodic features as I read an excerpt from a play aloud.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

UNIT 5 FINAL CHECK 75

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. Listen and read the excerpt from *Macbeth* by William Shakespeare.  
 Give students time to read and listen to the text. They should examine the elements of the text they have learned so far as they read.
- II. In pairs, take turns to dramatize and read the play aloud. Follow the corresponding directions and use prosodic features.  
 Students should be ready to read a play aloud. Give them time to practice and familiarize with the text. Monitor and help them with the vocabulary or any other information.  
**Answers:**  
 Students' performance.
- III. Evaluate your progress according to your performance in the Unit.  
 Students should answer the Assessment chart. They read the sentences and tick the options

that best represent their performance during the unit. In case they have doubts, you may revise the specific contents studied up to now.

### SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 5, students can complete the social practice mind map on page 180

### FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 5.



## Reading Booklet A Midsummer Night's Dream

### BEFORE READING

1. Read the title and brainstorm ideas about the play in your group.  
 Prior to the reading of the excerpt of the play in the next activity, you may invite students to have a look at its title and make predictions about the topic of the reading. Students exchange ideas in their groups and then with the whole class.  
**Answers:**  
 Answers will vary.

2. Take a quick look at the text on page 61. Can you recognize punctuation marks? Underline them and explain their function.  
 You can invite students to start reading the excerpt of the play in silence. You should give them enough time to do this activity. While students read, they identify punctuation marks and signs mentioned along the text.


#### Possible Answers:

*Exclamation marks express irony, surprise, fear*  
*Question marks are used to emphases*  
*Ellipsis express incomplete ideas*  
*Colons indicate a spoken text / dialogue.*  
*Stage directions are in italics.*  
*Parentheses are used to include Stage directions.*

### WHILE READING


3. Label the play elements with the words in the box.  
 Students explore a play script structure. Give them time to recognize it. Then help them check their answers.  
**Answers**  
 a. Title. b. Author. c. List of characters. d. Character description.

- e. Setting. f. Summary. g. Stage direction. h. Stage direction.  
i. Stage direction. j. Dialogue k. Stage direction. l. Stage direction.  
m. Stage direction. n. Stage direction. o. Stage direction.

4.  **Talk with your partner what can be a solution to their problem.**

Students should share their ideas about the solution to the problem. They should say as much as they can.


**AFTER READING**

5.  **In groups,, answer these questions about the text.**

You should invite students to read the questions first and underline the key words. Have them read the play again and underline the parts of the text that they think answer the questions. Give them enough time to express themselves and exchange their ideas. Students read the questions in pairs and take turns to give their answers based on the information read in the text and own knowledge due to some information must be deduced.

**Answers**


- To complain about her daughter Hermia, who doesn't want to marry Demetrius because she is in love with Lysander.
- Egeus.
- She will either be executed or never see another man again.

6.  **In order to describe the plot of this scene, complete the statements with your partner.**

You may explain to students that this is the first scene of the first act. Ask them about the conflict of the play and invite them to complete the ideas in order to describe part of the storyline of the play. Help students recognize what a plot is, which will be useful for them to understand the story. Finally, get students to work in groups in order to complete the statements. Check the answers as a class.

**Answers**

- Theseus.
- Hermia to marry Demetrius./ for the full penalty of law.
- Lysander.
- Hermia.
- Escape.
- Demetrius/ she doesn't love.

7.  **In groups, describe the characters and their participation in the play. Include adjectives your descriptions and support your ideas.**

**Answers:**

Answers will vary.

8.  **In pairs discuss the following statements:**

In pairs, you may get students to read the sentences carefully and decide if they are true or false. Optionally, you could ask your students to correct the false information. Monitor and help when necessary.

**Answers:** will vary

- Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.
- If he's grateful to me for this information, it'll be worth my pain in helping him pursue my rival Hermia.

## TRANSCRIPT

### A Midsummer Night's Dream

An adaptation from the first act the play by William Shakespeare

#### Characters description

**Theseus:** The heroic duke of Athens engaged to Hippolyta.

**Hippolyta:** The legendary queen of the Amazons, engaged to Theseus.

**Egeus:** Hermia's father, who brings a complaint against his daughter to Theseus. Egeus has given Demetrius permission to marry Hermia, but Hermia, in love with Lysander, refuses to marry Demetrius.

**Hermia:** Egeus's daughter, a young woman from Athens. She is in love with Lysander and is Helena's childhood friend.

**Demetrius:** A young man from Athens who was initially in love with Hermia, and then in love with Helena.

**Lysander:** A young man from Athens who is in love with Hermia.

**Helena:** A young woman from Athens, she is in love with Demetrius. Demetrius and Helena were once betrothed, but when Demetrius met Hermia, he fell in love with her and abandoned Helena.

**Philostrate:** Theseus's Master of the Revels, responsible for organizing the entertainment for the duke's marriage celebration.

#### Scene I. Athens. The palace of Theseus.

*In Athens, Theseus and Hippolyta are preparing their wedding. Helena, Lysander, Egeus and Demetrius are angry with Hermia. Hermia and Lysander agree to stay in the forest to run away together. Hermia reveals Helena his escape plan and she decides to reveal the plan to win the love of Demetrius.*

*Enter Theseus, Hippolyta, Philostrate, and Attendants.*

**Theseus:** Our wedding day is almost here, my beautiful Hippolyta. We'll be getting married in four days, on the day of the new moon. But it seems to me that the days are passing too slowly.

**Hippolyta:** No, you'll see, four days will quickly turn into four nights.

**Theseus:** Go, Philostrate, get the young people of Athens ready to celebrate and have a good time.

*Philostrate exits.*

*Enter EGEUS, HERMIA, LYSANDER, and DEMETRIUS*

**Egeus:** Long live Theseus, our famous and respected Duke!

**Theseus:** Thanks, good Egeus. What's new with you?

**Egeus:** I'm here, full of anger, to complain about my daughter Hermia. This man, Demetrius, has my permission to marry her. But this other man, Lysander, has cast a magic spell over my child's heart. You've connived to steal my daughter's heart, making her stubborn and harsh instead of obedient (like she should be). Since she belongs to me, I can do what I want with her, I can either make her marry Demetrius, or have her killed.

**Theseus:** What do you have to say for yourself, Hermia? Think carefully. You should think of your father as a god, since he's the one who gave you your beauty. Demetrius is an admirable man.

**Hermia:** So is Lysander.

**Theseus:** You're right, Lysander's admirable too. But since your father doesn't want him to marry you, you have to consider Demetrius to be the better man.

**Hermia:** I wish my father could see them with my eyes.

**Theseus:** No, you must see them as your father sees them.

**Hermia:** Your grace, please forgive me. But please, tell me the worst thing that could happen to me if I refuse to marry Demetrius.

**Theseus:** You'll either be executed or you'll never see another man again.

**Hermia:** I'd rather wither away than to give up my virginity to someone I don't love.

**Theseus:** Take some time to think about this.

**Demetrius:** Please give in, sweet Hermia.—And Lysander, stop acting like she's yours. I've got more of a right to her than you do.

**Lysander:** Her father loves you, Demetrius. So why don't you marry him and let me have Hermia?

**Egeus:** It's true, rude Lysander, I do love him. That's why I'm giving him my daughter. She's mine, and I'm giving her to Demetrius.

**Lysander:** (to THESEUS) My lord, I'm just as noble and rich as he is. I love Hermia more than he does. And beautiful Hermia loves me. Why shouldn't I be able to marry her? courted Helena, and made her fall in love with him. That sweet lady, Helena, loves him.

**Theseus:** I have to admit I've heard something about that, and meant to ask Demetrius about it, but I was too busy.

*They all exit except LYSANDER and HERMIA*

**Lysander:** What's going on, my love? Why are you so pale?

**Hermia:** Probably because my cheeks' roses needed rain, which I could easily give them with all the tears in my eyes.

**Lysander:** Oh, honey! Listen, in books they say that true love always faces obstacles.

**Hermia:** If true lovers are always thwarted, let's try to be patient as we deal with our problem.

**Lysander:** That's the right attitude. So, listen, Hermia. I have an aunt who is a widow. She lives about twenty miles from Athens, and she thinks of me as a son. I could marry you there, where the strict laws of Athens can't touch us. So here's the plan. Sneak out of your father's house tomorrow night and meet me in the forest.

**Hermia:** Oh, Lysander, I swear I'll be there tomorrow.

**Lysander:** Keep your promise, my love. Look, here comes Helena. Helena enters.

**Hermia:** Hello, beautiful Helena! Where are you going?

**Helena:** Oh, teach me how you look the way you do, and which tricks you used to make Demetrius fall in love with you.

**Hermia:** The more I hate him, the more he follows me around.

**Helena:** The more I love him, the more he hates me.

**Hermia:** Don't worry. He won't see my face ever again. Lysander and I are running away from here.

**Lysander:** Helena, we'll tell you about our secret plan. Tomorrow night, we plan to sneak out of Athens.

**Hermia:** (to HELENA) Goodbye, old friend. Pray for us, and I hope you win over Demetrius!—Keep your promise, Lysander. We need to stay away from each other until midnight tomorrow.

**Lysander:** I will, my Hermia. Goodbye, Helena. I hope Demetrius comes to love you as much as you love him!

*Hermia and Lysander exits.*

**Helena:** I'll go tell Demetrius that Hermia is running away tomorrow night. He'll run after her. If he's grateful to me for this information, it'll be worth my pain in helping him pursue my rival Hermia. At least I'll get to see him when he goes, and then again when he comes back.

## Language Bank answers

### 1. MARCELLUS

It looks like you've offended it.

#### **BARNARDO**

Look! it's going away.

#### **HORATIO**

Stay, Speak, Speak, I order you speak!  
The GHOST exits

#### **MARCELLUS**

It's gone, It won't answer now.

#### **BARNARDO**

What's going on Horatio? You're pale and trembling. You agree now that we're not imagining this, don't you?  
What do you think about it?

#### **HORATIO**

I swear to God if I hadn't seen this with my own eyes, I'd never believe it.

#### **MARCELLUS**

Doesn't it look like the king?

#### **HORATIO**

Yes, as much as you look like yourself. The king was wearing exactly this armor when he fought the king of Norway. And the ghost frowned just like the king did once when he attacked the Poles traveling on the ice in sleds. It's weird.

#### **MARCELLUS**

It's happened like this twice before, always at this exact time. He stalks by us at our post like a warrior.

#### **HORATIO**

I don't know exactly how to explain this, but I have a general feeling this means bad news for our country.

### 2. Answers will vary



# UNIT 6

**Social practice of the language:**  
Compare the same news in several newspapers.

## What's on the news?

Alloted time	16 classes (50 minutes each).
Environment	Family and community.
Communicative activity	Exchanges associated with media.
Social practice of the language	Compare the same news in several newspapers.
Product	Comparative table.
Reading Booklet	<i>Holiday Island Closes.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Revise news articles.</li> <li>• Read news articles.</li> <li>• Compare the same news item in different newspapers.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Provide students with situations and examples in order for them to:               <ul style="list-style-type: none"> <li>- Select pieces of news according to headlines.</li> <li>- Analyze ways of asking for and giving opinions about headlines.</li> <li>- Anticipate content of news items from text structure.</li> </ul> </li> <li>• Share opinions about news. (Demonstrate the use of reading strategies and guide students so that they can:               <ul style="list-style-type: none"> <li>- Anticipate content of news items from text graphic resources.</li> <li>- Make connections between prior knowledge and events.</li> <li>- Organize information according to basic questions.</li> <li>- Report what other people said.</li> <li>- Infer information from headlines.</li> <li>- Model reading strategies.</li> </ul> </li> <li>• Monitor students' actions and help them find solutions so that they can:               <ul style="list-style-type: none"> <li>- Compare changes when describing identical events.</li> <li>- Classify resources when describing protagonists of events, place, time, etc.</li> <li>- Exchange opinions about events in the same news item.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- Selected news.</li> <li>- Notes with information that answer basic questions.</li> </ul> </li> </ul>
Suggested evaluation instrument	Questionnaire.

**Materials**



**UNIT 6**  
 Social practice of the language  
 Compare the same news in several newspapers.

**What's on the news?**

• Environment: Family and community.  
 • Communicative activity: Exchanges associated with media.

**Learning goals**

- revise news articles.
- read news articles.
- compare the same news item in different newspapers.

**Product:**  
 • Comparative table.

**Reading booklet:**  
 • *Holiday Island Closes*.

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The objective of this unit is to teach students how to compare the same news in several newspapers. Students will infer the topics of headlines, exchange opinion about them, read news articles, ask basic questions about the content of news and, finally, students will contrast a piece of news from various sources.

Through the unit, students are going to work on a product where they will design a comparative table to contrast aspects of the same news in several versions. Also, students are going to read the text *Holiday Island Closes* in the Reading Booklet.

**Lead-in**

Start the session by asking some questions such as *Where do most people get their news? Do you read the news online? Will newspapers disappear in the future?, etc.* Tell students to get in pairs and answer the questions. Finally, listen to their ideas and write some of them on the board.

**GETTING READY**

1. In groups, discuss what comes to your mind when you think about these words.

2. In pairs, choose your favorite section. Explain why.

3. Write in the chart the latest news you know. Then in groups, discuss your opinions.

Mexican news	International news
Example: 80-year-old student granted law degree	Example: Hurricane Florence: "We are planning for devastation"

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**GETTING READY**

- 1. In groups, discuss what comes to your mind when you think about these words.**  
 Working in groups of three or four, you should ask students to read the words in the bubbles and speak as much as possible about them. You could check your student's ideas as a class.  
**Answers:** Answers will vary.
- 2. In pairs, choose your favorite section. Explain why.**  
 Organize students in pairs. After that, you should invite them to have a conversation where they can express their preferences. Students briefly explain their reasons.  
**Answers:** Answers will

3. Write in the chart the latest news you know. Then in groups, discuss your opinions. Students should get together in small groups. Students should work together in small groups. They discuss about some news they know. Then they write the headlines of their news in the table.

**Page 78**

**ON THE ROAD**

**LESSON 1: Revising news articles**

1. In groups, read these news headlines and classify them on: Literary (L), Academic (A), Familiar (F), Other (O). Glossary page 188 Invite students to work in small groups. Ask them to take turns to read the headlines. While reading, students look up in the glossary the meaning of the highlighted words. After that, you may want to encourage them to give ideas about what news is behind each headline. Monitor and help when necessary.  
**Answers:** Answers will vary.

**EXTENSION ACTIVITY**

You might invite students to work in pairs. It might be interesting for them to have a look at international news headlines. Motivate them to visit the suggested link and have them choose two or three headlines and read them aloud in class. Students could invite the class to guess the whole news. Monitor and help when necessary.

**Making connections**

Invite students to make connections between the news headlines and their own reality. To do this, you can organize students into groups of three. They could check the local news on newspapers or online. Encourage them to make a list of the most common news topics in their community and country. Finally, students should share their lists with the class. As students read their lists, you might write some key words such as *environment, health, crime, sports, etc.* on the board.

2. Take turns to ask and answer questions about the headlines in activity 1. Follow the example.
- Read the example aloud and invite students to participate in dialogues about the news headlines. They should follow the model.
3. Now write the questions you asked in activity 2.

Ask students to write the questions they asked in the previous activity. Check the activity as a class.

**Possible answers**

- What's the news about Mexico?
- What's the news about the world's longest nonstop flight?
- What's the news about archeologists?
- What's the news about weapons?

**Self-assessment**

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you could read the headlines again as a class, making pauses to monitor and check the messages they convey.



2. **Now read and listen to the news.**

Glossary page 188

While students read the news article, they look up the meaning of the highlighted words in the glossary. Then students check if their predictions in the previous exercise were correct or not. In case their predictions were wrong, you may also ask them in what ways their predictions differ to the ideas in the text. Monitor and check as a class.

**Self-assessment**

Invite students to answer the question and evaluate how much they comprehended the text. If students tick the *no* option, read the article again, this time as a class, and help them with comprehension, making questions as you go through the reading.

**Page 81**

**Massive asteroid bigger than the Great Pyramid of Giza will make a close approach to Earth NEXT WEEK traveling more than 20,000 miles per hour**

ASTERIOD 2016 NF23 IS EXPECTED TO WHIIP PAST EARTH ON AUG 29, ACCORDING TO NASA

By CHRISTINE MACINTYRE FOR DAVIDSON.COM

A massive asteroid estimated to be double the size of a Boeing 747 is headed toward a close approach with Earth next week.

Asteroid 2016 NF23 is expected to skim past us on August 29 at just over 3 million miles away, or about 13 times the distance between Earth and the moon.

The huge space rock is traveling more than 30,000 miles per hour (32,400 km/h) and is considered to be a 'potentially hazardous' object given its proximity – but, its trajectory should see it clear safely by in the early days of September.

A massive asteroid estimated to be double the size of a Boeing 747 is headed toward a close approach with Earth next week. But, it's expected to make a safe pass at 13 times the distance between Earth and the moon.

**Learn to learn**  
How effective are to ask and answer questions enabled to understand a news article?

**READING NEWS...**

> In news, information is reported using verb forms like said, has said, told, has told, reported, revealed, etc. + a sentence usually between quotation marks.  
Example: "We could be growing much more," Mr. Frolik said.

**1** Complete the table of comparison between the two texts. Add two new aspects.

Aspects	Text 1	Text 2
Similarities		
Differences		
Author		

**2** Discuss the following statements in groups.

- "No asteroid currently known is predicted to impact Earth for the next 100 years".
- "A massive asteroid estimated to be double the size of a Boeing 747 is headed toward a close approach with Earth next week."

**Match connectors**  
Have you ever read about a similar situation in the news of your country? Can you give details about it?

ON THE ROAD UNIT 6 LESSON 2 81

**READING NEWS...**

**READING NEWS...**

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn to compare the same news in several newspapers. Explain to them that the words in bold are used to report information. Quotation marks are used when a writer wants to quote someone else's words in an article. To help them, write these other examples on the board:

*John said, "I hate when it's hot outside."*

You can also tell students that to write about the same thing without using quotation marks, they would need to make some changes like in this example.

*John said he hated when it was hot outside.*

**LANGUAGE BANK**

For more information about reported speech, students can go to the Grammar Bank on page 166 and work with the activities on page 167.

**COMMUNICATIVE ACTIVITY**

To consolidate the social practice of the language, they can work with the communicative activity on page 151.

**EXTENSION ACTIVITY**

You could invite students to work in pairs to find more examples of reported information, with or without quotations, in other national or international news. You may get students share their findings with the class. Monitor and help when necessary.

3. **Complete the table of comparison between the two texts. Add two new aspects.**

Students read the texts based on news. Then fill in a table of comparison between both texts. This activity is carried out in groups. You may start giving one or two examples.

**Answers:** Answers will vary.



5. Read and listen to the text *Holiday Island Closes* in your Reading Booklet. Make a table of comparison between both texts and add two new categories. See table page 81 activity 3 as a model.

Students go to the two page 81 activity 3 and see the model of a table of comparison. You may invite students to suggest what the story is about through the observation of the pictures of the news. Students share their ideas with a partner. Then they make the table adding new categories to compare the texts. You may also ask them to read aloud their answers. Provide help if necessary, and read the text *Holiday island closes*. You may invite students to suggest what the story is about through the observation of the pictures of the news. Students share their ideas with a partner. Walk around the classroom and provide help when needed. Then ask them to go back to activity 3 on page 81 and explain to them that they have to draw and complete a similar diagram about the news in the articles.

### BACKGROUND INFORMATION

#### Creating a visual

Students use their five senses to create a mind picture of what is going on in the text. By visualizing what is happening in the text, students are more likely to notice and remember details.

Questions for students to think about while creating a visual

- Why is this visual important to the story?
- How does that visual help you better understand the story?

**Adapted from:** Lynch, E. (April 2017). *How to teach reading comprehension strategies in your school*. Retrieved from <https://www.sadlier.com/school/ela-blog/how-to-use-and-teach-reading-comprehension-strategies-in-your-school>

## CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

I. Read and listen to the news articles. Pay attention to the similarities and differences. Glossary page 188

**The Modern News**  
April 2018  
**Glacier loss is accelerating**

With global warming, we can make predictions and then take measurements to test those predictions. One prediction is that a warmer world will have less snow and ice. In particular, some that have year-round ice and snow will start to melt.

As the Earth warms, the melt line moves upward so that the glacier melt line and glacier ice have water availability will change.

Glaciers are important to ecosystems. So, it would be really important for us to be able to predict what will happen with glaciers in the future and plan for how water availability will change.

Adapted from: Stricker, L. (2018, April). *Water levels on the rise and glacier melting*. Retrieved from: <https://www.foxnews.com/science/2018/04/20/2018-04-20-fox-features-on-ice-melting-impact-of-global-warming>

**Speed of glacier retreat worldwide 'historically unprecedented', says report**  
14 Aug 2018

Researchers have recorded rapid rise in meltwater and retreating rates of glaciers around the world, which are accelerating at a pace double that of a decade ago.

Sea levels are rising as a consequence of the rapid loss of glacier ice worldwide. The world's glaciers are in retreat. The great tongues of ice high in the Himalayas, the Andes, the Alps and the Rockies are going back.

The report, by scientists at the University of Colorado Boulder, says that the rate of glacier retreat is accelerating at a pace double that of a decade ago.

Adapted from: Eder, C. (2018). *Speed of glacier retreat worldwide*. Retrieved from: <https://www.foxnews.com/science/2018/08/14/2018-08-14-fox-features-on-ice-melting-impact-of-global-warming>

II. In pairs, exchange opinions about the news in the articles in activity I using appropriate expressions as in the example.

Example: *As I think people should reduce the green house gas emissions. But, let, but how can we do that?*

**Useful expressions**

1. I (really) think that... 2. I'm sure that... 3. In my opinion / My opinion is...

III. Evaluate your progress according to your performance in Lessons 1 and 2.

Assessment	Accomplished	Almost accomplished	Need more work
I can predict the content of a news article from its headline.	Accomplished	Almost accomplished	Need more work
I can make connections among previous knowledge and a reported event.	Accomplished	Almost accomplished	Need more work
I can express opinion about news.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

ON THE ROAD 83

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. Read and listen to the news articles. Pay attention to the similarities and differences.

Glossary page 188

Give students time to read the news article individually.

- II. In pairs, exchange opinions about the news article in activity I using appropriate expressions as in the example.

You can encourage students to express what they think about the news they have read. Remind them the appropriate use of expressions to give opinions, as shown in the example. You could also encourage students to brainstorm other expressions that they might use in their conversation.

- III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options

that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

## Page 84

**LESSON 3: Contrasting news articles**

1. Read and listen to the news article.

**The Informer**

**Teenagers' sleep quality and mental health at risk over late-night mobile phone use**

By Eddie Hwang

A longitudinal study of 1,101 Australian high school students aged between 13 and 16 found poor-quality sleep associated with late-night texting or calling was linked to a decline in mental health, such as depressed mood and declines in self-esteem and coping ability.

Lead researcher Lynette Vernon of Murdoch University in Perth, said "If you're finding your son or daughter is moody and not coping at school, you often put that down to adolescence – but it could be as simple as them not sleeping at night."

"The outcomes of not coping – lower self-esteem, feeling moody and less self-regulation, aggressive and delinquent behaviors – the levels increase as sleep problems increase."

Teenagers who reported "constantly texting into the night" said when surveyed a year later, the problem had worsened. "It's escalating – they're highly involved in it... Some kids are staying up until 3 am."

"Teenagers need eight to 10 hours of sleep for healthy development," Vernon said. Phones disrupted sleep in two ways, with the bright light from screens disrupting natural circadian rhythms, and messages received before sleep spiking "cognitive and emotional arousal," Vernon has said.

Socialism was the best performer, Vernon said. Parents could also set a good example by demonstrating good habits around phone use themselves.

Adapted from: *the Guardian*, 12/07/14 (updated). Teenagers' sleep quality and mental health at risk over late-night mobile phone use. Retrieved from <http://www.theguardian.com/technology/2014/07/12/teenagers-sleep-quality-and-mental-health-at-risk-over-late-night-mobile-phone-use>

2. Read the text again and underline the main ideas. Create some questions about the article.

3. Take turns to ask and answer the questions you created in activity 2.

## LESSON 3: Contrasting news articles

### 1. 43 Read and listen to the news article.

Glossary page 188

Tell students that they are going to read and listen to a new article. Give them time to read, listen and look up the words in the glossary.

### 2. Create some questions about the information in the article. The questions must be introduced by words like *what, when, where, who, how long, how many, why*.

Students can read the whole text again and underline the main ideas. Then they write questions using the suggested words.

### 3. Take turns to ask and answer the questions you created in activity 2.

Get students to work in pairs and take turns to ask and answer the questions they created in the previous activity.

**Answers:** Answers will vary.

## EXTENSION ACTIVITY

Get enough copies of the news article in activity 1 and cut it into sections. Organize them into small groups and give each of them a set of the articles. You can challenge them to reassemble the article in the correct order. Be sure to make sensible cuts, so that either the sense of the piece or the language syntax can be used to put the story in order.

## Page 85

1. Read and listen to the news article.

**THE JOURNALIST**

**Wide awake: Late-night phone use harms teenagers' mental health and sleep quality.**

By Hayley Hagan

**TEENAGERS' LATE-NIGHT MOBILE PHONE USE IS HARMING THEIR MENTAL HEALTH AND SLEEPING PATTERNS, ACCORDING TO A NEW STUDY.**

The study of 1,100 students aged 13 to 16 in Australia found that late-night mobile phone use was directly linked to poor sleep quality, which led to poorer mental health outcomes, reduced coping and lowered self-esteem. Lead researcher Lynette Vernon, of Murdoch University in Perth, said the findings showed a need for curfews around the use of mobile phones in bedrooms. The researchers looked at teenagers' mobile phone habits over the course of four years. Students were asked what time of the night they received or sent text messages and phone calls, and about their perceptions of their sleep quality. The results showed that 65% of students in their first year of high school (aged around 13) owned a mobile phone. Around one-third of these students reported they never texted or received phone calls after lights out. However, three years later 95% of the students owned mobiles and only 23% of those students reported no late-night mobile phone use. As the students' levels of mobile phone use grew over time, so did their poor sleep behavior, with a rise in depressed mood and a decline in self-esteem evident. "Heavy mobile phone use becomes a problem when it overrides essential aspects of adolescent life," Vernon said.

Adapted from: *the Guardian*, 12/07/14 (updated). Wide awake: Late-night phone use harms teenagers' mental health and sleep quality. Retrieved from <http://www.theguardian.com/technology/2014/07/12/wide-awake-late-night-phone-use-harms-teenagers-mental-health-and-sleep-quality>

2. Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.

### 4. 44 Read and listen to the news article.

Glossary page 188

Students read and listen to this second version of the news. While reading, students look up in the glossary the meaning of the highlighted words.

### 5. Compare this article with the other version (page 84 activity 1). In groups, analyze differences and similarities between them.

