

# Beats! 2

Secondary  
Activity Book

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**PRINCETOWN**  
LANGUAGE • LEARNING • SYSTEMS

CORREO  
del  
MAESTRO

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## Welcome to Beats!

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This series is a fun way of learning English in which your interests and needs have been highly considered.

Did you know that today English is the language mostly used in science, technology, the arts, communication, sports, recreation and global business?

By using English you will be able to communicate with people from other continents and not only will you become a more competent professional but you will also be able to get a better paid job in the future.

- Beats! has been specially designed for you. This book will help you correlate what you learn in English to your own lives. You will learn about other cultures, listen to interesting conversations, descriptions and narrations and read engaging stories and updating facts about the world around you. You will be able to discover, practice and learn how to discuss about your favorite topics in English, how to express your opinions, how to prepare for and give school presentations and how to use different sources of information in English to obtain and increase your knowledge.
- You will also be involved in the creation of fun, and interesting products that will allow you to collect evidence of and evaluate your progress.

And remember, to ensure your learning process growth and success, you should try the following tips:

1. Take one step at a time, keep going, and don't give up.
2. Don't be afraid of making mistakes. Mistakes are a natural part of the process of learning.
3. Participate actively in all the activities.
4. Use English as much as possible. If you practice you will learn faster.
5. Ask for help when necessary. Your classmates or your teacher will help you out.
6. There are no silly questions when studying a foreign language.

We are sure that with this book you will feel happy and engaged at learning English in a whole new way, a way with a rhythm and a beat....Your own Beats! 2.

Have a wonderful school year!

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# Meet Your Book



→ **DISCOVER** - This section appears at the beginning of a lesson. The vocabulary and contents in it, are aimed at awaking your curiosity and activating previous knowledge.

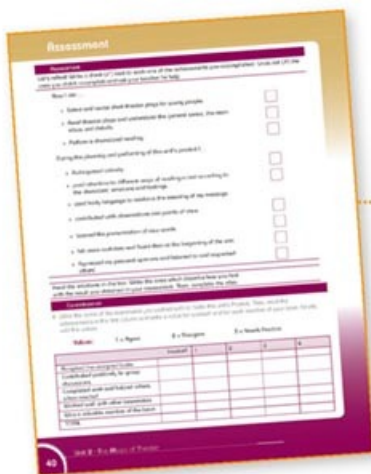


→ **THINK AND DO** - This section is for you to integrate previous knowledge with new concepts and learning strategies to help you enjoy as you keep on building skills at using English in meaningful activities where language aspects and reality come together.

→ **CREATE** - Each unit includes three "CREATE" sessions where you'll work on building the unit's product step-by-step as you develop and use your creative and social skills working in a collaborative way learning from others.



→ **ASSESSMENT** - As part of the learning process, evaluation at this stage performs an important role. You will find an assessment page at the end of every unit, in which you will be able to see the goals you reached as well as to describe and express how you feel about these results. You will also share with a partner a co-evaluation where both of you can see your progress and provide feedback to overcome possible mistakes and become better users of English.



**1** Look at the pictures in the an emergency manual and discuss the following questions in pairs.

1. What natural disaster are they about?
2. What do you think is the purpose of including pictures?
3. Why do you think the text is arranged in a bullet list?

**2** Read and match the pictures with the correct instructions. Then draw signs or illustrations for the other three instructions.

**If you are indoors:**

- a Stay inside and drop under heavy furniture such as a table, desk or bed when the shaking starts. HOLD ON to the object you are under.
- b Cover your head to prevent being hit by falling objects.
- c Stay away from windows, and shelves with heavy objects.
- d Avoid elevators and use the stairs.

**If you are outdoors:**

- e Stay outside and do not get close to buildings or walls. This is the reason why many people get hurt.
- f Take cover in a place where you won't be trampled.

**3** Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: **If you are outdoors / If you are in a vehicle / If you are indoors.**

Listen to your car radio for instructions from emergency officials. Stay at least 10 meters away from downed power lines to avoid injury. Stop driving and park at the side of the street. Walk away from windows, bookcases, tall furniture and light fixtures. If you are on a boat, step in your seat until the boat stops. Stay away from the coastline because earthquakes can cause tsunamis. Stay away from doorways because doors may slam shut and cause injuries.