Working in groups of four, you may challenge students to find similarities and differences from the point of view of information, details provided, etc. Students can compare their conclusions with other groups as well. Finally, check the activity as a class.

**Answers:** Answers will vary.

## TEACHING TIP

Students need to have the possibility to use the new vocabulary as much as possible in a meaningful, less controlled way. As in any lesson, teachers should refrain from jumping in and correcting during this stage. This is the students' time to apply the new language in a free environment. Any mistakes should be noted for the feedback and correction stage.

**Adapted from:** Farmer, J.A. (n.d). How to Effectively Use News Articles in the EFL Classroom. Retrieved from <http://iteslj.org/Techniques/Farmer-News.html>

## Page 86

Read, listen and circle the words you hear in this third version of the news article.

**Medical Magazine**  
**Night phone use a danger for adolescent mental health**  
Provided by Murdoch University

students owned a mobile phone and around one-third of these students (b) *investigated* whether they were 'banned' or not from using their phones after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of these Year 11 students reported no late night mobile use.

Dr Vernon said "these results are concerning, although the answer is not as simple as just banning adolescent phone use."

if there are any potential (d) *benefits* advantages of mobile technology, but these results (e) *showed* demonstrated the importance of adults 'teaching teens where they are', enforcing electronic curfews, and teaching good sleep (f) *habits* routines during the high school years," Dr. Vernon has said.

They found that adolescents' late-night mobile phone use was directly linked to poor quality sleep, which subsequently led to poorer mental health outcomes, reduced coping, and lowered self-esteem.

The study surveyed 1100 students from 29 schools annually over four years in total, starting in Year 8 and following them until Year 11.

Students were asked what time of the night they received or sent text messages and phone calls, and their perceptions of their sleep quality.

The researchers also investigated adolescents' symptoms of depressed mood, involvement in delinquency or aggression, and their coping and self-esteem over time.

Results showed that in Year 8, more than 85 per cent of students owned a mobile phone and around one-third of these students reported they never texted or received phone calls after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of these Year 11 students reported no late night mobile use.

Dr Vernon said "these results are concerning, although the answer is not as simple as just banning adolescent phone use."

«There are many potential benefits of mobile technology, but these results demonstrate the importance of adults 'meeting teens where they are', enforcing electronic curfews, and teaching good sleep habits during the high school years,» Dr. Vernon has said.

86 UNIT 6 LESSON 3 ON THE ROAD

### 6. Read, listen and circle the words you hear in this third version of the news article.

Glossary page 188

Prior to the listening, you may invite students to read the article in silence. While reading, students look up in the glossary the meaning of the highlighted words. Then, play the recording twice and make students identify the words they hear. Play the recording again, pausing after each paragraph to let students check their answers. Finally, invite confident students to help you read aloud the text and confirm the answers.

**Answers:** a. indicators, b. adolescents, c. annually, d. quality, e. investigated, f. self-esteem, g. showed, h. reported, i. benefits, j. demonstrate, k. habits

## TRANSCRIPT

**Night phone use a danger for adolescent mental health**  
Provided by Murdoch University

### Medical Magazine

Research conducted by Murdoch and Griffith Universities in Australia tracked changes in late-night mobile phone use, sleep, and mental health indicators over three years in a large sample of Australian teens.

They found that adolescents' late-night mobile phone use was directly linked to poor quality sleep, which subsequently led to poorer mental health outcomes, reduced coping, and lowered self-esteem.

The study surveyed 1100 students from 29 schools annually over four years in total, starting in Year 8 and following them until Year 11.

Students were asked what time of the night they received or sent text messages and phone calls, and their perceptions of their sleep quality.

The researchers also investigated adolescents' symptoms of depressed mood, involvement in delinquency or aggression, and their coping and self-esteem over time.

Results showed that in Year 8, more than 85 per cent of students owned a mobile phone and around one-third of these students reported they never texted or received phone calls after lights out. But three years later 93 per cent of the students owned mobiles and only 22 per cent of these Year 11 students reported no late night mobile use.

Dr Vernon said "these results are concerning, although the answer is not as simple as just banning adolescent phone use."

«There are many potential benefits of mobile technology, but these results demonstrate the importance of adults 'meeting teens where they are', enforcing electronic curfews, and teaching good sleep habits during the high school years,» Dr. Vernon has said.

## TEACHING TIP

It might be a good idea to briefly review the vocabulary studied so far in this lesson. It is best to elicit this information and to call for examples. This will not only reinforce the information, but you could check if your students have understood what has been covered up to now.

**Adapted from:** How to Effectively Use News Articles in the EFL Classroom. Retrieved from <http://iteslj.org/Techniques/Farmer-News.html>

### 7. Share your answers in activity 6 with your partner. Then check them with your teacher.

Now give students time to check and compare their answers to activity 6.



**Towards the product** | Comparative table

**SUBPRODUCT 2: Notes**

a. In your group, read your news, and take notes of possible comparisons between both texts.  
b. Include your notes in your portfolio.

I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I don't understand. I need more work on this.

1. In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity 3 (Check your progress).

2. In groups, complete the table to compare the news in activities 1 and 4.

News version	Source	Date	Headline	Visuals	Quotations	Main details
1	The Informer					
2						

9. In groups, complete the table to compare the news in activities 1 and 4. You can get students to work in groups. You may invite them to go back and read the articles again. As they read, students should pay attention to the aspects suggested in the table. To help students you may ask: *How long are the headlines? How many words do they have? What type of visuals do they have? Do they give different pieces of information?* Etc.



**FINAL DESTINATION**

**Product**

**Product**

- Open your portfolio and share your selected news articles (Subproduct 1, page 82) and notes (Subproduct 2, page 87) with your partners.
- Take turns to suggest comparisons between the two versions of the same piece of news.
- Design a comparative table to contrast the most relevant aspects of two versions of your news article. See model on page 87.
- Stick the paper on a piece of cardboard to make a poster. Write an appropriate headline at the top and include the necessary visuals that fit with your news.
- Put all the posters together and display them in a visible place of the classroom. Use your comparative table to talk about the similarities and differences of your news articles.

**USEFUL LANGUAGE**

- My opinion is
- To be honest
- I do think
- I'm no expert, but

**Reflect on your product**

Does our work link to the theme of the unit?    Yes    No

Is our product neat and tidy?    Yes    No

Did we finish the task on time?    Yes    No

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

**Towards the product**

**Comparative table**

**Step 2: Notes**

- Students should read their news articles in their groups and ask comprehension questions that will let them obtain basic information. Ask them to write notes of the answers in a separate sheet of paper.
- Explain to students that this is the second step of the product, so they need to include their notes in their portfolio. They will use them again when they work on the final product on page 87.

Finally, invite students to self-evaluate their performance using the prompts.

8. In groups, give your opinion on the topic of the two versions of the news using the expressions on page 83, activity 3 (Check your progress).

Working in groups, students exchange their points of view of the topic of the news. Invite students to use the suggested expressions to give opinions. Monitor and check when necessary.

**Comparative table**

- Open your portfolio and share your selected news articles (Subproduct 1, page 82) and notes (Subproduct 2, page 87) with your partners. In the same groups, students check and take turns to read the information they have recorded in their portfolio.
- Take turns to suggest comparisons between the two versions of the same piece of news.

You may encourage students to read their news articles in groups. Then, invite them to compare different components in their news such as the type of visuals (pictures, graphs, etc.), source, style, formality, vocabulary and structures used, etc.

3. Design a comparative table to contrast the most relevant aspects of the two versions of your news article. Use the table in exercise 9, on page 87 as a model.

You can challenge students to draw a comparative table where they can record the information they want to contrast. Walk around the classroom and provide help when necessary.

4. Stick the paper on a piece of cardboard to make a poster. Write an appropriate headline at the top and include the necessary visuals that fit with your news.

Students need to place their comparative table on a piece of cardboard, decide which ideas they are going to represent visually and write a headline news at the top. Let students make comments about what they have done so far. Then, invite them to check again their work and add any other extra ideas. Give them enough time to finish their task.

5. Put all the posters together and display them in a visible place of the classroom. Use your comparative table to talk about the similarities and differences of your news articles.

Students exhibit their work in a visible place in the classroom. Encourage them to take turns to present the information in front of the class. Remind them to use the expression in the Useful language window as they share their product. Finally, ask them to make a copy of the comparative table and include it in their portfolio.

### Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Questionnaire

Make a copy of the Questionnaire on page 183 per student. Complete the evaluation according to their performance in the unit and consider it as evidence of their progress.

## FINAL CHECK

The screenshot shows a digital interface for a 'FINAL CHECK' activity. At the top, there are icons for various activities and a 'Glossary page 188' link. Below this, there are two news articles side-by-side. The left article is titled 'Threatened olive ridley sea turtles found dead off Mexico' and the right one is 'Hundreds of Endangered Sea Turtles Found Dead Off Mexico'. Below the articles, there are three numbered instructions for the activity. At the bottom, there is an 'Assessment' chart with four columns: 'I can contrast the same piece of news in several newspapers', 'Accomplished', 'Almost accomplished', and 'Need more work'. The chart also includes a note: 'If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.'

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. Read and listen to these two news articles about the same topic.

Glossary page 188

You can invite students to read both texts in silence. While reading, students look up in the glossary the meaning of the highlighted words.

- II. In pairs, have a conversation about the main differences in the news articles in activity 1.

Encourage students to compare both versions of the same piece of news in the previous task. Students should use appropriate expressions to express opinion.

- III. Evaluate your progress according to your performance in the Unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

### Social practice mind map

As a synthesis of Unit 6, students can complete the social practice mind map on page 181.

### FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 6.



## Reading Booklet

### Holiday Island Closes

#### BEFORE READING

- In small groups, read both headlines of the same news and figure out the story behind them. Write some of your ideas in the space provided.

Students can work in groups of four. You may invite them to read carefully the headlines of the news and suggest the information they convey. You should have them write some brief ideas about their conclusions.

**Answers:** Answers will vary.

- 2. What do they have in common?**  
Students look at the news articles' features and identify the elements in common.

**Answers:**

Both articles cover the same news.

- 3. How do they differ?**  
Students examine the material once again and identify the differences.

**Answers:**

The first article is from an online periodical while the second is taken from a newspaper. The second article is shorter.

- In pairs, find ideas that have been reported using the exact words that someone else used. How can you identify them?

Students read to identify the parts of the texts that refer to reported ideas. Encourage them to justify their answers providing evidence when necessary.

- In groups, read both headlines again and compare them. Brainstorm ideas and complete the table.

You can invite students to work in groups of three or four. You may invite them to focus on

the headlines once again. This time, you need to ask them to make comparisons about the specific aspects shown in the table. Then, they fill in the table with brief information. Check the activity as a class.

**Answers:**

Headline	Length	Length	Message
Version 1	13 words	Yes	Answers will vary
Version 2	10 words	None	Answers will vary

#### AFTER READING

- In pairs, analyze both texts. Then answer the table.

Working in pairs, students take turns to read both texts. When they finish, they complete the table. You may invite them to underline the main idea in both texts. You can check their answers aloud. Then, they can work finding similarities, differences, what is the author's purpose or intention. Finally check their answers with the whole class.

- In pairs, explain what these numbers refer to.

Invite students to work in pairs. You can get them to focus on the numbers shown in the exercise. You should tell them that they have to find the information that is related to those numbers and write full sentences with them. Give an example and write it on the board. Monitor and help if necessary. To check answers, invite some volunteers to read their sentences aloud.

**Answers:**

26 (The closure of Boracay starts on 26 April).

4 (President Duterte announced the closure of Boracay on 4 April.)

36,000 (It is estimated the loss of 36,000 jobs with the closure of Boracay.)

6 (Boracay will be closed for 6 months.)

2 (The island receives about 2 million guests each year.)

- In groups, identify who these people are and what they think. In groups, identify who these people are and what they think about the situation at Boracay.

Working in small groups, students scan both articles to find the information related to the people's names in the boxes. Then, students share their findings with other groups in the classroom. Monitor and check the activity as a class.

**Answers:**


Rodrigo Duterte (Philippine's President. He announced the closure of Boracay)

Jonas Leones (Environment undersecretary. He believes in strong measures to restore the previous condition of the place.)

Jose Clemente III (President of the Tourism Congress of the Philippines. He does not want the complete closure of the place.)

Menardo Guevarra (senior deputy executive secretary. He said that calamity funds would be used to keep affected workers afloat.)

Antonio La Vina (former Philippine environment undersecretary. He said that the new casino and resort contradict the efforts of cleaning up Boracay.)

9.  In groups, discuss on the similarities and differences of both versions of the news article. Write some ideas to fill in the diagram.

Organize students into small groups. You can encourage them to have a conversation comparing both news versions. Then, you should invite them to write some of their conclusions in the corresponding sections in the diagram. Monitor and check as a class.

**Answers:** Answers will vary.

## TRANSCRIPT

### Holiday Island Closes

PHILIPPINES' POPULAR TOURIST ISLAND CLOSES FOR SIX MONTHS TO LET "CESSPOOL" BEACHES RECOVER

By Helen Coffey  
The Independent

Boracay is to close for six months on 26 April. The decision was announced by President Rodrigo Duterte on 4 April, after he dubbed the island a "cesspool" during a visit the previous month.

The island is lauded for its white sand beaches, but problems of sewage being dumped into the sea by local hotels and restaurants, and buildings constructed too close to the shoreline, mean it is under threat.

Environment undersecretary Jonas Leones told The Guardian: "An iron fist is needed to bring it back to its previous condition."

Jose Clemente III, president of the Tourism Congress of the Philippines, said "We expect partial, rather than full, closure."

The closure is estimated to potentially lead to 36,000 job losses and £767m loss of tourist-related revenue.

However, senior deputy executive secretary Menardo Guevarra said that calamity funds would be used to keep affected workers afloat during the closure period.

PHILIPPINES TO CLOSE BORACAY ISLAND TO TOURISTS FOR SIX MONTHS GULF NEWS

The Philippines has announced that Boracay will be closed to tourists for six months over concerns that the once idyllic white-sand resort has become a "cesspool" tainted by dumped sewage.

Philippine President Rodrigo Duterte ordered the shutdown to start April 26, his spokesman Harry Roque said late Wednesday on Twitter.

The decision jeopardizes the livelihoods of thousands employed as part of a bustling tourist trade on the island that each year serves some two million guests and pumps roughly \$1 billion revenue into the Philippine economy.

But the Philippines gave the green light to begin construction next year of a casino and giant resort complex.

"The casino contradicts all the efforts now of cleaning up Boracay," former Philippine environment undersecretary Antonio La Vina said.

## Language Bank answers

- a.** Past Simple Interrogative with verb Be:  
**Question Word:** Where, How, Who, Etc.  
**Be:** Was, were  
**Subject:** I, he, she, it, we, you they  
**Question mark:** ?
  - b.** Past Simple Interrogative with other verbs:  
**Question Word:** What, Where, When, How, Why, Who, Etc.  
**Auxiliary:** did  
**Subject:** I, you, he, she, it, we, they  
**Infinitive Verb:** eat, live, go, travel, happen, meet  
**Question mark:** ?
- 2.** Reported Speech  
Example: The final exam will be in June.  
The teacher **said / has said**, "the final exam will be in June." Or  
The teacher **said / has said** the final exam **would** be in June.  
When reporting, the tenses change as follow.  
**Present: Past**  
Lara has told me, "I need to study more".  
**(Present)**  
Lara has told me (that) she needed to study more. **(Past)**  
He has said, "I met with the director." **(Past)**  
He has said (that) he had met with the director.  
**(Past perfect)**  
**Will:** Would  
**May:** Might  
**Can:** Could  
**Must:** Had to
- a.** When did they see the movie?
  - b.** Where were you last week?
  - c.** How long did it rain?
  - d.** Where did you sit?
  - e.** How did he go to school?
  - f.** Who did you go with?
  - g.** What time did she get up?
  - h.** Why were the shops closed?
- a.** Scientists informed/have informed, "the climate is changing." Or "The climate is changing," scientists informed/have informed.
  - b.** The policeman said / has said, "the accident happened last night." Or "The accident happened last night," the policeman said / has said.





# Let's improvise monologues!

Alloted time	16 classes (50 minutes each).
Environment	Literary and recreational.
Communicative activity	Recreational expression.
Social practice of the language	Improvise a brief monologue on a topic of interest.
Product	Game <i>Improvised monologues</i> .
Reading Booklet	<i>Monologues</i> .
Learning goals	<ul style="list-style-type: none"> <li>• Check genres of monologues</li> <li>• Plan a monologue</li> <li>• Present a monologue</li> <li>• Promote feedback</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Facilitate word and expression repertoires about topics chosen by students and opportunities to use them when planning monologues.</li> <li>• Provide students with the necessary conditions to achieve the following objectives:               <ul style="list-style-type: none"> <li>- Recognize different types of monologues.</li> <li>- Choose monologue genre.</li> <li>- Analyze characteristics of the chosen genre.</li> <li>- Negotiate rules to play.</li> <li>- Revise word repertoires, own expressions and expressions of others.</li> </ul> </li> <li>• Provide models of behavior associated with speaking and listening so students comprehend them and achieve the following objectives:               <ul style="list-style-type: none"> <li>- Value the time of use of body language that is more suitable for the monologue.</li> <li>- Discuss how to use body language to provoke desired emotions.</li> <li>- Define strategies to monitor speech.</li> <li>- Take audience needs and knowledge into consideration when choosing topic.</li> <li>- Offer proposals and value proposals made by others.</li> </ul> </li> <li>• Stimulate students' confidence and help them improvise when speaking so they achieve the following objectives:               <ul style="list-style-type: none"> <li>- Control emotions.</li> <li>- Use appropriate speech register.</li> <li>- Choose appropriate conventions.</li> <li>- Self-evaluate performance.</li> </ul> </li> <li>• Focus students' attention on positive and constructive attitudes towards foreign language use so that they achieve the following objectives:               <ul style="list-style-type: none"> <li>- Value strengths of language mastery and language competence.</li> <li>- Contribute to solve problems in order to improve performance.</li> <li>- Explicit used strategies.</li> <li>- Value opinions of others.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- Catalog of strategies to use body language.</li> <li>- List of topics for monologues.</li> <li>- Participation rules.</li> </ul> </li> </ul>
Suggested evaluation instrument	Rubric.



**UNIT 7**  
Social practice of the language  
Improvise a brief monologue on a topic of interest.

**Let's improvise monologues!**

To be or not to be...

Environment: Literary and recreational.  
Communicative activity: Recreational expression.

Learning goals	Product	Reading booklet
<ul style="list-style-type: none"> <li>check genres of monologues.</li> <li>plan a monologue.</li> <li>present a monologue.</li> <li>provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Game: Improvised monologues.</li> </ul>	<ul style="list-style-type: none"> <li>Monologues.</li> </ul>

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The objective of this unit is to teach students to improvise monologues of their interests. Through the unit, they will check some types of monologues, plan a monologue, perform it to the class and, finally, students will generate useful feedback to improve performance.

At the end of the unit, students will work on a product where they will play a game of improvised monologues. Also, they are going to read the text *Monologues* in the Reading Booklet, where they will have the opportunity to read other extra monologues.

### Lead-in

You may invite students to work in pairs in this activity. Have students take turns to speak for a minute about any topic they like. They must stay on topic for the entire sixty seconds without stopping.

You should encourage them to pay attention to each other's speech habits such as pauses, hesitations, repetitions, etc.

After the second minute is up and both partners have spoken, open a discussion about students' impressions of their first experience with monologues. You may find out if the activity was a hard or an easy activity and if they were able to stay on topic. Get them to explain their ideas.



**GETTING READY**

1. In pairs, look at the picture on page 90 and discuss the following questions.

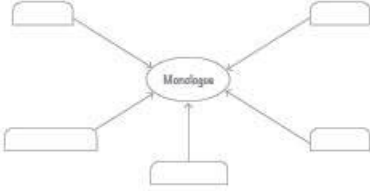
- Who is the man talking to?
- Can you read his body language?
- What is his goal?

2. In pairs, talk about what you know about these two concepts.

**Monologue** **Dialogue**

3. In pairs, brainstorm ideas that you can relate to a monologue and complete the diagram.



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### GETTING READY

- In pairs, look at the picture on page 90 and discuss the following questions. Have students work in pairs. Tell them to focus on the picture on page 90 and discuss the questions of the activity. You may ask further questions such as *What is she doing? How do you think she is speaking? Slowly, fast, softly?*
- In pairs, talk about what you know about these two concepts.

Explain that the pictures illustrate the concepts of *monologue* and *dialogue*. Give students time to examine the pictures and say what they know about these two forms of oral expression. Elicit that a *monologue* is a speech presented by a single character while a *dialogue* is a conversation between two or more participants.

## BACKGROUND KNOWLEDGE


*Monologue* comes from the Greek words *monos*, which means *alone*, and *logos*, which means *speech*. It is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection of thoughts and ideas aloud. Often such a character speaks directly to the audience, or to another character. Monologues are found in dramatic medium like films and plays, and also in non-dramatic medium like poetry.

Adapted from: Monologue. Retrieved from <https://literarydevices.net/monologue/>


3.  In pairs, brainstorm ideas that you can relate to a monologue and complete the diagram.

Draw students' attention to the diagram. Tell them that they have to complete it with their own ideas, the ones that they can relate to the concept of monologue. Help them with questions like *What's the relationship between feelings and monologues? Can you perform a monologue without body language? Etc.*


## Page 92

 **ON THE ROAD**

**LESSON 1: Checking types of monologues**


 In pairs, read and listen to these different genres of monologues.

**A DRAMATIC MONOLOGUE**

 **The Wizard of Oz**  
A monologue from the book by L. Frank Baum. Dorothy: But it wasn't a dream, and you and you... were there. This was a real truly like place and I remember some of it wasn't very nice, but most of it was beautiful—but all I kept saying to myself was: I want to go home... and they said no home! Doesn't anybody believe me? Oh, leave home! And this is my room and I'm not going to leave here ever, ever again. Because I love you all. Oh... There's no place like home!


Adapted from: Baum, L. Frank (1900) *The Wizard of Oz*. Retrieved from [https://www.comix.com/online\\_reading/wizardofoz.html](https://www.comix.com/online_reading/wizardofoz.html)

**A COMIC MONOLOGUE**

 **Confused Teen**  
Any lie is there some attention law that when you become a teenager you move into literally? I'm NOT SUPPOSED to eat chocolate because it causes pimples. Well, I'm SUPPOSED to eat chocolate, because it is great, "trash food." I'm SUPPOSED to have loads rich in iron to help my circulation. Hold on, now, I'm NOT SUPPOSED to have it because it prevents my body from absorbing calcium. Wow, if I can survive being a confused teenager, I can survive anything!


Adapted from: Cartland, Don (2006) *Monty Python's Flying Circus*. Retrieved from <http://www.cartland.com/characters/teen-teenage-comic-strips.html>

**A STORYTELLING MONOLOGUE**

 **Polar Par**  
A monologue from the play by J. M. Barrie. PETER: Think, where are you? Quick, close the window. Barrie: Now when Wendy comes she will believe her mother has banished her out, and she will come back to meet you, think, you and I must go out by the door. (Does, however, see confusing things to those who see used to windows.) It is Wendy's mother she is making a box that says, "Come home, Wendy." You will never see Wendy again, lady, because the window is locked. There are two red things sitting on her eyes. (She is crying Wendy, Wendy, Wendy.) She wants me to unlock the window. I won't! She is awfully fond of Wendy. Me, too! We can't both have her, lady! It's funny feeling coming over him! Come on, Tink, we don't want any silly mothers.

Adapted from: Barrie, J.M. *The Top of the Wood*. New York: Dutton, 1902.

**AN AUTOBIOGRAPHICAL MONOLOGUE**

 **Starting High School**  
Being 13 I was excited to make new friends and learn new things at my new high school, but I was also very nervous. I knew that there were so many extra-curricular activities and that I would have a blast. All these feelings built into one confusing emotion. Knowing what I know now, though, these really isn't much to be scared about!

Adapted from: The Top of the Wood in *Starting High School*. Retrieved from [https://www.comix.com/online\\_reading/wizardofoz.html](https://www.comix.com/online_reading/wizardofoz.html)

**Making connections**

Which monologues have you found in books if watched a movie?


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UNIT 7 LESSON 1

ON THE ROAD

## ON THE ROAD

### LESSON 1: Checking types of monologues

1.  In pairs, read and listen to these different genres of monologues.

 Glossary page 188

Explain to students that they are going to read different genres of monologues. Before they read, draw their attention to the subheadings and explain briefly what each genre refers to. Then play the recording and invite students to read as they listen. Monitor and check the activity as a class.

### EXTENSION ACTIVITY

Students can work in groups in this activity. You may encourage them to choose one type of monologue and search more details and characteristics of the chosen genre. Then, you should invite them to share their findings with the whole class.

### Making connections

Invite students to make connections between the monologues that they read and their own reality. To do this, you can organize them into groups of four to discuss the question suggested. You can give them enough time to remember and make comments about the books they have read and the movies they have watched with memorable monologues. Additionally, you could ask them to recite some few lines of a monologue that has made an impact on them.





one or more extra ones as well. After that, they choose some rules and then take turns to recite their monologues from activity 1 again, following the rules that they have decided.

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**LESSON 2: Planning a monologue**

1. **Read and listen to this monologue.** In pairs, identify pauses in the speech and variations in volume, pitch and rate.

**Ratatouille**

*A monologue from the movie Ratatouille by Brad Pitt and Jim Capobianco*

**ANTON EGO:** In many ways, the work of a critic is not difficult. We risk very little yet enjoy a position over those who offer up their work and their selves to our opinion. We thrive on negative criticism, which is fun to write and to read. There are times when a critic truly risks something, and that is in the discovery and defense of the new. The world is often cruel to new talent, new creations. Last night, I experienced something new, an outstanding meal from a remarkably unexpected source. To say that both the meal and its maker have challenged my preconceptions about fine cooking is a gross understatement. They have rocked me to my core. In the past, it was not a secret my indifference for Chef Gusteau's well known motto: "Anyone can cook." But I comprehended, only now do I truly understand what he meant. Not everyone can become a fantastic artist, but a fantastic artist can come from anywhere. It is difficult to imagine more humble origins than those of the genius now cooking at Gusteau's, who is, in this critic's opinion, nothing less than the finest chef in France. I will be coming back to Gusteau's soon, hungry for more.

Adapted from Brad Pitt and Capobianco, © 2005 Universal Studios. All rights reserved. www.universal.com/bradpitt/bradpitt-and-jim-capobianco/ratatouille

2. **Listen to the monologue again.** In pairs, take turns to read the monologue in activity 1 aloud, imitating what you hear as much as possible.

3. **In pairs, suggest topics to create your own monologue.**

Example: Health, technology, etc.

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2. **Listen to the monologue again. In pairs, take turns to read the monologue in activity 1 aloud, imitating what you hear as much as possible.**

Working in pairs, students listen to the recording once again. Then you may want to challenge them to take turns to read Anton Ego's monologue and reproduce what they hear. Give students enough time to practice the speech. Finally, invite some confident volunteers to read the monologue in front of the class.

3. **In pairs, suggest topics to create your own monologue.**

Get students in pairs. You may encourage them to brainstorm possible topics to perform monologues. Invite them to think not only of their own interests, but also in the interests and necessities of the audience who is going to listen to the monologues. Students are given a couple of examples as models. You might want to encourage them to value each other's suggestions. Then, they share their answers with the class.

**Possible answers:** Hobby, holiday, music, food, family, environment, school, etc.

**LESSON 2: Planning a monologue**

1. **Read and listen to this monologue. In pairs, identify pauses in the speech and variations in volume, pitch and rate.**




**Glossary page 188**




You can get students to work in pairs this time. Prior to the reading and listening, you had better invite students to discuss the movie Ratatouille and make comments about it. You may ask questions like *What was it about? Who were the main characters? Who was Anton Ego? What was his role in the story? Do you remember his speech at the end of the movie?* Elicit answers. Then, you could invite students to read Anton Ego's monologue in silence. While reading, students look up in the glossary the meaning of the highlighted words. After reading, you can challenge students to summarize the principal ideas in the speech. Later, have students read and listen to the monologue carefully paying attention to speech strategies such as pause, rate, etc. Check as a class.

1. In groups, discuss which speech strategies you would use to perform your own monologue. Tick (✓) the options and explain your choices.

Pauses  Volume  Pitch  Rate  Intonation


5. In groups, discuss how these aspects contribute to the expression of a message in a monologue.

Eye contact  Hands movement  Legs movement 

Body posture  Distance with the audience  Facial expressions 

3. Discuss and decide with your partners the most appropriate body language to use, according to the type of monologue that each of you want to perform. Consider the aspects in activity 5 in your decisions.

7. In groups, discuss how you can provoke the following emotions with body language.



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4. In groups, discuss which speech strategies you would use to perform your own monologue. Tick (✓) the options and explain your choices.
- You may organize students in groups of three or four. Invite them to think about the speech strategies that they would consider appropriate to perform their monologues in order to express the message that they want to communicate to the audience in a better way. After discussing, students tick the strategies they want to use and justify their choices.
5. In groups, discuss how these aspects contribute to the expression of a message in a monologue.
- Encourage students to reflect on the importance of body language by discussing the resources in the pictures. Give them time to express their own ideas and check the activity as a class.
6. Discuss and decide with your partners the most appropriate body language to use according to the type of monologue that each of you want to perform. Consider the aspects in exercise 5 in your decisions.
- Working in small groups, students should analyze the non-verbal language given in the previous task and determine which ones would

contribute to express the message and feelings that the students want to express in their monologues. To help students, you may ask some questions such as *What information can you communicate non-verbally? How? What message do you give when keeping distance with the audience? Etc.* Elicit answers.

7. In groups, discuss how you can provoke the following emotions with body language.
- You may invite students to work in groups. Focus attention on the emoticons and encourage them to identify the emotions. Then, you may challenge students to express themselves those emotions with other body language features such as a body posture, positions of arms, etc.

Game: *Improvised monologues*

SUBPRODUCT 2: List of topics

a. In your group, scan the unit and make a list of topics that you might use in your monologue. Additionally, do some research using different sources to find other common topics.

b. Include your list of topics for monologues in your portfolio.

I can do this I'm ready to move on.  I'm almost there I might need a bit of help.  I don't understand. I need more work on this.

6. Read and listen to the text *Monologues* in your Reading Booklet. In pairs, choose one monologue, read it carefully and fill in this chart with your conclusions. Then share your information with the class.

Monologue:			
Type	Tone	Description	Feelings that emerge

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Game: *Improvised monologues*

Subproduct 2: List of topics

- a. You may invite students to go back to the unit and take notes of all the topics for monologues that they have checked so far. Also, you may encourage them to do some research in different sources to find other extra ideas that might be used in their monologues.
- b. Explain to students that this is the second step of the product, so they need to include their list of topics in their portfolio. They will use them again when they work on the final product on page 102.

Finally, invite students to self-evaluate their performance using the prompts.

8. **51 82** Read and listen to the text *Monologues* in your Reading Booklet. In pairs, choose one monologue, read it carefully and fill in this chart with your conclusions. Then share your information with the class.

Students work in pairs in this activity. They go to the Reading Booklet, read and listen to the text *Monologues*. You may want to invite them to read the monologues and focus on one of them. Students read that monologue again and complete the table with the information that they can obtain from the text. Walk around the classroom and provide help when needed.

CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

I. **50** Read and listen to this monologue. **Glossary page 188**

**Disappointment**

**Cynthia:** Well it's done, I've passed the point of no return... I still can't believe this has happened to me! All my school life, I've been great, I've always been a leader, almost always the first in my class... until now. I don't know what happened into me. I'm furious at myself; I knew I should have studied much harder. Ever since I was a little girl, I've dreamt of delivering my Valedictorian speech at Graduation. Just like Mom, just like you, just like most of my cousins... now, my shot at being Valedictorian is over. I feel terrible; I feel like I've disappointed everyone, my family, including myself... Why didn't I try harder; I should have paid more attention to my grades. My Dad would tell me, "I know you are smart sweetheart, but it wouldn't hurt to do just a little extra credit to increase your average." But noooo!... You know most kids would have celebrated the grades I got, but not me, it's like I broke some sacred chain... Well it's finally over. It's too late now, and there's nothing I can do about it, but cry a little tear and get on with life. But you know what's ironic?... As bad as I feel right away, it's like an enormous heavy load that has been lifted off my shoulders... it's like I'm ..... FREE!

Retrieved from: <http://www.englishcentral.com/reading/monologues-disappointment.html>

II. In pairs, take turns to perform the monologue in activity I using appropriate body language and speech strategies.

III. Evaluate your progress according to your performance in Lessons 1 and 2.

Assessment			
I can use appropriate speech strategies.	Accomplished	Almost accomplished	Need more work
I can use body language to express emotions.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 and 2 with your teacher.

ON THE ROAD UNIT 7 CHECK YOUR PROGRESS 97

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check the activities as a class.

- I. **50** **Read and listen to this monologue.**

**Glossary page 188**

Get students in pairs to do this activity. You can invite them to read and listen carefully to the monologue given in the exercise. Play the recording twice. Then students read the text again. While reading, students look up in the glossary the meaning of the highlighted words.

- II. **In pairs, take turns to perform the monologue in activity I using appropriate body language and speech strategies.**

Working in pairs, students should prepare and plan the performance of their monologue. You may want to give them enough time to practice. Remind them the use of non-verbal language and suitable speech strategies to communicate the message and the emotions better. If time is available, you may invite students to perform the monologue in front of the class.

### III. Evaluate your progress according to your performance in Lessons 1 and 2.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

#### Page 98

**LESSON 3: Performing a monologue**

1. Prior to performing your monologue, take some final decisions following this chart as a guide.

Type of monologue	Goal	Time limit	Topic of your interest	Emotions to convey	Essential words and expressions to include

2. Write some ideas that you want to include in your monologue. Follow your plan in activity 1 and some expressions given below.

Beginning → As everyone knows... / Everything started when... / Let me share something I lived...

Middle ideas →

End → In the end... / At last... / To sum up...

98 UNIT LESSON 3 ON THE ROAD

### LESSON 3: Performing a monologue

- Prior to performing your monologue, take some final decisions following this chart as a guide.

Suggest working in pairs in this activity. You might encourage them to put their ideas in order by using the chart given in the exercise. Students share their ideas with each other and then fill in the chart with their conclusions. Monitor and provide help as needed.

- Write some ideas that you want to include in your monologue. Follow your plan in activity 1 and some expressions given below.

Individually, students should write brief ideas of their monologues on a sheet of paper. You can encourage them to think about the way they would like to begin the monologue using appropriate opening sentences that should call the attention of the audience. Students

brainstorm some main ideas that they want to mention in the middle of the speech and think of a closing expression in advance. You may invite them to use their ideas in the previous task and the useful phrases in the diagram or other phrases they prefer. Walk around the classroom and provide help when needed.

#### Page 99

3. Prepare your monologue in pairs, taking turns of participation. Make sure to add these aspects in your monologue.

MONOLOGUE

- Body language
- Convey emotions
- Speech strategies

4. Perform your monologue in front of the class.

5. Evaluate your own performance of your monologue.

6. As a group, prepare two other monologues to perform. Follow the planning in activities 1, 2 and 3 and then perform your monologues in front of the class.

Learning to learn  
What strategies can I use to evaluate my own work when presenting a monologue?

Self-assessment

I used appropriate speech strategies to convey emotions.	Yes	No
I used enough body language to express emotions.	Yes	No
I conveyed my own emotions when speaking.	Yes	No

If most of your answers are insufficient, check Lesson 5 with the help of your teacher.

99 UNIT 7 LESSON 3 ON THE ROAD

- Prepare your monologue in pairs, taking turns of participation. Make sure to add these aspects in your monologue.

Students can work in pairs to share their monologues with each other. They may use their notes prepared in the previous task. You should encourage them to respect turns of participation. Also, invite them to use appropriate non-verbal language and speech strategies to express suitable emotions, depending on the type of monologue they have created such as drama, storytelling, etc.

- Perform your monologue in front of the class.

Give students enough time to practice their monologues a bit more and add any other extra ideas. Then you can invite them to perform their monologues in front of the class.



**Towards the product** | **Game: Improvised monologues**

**SUBPRODUCT 3: Rules of participation**

- Go back to the unit and take notes on a sheet of paper of the rules of participation in activity 4, page 93. You might discuss and add other extra rules to the game as needed.
- Include your rules of participation in your portfolio.

I can do this I'm ready to move on.     I'm almost there. I might need a bit of help.     I don't understand. I need more work on this.

- In groups, explain the challenges suggested in activity 2.
- In groups, think about strategies to solve the challenges discussed in activity 2 in order to improve performance.

Challenge	Suggested solution
Getting nervous	Take a deep breath and relax.
Memorizing the lines	Focus on one section at a time.

ON THE ROAD    UNIT 7 LESSON 4    101

**Towards the product**

**Game: Improvised monologues**

**SUBPRODUCT 3: Rules of participation**

- Ask students to make use of the rules of participation compiled in activity 4, on page 93 (Lesson 1). You should encourage them to think about other additional rules that could be included in the product.
- Explain to students that this is the third step of the product, so they need to include their rules of participation in their portfolio. They will use them again when they work on the final product on page 102.

Finally, invite students to evaluate their own performance using the prompts.

- In groups, explain the challenges suggested in activity 2.**  
In the same groups, you can invite students to take turns to describe and give examples of the difficulties mentioned in the previous task. Monitor and help if needed.

- In groups, think about strategies to solve the challenges discussed in activity 2 in order to improve performance.**  
The same groups need to suggest some solutions to each difficulty they had written on the list in activity 2. Students should follow the examples provided as models. Monitor and check the activity as a class.

**FINAL DESTINATION**

**Product**

**FINAL DESTINATION**

**Product**

- Working in groups, open your portfolio and share your catalog of strategies to use body language (Subproduct 1, page 93), list of topics (Subproduct 2, page 96) and rules of participation (Subproduct 3, page 101) with your partners.
- Choose some topics from your list. Then, exchange ideas, experiences and opinions related to them.
- Cut out eight cardboard cards and write your chosen topics on each of them.
- Choose some rules of participation from your portfolio such as time limit.
- Choose who is going to be the first player and the timekeeper.
- Place the cards face down and then the first player picks up a card at random, reads the topic and improvises a monologue. Remember to use appropriate non-verbal language and speech strategies as well.

**USEFUL LANGUAGE**

- To start with
- Let me tell you what
- It's a fact that
- Last but not least
- I would like to finish
- In short

**Reflect on your product**

Did we follow the instructions carefully?    Yes    No

Did we improve oral monologues?    Yes    No

Did we contribute with ideas?    Yes    No

If most of your answers are insufficient, check your product with the help of your teacher.

102    UNIT 7 PRODUCT    The Village Delta    FINAL DESTINATION    Graded

**Game: Improvised monologues**

- Working in groups, open your portfolio and share your catalog of strategies to use body language (Subproduct 1, page 93), list of topics (Subproduct 2, page 96) and rules of participation (Subproduct 3, page 101) with your partners.**  
In the same groups, students check and take turns to read the information they have recorded in their portfolio.

- Choose some topics from your list. Then, exchange ideas, experiences and opinions related to them.

You could invite students to have a look at the list of topics and select eight topics they like the most. You may encourage them to have brief conversations about the chosen topic and take brief notes on the main words and expressions related to them.

- Cut out eight cardboard cards and write your chosen topics on each of them.

You can ask students to bring in advance eight cards where they are going to write one topic per card.

- Choose some rules of participation from your portfolio such as time limit.

You could encourage students to select a couple of rules to be used in the game, for example, they may establish a time limit of one or two minutes of speaking.

- Choose who is going to be the first player and the timekeeper.

You may tell students to determine who is going to begin the game and who is going to be in charge of measuring the time.

- Place the cards face down and then the first player picks up a card at random, reads the topic and improvises a monologue. Remember to use appropriate non-verbal language and speech strategies as well.

You can ask students to get all the cards together, mix them and place them face down. The first player needs to take a card, read it aloud and start the improvised monologue. You can challenge students to use suitable body language and apply some speech strategies to enrich and strengthen their monologues.

Remind them to use the expression in the Useful language window with phrases they could use to begin and finish their monologues.

## Reflect on your product

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Assessment rubric

Make a copy of the rubric on page 184 per student. Evaluate students' performance in the unit using the rubric and consider it as evidence of their progress.

## Page 103

### FINAL CHECK

I. Choose one topic from the box and brainstorm some ideas to perform a monologue about it them.

Internet music favorite subject first day on vacation  
favorite festival a movie

II. Perform your monologues in pairs. Provide feedback to your partner to let him/her improve his/her speech.

III. Perform your monologue in front of the class.

IV. Evaluate your progress according to your performance in the Unit.

Assessment			
I can improvise monologues.	Accomplished	Almost accomplished	Need more work
I contributed with ideas to improve my partner's performance.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Unit 7 with the help of your teacher.

FINAL DESTINATION UNIT 7 FINAL CHECK 103


In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- Choose one topic from the box and brainstorm some ideas to perform a monologue about them.

Focus students' attention on the topics given in the box. You should invite them to choose one of them and write some brief ideas. Remind them



to include necessary words and expressions as well as phrases to begin and end their monologue.

- II.  Perform your monologues in pairs. Provide feedback to your partner to let him/her improve his/her speech.**

Working in pairs, students take turns to perform their monologues. They may take notes of their partner's strengths and aspects he or she will need to improve to perform a better monologue.

- III. Perform your monologue in front of the class.**

You can ask each student to perform their monologues in front of the class. They should perform them following their partner's pieces of advice given in the previous activity.

- IV. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

#### **SOCIAL PRACTICE MIND MAP**

As a synthesis of Unit 7, students can complete the template on page 182.


#### **FLASHCARDS**

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 7.



## **Reading Booklet** **Monologues**

### **BEFORE READING**


- 1.  Have you ever performed or listened to a monologue? What was it about?**

Give students time to answer this question before they start reading. Tell them to write their answer in the space provided.

- 2.  Look at the pictures and predict the types of monologues you are going to read Support your ideas.**


You may focus students' attention on the pictures. You can invite them to infer, in pairs, the genres of the monologues and give reasons for their answers. You could encourage them to complete the diagram with their deductions.

**Answers:** Monologue 1. Comedy-adventure; Monologue 2. Autobiographical; Monologue 3. Storytelling


- 3.  In pairs, brainstorm key words that you believe are going to be mentioned in each monologue.**

Working in pairs, students should predict the type of words that are going to be used in each monologue. You can invite them to fill in the table with their ideas.

### **WHILE READING**

- 4.  In pairs, check if your predictions in activities 1 and 2 were correct.**


Students can work in pairs. While they read and listen to the monologues, they should check their predictions in the previous exercises.

- 5.  In pairs, add other key words to the table in activity 2.**


Working in pairs, students should complete the table in activity 2 with additional keywords that students find while they read the monologues. Check the activity as a class.

**Possible answers:** Monologue 1. Hole, rabbit, late, Alice; Monologue 2. Letters, tears, country.

### **AFTER READING**

- 6.  In pairs, write brief summaries of each monologue with your own words.**

Working in pairs, students should read the monologues again and summarize them in a few lines. Monitor and check.

7.  In pairs, choose one monologue, divide it into lines and take turns to read them aloud. Include the necessary body language and speech strategies.


You may organize students in pairs in this activity. You can invite them to select one monologue and perform it. After dividing the text into lines, students should take turns to read each line. Remind students to add all the necessary elements to convey emotions. Then you could get volunteers to perform their chosen monologue to the class.

8. **Think of an anecdote of your life, and write a short monologue. These expressions may help you:**

The objective of this activity is that students create their own monologue. Encourage them to use their dictionaries and the expressions in the model as they work.

9. **Check your writing and perform your monologue in front of the class. Then ask for feedback.**

Students now revise their monologue and share it with a partner in order to receive feedback.

10.  In groups, give your opinion about the monologues you have read. Answer these questions.

Students work in groups to answer the questions of the exercise. Then, you could have them share their opinions with the class.

## TRANSCRIPT

### Monologues

#### Monologue 1: Alice in Wonderland

A monologue from the book by Lewis Carroll

**Alice:** [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I said, Mr. White Rabbit, where are you going? Hmm. He won't answer me. And I really want to know what he is late for. I wonder if I might follow him. Why not? There is not a rule that I cannot go where I want to. I will follow him.

Wait for me, please, Mr. White Rabbit. I'm coming, too! Ahhh! [*Falling*] I have never realized that rabbit holes were so dark . . . and so long . . . and so empty. I guess I have been falling for about five minutes, and I still can't see the bottom! After such, after such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home.

I wouldn't say anything about it even if I fell off the top of the house! I wonder how many kilometers I've fallen up to now. I must be getting somewhere close to the center of the earth. I would like to know if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm quite sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

#### Monologue 2: Memories

I remember when I found out my family and I were coming to America like it was yesterday. My Mom had been cooking all day long to prepare a very special dinner for us. My sisters and I kept tugging on her apron asking her why we were having such a special dinner that night. She told us, "Your Dad has some very exciting news to tell you tonight, so this dinner will be very special!" I remember Mom cleaning the pots and my sisters and I polishing the spoons. She had special bowls and plates and set the table with candles. When Dad finally arrived home, we were all sitting at the table waiting to hear the exciting news. None of us would dare say anything. We ate our dinner and Dad was so happy with all the special food we had helped Mom prepare.

When all the food was finished, and our plates were clean, Dad finally spoke. "My sweet little girls, do you know what day this is?" "Yes, Dad," I answered, as I was the oldest, nearly 12. "It's Friday." "And which Friday is it?" he asked. "It's Friday the 12th of August, Dad." "And what year is it?" he asked. "It's 1975." He asked me to say it altogether. Friday, August 12, 1975. "This is a day you will never forget," he said. "This is the day your Dad told you that we are moving to America!" My sisters jumped out of their seats and bounced over to Dad and threw their arms around his neck and kissed him. Then they ran over to Mom, kissed her, and gave her big hugs. I just sat at the table with first one small tear rolling down my cheek, then a steady stream as I cried and cried, filling my empty plate up with tears.

Mom grabbed my hand and pulled me over to her lap and hugged me softly. "What's going on sweet girl?" she said. I whispered in her ear through my sobs, "What about my friends? What about my teacher?" I remember how sad I was when my Mom put me down in my bed and covered me up. I remember my Dad coming into my room that night. He came closer and kissed my forehead. I remember him making up a story about our new life in a new country. I remember him telling me about all the new friends that I would make in our new town and our new school. The first few weeks in America I wrote lots of letters to my friends back home every day. Slowly, my letter writing stopped. I made all those new friends my Dad had told me I would.





# UNIT 8

• Social practice of the language:  
Express complaints about a product

# Customer Service

Alloted time	16 classes (50 minutes each).
Environment	Family and Community.
Communicative activity	Exchanges associated with social environment.
Social practice of the language	Express complaints about a product.
Product	Complaints.
Reading Booklet	<i>Making complaints.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Listen to and review complaints about products.</li> <li>• Interpret general sense, main ideas and details of complaints.</li> <li>• Make oral complaints.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Offer different examples of complaints and draw students' attention on what speakers say and how they say it so they can:               <ul style="list-style-type: none"> <li>- Analyze topic and purpose.</li> <li>- Appreciate effect of type of communication (face-to-face or at a distance).</li> <li>- Contrast speakers' attitudes.</li> <li>- Detect ways to adjust speaking and listening.</li> <li>- Exchange and appreciate one's own and others' experiences.</li> </ul> </li> <li>• Model your attitude when listening to complaints and explain the processes you followed to understand and answer them; invite students to try those processes so that they can:               <ul style="list-style-type: none"> <li>- Clarify the meaning of words.</li> <li>- Infer general meaning.</li> <li>- Provide a reason for complaining.</li> <li>- Compare expressions to give a solution.</li> <li>- Classify expressions to convey emotions.</li> <li>- Appreciate one's own and others' behavior.</li> </ul> </li> <li>• Encourage students to use knowledge and skills about language, in Spanish and in English, for them to:               <ul style="list-style-type: none"> <li>- Choose appropriate repertoire of words and expressions of complaint.</li> <li>- Adjust register according to addressee.</li> <li>- Rank information to be presented in complaints.</li> <li>- Express reasons and provide expressions to solve problems.</li> <li>- Use strategies to influence meaning and repair failed communication.</li> <li>- Express complaints and make adjustments to improve fluency.</li> <li>- Offer and receive feedback.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- List of reasons to make complaints.</li> <li>- Table of expressions.</li> <li>- Outlines with notes to use body language.</li> </ul> </li> </ul>
Suggested evaluation instrument	Interview.

**Materials**

**UNIT 8**  
Social practice of the language:  
Express complaints about a product.

**Customer Service**



- Environment: Family and Community.
- Communicative activity: Exchanges associated with social environment.


Learning goals	Product	Reading booklet
<ul style="list-style-type: none"> <li>• Listen to and review complaints about products.</li> <li>• Interpret general sense, main ideas and details of complaints.</li> <li>• Make oral complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• Complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• Making complaints.</li> </ul>

104
A foto tomada de internet.


### Lead-in

Start the lesson by writing on the board the Word "Complaint". You may also write "to complain" and "to make a complaint". Ask students if any of them have made a complaint about a product. Then give them time to think of a time when they made the complaint. Tell them to tell their classmates the story. You may help them by writing some questions on the board.

- *When did it happen?*
- *Did you complain in person? Where were you?*
- *Did you complain remotely / by phone?*
- *Why did you complain?*
- *How did you complain?*
- *What was the result?*




**GETTING READY**

1.  Look at the picture on page 104. Answer the following questions in your group using your own ideas.
  - What is happening in the picture?
  - What is the message that is being communicated in this situation?
  - What do you think are the feelings expressed? Why?
  
2. Tick (✓) the expressions that you think are involved when complaining.
 

happiness	<input type="checkbox"/>	irritation	<input type="checkbox"/>	cheerful	<input type="checkbox"/>
sadness	<input type="checkbox"/>	stressed	<input type="checkbox"/>	irritation	<input type="checkbox"/>
excitement	<input type="checkbox"/>	disappointment	<input type="checkbox"/>	humorous	<input type="checkbox"/>
calm	<input type="checkbox"/>	peaceful	<input type="checkbox"/>		
  
3. Remember the last time you or your family complained about a product. Take notes of how you solved the problem.
 


Example: - TV not working  
- Called customer service  
- Got a new TV

  
4.  Share your experience in activity 3 with your partner.

GETTING READY
UNIT 8 105



### GETTING READY

1.  Look at the picture on page 104. Answer the following questions in your group using your own ideas.  
Have students look at the picture on page 104 and give them time to discuss the questions in their group.
  
2. Tick (✓) the expressions that you think are involved when complaining.  
Introduce this exercise by asking *How can you tell a person's mood?* Elicit from students answers such as body language, facial expressions, and voice tone. Then, in silence, students read the expressions given in the activity and mark the ones that they believe may be related to the act of making complaints. Check the answers as a class and encourage students to support their ideas based on their own experience.

#### Answers

Answers will vary.

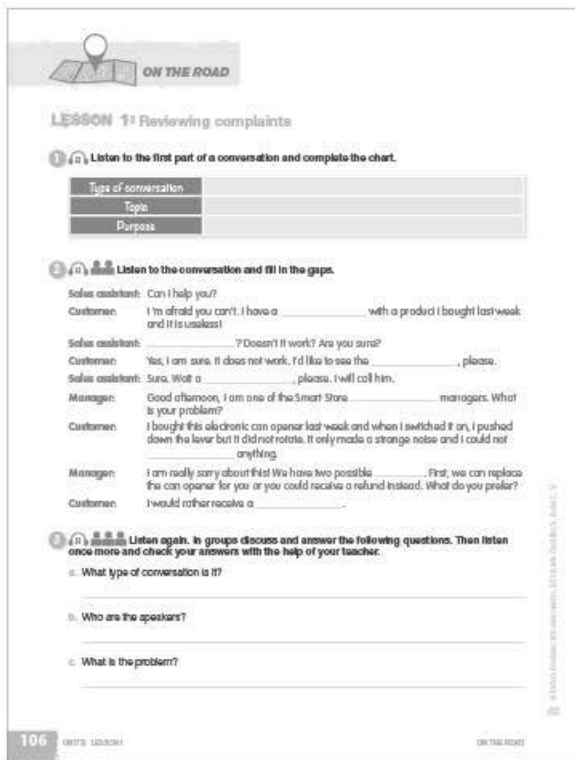
3. Remember the last time you or your family complained about a product. Take notes of how you solved the problem.

Students now work individually. Ask them to remember the last time that they or their family had a problem with a product they bought. Draw their attention to the example and explain that they have to take notes of the most important details of their experience, just like in the model.

4.  Share your experience in activity 3 with your partner.


Now invite students to share their experiences using their notes in activity 3. Monitor and help as necessary.

**Page 106**




**ON THE ROAD**


**LESSON 1: Reviewing complaints**

1.  Listen to the first part of a conversation and complete the chart.

Type of conversation
Topic
Purpose

2.  Listen to the conversation and fill in the gaps.


Sales assistant: Can I help you?  
 Customer: I'm afraid you can't. I have a \_\_\_\_\_ with a product I bought last week and it is useless!  
 Sales assistant: \_\_\_\_\_? Doesn't it work? Are you sure?  
 Customer: Yes, I am sure. It does not work. I'd like to see the \_\_\_\_\_, please.  
 Sales assistant: Sure. Wait a \_\_\_\_\_ please. I will call him.  
 Manager: Good afternoon, I am one of the Smart Store \_\_\_\_\_ managers. What is your problem?  
 Customer: I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not \_\_\_\_\_ anything.  
 Manager: I am really sorry about that! We have two possible \_\_\_\_\_. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?  
 Customer: I would rather receive a \_\_\_\_\_.