**Glossary**

**shelter** (n) a long, flat board, used horizontally, usually against a wall to store objects on it.

**trample** (v) to step heavily on something or someone, causing damage or injury.

Unit 3 / 43

**GLOSSARY** - Throughout the units, you will find Glossary boxes, with key words that will help you understand the lesson. Each word included in the glossary box can be identified on the same page where the box is. The key word is presented in yellow color for easy identification. The glossary box shows the meaning according to the context the word is presented in the lesson.

**TIPS** - The Tips Boxes include information on the English language; culture, facts and other interesting aspects of it to help you learn English in an easier and enjoyable way.

**Lesson 3**

**14** Write the instructions using your own words. Use the verbs in the box and the words between brackets.

Close    Check    Fill    Bring    Pick    Avoid    Use    Cover

1. (phone) ... Student's own answer
2. (gas tank / evacuate) \_\_\_\_\_
3. (plastic bottles / clean drinking water) \_\_\_\_\_
4. (interior doors) \_\_\_\_\_
5. (patio furniture / inside) \_\_\_\_\_
6. (flashlights / not candles) \_\_\_\_\_
7. (windows / shutters) \_\_\_\_\_
8. (small electrical appliances) \_\_\_\_\_

**15** Read these other instructions in case of a hurricane and write B (before), D (during) or A (after), according to when these actions should take place.

- Avoid flooded roads. A
- Check batteries, and stock canned food, first aid supplies, drinking water and medications. B
- Keep away from dangling power lines and report them immediately. A
- Fill bathtub and large containers with water in case clean tap water is unavailable. Use this water only for cleaning and flushing. Do not drink it! B
- If you evacuated, return home only when officials say it is safe. A
- If you are in a two-story house, go to an interior first floor room. D
- Check your food supplies. If there is any doubt, throw it away! B
- If winds become strong, lie under a table or other sturdy object. D

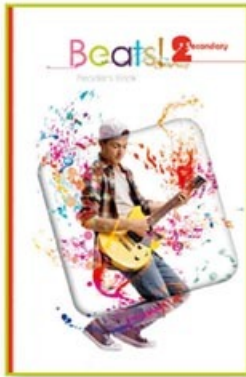
**Tips**

Use one or equivalent verb to express surprise, or to emphasize a comment or story. Check phrases like use a comma to separate phrases, words or clauses in a sentence. Use use a period to mark the end of a sentence which is not a question or an exclamation.

Unit 3 - Environmental Emergencies

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# Meet Your Book



→ **READER'S BOOK** - The Reader's Book is a collection of stories, tales and non fictional texts adapted for you to improve your vocabulary, reading and listening skills. Each story and non fiction text, has been carefully chosen for them to correlate with the units in the Activity book.

The stories and non fiction texts are beautifully illustrated. At the end of every text, we have included a comprehension check section to work with vocabulary and general understanding.



→ **AUDIO CD** - The Audio CD is an element that you will work along with your group and teacher, which contains all the activities to accompany the Activity Book as well as the texts (stories and facts) included in the Reader's Book.

This material will help you not only to develop comprehension skills by providing you with pronunciation models necessary to a complete acquisition of the English language but also to practice pronunciation. The scripts for each audio track have been included in this Teacher's Guide.

The CD also includes a set of fixed images that your teacher can share with you and your classmates to make your learning more meaningful and enjoyable.

Throughout the lessons, you will find the following icons which will tell you what to do in the activities.



**Group and teamwork**, where you and your classmates work as a whole group or in small teams.



**Listening activity**, where you'll work on communication, pronunciation, stress and intonation of the language.



**Pair work**, where you and a partner work together on specific activities such as dialogs, written messages, co-evaluations and other interesting and fun activities.



**Create sessions**, where you and your teammates build in three different sessions a final and specific product to enjoy and apply what you learned so far.



**Portfolio**

A **portfolio** is a collection of evidence that shows your skills and what you are learning in the language. Create a portfolio with written evidences of what you are able to do with and in English every time you encounter this icon or when ever you want to save an evidence of your work.



# Unit 1

## Lesson 1 I'll be Happy to Help!

Family and Community Environment

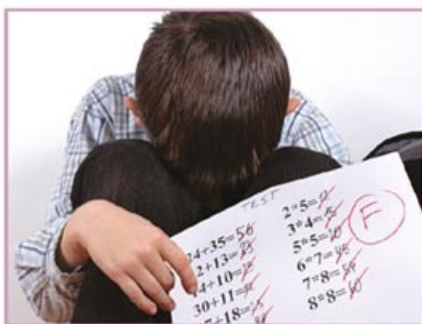


What kind of problems do you find in your community?