3.  Listen again. In groups discuss and answer the following questions. Then listen once more and check your answers with the help of your teacher.

- What type of conversation is it?
- Who are the speakers?
- What is the problem?

 **ON THE ROAD**

**LESSON 1: Reviewing complaints**

1.  Listen to the first part of a conversation and complete the chart.

Students listen to the first part of the conversation in order to complete the chart individually. You may ask them questions such as the following in order to help them predict the content of the conversation: *What do you think the conversation is about? How is it going to end?*

**Possible Answers:**

Type of conversation	In -person /face-to- face.
Topic	A problem with a product.
Purpose	To make a compliment/ To complain.
Solution	To have a reimburse / refund.

**TRANSCRIPT**

**Sales assistant:** Can I help you?

**Customer:** I'm afraid you can. I have a problem with a product I bought last week and it is useless!

2.  Listen to the conversation and fill in the gaps.

Play the recording and have students check the predictions they made in activity 1. Then play the recording again and ask them to complete the conversation. Finally, play the recording one more time so students can check their answers.

**Answers**

**Sales assistant:** Can I help you?

**Customer:** I'm afraid you can. I have a **problem** with a product I bought last week and it is useless!

**Sales assistant:** **Last week?** Doesn't it work? Are you sure?

**Customer:** Yes, I am sure. It does not work. I'd like to see the **manager**, please.

**Sales assistant:** Sure. Wait a **minute** please. I will call him.

**Manager:** Good afternoon, I am one of the Smart Store **supermarket** managers. What is your problem?

**Customer:** I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not **open** anything.

**Manager:** I am really sorry about this! We have two possible **solutions**. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?

**Customer:** I would rather receive a **refund**.

**TRANSCRIPT**

**Sales assistant:** Can I help you?  
**Customer:** I'm afraid you can. I have a problem with a product I bought last week and it is useless!  
**Sales assistant:** Last week? Doesn't it work? Are you sure?  
**Customer:** Yes, I am sure. It does not work. I'd like to see the manager, please.  
**Sales assistant:** Sure. Wait a minute, please. I will call him.  
**Manager:** Good afternoon, I am one of the Smart Store supermarket managers. What is your problem?  
**Customer:** I bought this electronic can opener last week and when I switched it on, I pushed down the lever but it did not rotate. It only made a strange noise and I could not open anything.  
**Manager:** I am really sorry about this! We have two possible solutions. First, we can replace the can opener for you or you could receive a refund instead. What do you prefer?  
**Customer:** I would rather receive a refund.

**BACKGROUND INFORMATION**

**Complaining politely**

It is really important to know that English Language is not as direct as other languages. Especially if people complain about something, politeness is a request. The idea is to follow rules for socially acceptable behavior.

When making a **complaint**, to start by saying "Sorry" / "I 'm sorry to bother you" or "Excuse me" / "Excuse me, I wonder if you can help me", even though you haven't done anything wrong. Being polite will help you get what you want.

3. Listen again. In groups discuss and answer the following questions. Then listen once more and check your answers with the help of your teacher.

Read the questions as a class first. Then explain to students that they are going to listen to the conversation again in order to answer the questions. Invite them to discuss the answers in their groups. You should elicit their answers and ask for justification. Then, check and correct the activity as a class.

**Answers:**

- a. It is about a complaint.
- b. Customer, Sales Assistant, Manager
- c. The electric can opener doesn't work.

4. Which are the different ways of making complaints? Discuss it with your partner and write the answer in the space provided.

5. Listen, read and complete the text below.

**Complaining**

1. When you buy a faulty product from a shop, you take it back to complain. So you can go directly to the person who has the authority and talk \_\_\_\_\_ in order to get any compensation such as a free replacement or a full reimbursement.

2. You don't have time to go to the shop assistant in person, so you decide to make a phone call but complaining \_\_\_\_\_ is sometimes a bigger problem, because you may be passed around from department to department.

3. Another possibility to make a complaint is to send \_\_\_\_\_ to the department that is responsible for sales and complaints.

4. Finally, if you first made a complaint, the usual response is a request to write a letter: Can you put that down in writing please? - That is why, your complaint has to be \_\_\_\_\_

Adapted from: Complaining Rules Magazine, behind her blog: <http://theresagibbels.com/eng>

6. What way of making complaints do you think is the most effective? Share your opinion with your partner.

4. Which are the different ways of making complaints? Discuss it with your partner and write the answer in the space provided.

Explain to students that there are different ways of making complaints about a product. Ask them to get in pairs and discuss what ways they know and invite them to write their answer in the space provided.

**Possible answers:** Face to face , By phone, By email, By letter.

5. Listen, read and complete the text below.

Tell students that now they are going to listen to a recording related to the different ways of making complaints mentioned in activity 4. Then give them time to discuss their answers before listening to the text. Play the recording and let them listen, complete the text and check their answers. Check the activity as a class.

**Answers**

- 1. face to face
- 2. by phone
- 3. email
- 4. by letter.





one year ago, and we had problems in December and now in May too. You know we've been loyal clients and these problems are costing us money. So, I strongly ask for a free replacement.

2

**Customer service:** Customer service. Can I help you?

**Customer:** Good morning, this is Roberto Poblete speaking, I would like to place a complaint, please.

**Customer Service:** Good morning Mr. Poblete, what is your problem?

**Customer:** I want to report a faulty product, my printer didn't print and I had no idea why.


**Customer Service:** okay, I'm sorry to hear that! I will do my best to help you with that.

**Customer:** thank you.

**Customer Service:** Can I ask you some details of the product?

**Customer:** Sure you can.

**Customer Service:** So, first I will need the date, When did you buy it? What is the number of your item and the model? And ...

8.  Listen again and fill in the gaps. Then listen once more and check the answers with the help of your teacher.

Students now listen to the text again, this time with the purpose of completing the information. Give them time to answer the activity and play the recoding twice so they are able to check the activity individually. Finally, check answers as a class.

**Answers:**

**Speaker 1:** a) received b) ordered c) arrived d) got e) were f) had

**Speaker 2:** g) didn't print h) had i) did you buy

BOB63282

### MAKING COMPLAINTS...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to learn how to make complaints about a product. As you read the example, focus on the words in bold, stressing them in a special way. Explain to students that when making a complaint about a product it is necessary to report what happened and therefore they need to use verbs in the Past simple. Similarly, to demand a solution to the problem they need to use the Present Simple. You may ask students to revise the conversations in activity 8 again and focus on the verbs used.

### LANGUAGE BANK

For more information about the Past Simple, students can go to page 170 and work with the activities on page 171.

## COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, students can work with the communicative activity on page 153.

## Page 109

**LESSON 2** Interpreting main ideas and details

1.  Look at the text in activity 2. What type of text is it and how do you know it?

2.  Read and listen to the letter. Then describe the situation to your partner.

**Arnold Armstrong**  
89 Villa Street  
Viel Haven, CT 06135  
Phone -- 860056711  
arnoldarmstrong@arnold.com  
30<sup>th</sup> June, 2012

**Customer Care Manager**  
Customer Service  
Ariel Telecom  
9423 Green Terrace Road  
Aberville, WA 05435

Glossary page 189

Dear Sir or Madam  
Re: Order Number TF286347

I recently ordered a new modem (Item #286347), Model 100GX from your website on 20<sup>th</sup> June 2012. I received the order on 7<sup>th</sup> July. Unfortunately, the modem turned out to be defective. I connected it to my PC and installed all the drivers provided. I followed the manual provided but it didn't work. All the lights on the modem were on, I even went through troubleshooting but to no avail. I even installed it on my friend's PC but no connectivity. I used my dying modem to check if the line wasn't faulty. The Internet worked fine and there was no issue with the line. I even formatted and reinstalled the operative system just to make sure that there wasn't a problem in it. But that didn't make the modem work.

As mentioned above, I have tried everything and the fault lies clearly in the modem. I would like you to credit my account for the amount charged for the modem. I needed a new modem so I bought it from a local shop. I don't need a replacement but a refund which I am entitled to as per your policy.

Thank you for taking the time to read this letter. I have been a loyal and satisfied customer of your company for quite some time now. This is the first time I have encountered a problem.

Looking forward towards a prompt refund.


Sincerely,  
Signature  
Arnold Armstrong

**Thinking connections** GO ON  
How do people make complaints in your country?

For additional information about how to write complaint letters, you can visit <https://www.complaintletters.com>




ON THE ROAD UNIT 8 LESSON 2 109

## LESSON 2: Interpreting main ideas and details

1.  Look at the text in activity 2. What type of text is it and how do you know it?  
You may invite students to focus on the text and say as much information as possible about it. Encourage them to talk about it based on the questions. Then the students try to infer the purpose of the text.

**Answers:**

Answers will vary.

2.   Read and listen to the letter. Then describe the situation to your partner.   
Glossary page 189

The aim of this activity is that students show that they have comprehended the letter by retelling and describing the situation presented in it. To guide them, you may write the following questions on the board and motivate them to ask and answer them in order to make an

interactive description:  
*What happened to Arnold Armstrong?*  
*Why did he write the letter?*  
*To whom did he write it?*  
*Did he try to solve the problem by himself?*  
*What did he do?*  
*What does he demand?*



<https://www.consumer.ftc.gov/blog/2015/09/how-write-effective-complaint-letter>

If possible, have students visit this link. Here they will find information about how to write a complaint letter. This activity will help them comprehend the topic of the unit so they can understand the texts that they are going to read as they go through the unit.

### Making connections

Invite students to make connections between the text and their own reality. To do this, you can organize students into groups of four. They read the two question in the activity and discuss the answer. Finally, check the activity as a class.

### Page 110

**3.** In pairs, take a brief look at the reason for a complaint below. Then complete the diagram with your own ideas.

Reason	Complaint	Solution
I bought myself this book but when I opened it I saw there were blank pages.		

**4.** In pairs, think about a situation in which you have to make a complaint about a product. Then have a conversation between a customer and a manager using the expressions in the box.

I would like a full reimbursement / I strongly demand a free replacement.  
 I don't need a replacement but a refund / We can replace...for you.  
 You could receive a refund / a free replacement / a full reimbursement instead.  
 I would prefer / prefer to + have a refund / full reimbursement.

**5.** Look up these words in the Glossary. In pairs, complete the chart below. Justify your answers. **Glossary page 189**

Speaker	Complaint	Mood
1.	It was so delicate I could not even touch it.	
2.	I understand it's not your fault, but I wonder if this product can be replaced today.	
3.	I felt disappointed when the coffee maker didn't heat water.	
4.	Sorry to bother you. I'm afraid I have to make a complaint but the television is not working. Who do I have to speak with?	
5.	I can't accept this! I want a full reimburse immediately.	
6.	I'm afraid I have to make a complaint. I've been waiting for my full reimburse since three weeks ago. I'm getting nervous with this situation because I need to work at home and I haven't received my replacement of the computer yet!	

**3.** In pairs, take a brief look at the reason for a complaint below. Then complete the diagram with your own ideas.

Explain to students that the diagram aims to organize the ideas to make a complaint. Tell them that the reason of the complaint is given and that the purpose of the activity is that they continue developing the rest of the ideas. Give students time to complete the diagram and check the activity as a class.

**Answers:**

Answers will vary.

**4.** In pairs, think about a situation in which you have to make a complaint about a product. Then have a conversation between a customer and a manager using the expressions in the box.

Tell students that the objective of this activity is that they produce a conversation in which a complaint about a product is made. Explain to them that the expressions in the box are useful and that they should include them in their dialogue. If possible, go back to the conversation in activity 2, page 106 and revise it again.

Tell students that this conversation is a good example to follow. Motivate them to take notes of their ideas before they start speaking.

**Answers:** Answers will vary.

### EXTENSION ACTIVITY

Give students time to practice the conversations by taking turns in their groups. Tell them that they can change the mood of the conversation if they want. For example, instead of having a very calm manner when complaining, they could be annoyed, furious or disappointed.

Afterward, invite some of them to act it in front of the class.

**5.** Look up these words in the Glossary. In pairs, complete the chart below. Justify your answers. **Glossary page 189**

Invite students to read the complaints and identify the mood expressed in each of them. They should work in pairs. Check answers as a class.

**Answers:**

- |                   |               |
|-------------------|---------------|
| 1. Annoyance      | 4. Politeness |
| 2. Calm           | 5. Fury       |
| 3. Disappointment | 6. Stress     |

**MAKING COMPLAINTS**

Use modal verbs such as *would*, *could*, and *can*.

**Examples**

- Can you help me with this? I bought this book this morning but when I opened it I saw there were blank pages. *Could* I have another book?
- Excuse me, I wonder if you can help me with this. I bought this coffee maker and it didn't heat water. I *would* like a full reimbursement.

**Towards the product** | **Complaints**

**SUBPRODUCT 1: A list of reasons to make complaints.**

- In a separate sheet of paper, write a list of reasons for the complaints you have reviewed in the unit.
- If possible, find more examples of complaints online. Read them and create more situations to add to your list. Add a list of moods when complaining to your list too.
- Include your list of complaints and attitude in your portfolio.

I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I don't understand. I need more work on this.

**Read the text Making Complaints in your Reading Booklet. Complete the table with the similarities and differences between making complaints in Mexico and in other countries.**

Similarities	Differences

**Self-assessment**

I can identify people's mood.	Yes	No
I can understand texts (oral and written) related to complaints.	Yes	No

If most of your answers are insufficient, check Lesson 2 with the help of your teacher.

**MAKING COMPLAINTS...**

Draw students' attention to the information about the social practice of the language, making complaints about a product. Explain to students that complaints can be made in a polite way and this can be accomplished using the modal verbs that appear in the examples. Read the examples aloud, stressing the words in bold in a special way so students focus their attention on the target language.

**COMMUNICATIVE ACTIVITY**

To consolidate the social practice of the language, they can work with the communicative activity on page 153.

**LANGUAGE BANK**

For more information about modal verbs to make complaints, students can go to page 170 and work with the activities on page 171.

**Towards the product**

**Complaints**

**SUBPRODUCT 1: A list of reasons to make complaints.**

- Ask students to go back to the texts in this unit (oral and written). Explain to them that they need to create a list of reasons for complaints.
- If possible, have students find more complaints On the Internet. They should read them and add moods when complaining to the list.
- Explain to students that this is the first step of the product so they need to include the list in their portfolio. They will use this list again when they work on the final product on page 116.

Finally, invite students to evaluate their own performance using the prompts.


6. **Read the text Making Complaints in your Reading Booklet. Complete the table with the similarities and differences between making complaints in Mexico and in other countries.**

Students go to the Reading Booklet and read the text *Complaints*. While reading, the students underline what they consider similar or different between their country and other countries. Then they complete the table.

**Self-assessment**


Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option, you can read the complaint letter one more time as a class, making pauses to monitor and check comprehension.



3.  In pairs, check your answers to activity 2 and then discuss how you would like the problems to be solved.

Students now discuss what solutions for the complaints in activity 2 they would like to demand. Walk around the classroom to monitor and help them when necessary.

### Page 114


 Choose two products in activity 2. With your partner, take turns to make your complaints. Remember you must report the problem and indicate the solution you demand. Use the expressions in the box.

I got myself fits... but when I opened it I saw...  
I felt disappointed when the... didn't...  
I would like a full refund  
I strongly demand a free replacement

5 Now write the two complaints you made in activity 4. Then check the activity with your teacher


Complaint 1	Complaint 2

114 UNIT 8 LESSON 3 ON THE ROAD


4.  Choose two products in activity 2. With your partner, take turns to make your complaints. Remember you must report the problem and indicate the solution you demand. Use the expressions in the box.
- In this activity, each pair chooses two products from activity 2 and makes the corresponding complaints. Draw students' attention to the part of the instruction that indicates what they need to include in their complaints. They should use the expressions in the box.
5. Now write the two complaints you made in activity 4. Then check the activity with your teacher.

Once students have produced their complaints orally, they should be ready to write them in the space provided. Help them with vocabulary when necessary. Check the activity as a class.

### Page 115

 Choose a picture and describe the situation in it. Talk about the complaints you think the people are making. Use the following questions as you discuss with your partner.

- What can you see in this picture?
- What do you think is the complaint about?
- What solution do you think the person demands?



**Complaints**

SUBPRODUCT 2: Chart with expressions and outlines to use body language

- Review the expressions to make complaints that you have studied during the unit. On a separate sheet of paper, elaborate a chart with the corresponding expressions.
- Think about the body language you may use when complaining. Brainstorm some ideas and write an outline in a separate sheet of paper.
- Include your chart with expressions and outline in your portfolio.

I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I don't understand, I need more work on this.


**Self-assessment**

I can identify expressions to make complaints.    Yes    No

I can identify expressions to make complaints.    Yes    No

If most of your answers are insufficient, check Lesson 3 with the help of your teacher.


115

6.  Choose a picture and describe the situation in it. Talk about the complaints you think the people are making. Use the following questions as you discuss with your partner.

The aim of this activity is that students continue practicing how to make complaints. Have them choose a picture and describe the complaints in detail using the questions.

#### Answers:

Answers will vary.

**Towards the product** 

**Complaints**

**SUBPRODUCT 2: Chart with expressions and outlines to use body language**

- Students should review and classify the expressions that they have learned during the unit. They elaborate a chart with these expressions.
- Students brainstorm ideas about the body language people use when making complaints. Then they write an outline in a sheet of paper.

HOLLOW

- c. Remind them to include their chart with expressions and their outlines in their portfolio. They will use the expressions and body language outline when they work on the final product on page 116.

Finally, invite students to evaluate their own performance using the prompts.



To find information about body language, students can visit the following link: <https://www.wikihow.com/Communicate-With-Body-Language>

### Self-assessment

Students evaluate and reflect on their performance. In case they tick the *no* option, you can revise the activities on this page again and guide them with comprehension.

### Page 116



## FINAL DESTINATION

### Product

**1** Open your portfolio. In groups, work with your list of reasons to make complaints (Subproduct 1, page 111) and your chart with expressions and outline to use body language (Subproduct 2, page 115).

**2** As a group, check your list of reasons and expressions to make complaints.

**3** In groups, practice making complaints. Do it as fluently as you can.

**4** Make complaints in front of the class. Use body language.

**USEFUL LANGUAGE**

- I have a complaint to make...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I have a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...

Reflect on your product	
Did we do enough research and preparation?	Yes No
Are we pleased with the quality of the final product?	Yes No
Have we finished the product successfully?	Yes No

If most of your answers are insufficient, check your product with the help of your teacher.

### Complaints

At this stage, you can suggest checking their previous work through the lessons (Towards the product). Ask them to share their ideas with you and their classmates. Then invite them to form groups and organize their work in order to work on the Final Destination project.

You should tell your students, that during this period, they are going to work on their product (complaints) based on all the activities related to the social practice of language in this unit (Express complaints about products)

- 1. Open your portfolio. In groups, work with your list of reasons to make complaints (Subproduct 1, page 111) and your chart with expressions and outline to use body language (Subproduct 2, page 115).**

Ask students to open their portfolio and use the material in it in this new product.

- 2. As a group, check your list of reasons and expressions to make complaints.**

In the same groups, they revise their list of motives and expressions to make complaints.

- 3. In groups, practice making complaints. Do it as fluently as you can.**

Once they have finished the edition of their lists, ask them to paste it on a piece of cardboard and make the posters.

- 4. Make complaints in front of the class. Use body language.**

Students make complaints in front of the class using body language to express emotions and feelings.

### Reflect on your product

Invite students to reflect on their work. Get them to read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Interview

Make a copy of the interview on page 185 per student. Give each student a copy of the interview and give them time to answer the questions and consider this instrument as evidence of their progress.

## FINAL CHECK

**FINAL CHECK**

I. Complete the following chart.

Complaints			
Mood / attitude	Body language	Demanded solution	Useful expressions

II. In pairs, choose a problem and make a complaint about your faulty product. Use your notes in the chart in activity I.

- A new dress/ shirt changed color when you washed. You demand a full reimburse.
- Your new camera is not taking clear pictures. You only can wait three days for a full refund or a free replacement.
- Your telephone is out of order and you have just bought yesterday. You are really upset.

III. Evaluate your progress according to your performance in the Unit.

Assessment	Accomplished	Almost accomplished	Need more work
I can identify purpose and reasons when complaining.			
I can make complaints and use body language.			
I can compare expressions to propose solutions to complaints.			

If most of your answers are insufficient, check your product with the help of your teacher.

FINAL DESTINATION UNIT 8 FINAL CHECK 117

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

**I. Complete the following chart.**

Students should complete the table with the information related to making complaints.

**Possible answers:**

Complaints			
Mood/ attitude	Body language	Demanded solution	Useful expressions
Politeness	Moving hands	I would like a full	I bought myself a
Fury	and arms	reimburse/	... when I
Deception	Touching	refund	opened it ...
Annoyance	one's	I strongly	
Stress	head	demand	
Calm	Staring	a free	
		replacement	

**II. In pairs, choose a problem and make a complaint about your faulty product. Use your notes in the chart in activity I.**

Ask students to imagine a situation in which

they buy a faulty product. In pairs, they should make the corresponding complaint and use the notes in the previous activity.

**III. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

**SOCIAL PRACTICE MIND MAP**

As a synthesis of Unit 8, students can complete the social practice mind map on page 183.

**FLASHCARDS**

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 8.



**Reading Booklet**  
*Making complaints*

**BEFORE READING**

**1. Read and answer the following questions.**

Encourage students to write about their own experience. Invite them to share their ideas with the class.

**Answers:** Answers will vary.

**2. In groups, look at the pictures on pages 96 and 97 and think about what kind of complaints may exist.**

Ask students to have a look at the headline of the text and predict what sorts of complaints they will find. Encourage them to add the possible reasons for them. Don't check their answers at this stage.

**Answers:** Answers will vary.

**WHILE READING**


**3. Choose three expressions and give an example of a complaint.**

Students choose three expressions from the list and give examples.


**4. 5. 6. 7. Underline the expressions used to make this complaint.**

As students read the text in silence, they underline the expressions to make complaint in the text.

**AFTER READING**


**8.  In pairs, take a brief look at the examples of complaints you found in the text. Then complete the chart using the expressions provided. Check as a class.**

Students complete the diagram with the information about complaints in the text.

**9.  Imagine that you bought a new product that is faulty. Write a letter of complaint with your partner. Use some expressions from the texts that you have read.**

Give students enough time to express themselves and interchange their ideas. Students write a letter of complaint based on the information they have read .

**Answers:** Answers will vary.

**10.  Answer these questions in your group.**

In groups, students answer the questions about the text.

**TRANSCRIPT**

**Making complaints**

There are people who are effective at making complaints properly. It is as simple as to know how to pitch the problem, know what to say, and what to do to get a full reimbursement, free replacement or both.

The rules of effective complaining are simple:

- Know what you want to achieve when complaining.
- Identify yourself.
- Learn how and when to complain.
- Make a thoroughly educated and informed complaint.
- Never shout, not be angry.
- Make few demands.
- Try to go in person or write a formal letter/email.
- If your phone you need to have patience.

**Useful expressions to make complaints**

- Ⓡ *Excuse me but there is a problem about...*
- Ⓡ *I want to complain about...*
- Ⓡ *I'm angry about...*
- Ⓡ *I'm afraid I've got a complaint about...*
- Ⓡ *I'm afraid there is a slight problem with...*
- Ⓡ *I have a complaint to make. ...*
- Ⓡ *Sorry to bother you but...*
- Ⓡ *I'm sorry to say this but...*

**When you fail communicating ideas**

- Ⓡ *What I mean...*
- Ⓡ *No, look...*
- Ⓡ *I don't know exactly the name, but is the piece you use to...*

**Ways of making complaints**

**Face to face**

Complaining directly to a company or an organization gives you an opportunity to address your concerns within the shortest time possible and with the right person. Imagine you bought a faulty television from an electronic company. What do you think you have to do? Do you have to stay at home without doing anything? What are you going to do? To complain, obviously! You must go directly to the customer support service and tell them your problem.

So you may be not wasting your time because you are talking to the right person as the supervisor or manager, the person who has the authority to make decisions such as give you a refund or a replacement of your product.

**Woman:** Good afternoon. Can I help you?

**Man:** Good afternoon. - I'm sorry to bother you but I wish to make a complaint.

**Woman:** What's the trouble?

**Man:** I have a problem with this new electric fan.

**Woman:** I'm sorry to hear that. What's wrong with it?

**Man:** I'm afraid it's useless.

**Woman:** Useless ?

**Man:** Yes. When I opened it and I wanted to turn the fan on, it didn't work. It just made a noise like 'it didn't rotate at all.

**Woman:** Well, I am really very sorry about this, Mr. We'll be happy to replace the electric fan for you.

**Man:** I would rather receive a refund instead.

**Woman:** OK, we'll give you a refund instead, if you prefer.

**Man:** Thanks.

**By phone**

To complain by phone you need patience. As you can be passed around from department to department.

However, if you get the supervisor, you will probably be successful. When you phone, always establish whom it is that you are speaking to. Asking for his name and position, and then tell him or her about your complaint. Do it in a polite way. Do not be rude. Ask him or her how he or she can help you. You should keep a note of the date and time of you are calling, as well as the gist of what is said.

**Customer care representative:**

What seems to be the problem?

**Customer:** I'm having problems with my new cell phone I bought it one month ago.

**Customer care representative:** We're sorry that you've had a problem with it. Could you bring in your cell phone? We promise you we'll check it and get back to you immediately if there is no problem with the product

**Customer:** OK, that will work for me.

**By email**

If you don't have time to go face to face to complain, you can write an email. Sometimes writing emails can be an effective way of making complaints without getting stressed or angry because you may be passed from one department to another. If you don't want to waste your time, writing an email is a solution for making complaints easily because sending emails is faster and easier when



we want our complaints to get to either customer service support or overseas. In most of the cases, getting your money back or your faulty product changed is as easy as to press enter.

To: mperez@staremail.com  
From: Jina88@mymail.com  
Subject: Complain

Received

Dear Mr Perez,

This is the manager of Casa Viva Hostel. I am writing because I just want to make a complaint. The problem is that from 20 towels ordered, 10 were totally dirty.

For that reason, I deserve a refund or you have to send me another set of towels ASAP.

I am looking forward to hear from you soon.

Yours sincerely,

Jina Lee.

May 14, 2018

ML Electronic Corporation  
Human Resources Manager

Dear Mr. Mendez:

I wish to express my dissatisfaction with the iron, which I purchased from The Electrical Store in Newtown on 2 May, 2018. On using it for the first time, I found that this was a faulty product because the temperature control was damaged. When I tried to return the iron to the store last week, the sales assistant said that the store was unable to replace it or offer me a full reimbursement but advised me that it could be sent away for repair. As I needed to travel to Australia, I required immediately, and it was not clear how long a repair would take, this option was unsatisfactory. I felt disappointed when I realized that it was not a good solution for my request. I am writing to you to ask for a full reimbursement or a free replacement instead.

I look forward to hearing from you soon.

Yours truly,

Maria Gonzalez

## Language Bank answers

1. Answers will vary.
2. **Infinitive:** use, rotate, like, be, study, read, win.  
**Past Simple:** used, rotated, liked, was, studied, read, won.  
**Past Participle:** used, rotated, liked, been, studied, read, won.
3. a. did you do  
b. did he cook  
c. did she wake up



**UNIT 9**  
 Social practice of the language:  
 Narrate personal experiences in a conversation.

120692

# Telling Anecdotes

Alloted time	16 classes (50 minutes each).
Environment	Family and Community.
Communicative activity	Exchanges associated with information of oneself and others.
Social practice of the language	Narrate personal experiences in a conversation.
Product	Autobiographic Anecdote.
Reading Booklet	<i>How to tell personal Anecdotes.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Listen and review conversations about personal experiences.</li> <li>• Understand general meaning, main ideas and details.</li> <li>• Share personal experiences in a conversation.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Offer examples of conversations and give time to explore uncertainties, fears and difficulties to share personal experiences for students to:               <ul style="list-style-type: none"> <li>- Ask questions about how ideas and people can be represented in different ways.</li> <li>- Appreciate effect caused by non-verbal language.</li> <li>- Analyze selection of expressions and repertoire of words.</li> <li>- Detect differences between British and American English.</li> <li>- Identify type of communication.</li> <li>- Share one's own and others' appraisals.</li> </ul> </li> <li>• Direct attention to conversational skills and offer help so that students can:               <ul style="list-style-type: none"> <li>- Anticipate general meaning and main ideas.</li> <li>- Analyze use of connectors to link ideas.</li> <li>- Appreciate writing of expressions.</li> <li>- Contrast sentences of sequence.</li> <li>- Appreciate one's own and others' performance.</li> </ul> </li> <li>• Challenge students to expand and develop their own repertoire of words and expressions and support them to:               <ul style="list-style-type: none"> <li>- Write sentences and put them in chronological order.</li> <li>- Include details in main ideas, such as time, place and way in which events happened.</li> <li>- Ask questions to expand information and check comprehension.</li> <li>- Tell personal experiences using direct and indirect speech.</li> <li>- Use strategies to emphasize meaning and for turn-takings.</li> <li>- Share identical experiences with different people.</li> <li>- Offer and receive feedback.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- Schema with personal experiences.</li> <li>- List of questions.</li> </ul> </li> </ul>
Suggested evaluation instrument	Interview.

**Materials**

**UNIT 9**  
Social practice of the language:  
Narrate personal experiences in a conversation.

**Telling Anecdotes**

Let me tell you the anecdote...

- Environment: Family and community.
- Communicative activity: Exchange associated with information about oneself and others.

**Learning goals**

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

**Product**

- Autobiographic Anecdote.

**Reading material**

- How to tell personal Anecdotes.

118

**Lead-in**

To start the class, you may ask students about what they think they are going to learn in this unit. Ask them: *What was an important moment in your life? What do you think an anecdote is?* Elicit ideas from students and write them on the board. After this, write the definition on the board: "An anecdote is a short narrative of an interesting, amusing and/or autobiographical incident".

**GETTING READY**

- Look at the picture on page 118. What are the children talking about?
- Choose one anecdote (a – d). In groups, take turns to share your experience.
  - A time when you lost something important.
  - A place you visited.
  - A birthday you remember.
- Complete the following sentences with your own ideas.
  - The funniest thing that ever happened to me was \_\_\_\_\_
  - The saddest thing that ever happened to me was \_\_\_\_\_
  - The most amazing thing that ever happened to me was \_\_\_\_\_
- Now, choose one anecdote in activity 3. Then complete the following organizer.

Where? Who? When? Why? Experience

119



**GETTING READY**

- Look at the picture on page 118. What are the children talking about?  
Draw students' attention to the picture and give them time to answer the question. You may do this activity as a class and write students' ideas on the board.  
**Answers:** Answers will vary.
- Choose one anecdote (a – c). In groups, take turns to share your experience.  
Students work in groups of four. Invite them to choose an anecdote and say as much as possible about it. Monitor and check.  
**Answers:** Answers will vary.
- Complete the following sentences with your own ideas.  
Students look at the prompts and complete them with their own ideas. Then check the activity as a class.  
**Answers:** Answers will vary.
- Now, choose one anecdote in activity 3. Then complete the following organizer.  
Explain to students that they have to choose one



**Answers**

Anecdote	Introduction	Background
1	I'd like to talk about the time when I lived one of the worst moments in my stuttering days	It happened when I went out for a haircut. I was with my brother and we were both going to get cuts.
2	Another time	I was trying my phone skills and got enough courage to call a girl from school. Unfortunately, her name was Heather, which is quite hard for me to say. The H-e-a part always gets me. Sadly, she wasn't around... so her dad picked up.

Action	Wrapping up
I quickly said my name, but couldn't make out my brother's name. I tried, and tried, saying, Daaaaaan....Ddddddaaaaaa.	That was the shortest haircut I've ever had. Both my brother and I look at it and laugh now. It's the only thing you really can do.
Suddenly, I started to feel that I was quickly tensed up and spit out, "is Heeeeeeeeeeeaaather there?"	After that, he always knew who I was when I called... at least he was nice about it.

**Page 121**

1. With your partner take turns to retell Joel's anecdotes. Use the expressions in the box and prosodic features.

*I'd like to talk about the time when*    *At the beginning*    *Later on then*  
*What happened next was*    *Suddenly*    *After that*    *Finally*

2. Write an account of an embarrassing experience. Remember to structure your story with an introduction, background, action and wrapping up. Also, use the expressions in activity 5. Then, share with your partner next to you and check it with your teacher.

3. Retell and share your anecdote with your group.

ON THE ROAD    UNIT 9 LESSON 1    121

5. With your partner, take turns to retell Joel's anecdotes. Use the expressions in the box and prosodic features.

Ask students to work in pairs and retell the story together using the expressions to help them. Explain to them that these expressions are part of the anecdotes in the text and that they have to use them in order to retell the anecdotes in pairs. Check this activity as a class.

6. Write an account of an embarrassing experience. Remember to structure your story with an introduction, background, action and wrapping up. Also, use the expressions in activity 5. Then, share with your partner next to you and check it with your teacher.

Students work individually. Ask them to remember an embarrassing situation in their lives. Give them time to write their anecdotes and remind them to use the proper structure and the expressions in activity 5. Encourage them to share it with their partners and check orally and on the board.

7. Retell and share your anecdote with your group.

Invite students to work in groups and retell their anecdotes. Remind them to use prosodic features as they talk about their experiences.

**TEACHING TIP**

To help students tell anecdotes, remind them to use the following prosodic features:

Intonation: the rise and fall of the voice in speaking.

Pause. Pause as hesitation is a non-fluency feature.

Pitch. Different pitch levels, or intonation, can affect meaning.

Stress. Stress, or emphasis, is easy to use and recognize in spoken language, but harder to describe. A stressed word or syllable is usually preceded by a very slight pause, and is spoken at slightly increased volume

Volume. Apart from the slight increase in loudness to indicate stress, volume is generally used to show emotions such as fear or anger.

Tempo. Tempo, or speed, is to some extent a matter of idiolect. Whilst its use is not wholly systematic, it can indicate the difference between, for example, impatience and reflectiveness.

**8.** Put the text in the correct order. Then, exchange it with a partner and compare your answers.

a. It was on my way to my first day of school. I was really excited because it was a new school for me, so I wanted to get to know my classmates.

b. After all this, I learned that I have to look at my shoes before going out.

c. Have I ever mentioned the time when I was nine?

d. And the strangest thing was that I could see a lot of children on their way to school too so I thought to myself - I am ok because it is a school day. So, what happened? - I couldn't know until...  
You are not going to believe this, but I was wearing different shoes! You should have heard people laughing. Just when I thought things couldn't get any worse, something else happened...

e. To my surprise, when I got to the school, it was not my new school, it was the old one.

f. At the beginning, people in my hometown were only looking at me. But then, they started laughing at the same time. I didn't understand anything.

**9.** Listen and check your answers to activity 8.

**10.** Remember an anecdotic experience that you have had at school and take notes of it in the space provided.

--

**11.** In pairs, take turns to share your anecdote in activity 10. You can use the expressions in bold in activity 8.

**8.** Put the text in the correct order. Then, exchange it with a partner and compare your answers.

Students can read the text aloud. In this way it can be easier for them to put the text in the corresponding order.

**Answers:** 1. C 2. A. 3. E. 4. D 5. B

**9.** Listen and check your answers to activity 8.

Explain to students that now they are going to listen to the anecdote so they will be able to check their answers to activity 8. If necessary, play the recording twice to give students time to check the activity.

**TRANSCRIPT**

Have I ever mentioned the time when I was nine?  
It was on my way to my first day of school. I was really excited because it was a new school for me, so I wanted to get known my classmates ....  
At the beginning, people in my hometown were only looking at me. But then, they started laughing at the same time. I didn't understand anything.  
And the strangest thing that I could see a lot of children on their way to school too so thought to myself-I am ok because it is a school day. So, what happened? - I couldn't know until.....  
You are not going to believe this, but I was wearing different shoes!! You should have heard people laughing. Just when I thought things couldn't get any worse, something else happened...  
To my surprise, when I got the school, it was not my new school,

it was the older one.  
After all this, I learned that I have to look at my shoes before going out.

**10.** Remember an anecdotic experience that you have had at school and take notes of it in the space provided.

Students now think of an anecdote that they have had at school and take notes.


**11.** In pairs, take turns to share your anecdote in activity 10. You can use the expressions in bold in activity 8.

Motivate students to share their anecdotes and encourage them to use the expressions in activity 8.

**LESSON 2: Understanding main ideas and details**

**1.** Look at the pictures and do the following activities.

- Describe the pictures.
- Think about an anecdote related to the picture and share it in your group.



**2.** Listen to the anecdotes. What pictures in activity 1 are related to them?

**3.** Listen again and complete the chart.

	Anecdote A	Anecdote B
Who		
What happened		
Where		
When		

**4.** Listen again and pay attention to the expressions in the box as they are mentioned in the anecdotes.

While I was taking a shower... It was at that moment that... As we were arriving...

**5.** Create three sentences using the expressions in exercise 4. Share them with your partner and check with your teacher.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**LESSON 2: Understanding main ideas and details**

**1.** Look at the pictures and do the following activities.

Before students listen to the anecdotes, let them work with the pictures. In groups, they take turns to describe them and make predictions about the anecdotes they think are related to each picture. Help them with vocabulary and monitor the activity. You may check answers as a class.

**Answers**

Answers will vary.

2. Listen to the anecdotes. What pictures in activity 1 are related to them?

Explain to students that they are going to listen with the purpose of identifying which pictures are related to the anecdotes. Play the recording and give them time to write the answers in the space provided. Check the activity and play the recording again. This time, students will take notes of the key words that helped them answer the question.

**Answers**  
a and b

**TRANSCRIPT**

A.

**Thomas:** Wow, what's wrong with you Rosa? What happened?

**Rosa:** I broke my ankle!

**Thomas:** When did it happen?

**Rosa:** It was yesterday. I was in the bathroom. While I was taking a shower, the phone rang. I left the bathroom so fast that I did not dry my feet and I slipped. It was at that moment that I felt so much pain. My parents took me to the hospital immediately. The doctor told me I had broken my ankle.

B.

**Mom:** What are you crying and laughing at the same time, Julia?

**Julia:** Pedro and I are scared and ashamed.

**Mom:** How is that possible? What happened?

**Julia:** As we were arriving 15 minutes ago, we heard a loud sound coming from the house. We got so scared that it made us cry.

**Pedro:** While we were crying, two cats jumped from the balcony and went fighting to the street.

**Julia:** That's why we are ashamed... (All laughing)

3. Listen again and complete the chart.

Before students listen to the anecdotes again, explain the categories in the table. Tell them that these are details that they need to identify as they listen (protagonist, action, place and time). Then play the recording and give them time to complete the table. You may play the recording twice if necessary. Check the activity as a class.

**Answers**

	Anecdote A	Anecdote B
Who	Rosa	Pedro and Julia
What happened	Rosa broke her ankle	Pedro and Julia saw two cats fighting
Where	In the bathroom	In the street
When	Yesterday	15 minutes ago

4. Listen again and pay attention to the expressions in the box as they are mentioned in the anecdotes.

This time students listen again with the purpose of noticing the expressions in the box. You may ask them to tell you *Stop!* every time they listen to the expressions and you pause the recording.

5. Create three sentences using the expressions in exercise 4. Share them with your partner and check with your teacher.

Have students create three sentences using the expressions in exercise 4 and encourage them to share them with their partner and check it orally and on the board.

**Answers:**

They show sequence and they connect ideas.

**Page 124**

**TELLING PERSONAL ANECDOTES...**

Use relative clauses and connectors of sequence such as *when, after that, in the end, suddenly, first of all, once, etc.*

**Examples:**  
I was taking a shower *when* the telephone rang.  
*After that* the telephone was invented, people could only send letters.

You see? *In the end*, everything was fine!  
I was walking when, *suddenly*, a car appeared.  
*First of all*, I want to thank my family and friends...  
*Once they arrive*, we can start the meeting.

**Castillo de Chapultepec**

Last week, we visited El Museo Nacional de Historia, Castillo de Chapultepec to do some research for our history class. a. To begin with/ **\_\_\_\_\_** we asked the assistant to help us. b. Next/ **\_\_\_\_\_** we waited for twenty minutes until we could visit the first showroom. It was so crowded with people watching the fabulous objects there that we thought we were not going to see anything. c. Unexpectedly/ **\_\_\_\_\_**, the showroom got empty. d. As soon as/ **\_\_\_\_\_** the people went out, we could enter the showroom without any problem. During our visit to that showroom, the guide told us that most of the objects in it were unique and authentic. e. Immediately after/ **\_\_\_\_\_** we had read all the objects' descriptions, we started to take notes for our homework. f. Finally/ **\_\_\_\_\_**, we visited the other eleven showrooms. Luckily, we finished our homework and came back home early.

**Self-assessment**

I can understand anecdotes	Yes	No
I can understand how sequences can be expressed in different ways	Yes	No

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

# ESB3282

## TELLING PERSONAL ANECDOTES ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit the main objective is to talk about personal anecdotes. Explain to them that the words in bold are used to connect ideas and contrast experiences in the past.

### LANGUAGE BANK

For more information about expressions to tell anecdotes, students can go to the Language Bank on page 172 and work with the activities on page 173.

6. In pairs, read and listen to the text. Then replace the words in bold by the ones in the box. Follow the examples in the box on top of this page. Compare with your classmate.

#### Answers:

- a. First of all      d. When  
b. After that      e. Once  
c. Suddenly      f. In the end

7. Now listen and check your answers to activity 6.

Play the recording and give students time to check their answers to activity 6. Students can listen to the recording twice if necessary.

#### TRANSCRIPT

##### Castillo de Chapultepec

Last week we visited El Museo Nacional de Historia, *Castillo de Chapultepec* to do some research for our history class. First of all, we asked the assistant to help us. After that, we waited for twenty minutes until we could visit the first showroom. It was so crowded with people watching the fabulous objects there that we thought we were not going to see anything. Suddenly, the showroom got empty. When the people went out, we could enter without any problem. During our visit to that showroom, the guide told us that most of the objects in it were unique and authentic. Once we had read all the objects' descriptions, we started to take notes for our homework. Finally, we visited the other eleven showrooms. Luckily, we finished our homework and came back home early.




#### Self-assessment

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you can revise activity 6 again and help with comprehension.

The screenshot shows a digital interface for 'Autobiographic Anecdotes'. At the top, it says 'Towards the product' and 'Autobiographic Anecdotes'. Below that, it says 'SUBPRODUCT 1: Schema with personal experiences.' and lists three activities: a. In a separate sheet of paper brainstorm personal anecdotes. Then, copy this schema and complete it with the funniest anecdote. b. Now, read the information below. Can you think about any other experiences like these? If possible, add more to your list in activity a. c. Include your Schema with personal experiences and your additional list in your portfolio. There are three options for self-assessment: 'I can do this I'm ready to move on.', 'I'm almost there. I might need a bit of help.', and 'I don't understand. I need more work on this.' Below the activities, there is a section for 'Tips for telling personal experiences' with a list of lines. At the bottom right, it says '125'.

The screenshot shows a digital interface for 'Autobiographic Anecdote'. At the top, it says 'Towards the product' and 'Autobiographic Anecdote'. Below that, it says 'SUBPRODUCT 1: Schema with personal experiences.' and lists three activities: a. Explain to students that they need to brainstorm ideas about personal experiences in order to fill in the schema provided. Tell them that the prompts will help them develop their ideas. b. If possible, students can find more topics related to activity a. Ask them to read the prompts to help them think of more experiences. c. Explain to students that this is the first step of the product so they need to include their schema in their portfolio. They will use this list again when they work on the final product on page 130. Below the activities, there is a section for 'Finally, invite students to self-evaluate their performance using the prompts.'




8.    Read the text *How to Tell Personal Anecdotes* in your Reading Booklet. Find tips related to telling personal anecdotes. Share your findings with a partner and check with your teacher.


Students read the text in the Reading Booklet with the purpose of identifying tips to tell personal anecdotes. Then they write them in the space provided. Encourage them to share their answers with a partner and check orally and on the board.

**Page 126**

**CHECK YOUR PROGRESS**

CHECK YOUR PROGRESS

I.  Think about a personal experience. Write questions about it.



II.  Interview your partner about the personal experience in activity I.

III. Evaluate your progress according to your performance in the Unit.

Assessment			
I can recognize an anecdote structure.	Accomplished	Almost accomplished	Need more work
I can understand and write texts about anecdotes.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again, with the help of your teacher.

ON THE ROAD

- I.  Think about a personal experience. Write questions about it.  
Students remember a personal experience and complete the diagram with questions about it.  
**Answers:** Answers will vary.
- II.  Interview your partner about the personal experience in activity I.  
Now students take turns to interview their partner about the experience in activity I.
- III. Evaluate your progress according to your performance in the Unit.  
Students should answer the Assessment chart.

They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

**Page 127**

**LESSON 3: Sharing personal experiences**


1. Read the text in the bubbles. Then put the anecdote in the correct order.


"Yes, he does," I replied.

Then she asked, "Will he give you whatever you ask for?"

Again, I replied yes. Then Kelly lifted her arms and said, "Thank you, Jesus! Grandma's getting me a dog!"

When my granddaughter Kelly was 5, she asked me, "Grandma, does God answer prayers?"

2.  Listen to the anecdote and check your ideas in activity 1.

3.  Listen to the anecdotes carefully. Then complete the chart. Check your ideas with your partner.

Anecdote	What	When	Where	Feelings
1				
2				
3				


Self-assessment

I can understand main ideas and details of oral anecdotes.	Yes	No
--	-----	----

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.


ON THE ROAD

**LESSON 3: Sharing personal experiences**

1. Read the text in the bubbles. Then put the anecdote in the correct order.  
Ask students to read the parts of the anecdote carefully. Then motivate them to put the anecdote in the correct order. You may also invite them to read the anecdote aloud.
- Answers**
1. c
  2. a
  3. d
  4. b
2.  Listen to the anecdote and check your ideas in activity 1.  
Students listen to the anecdote in activity 1 and check their answers as a class.

### TRANSCRIPT

When my granddaughter Kelly was 8, she asked me, "Grandma, does God answer prayers?" "Yes, he does," I replied. Then she asked, "Will he give you whatever you ask for?" Again, I replied yes. Then Kelly lifted her arms and said, "Thank you, Jesus! Grandma's getting me a dog!"

3.  Listen to the anecdotes carefully. Then complete the chart. Check your ideas with your partner.

Tell students that now they are going to work in pairs and listen to three different anecdotes and complete the chart with the information.

### Answers:

Conversations	What	When	Where	Feelings
1	Friends sent a false text message	A few weeks ago	The school bus	Embarrassed
2	Birthday party	Two years ago	Home	Sad and happy
3	Dog lost	Winter	Basement / CITY	Sad

### TRANSCRIPT

#### Anecdote 1

This happened a few weeks ago on the school bus. I was watching a video on my phone when I had to use the bathroom. I got up and went to use it.

After I got back to my seat, I realized that my phone wasn't there, and was instead in the hands of my friends, who gave me my phone after. I asked them what they did with it, and they told me to look for it. I eventually found it when I saw a message that was sent to my friend Carla. The weird part is that I never sent it.

I opened the message, and this is what it said. "I love you; do you want to be my girlfriend?" I immediately got nervous because this girl was a grade younger than me and I liked her as a friend. My friends started laughing at the look on my face and they told me what happened... This is why you should NEVER leave your phone in the open.

#### Anecdote 2

It was two years ago. It was my birthday. I was so sad at the beginning because when I got home I thought I was alone. Suddenly all my relatives were there saying "Happy birthday!" I felt very happy. They had organized a surprise party for me. It was the best birthday in my life!

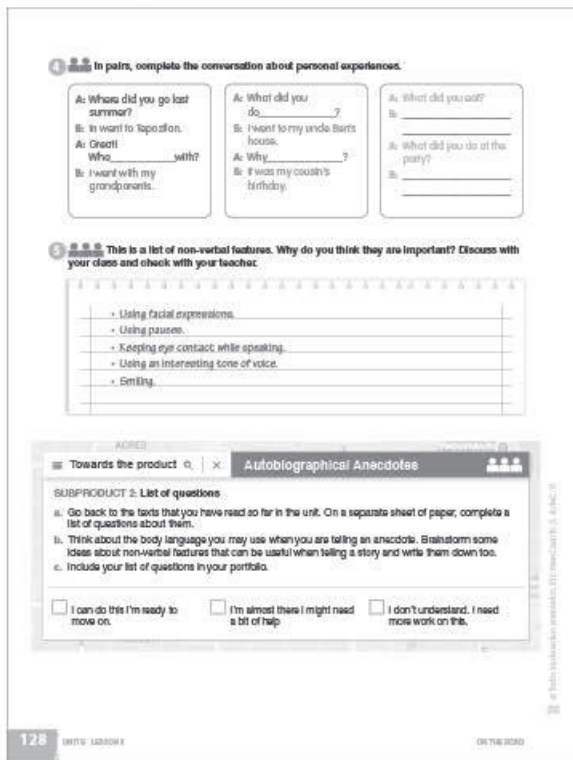
#### Anecdote 3

I still remember the day I lost my dog Lupi. It was winter and there was a storm in the city, so we couldn't get out for 5 days. We were really sad and we thought she wouldn't come back! Suddenly, we heard a noise in the basement. It was incredible! Lupi was there and she had had 4 little puppies.


### Self-assessment

Students reflect on the statement, considering their performance. In case they tick the *no* option, you can make them listen to the anecdotes again, making pauses if necessary and helping with comprehension.

### Page 128




The screenshot shows a worksheet with two main sections. The first section, labeled 'In pairs, complete the conversation about personal experiences.', contains three dialogue boxes. Each box has a question (A) and a response (B) with a blank line for the student to write. The second section, labeled 'This is a list of non-verbal features. Why do you think they are important? Discuss with your class and check with your teacher.', contains a list of features: Using facial expressions, Using pauses, Keeping eye contact while speaking, Using an interesting tone of voice, and Smiling. Below the list are several empty lines for student input. The third section, titled 'Towards the product', contains instructions for a 'List of questions' activity and a self-assessment scale with three options: 'I can do this I'm ready to move on.', 'I'm almost there I might need a bit of help.', and 'I don't understand. I need more work on this.'

4.  In pairs, complete the conversation about personal experiences.

You may direct students' attention to the follow-up questions in the conversations below. Explain to them that these conversations are incomplete. Encourage them to work in pairs and complete the conversations.

**Answers:** Answers will vary.

5.  This is a list of non-verbal features. Why do you think they are important? Discuss with your class and check with your teacher.

Encourage students to read the list of non-verbal features and discuss why they think are important in a dialogue. You can model a short dialogue and ask students to pay special attention to these non-verbal features, so that they can get ideas to answer the question. Check orally and on the board. If it gets too

difficult to them, explain that non-verbal features to support comprehension.

ACDEC

**Towards the product**

**Autobiographic Anecdote**

**SUBPRODUCT 2: List of questions**


- Ask students to go back to the texts that they have read so far in the unit, and complete a list of questions about them. Tell them to include follow-up questions too.
- Additionally, ask them to reflect on the body language, the non-verbal and prosodic features to use when telling, or writing down, an anecdote.
- Remind them to include their questions and their additional list in their portfolio.

Finally, invite students to self-evaluate their performance using the prompts.

**Page 129**

6. Now, use the questions in activity 4 and start a conversation with your partner. Don't forget the use of non-verbal features when speaking.

7. **66** Read and listen to the anecdote below. Then, answer the questions about it with your partner and check with your teacher.



I was carrying my 3-year-old grandson Matthew up the stairs, when I told him, "Just think, when you get older you can carry me up the stairs." He thought about this and then, with a worried look, he asked, "Will you be any smaller?"

- What was the grandpa doing at the beginning of the text?
- What did the grandpa say to his grandson?
- Why do you think the grandson gave that answer? Discuss.
- Do you think this anecdote is funny? Why? Explain.

8. Answer the following questions.

9. What's the most significant experience you have ever had?

10. What other events are usually important in people's lives?

9. Share your answers in activity 9 with your partner.

**Self-assessment**

I can discuss my own experience and those of others in a conversation.	Yes	No
I can listen respectfully and value the experiences of others.	Yes	No

If most of your answers are insufficient, check lessons 1 - 3 again, with the help of your teacher.

ON THE ROAD UNIT 9 LESSON 3 129

6. Now, use the questions in activity 4 and start a conversation with your partner. Don't forget the use of non-verbal features when speaking.

Students start a conversation using the information in activity 4. Monitor and check their answers.

**Answers:**

Answers will vary.

7. **66** Read and listen to the anecdote below. Then, answer the questions about it with your partner and check with your teacher.

Have students read and listen to the anecdote. Make sure they understand it and encourage them to answer the questions.

**Answers:**

- He was going up the stairs with his grandson on his arms.
- He said that when the grandson gets older, he would be able to carry him upstairs.
- Because the grandson wasn't thinking about him growing up. He thought the grandpa would get smaller.
- Answers may vary.

8. Answer the following questions.

Students read the questions and then answer them in the space provided.

9. Share your answers to activity 9 with your partner.

Motivate students to share their ideas in activity 9 in pairs. Walk around the classroom and monitor their work, answering questions, if necessary.

**Self-assessment**

Students evaluate and reflect on their performance. In case they tick the 'no' option, you can revise the activities on this page again and guide them with comprehension.



## FINAL DESTINATION

### Product

The screenshot shows a digital interface for 'FINAL DESTINATION'. It features a 'Product' list with an image of students, a 'USEFUL LANGUAGE' section with phrases like 'I'm going to tell you about...', and a 'Reflect on your product' form with questions like 'Did we do enough research and preparation?' and 'Are we pleased with the quality of the final product?'.