### Achievements

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

**1** Work in pairs. Discuss which of the pictures below show community problems and which personal problems.



**2** Write the problem under the corresponding picture.

flood

bullying

low grades

**litter**

air pollution

### Glossary

**litter:** (n) pieces of paper and other small objects that have been thrown out and are left on the ground in public places.



**3** Write two more likely problems that are likely to happen at school, and in your neighborhood.

At School

In my neighborhood

\_\_\_\_\_

**4** Discuss these questions in groups.

- What was the last time you had a problem?
- What was it about?
- Did you ask for help?



**5** Look at the picture and answer the questions with your partner.



1. Where do you think Bill is?

---



---

2. Who do you think he is talking to?

---



---

**6** Listen check your ideas, and complete the sentences. Then compare your answers in pairs.



1. Bill is \_\_\_\_\_ because his grades are \_\_\_\_\_.
2. He hasn't had much time to study or do homework because he's been looking after \_\_\_\_\_.
3. His teacher said it was important to do well on the \_\_\_\_\_.
4. Matt offers Bill to \_\_\_\_\_ him.
5. He suggests their sisters can \_\_\_\_\_.



**7** Discuss the following question in pairs.

1. What two reasons does Matt give Bill to help him?



**E** Work in pairs. Discuss the function each of the following sentences from the dialog has, and label them with the ones in the box.

asking about a problem    explaining the main idea  
giving details about a problem    offering to help    giving reasons for support.

1. You're not irresponsible; it's just that you don't have time to study.  
\_\_\_\_\_
2. My grades are low.  
\_\_\_\_\_
3. What's the matter?  
\_\_\_\_\_
4. My grades are low because I've been looking after my sister.  
\_\_\_\_\_
5. Maybe I can help you.  
\_\_\_\_\_

**E** Work in pairs. Complete the conversation between a teacher and her students with the sentences in the box. Then role-play the dialog

garbage may cause diseases.    That's an excellent idea!  
What's the problem?    It's littered with packages and cans.  
Maybe we can start a campaign to promote cleanliness.

Teacher: Have you looked at the playground?

Anne: No. \_\_\_\_\_

Teacher: \_\_\_\_\_ . Very few students drop the garbage in the trash cans..

Tom: You're right and \_\_\_\_\_ .

Anne: Yes, and it isn't nice to see the entire place full of litter.

Tom: \_\_\_\_\_ .

Anne: And it's important to take care of the environment too.

Tom : We can make some posters to remind students to keep the school clean.

Teacher: \_\_\_\_\_



**E** Read the questions and answer them in your notebook. Then, discuss them with your class.



- > Is your school clean?
- > If not, which other ideas could you share to solve the problem?

## Making a Public Service Announcement

## Session I

Check  
your Progress

Go to page 23. Read statement 1 and mark your progress according to your performance in the lesson.

Throughout the school year, you will produce evidences that will show how much you have learned and progressed in English. You'll work in small teams as you enjoy researching, exchanging and registering information as well as applying what you know to daily life interests. So, start enjoying!

In this unit, you will make a public service announcement, and by the end of the unit you and your teammates will present it to the whole group. So, in this session, do the following:

1. Get together in teams and decide how many teammates in your small group. . With your classmates brainstorm different places and situations where you can offer your support and solidarity to solve a problem.
2. Draw a two -column chart in your notebook with the following headings. One in each column.
  - First column: Places where problems may occur.
  - Second column: Specific problems related to each place.
3. Now, complete the two columns in your chart.



Save your work. You will use it in a second Product session.



## Reading Time!

Read pages 5 to 10 from the Reader's Book. Then, discuss what you read as a group. Did you find something interesting, funny, boring or sad that you would like to share with your classmates? Can you name the title of the text and what it is about?

## Lesson 2



How can you know when people are experiencing strong emotions like sadness or anger?

### 1 Read the text and answer the questions.

What is body language?

It is non-verbal communication using your body to express feelings and convey information. Body language includes facial expressions, body posture, and gestures, that is, movements made with body parts. All these elements show our emotions and attitudes. Besides this, the tone of voice, and the pitch of our voice, also convey feelings.