### Autobiographic anecdote

You should tell your students, that during this period, they are going to work on their product (Autobiographic anecdote) based on all the activities related to the social practice of language in this unit (Discuss own experiences and those of others in a conversation.)

1. **Open your portfolio. In groups, work with the schema of personal experiences in Subproduct 1 (page 125) and your set of list of questions in Subproduct 2 (page 128).**

In the same groups, students check and take turns to read the information they have recorded in their portfolio

2. **As a group, select a personal experience from your list.**

Explain to students that they are going to choose only one personal anecdote from their portfolio.

3. **Check your list of questions and answers. Check that they contain the information required when telling anecdotes.**

Revise the questions and answers. Help them if they need it.

4. **Read your questions and answers aloud.**

Some students read the questions and answer aloud in order to get familiar with intonation and pronunciation patterns.

5. **Organize your sentences into a text. Follow the structure you previously learned.**

Now, students organize their sentences into an anecdotic text. Give them time to check their notes in their notebook.

6. **Tell your anecdotes by including prosodic elements and body language.**

Now invite students to tell their anecdotes using body language and prosodic features.

### Reflect on your product

Encourage students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

### Evaluation Instrument

#### Observation sheet

Make a copy of the observation sheet on page 186 per student. Complete the observation sheet according to students' performance and consider it as evidence of their progress.

## FINAL CHECK

**FINAL CHECK**

I. Write four anecdotes that you would like to share with your partner.  
Example: The happiest day in my life

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

II. Interview your partner about his or her experiences using the questions in the chart. Complete the chart with the information that your partner gives you.

	Anecdote 1	Anecdote 2	Anecdote 3	Anecdote 4
What happened?				
Where was she / he?				
When did it happen?				
How did she / he feel?				

III. In pairs, take turns to tell each other the following anecdotes.

- My first day at school was...
- The last time I got nervous was because...
- The last time I was got bored was when...
- The last time I was scared was when...

IV. Evaluate your progress according to your performance in the Unit.

Assessment	Accomplished	Almost accomplished	Need more work
I can understand conversations about personal anecdotes.			
I can comprehend general meaning, main ideas and details of an anecdote.			
I can share personal experiences in conversations.			

If most of your answers are insufficient, check the whole unit again, with the help of your teacher.

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

**I. Write four anecdotes that you would like to share with your partner.**

Students follow the example and brainstorm four anecdotes that they would like to share with their partner.

**Answers:** Answers will vary.

**II. Interview your partner about his or her experiences using the questions in the chart. Complete the chart with the information that your partner gives you.**

Students interview each other using the questions and complete the chart with the information about the anecdotes in activity I.

**Answers:** Answers will vary.

**III. In pairs, take turns to tell each other the following anecdotes.**

Students use their own ideas in and tell events in their lives.

**IV. Evaluate your progress according to your performance in the Unit.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

**SOCIAL PRACTICE MIND MAP**

As a synthesis of Unit 9, students can complete the social practice mind map on page 184.

**FLASHCARDS**

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 9.

**Reading Booklet**  
*How to tell personal Anecdotes*

**BEFORE READING**

**1. Before you read, take a quick look at the title of the text on page 110. What do you think the text will be about? Discuss with your classmates.**

Prior to the reading of the text, you may invite students to have a look at its title and make predictions about the topic of the reading. Students interchange ideas in their groups and, then, with the whole class.

**Answers:** They will vary.

**2. Discuss in groups and complete the ideas. Then practice questions and answers by taking turns.**

Have students complete the diagram about a personal experience and then share it with their group.

**WHILE READING**

**3. Tell a partner an anecdote to make him/her laugh.**

Motivate students to share a funny anecdote with their partner.

**4. Underline the expressions in the Past Simple in red, the expressions in the Past Continuous in green and the ones in the Past Perfect in blue. Students now recognize the tenses using the color code.**

## AFTER READING

### 5. In groups, answer the questions a-d.

Students analyze the text guided by the questions.

### 6. Write a summary of the text. Include main and supporting ideas.

Have students write a summary of the text.

### 7. Look at the chart below with some expressions that might help you to write an anecdote. Complete it, and share it with your group.

As a group, they complete a chart by using expressions they learned during this unit.

**Answers:** They will vary

## TRANSCRIPT

### How to tell personal anecdotes

#### What is an anecdote?

It is a short narrative of an interesting, amusing and autobiographical incident.

Basically, it is a short story about something that happened to you, or someone you know.

As the anecdotes are short, they will consist of one or two paragraphs.

#### Other names:

An incident, a slice of life, happening.

#### Why is an anecdote important?

An Anecdote is a common and highly effective device found throughout literature. It makes conversations or dialogues more personal and interesting. Usually, they are employed in a way that will make the audience and/or other characters laugh or think more deeply about a topic.

#### When do we tell anecdotes?

Every time you are talking to your friends or someone you know and you tell them something you did or you tell them what a person did, you probably are telling a personal anecdote.

#### Anecdote

We tell anecdotes if we want to talk about:

- A trip.
- A journey.
- A holiday.
- A special event.
- Something we did.
- Something we lost.
- A place we visited.

#### Why do we tell anecdotes?

- to give a personal perspective.
- to illustrate a point.
- to make people think about something.
- to make people laugh.
- to make people cry.
- to amuse.
- to entertain.

### How to tell an anecdote?

First, have what you want to say in mind and ask yourself: Why do I want to tell this anecdote? What is the point of my story?

Then, think about your audience. Who is going to listen to your story? Do you know the person?

### What is relevant when talking about personal experiences?

- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did I feel? How did people involved feel?

### Which adjectives are related to anecdotes?

Some adjectives related to anecdotes are *funny, weird, sad, embarrassing, scary, surprising, exciting, cool, worse, amazing.*

- A funny anecdote.
- A weird anecdote.
- A sad anecdote.
- An exciting anecdote.
- A scary anecdote.
- An embarrassing anecdote.
- An amazing anecdote.

When telling stories /anecdotes, use **narrative tenses.**

Past Simple	Past Continuous	Past Perfect
I said yes	I was saying yes	I had said yes

If we want to keep people's attention, we use different tenses. You may also include the Present Simple.

#### Present Simple

I say yes/ He says yes

#### Example 1

"It was 5:00 a.m and he hadn't come yet, and his phone was not working. I had been so worried about the situation that I couldn't sleep. After that, I heard the door. Of course, it was him. He stumbled in, ignoring me".

#### Example 2

"Hey Monique, guess what happened yesterday? I rode my bike and I saw Patrick! We went to the cinema and then we went out for dinner - I was hungry because I hadn't eaten anything during the day because I had had a lot of work. - I have been working a lot these days and I started early in the morning"

#### Anecdote topics

- Trips
- Special events
- A birthday you remember
- When you lost something special

#### Structure of an anecdote

- Introduction
- Introduce the story.
- Examples:
  - *This story is about...*
  - *I'd like to talk about...*

### Background

It is the setting  
of the anecdote.  
(time-place- action)

#### Examples:

*I was at school in my first grade*

### Act

It gives details.

#### Examples:

*Later on,  
What happen next ...*

### Wrapping up

It is the closure of the story.

#### Examples:

*After all this, ...  
When I looked back on the story ...*

### Some tips when telling a personal anecdote

Introduce your anecdote briefly.

Tell what your anecdote is about.

Give the background (setting). Say what you were doing, where and when.

Tell what happened.

Use prosodic features and body language.

Use good voice.

Keep eye contact.

### Purpose of anecdotes

**To bring Cheer:** Sometimes telling an anecdote just makes people laugh or describes a feature of a character in such a way that it becomes humorous.

**To reminisce:** People are talking about their pasts.

**To caution:** They are used in order to prevent accidents, in case people do not follow particular processes and techniques.

**To tell a truth:** People tell anecdotes to disclose a truth in a general way

### Example 3

In the countryside, a farmer was tending to his horse named Buddy. Suddenly, a stranger came desperately and needed the farmer's help. The stranger had lost control of his vehicle and ran it off into a ditch. The stranger asked the farmer if his horse could pull the vehicle out of the ditch for him and told the farmer that the vehicle was small. The farmer said he would come, bring his horse, and take a look, but could not promise he could help if his horse might be injured in some way from attempting to pull the vehicle out of the ditch. The farmer saw that the stranger was correct and that the vehicle was small, so the farmer took a rope and fixed it so that his horse, Buddy, would be able to pull the vehicle out of the ditch. The farmer then said, "Pull, Casey, Pull," but the horse would not budge. The farmer then said, "Pull, Bailey, Pull," but the horse would not budge again. The farmer then said, "Pull, Mandy, Pull," and again the horse would not move. The farmer then said, "Pull, Buddy, Pull," and the horse pulled until the vehicle was out of the ditch. The stranger was so very grateful, but asked the farmer why he called the horse by different names? The farmer said, "Buddy is blind, and I had to make him think he had help to pull the car out of the ditch or he would not have pulled."

### Example 4

"There was something elusively whimsical about Einstein. In his first year in Princeton, on Christmas Eve, some children sang carols outside his house. Having finished, they knocked on his door and explained they were collecting money to buy Christmas presents. Einstein listened, then said, "Wait a moment." He put on his scarf and overcoat and took his violin from its case. Then, he joined the children as they went from door to door; he accompanied their singing of Silent Night on his violin."

## Language Bank answers

1. was waiting- saw  
was sleeping-knocked  
was studying - invited
2. Answers will vary.
3. Answers will vary.



# Round-table discussion

Alloted time	16 classes (50 minutes each).
Environment	Academic and educational.
Communicative activity	Treatment of information.
Social practice of the language	Discuss points of view to participate in a round-table session.
Product	A round-table discussion.
Reading Booklet	<i>Global warming.</i>
Learning goals	<ul style="list-style-type: none"> <li>• Revise texts about topics of civics and ethics and select information.</li> <li>• Understand general meaning and main ideas.</li> <li>• Discuss points of view when participating in a round-table discussion.</li> </ul>
Methodological Guidance	<ul style="list-style-type: none"> <li>• Foster the exploration of sources and guide attention to identify their strengths and needs, so students are able to:               <ul style="list-style-type: none"> <li>- Define purpose of search for information.</li> <li>- Locate appropriate sources.</li> <li>- Select and record information that answer questions.</li> <li>- Compare components involved in textual organization.</li> <li>- Share with others self-regulation strategies.</li> </ul> </li> <li>• Help students to:               <ul style="list-style-type: none"> <li>- Anticipate general sense.</li> <li>- Contrast personal points of view with main ideas in a text.</li> <li>- Detect changes of meaning caused by modifications in words.</li> <li>- Establish connections between personal points of view and information which elaborates more content on them, exemplifies and / or explains them.</li> <li>- Reflect with others on what is intended to say and how to say it.</li> </ul> </li> <li>• Offer effective models that enable students to explore not only different discussions but also different ways to do it. Give them support to determine when they need help, when they do not and help them to:               <ul style="list-style-type: none"> <li>- Decide the way in which they will express their opinions using prosodic resources.</li> <li>- Monitor the use of prosodic resources.</li> <li>- Use non-verbal language and prosodic resources to create an effect.</li> <li>- Use strategies to influence on others' opinions.</li> </ul> </li> </ul>
Suggested evaluation	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- List of topics.</li> <li>- Personal points of view cards.</li> <li>- Recommendations to monitor the use of prosodic features.</li> </ul> </li> </ul>
Suggested evaluation instrument	Checklist.





**Round-table discussion**

• Social practice of the language:  
• Discuss points of view to participate in a round-table session.

• Environment: Academic and educational.  
• Communicative activity: Treatment of information.

**Learning goals**

- revise texts about topics of civics and ethics and select information.
- understand general meaning and main ideas.
- focus points of view when participating in a round-table discussion.

**Product**  
• A round-table discussion.

**Reading booklet**  
• *Global warming*.

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The objective of this unit is to enable students to take part in round-table sessions to set out their points of view about topics related to civics and ethics. To accomplish this main objective, students are going to revise texts, select information, and understand not only general sense but also main ideas.

Through the unit, students are going to work on a product whose final aim is to organize a round-table discussion session. Also, students are going to read the text *Global warming* in the Reading Booklet.

### Lead-in

Start the session by focusing attention on the picture on page 132. You can invite students to describe the picture and infer what the people are doing and its purpose. Elicit answers and write some of your students' ideas on the board.

**GETTING READY**

1. Look at the picture on page 132. Why do you think the seating arrangement is as a round-table?

2. In pairs, discuss what a round-table discussion is and its characteristics.

3. In pairs, suggest possible topics about civics and ethics that can be discussed in a round-table session.

Topics

4. In groups, discuss a topic about civics and ethics that is currently relevant to your country.

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### GETTING READY

- Look at the picture on page 132. Why do you think the seating arrangement is as a round-table?  
Have students discuss this question as a class. You may write some of their answers on the board.
- In pairs, discuss what a round-table discussion is and its characteristics.**  
Students may work in pairs in this activity. They can focus on the diagram to express what a round-table discussion is and infer some basic features. You can ask a few questions to guide your students such as *Who is the moderator? What's his/her function in a round table? Etc.* Monitor and check the activity as a class.
- In pairs, suggest possible topics about civics and ethics that can be discussed in a round table session.**  
Prior to this activity, encourage students to discuss and explain the meaning of civics and ethics. Then, in pairs, students write a list of topics related in the space provided. Check the activity as a class.

**Answers:** Answers will vary

4. In groups, discuss a topic about civics and ethics that is currently relevant to your country.

You can invite students to work in groups of three. Invite them to think about their own local news and mention the most relevant events related to civics and ethics that are going on these days in Mexico. Then students come to an agreement, choose one topic and talk about it. Monitor and check.

**Page 134**

**ON THE ROAD**

**LESSON 1: Revising and selecting information**

1. In groups, read the headline of the text in activity 2. Discuss the answer to the question and the implications of cultural diversity.

2. Read and listen to the text and check your answers to activity 1. Glossary page 189

### What is Cultural Diversity?

Diversity is nothing more than a difference from the majority. In any culture, there is a majority and many minorities. Culture is a group of norms that are standards for a society of what is acceptable behavior.

In every culture, there are basic standards for social interaction such as personal space distance, eye contact, amount of body language displayed in public, negotiating style, etc. In Latin America, for example, people stand about eighteen inches apart when engaged in normal conversation; prefer very direct eye contact; are demonstrative with body language and negotiate very directly. In other cultures, people may stand closer or further, may view direct eye contact as rude, be less open to displaying body language and negotiate more indirectly. Cultural diversity makes countries richer by making them more interesting places in which to live. Cultural diversity also makes countries stronger and better able to compete in the new global economy. People from diverse cultures bring language skills, new ways of thinking, creative solutions to difficult problems and negotiating skills.

**Self-assessment**

Can I check information from civics and ethics formation.  Yes  No

If your answer is No, check the previous activities again with the help of your teacher.

**Making connections**

Are there any similarity places in your country? Which benefits Mexico obtained far to cultural diversity?

134 UNIT 10 LESSON 1 ON THE ROAD

**ON THE ROAD**

**LESSON 1: Revising and selecting information**

1. In groups, read the headline of the text in activity 2. Discuss the answer to the question and the implications of cultural diversity.

Organize students into groups of four. Invite them to discuss the headline of the article and write their conclusions in their notebooks.

2. Read and listen to the text and check your answers to activity 1. Glossary page 189

Students read text once. As they read, they look

up the meaning of the highlighted words in the glossary. Then students check if their predictions in the previous activity were correct or not. In case their predictions are wrong, you may also ask them in what ways their predictions differ from the ideas in the text. Monitor and check the activity as a class.

**Making connections**

Invite students to make connections between the texts and their own reality. To do this, you can organize students into groups of four. They read both questions in the activity and discuss the answers. Finally, check the activity as a class.

**Self-assessment**

Invite students to evaluate themselves by selecting one of the options in the chart. In case students tick the *no* option you can check the contents again as a class.

**Page 135**

3. Read and listen to the following text. Glossary page 189

### CULTURAL DIVERSITY

The definition of culture has long been a controversy. One commonly used definition is: «Culture is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by a human as a member of society.»<sup>1</sup>

The term sub-culture is used to refer to minority cultures within a larger dominant culture.

Migration leads to increased diversity which often refers to the co-existence of a difference in behavior, traditions and customs - in short, a diversity of cultures. UNESCO's governing body adopted the UNESCO Universal Declaration on Cultural Diversity (2001) that has elevated cultural diversity to the rank of common heritage of humanity.

• Firstly, it promotes the principle that «culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity cultural diversity is as necessary for humankind as biodiversity is for nature.» (Article 1)

• Secondly, it emphasizes the understanding of moving from cultural diversity to cultural pluralism. «In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.» (Article 2)

• Thirdly, it delineates cultural diversity as a factor in development which is understood not simply in terms of economic growth, but also to achieve a more satisfactory intellectual, emotional, moral and spiritual existence. (Article 3)

• Finally, cultural diversity presupposes the respect for human rights, it implies a commitment to human rights and fundamental freedoms, especially the rights of people belonging to minorities and those of indigenous groups. (Article 4)

<sup>1</sup>Jay, C. In Gaynon-Smith, C. (1988) Macmillan Dictionary of Anthropology. The Macmillan Press LTD.

**Self-assessment**

Can I check information from civics and ethics formation.  Yes  No

If your answer is No, check the previous activities again with the help of your teacher.

**Making connections**

Are there any similarity places in your country? Which benefits Mexico obtained far to cultural diversity?

135 UNIT 10 LESSON 1 ON THE ROAD

3. **Read and listen to the following text.** Glossary page 189

Students should read the text individually and in silence. While reading, they look up the meaning of the highlighted words in the glossary.

**EXTENSION ACTIVITY**

Students could read the text again in pairs. Encourage them to underline the main ideas in each paragraph. Then they take turns to summarize each paragraph in few words. Monitor and help when necessary. Check with the class.

**TEACHING TIP**

Summarizing requires students to decide what is relevant to what they are reading and put it in their own words. Giving some instructions in summarizing may help students.

- Identify main ideas
- Connect the main or central ideas
- Eliminate information that is not necessary
- Remember what they read

**Adapted from:** Seven Strategies to Teach Students Text Comprehension.  
Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

**Page 136**

**4. With your partner, compare the textual components in both texts in activities 2 and 3. Fill in the table with your observations and then check your answers with the rest of the class.**

	Headline	Source	Glossary	Formality	Other observations
1 <sup>st</sup> text	Question form. Four words	Ethno Connect	no	Standard formality	Shorter text
2 <sup>nd</sup> text	A phrase. Two words	Unesco	yes	Much more formal	Longer text. Contains bulleted paragraphs

**5. Discuss the questions with your partner and identify the information in the texts to support your ideas. Then check your answers with another pair.**

- Which are the basic standards for social interaction?
- What do people from diverse cultures bring?
- When was cultural diversity elevated to the rank of common heritage of humanity?
- How does cultural diversity influence on development?

**Towards the product**

**A round-table discussion**

**SUBPRODUCT 1: List of topics.**

- Encourage students to check several sources where they can get ideas of topics to be discussed. They should read them, make some comments and write them on the list.
- Explain to students that this is the first step of the product, so they need to include their list of topics in their portfolio. They will use them again when they work on the final product on page 145.

Finally, invite students to self-evaluate their performance using the prompts.

4. **With your partner, compare the textual components in both texts in activities 2 and 3. Fill in the table with your observations and then check your answers with the rest of the class.**

After reading the second text, you should encourage students to make comparisons of the components in both texts. Invite them to have a look at the table to have an idea of the elements they must contrast. You may ask some questions to help your students. For example, *How long are the headlines? Are they grammatically different? How? Which text has a glossary? Etc.* Then, students need to complete the table with their conclusions. Encourage them to check their answers as a class.

**Answers:**

	Headline	Source	Glossary	Formality	Other observations
1 <sup>st</sup> text	Question form. Four words	Ethno Connect	no	Standard formality	Shorter text
2 <sup>nd</sup> text	A phrase. Two words	Unesco	yes	Much more formal	Longer text. Contains bulleted paragraphs

5. **Discuss the questions with your partner and identify the information in the texts to support your ideas. Then check your answers with another pair.**

Students can work in pairs in this activity. They take turns to read the questions aloud. After they scan both texts to find the information that

answers the questions. You may let them share and compare their answers with other partners in the class.

**Answers:**

- a. Text 1/ personal space distance, eye contact, amount of body language, etc.
- b. Text 1/language skills, new ways of thinking, creative solutions to difficult problems and negotiating skills.
- c. Text 2/ In 2001.
- d. Text 2/ In terms of economic, intellectual, emotional, moral and spiritual growth.

**BACKGROUND INFORMATION**

The Question-Answer Relationship strategy encourages students to learn how to answer questions better. Students are asked to distinguish whether the information they used to answer questions about the text was textually explicit information (information that was directly mentioned in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

Questions can be useful because they:

- Provide students a purpose for reading.
- Focus students' attention on what they are going to learn.
- Help students to think actively as they read.
- Stimulate students to check their comprehension.
- Help students to review content and connect what they have learned with what they already know.

**Adapted from:** Seven Strategies to Teach Students Text Comprehension.  
Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

**LESSON 2: Understanding main ideas**

1. **Before reading, look at the headline and the picture in activity 2 to predict the topic of the text.**

2. **Now read the text and check your predictions in activity 1.** **Glossary page 189**

**The Jupiter News** **ETHICS AND TECHNOLOGY**  
By MIYUKI HANSON and TIM FITCHE  
February 9, 2017

**W**e need to think carefully every day about how to develop, use, and apply the powerful new inventions. The Tech Museum of Innovation and Santa Clara University are launching a new initiative, called Technology and the Ethical Imagination, to raise awareness of these issues and apply an ethical framework for decision-making. The potential of artificial intelligence, biotech and other breathtaking technologies will help us cure diseases, increase prosperity and live better. But we also need to aggressively address the complicated ethical choices that accompany each breakthrough. Just in the past few weeks, many of these dilemmas have been on display: Is it the responsibility of social media sites to control the spread of false news on the Internet? Should drone manufacturers facilitate or limit restrictions on their products' use? How much access should the government have to personal data to maintain national security? Ethical reflection on technology is an ongoing process that should be applied as modern technologies are imagined, developed and produced. We must be ready to reassess when a technology produces a problem we did not anticipate or changes the nature of our day-to-day lives in ways we did not foresee. Our investments in innovation—startups, corporate campuses, and technology museums—should be places where ethical reflection is taught and takes place routinely. In our technology and the ethical imagination collaboration, we will try to make ethical reflection as commonplace and familiar as our fascination with the science and engineering behind technology. The Tech's labs will have ethics inside! We would invite all innovators to join us in ethical reflection. Our first joint project would explore the issues posed in the Tech's recent ethical, knowledge studio. Visitors would be greeted with questions about the uses and potential abuses of synthetic DNA. The parents of young people, the next generation of scientists and engineers will benefit from making ethical reflections.

**Learn to write**  
What strategies can we use to understand unknown words in a text?

Adapted from: Hanson, M.Y. & Fitch, T. (2017). *Ethics and the Ethical Imagination: A Framework for Decision-Making*. Retrieved from <http://www.techmuseum.org/ethics>

ON THE ROAD UNIT 10 LESSON 2 137

**LESSON 2: Understanding main ideas**

1. **Before reading, look at the headline and the picture in activity 2 to predict the topic of the text.**

Prior to the reading of the text, you may invite a pair of students to make predictions of the topic of the readings based on the headline of the texts and its picture. Students exchange ideas with each other and, then, with the whole class.

2. **Now read the text and check your predictions in activity 1.** **Glossary page 189**  
Students read the text once. As they read, they look up the meaning of the highlighted words in the glossary. Then students check if their predictions in the previous exercise are correct or not. In case their predictions are wrong, you may also ask them in what ways their predictions differ to the ideas in the text. Monitor and check as a class.





[https://lehrerfortbildung-bw.de/u\\_sprachlit/englisch/gym/bp2004/fb1/binnendiff/2\\_ue\\_mat/mat14/](https://lehrerfortbildung-bw.de/u_sprachlit/englisch/gym/bp2004/fb1/binnendiff/2_ue_mat/mat14/)

If possible, have students visit this link. Here they will find further debate expressions that will help them express their ideas in a better way.

**Page 139**

**Towards the product** | **A round-table discussion**

**SUBPRODUCT 2: Personal points of view cards**

a. In pairs, read your list of topics. Think what you are going to say, take some notes on cards and, finally, share your ideas with your partner.

b. Include your cards in your portfolio.

I can do this! I'm ready to move on.     I'm almost there! I might need a bit of help.     I don't understand. I need more work on this.

5. **Read the statements in groups and give your opinion using the expressions in activity 4.**

We also need to aggressively address the complicated ethical choices that accompany each breakthrough.

Ethical reflection on technology is an ongoing process.

We need to think carefully, every day, about how to develop, use, and apply the powerful new inventions.

Thousands of young people, the next generation of scientists and engineers will benefit from making ethical reflection.

6. **In pairs, identify supporting evidence in the text on the positive and negative side of technology. Select and record your findings in the diagram.**

Pros      Cons

ON THE ROAD      UNIT 10 LESSON 2      139

**Towards the product** | **A round-table discussion**

**SUBPRODUCT 2: Personal points of view cards**

a. Get students to read the topics they have recorded in the previous step. You may invite them to think over those topics and write down brief ideas about their opinions. Then encourage them to read their points of view to their partners.

b. Explain to students that this is the second step of the product, so they need to include their cards in their portfolio. They will use them again when they work on the final product on page 144.

Finally, invite students to self-evaluate their performance using the prompts.

5. **Read the statements in groups and give your opinion using the expressions in activity 4.**

Organize students in groups of four. Invite them to take turns to read the statements given in the activity and encourage them to exchange their points of view. You can help students by asking some basic questions such as *What's your opinion? Do you agree or disagree? Why?* Students should express their thoughts using the expressions studied in the previous task. Monitor and help when necessary.

6. **In pairs, identify supporting evidence in the text on the positive and negative side of technology. Select and record your findings in the diagram.**

You may invite students to read the text again and scan specific information that refers to advantages and disadvantages of technology. Then, students should fill in the diagram with their findings. Check the activity as a class.

**EXTENSION ACTIVITY**

You may invite students to work in small groups to discuss the following questions that you might write on the board.

- *Why do we need to associate ethics to technology?*
- *If we didn't involve ethics, what would happen?*
- *What's cyberbullying or digital piracy?*
- *Can you identify other ethical issues in the world of technology?*

## CHECK YOUR PROGRESS

**CHECK YOUR PROGRESS**

1. **Read and listen to the news article. Then, with your partner, discuss some pros and cons regarding the main idea of the article.**

**The Newspaper Online**

**Fruit and vegetable waste could feed a British city for a year**  
21 February 2018  
By Josh Gabbatiss Science Correspondent

**REPORT SUGGESTS SUPERMARKETS PLAY KEY ROLE IN DRIVING OVERPRODUCTION AND FOOD WASTE.**

Large quantities of fruit and vegetables are being wasted every year, often due to cosmetic standards set by supermarkets.

A new report has revealed the staggering levels of food waste coming from farms in the UK. Researchers have warned the role supermarkets play in driving the overproduction and subsequent waste of food on farms.

Fruit and vegetable farmers responding to a survey reported they wasted up to 37,000 tonnes of produce every year – around 16 percent of their crop. This quantity would be enough to provide 250,000 people with their recommended five portions of fruit and vegetables a day for a year.

It is estimated the overall quantity of wasted produce could keep cilled the site of Birmingham or Manchester adequately supplied with fruit and vegetables.

The report describes food waste as an "ecological catastrophe" and particularly highlights the ways in which supermarkets contribute to this. Produce being rejected for cosmetic reasons such as color, shape and size was the major reason for food waste identified by farmers involved in the study.

Consumers can be fussy when choosing food, but this is being driven by the supermarket themselves. Few supermarkets appear to sell 'imperfect' products.

Adapted from: Collins, L (2018) Food and vegetable waste in farms and the potential of Birmingham as a 'food city'. <http://www.researchgate.net/publication/326111111> [Accessed 10 February 2018].

2. **In groups, discuss your opinions about the topic of the article. Justify your ideas using the expressions learned so far. Be open to accept different points of view on the subject.**

3. **Evaluate your progress according to your performance in Lessons 1 and 2.**

**Assessment**

I can determine the general sense and main idea of a text.	Accomplished	Almost accomplished	Need more work
I can identify pros and cons about the topic of a text.	Accomplished	Almost accomplished	Need more work
I can discuss different points of view and justify my ideas.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 2 again with the help of your teacher.

140 UNIT 10 CHECK YOUR PROGRESS ON THE ROAD

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

1. **Read and listen to the news article. Then, with your partner, discuss some pros and cons regarding the main idea of the article.**

Tell students that they are going to read and listen to a news article. Play the recording and let students read and listen to the text. Then, they work in pairs, taking turns to read the article again. While reading, they look up the highlighted words in the glossary. You can encourage them to circle the main ideas as they read the text. Then, you may encourage them to have a conversation to talk about their conclusions related to the pros and cons of the main idea of the article.

2. **In groups, discuss your opinions about the topic of the article. Justify your ideas using the expressions learned so far. Be open to accept different points of view on the subject.**

Students should have a debate on the topic of the article. It is expected that they use expressions to give opinions and justify their ideas. Foster attitudes of tolerance and empathy.

**Answers:**

Answers will vary.

3. **Evaluate your progress according to your performance in Lessons 1 and 2.**

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case they have doubts, you may revise the specific contents studied up to now.

**LESSON 3: Discussing points of view in a round table**

1. **Read and listen to the news article. Then, in pairs, listen again and identify the use of the following prosodic features.**

Volume	<input type="checkbox"/>	Rhythm	<input type="checkbox"/>	Pause	<input type="checkbox"/>
Tone	<input type="checkbox"/>	Pronunciation	<input type="checkbox"/>	Pitch	<input type="checkbox"/>

**The Journalist**

**Should Britain introduce electronic voting?**  
By Alex Hem

**USING TECHNOLOGY INSTEAD OF PAPER BALLOTS REDUCES COSTS AND COULD BOOST VOTER TURNOUT – BUT QUESTIONS REMAIN OVER SECURITY AND POSSIBLE ELECTORAL FRAUD.**

**THE PROBLEMS WITH CURRENT, roughly 19th-century method of counting elections should be obvious. Votes can be miscounted, misread, or even simply misplaced. Counts consist of thousands of people across the country, paid overtime to stay up all night manually sorting and counting those votes. When they go wrong, they have to restart the count again.**

**BUT THERE IS A BETTER WAY.** Electronic voting machines are used in some of the world's biggest democracies, including Brazil and India. The machines come in all shapes and sizes, from small touchscreen devices

**to larger units with physical buttons and a printed ballot paper on the front. Antonio Magaña, the chief executive of an electronic voting firm, says: "The reason for bringing technology into the election process is to increase integrity and security, but it has a number of important collateral benefits."**

**"One is cost reduction: so far, each ballot in Britain could spend less per election if it used technology, and the security and integrity would be 10 to a hundredfold better."**

**Not everyone agrees that electronic voting is dramatically better, or even better at all. A switch to electronic voting would make electoral fraud easier. Jim Killock, the executive director of the Open Rights Group, says that voting has to be secret, secure and accessible.**

**Counting votes over the Internet seems like the natural progression of democracy in the 21st century, but it requires a fairly fundamental rethink of how the electoral process should work.**

**In order to let people cast votes from home over the Internet, we have to decide to give up some of the most important principles of our electoral system, the guaranteeing that a vote cannot be given away, stolen or forced, and ensuring secrecy of the ballot.**

Adapted from: Hem, A. (2017) Should Britain introduce electronic voting? Retrieved from <http://www.theguardian.com/technology/2017/feb/20/should-britain-introduce-electronic-voting>

ON THE ROAD UNIT 10 LESSON 3 141

## LESSON 3: Discussing points of view in a round table

1. **Read and listen to the news article. Then, in pairs, listen again and identify the use of the following prosodic features.** **Glossary page 189**

Prior to this activity, you can introduce the topic of the text by encouraging students to predict the topic based on the picture and the news headline. You can also ask some questions such as *What do you think electronic voting is? How do people vote in Mexico? Etc.* After that, you may tell students that they are going to read

and listen to the news article. Play the recording once. While reading, students look up the meaning of the highlighted words in the glossary. You may play the recording again and invite them to pay special attention to the prosodic features shown in the exercise. Students should tick the features they recognize as they listen. If necessary, play the recording once more. Monitor and help when necessary.

### TRANSCRIPT

#### Should Britain introduce electronic voting?

By Alex Hern

The Guardian

Using technology instead of paper ballots reduces costs and could boost voter turnout – but questions remain over security and possible electoral fraud.

The problems with current, resolutely 19th-century method of running elections should be obvious. Votes can be miscounted, misread, or even simply misplaced. Counts consist of thousands of people across the country, paid overtime to stay up all night manually sorting and counting those votes. When they go wrong, they have to restart the count again.

But there is a better way. Electronic voting machines are used in some of the world's biggest democracies, including Brazil and India. The machines come in all shapes and sizes, from small touchscreen devices to larger units with physical buttons and a printed ballot paper on the front.

Antonio Mugica, the chief executive of electronic voting firm Smartmatic, says "The reason to bring technology into the election process is to increase integrity and security, but it has a series of important collateral benefits.

"One is cost reduction: so I'm sure Britain could spend less per election if it was using technology, and the security and integrity would be 10 to a hundredfold better."

Not everyone agrees that electronic voting is dramatically better, or even better at all. A switch to electronic voting would make electoral fraud easier. Jim Killock, the executive director of the Open Rights Group, says that voting has to be secret, secure and accountable.

Casting votes over the internet seems like the natural progression of democracy to the 21st century, but it requires a fairly fundamental rethink of how the electoral process should work.

In order to let people cast votes from home over the internet, we have to decide to give up some of the most important principles of our electoral system, like guaranteeing that a vote cannot be given away, stolen or forced, and ensuring secrecy of the ballot.

**Adapted from:** Hern, A. (2015, February). Should Britain introduce electronic voting? Retrieved from <https://www.theguardian.com/technology/2015/feb/26/should-britain-introduce-electronic-voting>

### EXTENSION ACTIVITY

As further practice, invite students to listen and read the text in activity 1, page 140 (Check your progress) and identify prosodic features, too. After listening, students share their findings in pairs and, finally, check the activity as a class.

### Page 142

**>>> TO SUGGEST HYPOTHETICAL SITUATIONS IN ENGLISH WHEN DISCUSSING POINTS OF VIEW IN A ROUND-TABLE SESSION, REMEMBER TO... >>>>>>>>**

> Use If [past tense sentence] + subject + would/could + infinitive verb.  
 Example: Britain could spend less per election if it used technology. or  
 If Britain used technology, it could spend less per election.

To practice this structure online, you may use the following link: <https://www.perfect-english-grammar.com/second-and-third-conditionals/>

- 1 In pairs, take turns to give your opinion on the news article in activity 1. Remember to include appropriate prosodic features, non-verbal language and hypothetical situations to influence your partner's point of view.
- 2 Fill in the cards with some notes of your points of view in activity 2. Then share your ideas with another pair.
- 3 Prior to the round-table discussion, write a set of questions about e-voting that you would like to ask the participants. Then check the questions with the rest of the class.

?

142 UNIT 10 LESSON 3 ON THE ROAD



## Remember

### TO SUGGEST HYPOTHETICAL SITUATIONS IN ENGLISH WHEN DISCUSSING POINTS OF VIEW IN A ROUND-TABLE SESSION, REMEMBER TO ...

Read the information about the social practice of the language in the chart as a class. Tell students that in this unit they will learn to express second conditional ideas and that this is useful when expressing points of view in a round-table session. Explain to them that the words in bold are used to express hypothetical situations. To help them, write these other examples on the board:

If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)

If I **met** the Queen of England, I **would say** hello.

She **would travel** all over the world if she **were** rich.

She **would pass** the exam if she ever **studied**. (She never studies, so this won't happen)

Tell students 'were' can be used instead of 'was' with 'I' and 'he/she/it'. It has two uses.



<https://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

### LANGUAGE BANK

For more information about prefixes and suffixes, students can go to the Language Bank on page 174 and work with the activities on page 175.

### COMMUNICATIVE ACTIVITY

To consolidate the social practice of the language, they can work with the communicative activity on page 155.

- 2. In pairs, take turns to give your opinion on the news article in activity 1. Remember to include appropriate prosodic features, non-verbal language and hypothetical situations to influence your partner's point of view.** Get students to read the article again in pairs. While reading, invite them to underline the main ideas as well as to write some notes next to

each paragraph. Then, students express their points of view of the topic based on their notes and information underlined in the text. You can encourage them to persuade each other's opinions by using enough prosodic features such as voice, tone, pitch, etc., non-verbal language and expressing some theoretical circumstances as well.

- 3. Fill in the cards with some notes of your points of view in activity 2. Then share your ideas with another pair.**

Working in pairs, students choose some opinions expressed in the previous task and complete the cards given. Walk around the classroom and help when necessary. Then encourage students to check their answers with a pair of students sitting close to them.

- 4. Prior to the round-table discussion, write a set of questions about e-voting that you would like to ask the participants. Then check your questions with the rest of the class.**

The same pair of students as before, take turns to ask questions about the text. Then, they choose the best ones and fill in the diagram. Later, you may invite volunteers to read some of their questions and write them on the board. Check the activity as a class.

### Page 143

**3. In groups, carry out a round-table discussion to debate on the topic of electronic voting. Check the elements you are going to need in your debate.**


**ACRES**  
Towards the product **A round-table discussion**

**SUBPRODUCT 3: A set of recommendations**  
a. Discuss in groups, recommendations to monitor the use of prosodic features such as a checklist.  
b. Include your recommendations in your portfolio.


I can do this I'm ready to move on.     I'm almost there I might need a bit of help.     I can't understand, I need more work on this.

**4. Read and listen to the text Global Warming in your Reading Booklet. In groups, debate on the topic including the elements suggested in activity 3.**

ON THE ROAD    UNIT 10 LESSON 3    143

5.  In groups, carry out a round-table discussion to debate on the topic of electronic voting. Check the elements you are going to need in your debate.

You should invite students to work in groups of six or eight. Encourage them to exchange their opinions in a round-table format. First, they decide who the moderator of the discussion will be and how long they are going to debate. Then, students need to have a look at the diagram to check if they have in mind all the necessary elements to be used in the discussion. Monitor and help as needed.




☰ Towards the product


**A round-table discussion**

**SUBPRODUCT 3: A set of recommendations**

- Encourage students to suggest ways to record the use of prosodic features. Students brainstorm ideas and take notes.
- Explain to students that this is the third step of the product, so they need to include their recommendations to monitor the use of prosodic features in their portfolio. They will use them again when they work on the final product on page 144.

Finally, invite them to self-evaluate their performance using the prompts.


6.    Read and listen to the text *Global Warming* in your Reading Booklet. In groups, debate on the topic including the elements suggested in activity 5.

Working in groups, students read the article, look up the meaning of the highlighted words in the glossary and identify the general sense and main ideas. Then, you might invite them to prepare a set of questions, some notes with points of view and hypothetical situations, too. Later, invite them to follow the same steps as in activity 5 to carry out a round-table discussion.



## FINAL DESTINATION

### Product



**A round-table discussion**

Product list fill

USEFUL LANGUAGE

- That would be true if
- That would make sense if
- The whole point of this is that
- What I'm trying to say is

- Open your portfolio and share with your partners your list of topics (Subproduct 1, page 136), cards with personal points of view (Subproduct 2, page 139) and recommendations to monitor the use of prosodic features (Subproduct 3, page 143).
- Have conversations about each topic in your list using your cards with personal points of view to help you express yourselves.
- Decide which topic you want to debate in the round table.
- Suggest some strategies to influence on the opinion of others.
- Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.
- Start the debate respecting turns and time of participation.

**Reflect on your product**

Did we contribute with ideas?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did we follow the instructions carefully?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did we respect turns of participation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If most of your answers are insufficient, check the steps of the product again with the help of your teacher.

### A round-table discussion

- Open your portfolio and share with your partners your list of topics (Subproduct 1, page 136), cards with personal points of view (Subproduct 2, page 139) and recommendations to monitor the use of prosodic features (Subproduct 3, page 143). In the same groups, students check and take turns to read the information they have recorded in their portfolio.
- Have conversations about each topic in your list using your cards with personal points of view to help you express yourselves. You should give students enough time to share their topics and give their opinion on each of them. Have students use their cards with personal points of view to state their ideas much more easily.

**3. Decide which topic you want to debate in the round table.**

You may invite students to choose one of the topics they have talked about in the previous task. Students decide which is the selected topic and, optionally, may give reasons for their choice.

**4. Suggest some strategies to influence the opinion of others.**

You can challenge students to put forward a plan to persuade others' point of view. Students analyze some strategies and decide the ones they are going to accomplish.

**5. Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.**

Students need to nominate both the student who will lead the round table and the one who will start the discussion.

**5. Start the debate respecting turns and time of participation.**

Students begin the round-table discussion. Encourage them to respect turns of participation and let each participant have an equal opportunity to be heard. Remind them to use the expressions in the Useful Language window to express their opinion about the announcement of their partners.

**Reflect on your product**

Invite students to reflect on their work. Get them to read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

**Evaluation instrument**

**Checklist**

Make a copy of the Checklist on page 187 per student. Complete the checklist according to their performance in the unit and consider it as evidence of their progress.

**FINAL CHECK**

The screenshot shows a page from a reading book. At the top, it says 'FINAL CHECK' and 'The News of Infra'. The main article is titled 'Marine wildlife in danger of extinction' and features a photo of a polar bear. The text discusses the impact of rising ocean temperatures on marine life, mentioning that polar bears and other iconic animals could be extinct by the end of the century. It also notes that marine protected areas, established to protect marine life, are being threatened by human activities like fishing and oil extraction. The article mentions that in Florida Keys National Marine Sanctuary, a large number of corals have already been destroyed by bleaching and diseases related to higher temperatures. It also states that the protections in place will be ineffective by 2100 if greenhouse gas emissions continue to rise at the current rate. The article is attributed to Richard Anderson, a co-author of the study and head of the department of ocean engineering and marine sciences at Florida Tech. The page includes an 'Assessment' table and instructions for a classroom activity.

**FINAL CHECK**

**The News of Infra**

### Marine wildlife in danger of extinction

**LONDON** Polar bears and other iconic animals could be extinct by the end of the century if ocean temperatures continue to rise at the current rate, marine biologists warned on Monday. Warning temperatures caused by climate changing emissions might result in a catastrophic loss of marine wildlife and drastic changes to ocean food webs by 2100. Marine life will be unable to tolerate ocean temperatures that are projected to increase by 2.8 degrees Celsius on average. Marine protected areas, established as sanctuaries for polar bears, coral reefs and other wildlife threatened by human activities such as fishing and oil extraction, have failed to protect species from the impacts of global warming, the scientists said. In Florida Keys National Marine Sanctuary, a large number of corals already have been destroyed by bleaching and diseases related to higher temperatures. The protections in place will be ineffective by 2100 if greenhouse gas emissions continue to rise at the current rate, researchers have reported. Reduced oxygen concentrations in the ocean will make marine protected areas unhabitable to most species, scientists have said. Richard Anderson, a co-author of the study and head of the department of ocean engineering and marine sciences at Florida Tech, has said "Oceanic warming is happening most rapidly at the poles. Warming will threaten polar ecosystems generally, including iconic wildlife like polar bears and penguins," he said in an email.

**Adapted from:** <http://www.bbc.com/news/science-environment-160714>

**II. In pairs, suggest hypothetical situations about the text in activity I. Follow the example as a model.**

**Example:** If people didn't contaminate so much, polar bears wouldn't be in danger of extinction.

**III. Evaluate your progress according to your performance in the Unit.**

Assessment			
I can discuss parts of view to take part in a sustainable discussion.	Accomplished	Almost accomplished	Need more work
I can use some strategies to influence the opinion of others.	Accomplished	Almost accomplished	Need of more work.
I can ask questions that guide the search of information.	Accomplished	Almost accomplished	Need more work.

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

FINAL DESTINATION UNIT 10 FINAL CHECK 145

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

**I. Read and listen to the text. In pairs, express your opinion on its main ideas applying appropriate prosodic features.**

Working in pairs, students take turns to read the article aloud. While reading, they look up in the glossary the meaning of the highlighted words. After recognizing the principal ideas, get students to express their points of view on the topic. You can encourage them to persuade each other's opinions by using enough prosodic features.

**II. In pairs, suggest hypothetical situations about the text in activity I. Follow the example as a model.**

The same pair of students as before, suggest hypothetical situations related to the topic. You can invite them to follow the example to create other similar ideas.

### III. Evaluate your progress according to your performance in the unit.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case they have doubts, you may revise the specific contents studied up to now.

#### SOCIAL PRACTICE MIND MAP

As a synthesis of Unit 10, students can complete the social practice mind map on page 185

#### FLASHCARDS

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 10.



### Reading Booklet Global warming

#### BEFORE READING

- 1. In groups, discuss the headline of the text and its picture to predict the principal ideas of the text.**  
Working in pairs, students should predict the type of words that are going to be mentioned in the text according to the headline. You can invite them to brainstorm ideas and take notes in the space provided.  
**Answers:** Answers will vary.
- 2. In pairs, discuss if you know what global warming is and how it has affected your next environment. Write some conclusions.**  
In pairs, students discuss what they know about global warming and how it has affected them.

#### WHILE READING

- 3. In pairs, check if your predictions in activity 1 were correct.**  
Students can work in pairs. While they read and listen to the text, students should check their predictions in the previous activity.
- 4. Complete this table with information from the text.**  
Working in groups of four, you might invite students to find causes and effects of global warming and complete the table while reading the text. Check as a class.

#### Answers:

Global warming	
Causes	Effects
- Increasing amount of greenhouse gases due to natural reasons and human activities.	- Earth's average temperature has risen by almost 1°C.
- Deforestation.	- Fast melting of ice sheets and glaciers
- Burning of fossil fuels.	- It's increasing the average sea levels.
	- Drought.
	- Flooding.
	- Desertification.

#### AFTER READING

- 5. Write down some of your points of view about global warming and then have a conversation with your partner using your notes.**  
Have students take notes about their point of view of global warming. They should use these notes later to have a conversation about the topic with their partner.
- 6. In groups, take turns to suggest hypotheses about the topic of the reading as in the examples.**  
You can get students to work in groups. Encourage them to respect turns of participation to give hypotheses about the topic of global warming using the second conditional. You can write one of the examples given in the activity on the board and underline the grammatical elements students need to consider when suggesting hypotheses.
- 7. In pairs, write brief summaries of what global warming and greenhouse effects are.**  
Motivate students to write summaries of what they have learned about both global warming and greenhouse effects.
- 8. Ask questions in pairs about the text.**  
Focus attention on the diagram that students might use as a guide to ask basic questions to check the information on the text that they have already read. In pairs, students take turns to ask complete questions and answers. You may start giving one or two examples like *How much has the temperature increased? What is the consequence of climate change? Etc.*

#### TRANSCRIPT

##### Global warming

Global warming is the actual increase in temperature of the Earth's surface as well as its atmosphere. Average temperatures around the world have risen by 0.75°C (1.4°F) over the last 100 years about two thirds of this increase has happened since 1975. In the past, when the Earth experienced increases in temperature it was the result of

natural causes but today it is being caused by the accumulation of greenhouse gases in the atmosphere produced by human activities. The natural greenhouse effect maintains the Earth's temperature at a safe level making it possible for humans and many other lifeforms to exist. However, since the Industrial Revolution human activities have significantly enhanced the greenhouse effect causing the Earth's average temperature to rise by almost 1°C.

Many scientific research and international studies has shown, with more than 90% certainty, that this growth in temperatures is because of the greenhouse gases generated by humans. Activities like deforestation and the burning of fossil fuels are the main sources of these emissions. These findings are recognized by the national science academies in many industrialized countries.

Global warming is affecting many places in the world. It is increasing the speed of melting glaciers which is provoking average sea levels to rise. It is also changing precipitation and weather patterns in many different places, making some places drier, with more intense periods of drought and at the same time making other places wetter, with stronger storms and increased flooding. These changes have affected both nature as well as human society and will continue to have increasingly worse effects if greenhouse gas emissions continue to grow at the same speed as today.

#### Causes of global warming

The cause of global warming is the increasing amount of greenhouse gases in our atmosphere produced by human activities, like the burning of fossil fuels or deforestation. Greenhouse gases trap heat in the Earth's atmosphere to keep the planet warm enough to sustain life, this process is known as greenhouse effect. It is a natural process and without these gases, the Earth would be too cold for humans, plants and other creatures to live.

The natural greenhouse effect exists due to the balance of the major types of greenhouse gases. However, when abnormally high levels of these gases accumulate in the air, more heat gets trapped and leads to the enhancement of the greenhouse effect. Human-caused emissions have been increasing greenhouse levels which is raising worldwide temperatures and driving global warming.

#### Greenhouse gas emissions and the enhanced greenhouse effect

Greenhouse gases are produced both naturally and through human activities. Unfortunately, greenhouse gases generated by human activities are being added to the atmosphere at a much faster rate than any natural process can remove.

Global levels of greenhouse gases have increased dramatically since the dawn of the Industrial Revolution in the 1750s. Only a small group of human activities are causing the concentration of the main greenhouse gases to rise:

- The burning of fossil fuels such as coal and oil in order to power vehicles, machinery, keep warm and create electricity. Other important sources come from land-use changes like deforestation and industry.
- Methane is created by humans during fossil fuel production and use, livestock and rice farming, as well as landfills.
- Nitrous oxide emissions are mainly caused by the use of synthetic fertilizers for agriculture, fossil fuel combustion and livestock management.
- Fluorinated gases are used mainly in refrigeration and cooling.

#### Deforestation

Deforestation has become a massive undertaking by humans and transforming forests into farms has had big impacts as far as greenhouse gas emissions are concerned. For centuries, people have burned and cut down forests to clear land for agriculture. This has

a double effect on the atmosphere both emitting carbon dioxide into the atmosphere and simultaneously reducing the number of trees that can remove carbon dioxide from the air.

#### Effects of global warming

One of the most visible effects of global warming can be seen in the Arctic as glaciers and sea ices are melting at high speed. Global warming is harming the environment in several ways including:

##### Desertification

Increasing temperatures worldwide are making arid and semi-arid areas even much drier than before. Current research is also showing that the water cycle is changing, and rainfall patterns are shifting to make areas that are already dry even drier. This is generating water shortages and an intense amount of distress to the over 2.5 million people in dry regions which are degrading into a desert.

##### Increased melting of snow and ice

Around the world, snow and ice are melting at a much faster pace than in the past. Perennial ice cover in the Arctic is melting at the rate of 11.5% per decade and the thickness of the Arctic ice has decreased by 48% since the 1960s. During the past 30 years, more than a million square miles of sea ice has vanished. The continent of Antarctica has been losing more than 100 cubic kilometers of ice per year since 2002. Since 2010, the Antarctic ice melt rate has doubled.

##### Sea level rise

The Earth's sea level has risen by 21 cm since 1880. The rate of rise is accelerating and is now at a pace that has not been seen for at least 5000 years. Global warming has produced this by affecting the oceans in two ways: warmer average temperatures cause ocean waters to expand and the accelerated melting of ice and glaciers increase the amount of water in the oceans.

Tropical cyclone activity has seen an obvious upswing trend since the early 1970s. Interestingly, this matches directly with an observed rise in the oceans' temperature over the same period of time. Global warming also increases the frequency of strong cyclones. Every 1-degree C increase in sea surface temperature results in a 31% increase in the global frequency of category 4 and 5 storms.

Adapted from: Global Warming. Retrieved from <https://whatsyourimpact.org/global-warming>

## Language Bank answers

1. **a.** transformation, **b.** argument, **c.** journalist, **d.** weakness, **e.** similarity, **f.** refusal, **d.** infection, **h.** singer, **i.** friendship
2. **a.** unpacked, **b.** overslept, **c.** unhappy, **d.** helpful, **e.** freedom, **f.** impolite
3. **a.** would pass – studied  
**b.** would help – knew  
**c.** didn't feel – wouldn't go  
**d.** had – would sail  
**e.** would lose – ate  
**f.** would be – had  
**g.** were – wouldn't go  
**h.** would buy – decided
4. Answers will vary.



## Questionnaire UNIT 1

Student's name:

Date:

Did student ...	Yes	No
check brief literary essays?		
read and understand the general sense of literary essays?		
read and understand the main ideas and details of literary essays?		
describe and compare cultural aspects?		
use prior knowledge to recognize the topic?		
answer questions about cultural aspects?		
suggest titles for descriptions?		
arrange sentences in the correct order in a paragraph?		
link my own experiences with information that I have read?		
paraphrase information that I have read?		

PHOTOCOPIABLE

## Assessment rubric

### UNIT 2

Student's name: _____	Date: _____
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CRITERIA	Excellent (4)	Good (3)	Regular (2)	Needs improvement (1)	Score
Ability to interpret and follow instructions	Always understands general ideas.	Usually understands general ideas.	Hardly ever understands general ideas.	Never understands general ideas.	
	Understands most of the words and expressions related to the topic.	Understands some words and expressions related to the topic.	Barely understands the repertoire of words and expressions related to the topic.	Doesn't understand the repertoire of words and expressions related to the topic.	
	Makes useful connections with own reality and experiences.	Makes some useful connections with own reality and experiences.	Makes a few connections with own reality and experiences.	Can barely make connections with own reality and experiences.	
	Pays close attention to visual resources.	Sometimes pays attention to visual resources.	Hardly ever pays attention to visual resources.	Doesn't pay attention to visual resources.	
	Makes drawings to illustrate instructions.	Makes some drawings to illustrate instructions.	Makes a few drawings to illustrate instructions.	Can't make drawings to illustrate instructions.	
Ability to write instructions to prepare for an environmental emergency	Always identifies the correct sequence of instructions.	Usually identifies the correct sequence of instructions.	Hardly ever identifies the correct sequence of instructions.	Never identifies the correct sequence of instructions.	
	Elaborates instructions from different stages.	Usually elaborates instructions from different stages.	Barely elaborates instructions from different stages.	Can't elaborate instructions from different stages.	
	Edits a text, checking and correcting all spelling, grammar and punctuation mistakes.	Edits a text, checking and correcting most of spelling, grammar and punctuation mistakes.	Edits a text, checking and correcting only a few of spelling, grammar and punctuation mistakes.	Doesn't edit a text, checking or correcting spelling, grammar and punctuation mistakes.	
<b>Total score</b>					<div style="border-bottom: 1px solid black; width: 20px; margin: 0 auto;"></div> / 32

## Descriptive rating scale

### UNIT 3

Student's name: <input style="width: 95%;" type="text"/>	Date: <input style="width: 95%;" type="text"/>
--	--

CRITERIA	Always	Often	Sometimes	Rarely	Never
Expresses support and solidarity with daily problems.					
Uses appropriate expressions to show support and solidarity.					
Determines situation of speech (family, school, etc.).					
Expresses reasons of interest in a problem.					
Chooses strategies to influence the opinion of others.					
Demonstrates impulse, spirit, and empathy, by means of nonverbal language.					
Contrasts effects created by prosodic resources and nonverbal language.					
I use nonverbal language and prosodic resources to create an effect.					
Defines ways of expressing according to the interlocutor.					
Recognizes consequences of offering support and solidarity to others in suitable moments.					



# Anecdotal record

## UNIT 4

Student's name:		Date:	
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Selects and checks materials.	
Description of event	Interpretation of event

Reads and understands information.	
Description of event	Interpretation of event

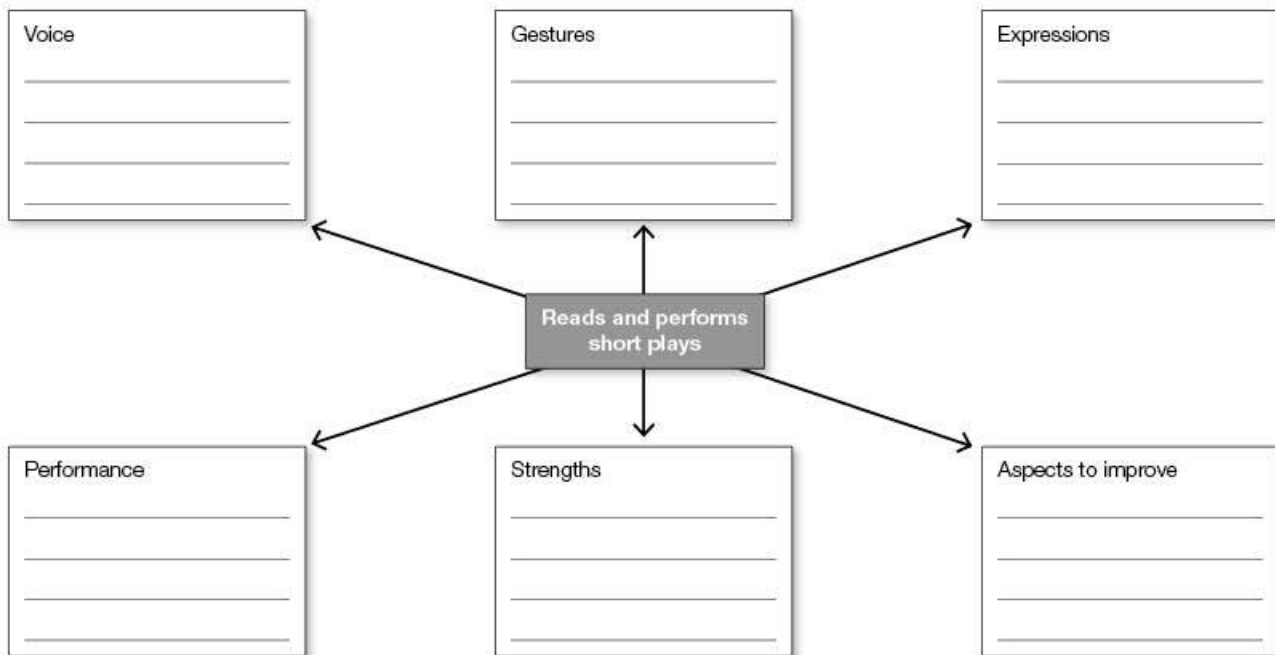
  

Writes information and edits texts.	
Description of event	Interpretation of event

# Graphic organizer

## UNIT 5

Student's name:		Date:	
-----------------	--	-------	--



# Questionnaire

## UNIT 6

Student's name:		Date:	
-----------------	--	-------	--

Did student ...	Yes	No
check and read news articles?		
contrast the same piece of news in several newspapers?		
analyze ways of expressing and requesting opinion about headlines?		
anticipate content of news articles from their graphical components?		
make connections between previous knowledge and reported event?		
organize information that answers to basic questions?		
differentiate ways in which protagonists' declarations of news appear?		
infer implicit information of news articles, making connections between headlines and first paragraphs?		
compare changes that appear to describe identical facts?		
exchange opinions about the same news articles?		

# Assessment rubric

## UNIT 7

Student's name:		Date:	
-----------------	--	-------	--

Criteria	Criteria			Score
	1	2	3	
Improvisation of monologues				
Identifying types of monologues				
Respecting rules of participation				
Using appropriate speech strategies				
Contributions to solve problems to improve performance				
Use of body language				
Use of suitable words and expressions in monologues.				
Self-assessment of own performance				
Appreciating opinions of others				
Total score				/ 27

PHOTOCOPIABLE

# Interview (teacher asks questions and student answers)

## UNIT 8

Student's name:		Date:	
-----------------	--	-------	--

1. In what ways can you express complaints?
2. How can you infer the reason for a complaint?
3. What expressions can you use to express annoyance and regret?
4. What words did you learn to link ideas?
5. Can you understand general ideas in oral complaints? If not, why not?
6. What aspects were easy for you to deal with?
7. What aspects were difficult for you to deal with?
8. What remedial actions do you think you can take to improve?
Teacher's comments and observations:

# Observation sheet

## UNIT 9

Student's name:		Date:	
-----------------	--	-------	--

The student can...	Always	Often	Hardly ever	Comments
listen and check conversations about personal experiences.				
appreciate the effect caused by non-verbal language.				
anticipate general meaning and main ideas.				
add details to show how events happened.				
ask questions about the past.				
narrate personal experiences in a conversation.				

# Checklist

## UNIT 10

Student's name:		Date:	
-----------------	--	-------	--

Nº	Contents to evaluate	Yes	No	Observation
1.	Discusses points of view to take part in a round table.			
2.	Checks texts of Civic and Ethical Formation.			
3.	Selects information from Civic and Ethical Formation texts.			
4.	Asks questions that guide the search of information.			
5.	Selects and registers information that answers questions.			
6.	Compares components involved in the textual organization.			
7.	Anticipates the general sense of a text.			
8.	Contrasts personal points of view with principal ideas of a text.			
9.	Detects changes of meaning caused by modifications in the words.			
10.	Thinks with others what wants to be said and how to say it.			
11.	Decides the way of expressing opinion depending on prosodic resources.			
12.	Monitors the use of prosodic resources.			
13.	Uses nonverbal language and prosodic resources to create an effect.			
14.	Uses strategies to influence the opinion of others.			



These evaluation instruments are assessment tools you can use to measure students' work. They are scoring guides that seek to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score.

The evaluation instruments provided here include:

- Rubrics
- Questionnaires
- Observation sheets

The instruments included in this section differ from traditional methods of assessment in that they examine students in the actual process of learning, clearly showing them how their work is being evaluated. They communicate detailed explanations of what constitutes excellence throughout a task and provide a clear teaching directive.

The instruments' strength is their specificity, which means that individual students can fall between levels, attaining some but not all standards in a higher level. And while scores can be translated into final grades, it is important that we remind students that not every score counts.

These instruments are meant, above all, to inform and improve teachers' instruction while giving students the feedback they need to learn and grow.

These instruments can also be used in peer assessment and then used to provide feedback.

Prior to assessment, these evaluation instruments can be used to communicate expectations to students. During the assessment phase, they are used to easily score a subjective matter.

After an instrument is scored, it should be given back to students to communicate to them their grade and their strengths and weaknesses.

Students can use them to see the correlation between effort and achievement. Sharing the instruments with students is vital as the feedback empowers students to critically evaluate their own work.

## Advantages of using a variety of evaluation instruments

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding teacher expectations.
- Students can use these instruments as a tool to develop their abilities.
- Teachers can reuse these instruments for various activities.
- Complex products or behaviors can be examined efficiently.
- They are criterion referenced, rather than norm referenced. Evaluators ask, "Did the student meet the criteria for Level 4?" rather than "How well did this student do compared to other students?"
- Ratings can be done by students to assess their own work, or they can be done by others, e.g., peers, teachers, instructors, U.T.P. people, etc.



# Applying Evaluation Instruments

## Self- assessment

Give copies to students and ask them to assess their own progress on a task or project. Their assessment should not count toward a grade. The point is to help students learn more and produce better final products. Always give students time to revise their work after assessing themselves.

## Peer assessment

Peer-assessment takes some time to get used to. Emphasize the fact that peer-assessment, like self-assessment, is intended to help everyone do better work. You can then see how fair and accurate their feedback is, and you can ask for evidence that supports their opinions when their assessments do not match yours.

Again, giving time for revision after peer-assessment is crucial.

## Teacher assessment

When you assess student work, use the same instrument that was used for self- and peer-assessment. When you hand the marked instrument back with the students' work, they will know what they did well and what they need to work on in the future.

Using the evaluation instruments provided in this section is relatively easy.

Identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance. Typically, the gradations increase/decrease in 1 point.

The last column shows the actual score assigned to this particular student, based on his or her actual performance. The overall total score is assigned by simply adding together the scores.

Once you have worked out students' scores, you can express them in gradations. Gradations are the descriptive levels of quality starting with the worst quality up to the best quality.

Always keep in mind that, however you use them, the idea is to support and to evaluate student learning.

Here is a description of each of the evaluation instruments provided:

### Listening Comprehension

Use this instrument two or three times in a semester to assess where the students rank within the four categories and to determine where the strengths and the weaknesses of the class lie. After applying the instrument, ask the students to get into groups of four and analyze their results. As a class, discuss important points that may help improve listening skills in the future.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

- |                    |                 |
|--------------------|-----------------|
| 1 = Unsatisfactory | 3 = Very Good - |
| 2 = Fair -         | 4 = Excellent   |

### Reading Comprehension

The goal of this reading assessment instrument is to determine if the students have improved their reading comprehension skills. Use this



instrument once a month. Once you have applied this instrument, make the students identify their strengths and weaknesses and brainstorm ideas that could help them improve their performance in the future. This instrument also gives the teacher the opportunity to focus diagnostic attention on students whose performance has been identified as below standard. You must take into account that the maximum score corresponds to the highest expected results conceived by this teaching proposal for this level.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 = Unsatisfactory	3 = Very Good
2 = Fair	4 = Excellent

### **Extended-Response Reading**

Use this instrument in any lesson that invites students to demonstrate comprehension by responding to open-ended questions. The aim of this instrument is to give information to the teacher on students' placement in the Reading Skills English Progress Map.

Use the checklist to assess reading tasks, to provide feedback to students and as a basis for discussion and feedback for each student as well.

To work out the score of each student, identify the level of student's performance, according to the scale provided by this instrument.

### **Behavior**

Use this instrument when you detect some problems related to students' behavior. This rubric is meant to offer information on students' attitude and behavior in relation to their classmates and can be a useful source of information for course council. It can be applied by teachers or used for peer assessment.

After applying this instrument, make students identify the areas in which they got higher scores, and also the areas that they should pay more attention to in the future.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

0 = Unsatisfactory	2 = Very Good
1 = Fair	3 = Excellent

### **Beginner's Writing / Writing Process**

Use these rubrics to assess your students' writing skills.

You can use them two or three times in a year. These instruments are very useful for teachers to grade a writing assignment. It is important to show students the instrument to be used beforehand so that they get better quality work; they know what they are supposed to produce and it saves problems afterwards as they can see where they can have points taken off.

These instruments should also be used after each task is complete, not only to evaluate the product, but also to engage students in reflecting on the necessary steps they must follow to produce a polished piece of writing.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 - 2 = Unsatisfactory	5 = Very Good
3 - 4 = Fair	6 = Excellent

### **Project**

Use this instrument every time students do a project. Each student is evaluated along three dimensions, each having to do with the student's contribution to the work, the final product, and any other aspects the teacher considers important to assess, such as: how effectively the student accomplished his or her responsibilities as a member of the team or the quality of his or her interactions with the other team members.

These dimensions are assigned a score of 1 through 7; these values represent increasing degrees of achievement in the particular dimension. The last column is the actual score assigned to this particular student, based on his or her actual performance, along the three dimensions. The overall total score is assigned by simply adding together the scores corresponding to the three dimensions.

### **Oral Presentation**

Use this instrument two or three times per student during the year. The students will be evaluated in: Non-verbal skills, Vocal Skills and Content areas.

The teacher can give each student a copy of the instrument and then read it with them. The students will improve their performance if they know in advance what they are expected to produce and the areas they have to focus their attention on.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can rate each category according to the scale provided in the instrument.

### **Self Assessment - General English**

This instrument is meant to allow students to recognize and evaluate their general abilities in relation to English. You can apply it three times, at the beginning of the year and at the end of each semester, so that students can identify their level of achievement.

Make students read the descriptions of tasks that they can do and ask them to check the appropriate areas that indicate how they rate themselves.

After applying this document, you may inform students if their results coincide with your ideas about their performance.

## Homework

You can use this instrument any time you assign homework. When applying it, the first step is to provide clear expectations to your students. After reading the rubric, students are clear on what an acceptable homework assignment looks like.

The system can improve students' homework skills because

- the teacher gives each student attention about their homework;
- students can see the opportunities to improve their work;
- the teacher has the data required to give a 'pure' homework grade for homework completion.

At the same time you can also include a reward component. For example, students who average a grade of 3 or 4 for the month, can earn an extra mark on the next period.

To work out the score of each student identify the maximum number of points for achieving the highest level of quality and assign a number to the students' performance according to this scale.

Once you have worked out the score of each student, you can apply this chart to express his/her results:

1 = Unsatisfactory	3 = Very Good
2 = Fair	4 = Excellent.

## Feedback

Here are some phrases that are useful for giving feedback and make comments to your students:

You are developing a better attitude toward your classmates.

You can be very helpful and dependable in the classroom.

You have strengthened your skills in \_\_\_\_.

You are learning to be a better listener.

You are learning to be careful, cooperative, and fair.

You are very enthusiastic about participating.

Your work habits are improving.

You have been consistently progressing.

You are willing to take part in all classroom activities.

Your attitude toward school is excellent.

You are maintaining grade-level achievements.

You work well in groups, planning and carrying out activities.

Your work in the areas of \_\_\_\_ has been extremely good.

You are capable of achieving a higher average in areas of \_\_\_\_.

You would improve if you developed a greater interest in \_\_\_\_.

## Evaluating Listening Comprehension

Student's name: _____	Lesson: _____	Date: _____
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Skills	Criteria				Points
	1	2	3	4	
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Responding appropriately to features such as: laughter, silence, etc., and / or accentuation, intonation and rhythm.	Nearly never.	Sometimes.	Most of the time.	Nearly always.	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
At the end of the session, the listener is able to:	Answer factual questions on general information.	Answer factual questions on general and specific information.	Summarize the beginning, middle, and end of the story.	Reveal the sequence of events, providing details on dialogue, and motivation of characters.	
<b>Total points</b>					

## Evaluating Reading Comprehension

Student's name:		Lesson:		Date:	
-----------------	--	---------	--	-------	--

Skills	Criteria				Points
	1	2	3	4	
Understanding key events or facts.	Understands one or two events or key facts.	Understands some of the events or key facts.	Understands many events or key facts, mainly in sequence.	Understands most events in sequence or understands most key facts.	
Understanding details.	Gets few or no important details.	Gets some important details.	Gets many important details.	Gets most important details and key language.	
Identifying characters or topics.	Identifies one or two characters or topics using pronouns (he, she, it, they).	Identifies one or two characters or topics by generic name (boy, girl, dog).	Identifies many topics or characters by name in text (Ben, Giant).	Identifies many topics or characters by name in text (Ben, Giant).	
Answering questions.	Answers questions with incorrect information.	Answers questions with some misinterpretation.	Answers questions with literal interpretation.	Answers questions with interpretation showing higher level thinking.	
Doing tasks.	Provides limited or no response and requires many questions or prompts.	Provides some response to teacher with four or five questions and prompts.	Provides adequate response to teacher with two or three questions and prompts.	Provides insightful response to teacher with one or no questions or prompts.	
<b>Total points</b>					

Taken and adapted from: <http://www.storyarts.org/classroom/usestories/listenrubric.html>

## Beginners' Writing

Points	Criteria
1	Writing has some words. No punctuation. Scribbly letters. A picture.
2	Writing has short simple sentence(s) on the topic. Some punctuation (full stops and question marks). Letter size and shape need fixing. Picture matches topic.
3	Writing has some simple sentences on the topic. Some attempt to put ideas in order. Some correct, some 'best guess' spelling. Capitals, periods, and question marks used correctly most of the time. Correct printing. Some spacing between words.
4	Writing has most sentences on the topic. Ideas in order. Sentences with some details and describing words. Correct spelling of most high frequency words. Most punctuation correct. Letters and spacing between words are correct.
5	Writing has all sentences on the topic. Ideas in order. There is a beginning, a middle, and an end. Many details and interesting words. Correct spelling for all high frequency words. Correct punctuation; printing and spacing with few errors.
6	Writing has sentences giving more information about the topic. Beginning, middle, and end with a lot of information and details. Sentences use interesting and expressive language. Sentences are put together in a paragraph. Correct high frequency words and some harder words. Correct punctuation. Neat, well spaced, easy to read.

[http://www.isbe.net/assessment/pdfs/reading\\_extended\\_rubric.pdf](http://www.isbe.net/assessment/pdfs/reading_extended_rubric.pdf)

## Homework rubric

Homework Rubric		
4	Exceptional Work	Interesting, neat, and easy to read. With date and name. On time.
3	Complete	Neat and easy to read. Must have date and name. Must be on time.
2	Incomplete (directions not followed)	Difficult to read. Has name, missing the date. May be on time.
1	Incomplete	Unorganized and/or difficult to read. Missing name and date. Late.

[http://www.jamestownri.com/school/classes/4\\_1/homeworkrubric.htm](http://www.jamestownri.com/school/classes/4_1/homeworkrubric.htm)



# Project

Student's name:		Date:	
-----------------	--	-------	--

Process	Poor	Satisfactory	Excellent	Points
1. Has clear vision of final product.	1, 2, 3	4, 5	6, 7	
2. Properly organized to complete project.	1, 2, 3	4, 5	6, 7	
3. Managed time wisely.	1, 2, 3	4, 5	6, 7	
4. Acquired needed knowledge base.	1, 2, 3	4, 5	6, 7	
5. Communicated efforts with teacher.	1, 2, 3	4, 5	6, 7	
Product (Project)	Poor	Satisfactory	Excellent	Points
1. Format.	1, 2, 3	4, 5	6, 7	
2. Mechanics of speaking / writing.	1, 2, 3	4, 5	6, 7	
3. Organization and structure.	1, 2, 3	4, 5	6, 7	
4. Creativity.	1, 2, 3	4, 5	6, 7	
5. Demonstrates knowledge.	1, 2, 3	4, 5	6, 7	
Others:				
1. _____	1, 2, 3	4, 5	6, 7	
2. _____	1, 2, 3	4, 5	6, 7	
3. _____	1, 2, 3	4, 5	6, 7	
4. _____	1, 2, 3	4, 5	6, 7	
<b>Total:</b>				
<b>Teacher's comments:</b>				

Source: <http://www.sdast.org/shs/library/resrub.html>

## Oral Presentation Rubric

Student's name:		Group topic:		Group members:	
-----------------	--	--------------	--	----------------	--

Oral Presentation Rubric	Possible Points	Self-Assessment	Teacher Assessment
Provided depth in coverage of topic.	10		
Presentation was well planned and coherent.	10		
Personal experience integrated where relevant and appropriate. Explanations and reasons given for conclusions.	10		
Communication aids were clear and useful.	10		
Bibliographic information for others was complete.	10		
<b>Total Possible Points.</b>	<b>50</b>		

Rate each category according to the following scale:

- 9 - 10 = excellent
- 7 - 8 = very good
- 5 - 6 = good
- 3 - 4 = satisfactory
- 1 - 2 = poor
- 0 = unsatisfactory

## Student Self Assessment of Foreign Language Performance

Grade:		Name	
--------	--	------	--

Language _____ Description I can do the following:	Yes (no assistance)	Yes (with help)	No
1. Greet someone and ask the person how she/he feels.			
2. Tell someone a little information about my family.			
3. Describe my best friend.			
4. Discuss three countries where a foreign language is spoken and tell a few interesting points about these countries.			
5. Understand and respond to questions asked to me about my name, age, where I live, and the music I like.			
6. Read a simple short paragraph.			
7. Write a note to a pen pal telling him / her about myself.			
8. Write to my teacher and describe a typical day from the time I get up to the time I go to bed.			
9. Write the correct endings of verbs, when requested, because I understand which endings go with specific subjects.			

Read the descriptions of tasks that you can do.  
Check the appropriate areas that indicate how you rate yourself.

## Reading Booklet

Student's name: <input style="width: 90%;" type="text"/>	Group topic: <input style="width: 90%;" type="text"/>	Group members: <input style="width: 90%;" type="text"/>
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	4	3	2	1	Score
Reading	Student completes reading assignment on time.	Student completes most of the reading task on time.	Student completes half of the reading task on time.	Student completes only a small part of the reading task on time.	
Discussion	Student offers thoughtful opinions and makes appropriate connections between the text and the topic of the lesson.	Student offers some thoughtful opinions and makes a few connections between the text and the topic of the lesson.	Student offers a few opinions and make limited connections between the text and the topic of the lesson.	Student can't make connections between the text and the topic of the lesson.	
Leadership	Student serves as leader in the discussion.	Student does not serve as leader but participates actively in the discussion.	Student rarely participates in the discussion.	Student participates only when drawn in by peers.	
Role Fulfillment	Student completes all the tasks independently and on time and demonstrates extension of the activity.	Student completes all the tasks independently and on time but does not demonstrate extension of the activity.	Student completes the task properly but not on time.	Student rarely completes the task properly and on time.	



**Adjective:** (n.) a word that describes a noun or pronoun

**Adverb:** (n.) a word that describes or gives more information about a verb, adjective, adverb, or phrase.

**Adverbial phrase:** a group of words that describe or give more information about a verb, adjective, adverb, or phrase.

**Adverbs of degree:** they tell us about the intensity of an action, an adjective, or another adverb.

**Adverbs of manner:** they tell us how something happens.

**Clause:** (n.) a group of words, consisting of a subject and a finite form of a verb.

**Coherence:** (n.) the logical connections that readers or listeners perceive in a written or oral text.

**Cohesion:** (n.) the grammatical and lexical links within a text that hold it together and give it meaning.

**Collocation:** (n.) a sequence of words or terms that co-occur more often than would be expected by chance.

**Conditional sentences:** (also known as Conditional Clauses or If Clauses). They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.

**First person:** referring to personal pronouns I (singular, referring to yourself) or we (plural, referring to yourself with others). I and we are said to be in the subjective case because they can be used as the subject of a sentence.

**Gerund:** (n.) a noun made from a verb by adding -ing; you can use a gerund as the subject, the complement, or the object of a sentence.

**Graphic organiser:** (also known as knowledge map, concept map, story map, cognitive organiser, or concept diagram). Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.

**Infinitive:** (n.) the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows to.

**Modal verbs:** they are used to express ideas such as possibility, intention, obligation, and necessity.

**Noun:** (n.) a word that refers to a person, place, object, event, substance, idea, feeling, or quality.

**Noun phrase:** a word group with a noun or pronoun as its head; the simplest noun phrase consists of a single noun; the noun head can be accompanied by modifiers, determiners (such as the, a, her), and/or complements.

**Phrase:** (n.) a group of words which are often used together and have a particular meaning; a phrase functions as a part of speech and includes a head (or headword), which determines the nature of the unit.

**Preposition:** a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.

**Prepositional phrase:** the combination of a preposition and a noun phrase.

**Present Continuous:** verb tense used to express the idea that sth is (or is not) happening now, at this very moment. Its structure is form of to be + -ing form of main verb.

**Present Perfect:** verb tense used to express the idea that sth happened at an unspecified time before now; the exact time is not important; for or since are often used with this tense. Its structure has/have + is + past participle of main verb.

**Present Perfect Continuous:** verb tense used to express the idea that an action started in the past and stopped recently; there is usually a result now. This tense is also used to refer to an action that started in the past and is continuing now; for or since are often used with this tense. Its structure is has/have + been + -ing form of main verb.

**Pronoun:** a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.

**Proofread:** (v.) to find and correct mistakes in text before it is handed in, printed, or put online.

**Provided:** (adj., v.) given, offered, presented.

**Question:** (n.) a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability

**Role play:** (v.) to pretend to be someone else, especially as part of learning a new skill.

**Rule:** (n.) a principle of a system, such as a language or science.

**Scanning:** speed-reading technique that consists of looking over a text quickly and systematically in order to find very specific information.

**Sentence:** a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.

**Simple Past tense:** verb tense used to express the idea that an action started and finished at a specific time in the past.

**Skimming:** speed-reading technique that consists of rapidly moving the eyes over a text with the purpose of getting only the main ideas and a general overview of the content.

**Statement:** an affirmative or negative sentence that is not a question or command.

**Structure:** the way that words or parts of speech are arranged or put together.

**Subject:** the person or thing which performs the action described by the verb.

**Synonym:** a word or phrase that means the same as another word or phrase.

**Tense:** form of a verb that shows us when the action or state happens, past, present or future.

**Tone:** a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.

**Verb form:** English verbs have five basic forms: the base form, the - s form, the -ing form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

**Taken from:**

- <http://dictionary.cambridge.org/dictionary/british>
- <http://dictionary.cambridge.org/dictionary/learner-english>
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv89.shtml>
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It is a news magazine that offers age-appropriate news stories related to teens' interests and activities.
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An on-line magazine written by young people from the UK.
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