Studies in psychology show that for effective communication about emotions, our words should match our body language, if they don't, we send a confusing message: words say one thing, but body expresses a different one. In those cases, gestures and tone of voice are more important than words.

So, remember, it's not only what you say, but how you say it!

1. Why is body language important?
2. Why should our body language match what we say?
3. What can happen if they don't?
4. Do you think you are good at communicating your feelings with you body and with your words as well?



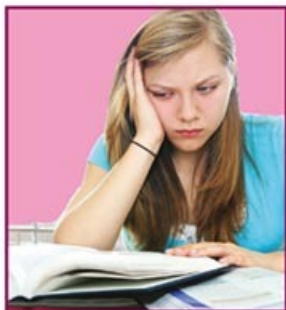
### 2 Discuss in pairs how the people in the pictures feel and label the pictures with the words in the box.

afraid

angry

sad

happy



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

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

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

d. \_\_\_\_\_

### 3 Listen to what each person mentions. Can you tell how each person feels? Listen again and write the feeling each person expresses.



Voice 1: \_\_\_\_\_ Voice 2: \_\_\_\_\_

Voice 3: \_\_\_\_\_ Voice 4: \_\_\_\_\_

# Lesson 2



4 Look at the pictures and discuss in pairs what problem you think Cindy has. Circle your choice.



- a. She doesn't have any friends.    b. Someone is bullying here.    c. She is a bully.



5 Read and listen to the dialog between Cindy and Mary. Underline the parts where Mary raises her voice.

Cindy: I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.

Mary: That's awful. You could speak to her. What if you talk to her when she's alone?

Cindy: I don't know... She's always with Pam and Tracy, maybe it's worse.

Mary: This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!

Cindy: Would you do that? Oh, thanks!



6 Discuss the following questions in pairs.

1. Why does Mary raise the volume of her voice? How does she feel?
2. How do you think Cindy feels?
3. Which of the pictures below show how each of the girls feel?



## Glossary

**punch:** (v) to make a hole in something

**tire:** (n) a rubber ring filled with air, places around the outer edge of a wheel

- 7** Look at the picture, read the dialog, and identify who says what. Write P (Paul), D (Debbie) or M (Mary) next to each intervention. Then listen and check your answers.



05



- \_\_\_\_\_ Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.
- \_\_\_\_\_ She can't treat you like that. She doesn't show any respect for you!
- \_\_\_\_\_ Mm... We could well tell the teacher. What do you think?
- \_\_\_\_\_ Yes! Definitely, she will help Cindy solve this problem.
- \_\_\_\_\_ Agreed!



- B** A friend of yours is in a situation similar to Cindy's. In pairs, complete the dialog with the words in the box. Then, role-play it using the appropriate tone of voice and body language to make it look real.

What if      Let's      You could      What should

- Your friend:** I don't know why he does this to me. \_\_\_\_\_  
I do?
- You:** You have to stop it, right now!
- Your friend:** \_\_\_\_\_ I speak to my parents?
- You:** It won't solve the problem. It's something between you and him. You should deal with it.  
\_\_\_\_\_ talk to him in the recess.
- Your friend:** I don't know...
- You:** Believe me. I can go with you to show my support.  
\_\_\_\_\_ speak in a calm, but firm, and assertive way, with confidence!

## Making a Public Service Announcement

Check  
your Progress

Go to page 23. Read statements 2 and 3 and mark your progress according to your performance in the lesson.

## Session II

This is the second working session for you and your team to produce a public service announcement. The aim this time is to create a catalog or list of possible changes in your voice and way of speaking to convey different emotions and feelings, according to specific situations.

1. Get together with your teammates and take out the chart you completed in Session I.
2. Add a third column under the heading: Ways of speaking. Include the different ways in which your speech can change, for example, a low voice may be used when you feel sad, unsure, worried, etc. A loud voice can be used when you are extremely happy, or angry, etc. Try to include all the possible feelings and emotions. Their rhythm is important too. Pauses can make your speech clear and understandable.
3. Add a fourth column in which you will include the expressions you have learned so far to introduce possible actions to solve a problem: You could... etc.



Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 11 to 14 from the *Reader's Book*. Then, discuss what you read as a group. Did you find something interesting, funny, boring or sad that you would like to share with your classmates? What ways of raising money do the students propose?



## Lesson 3




What do you do when you don't agree with someone else's opinion?



- 1** Read the definition of a public service announcement and, in pairs discuss possible topics they may be about.

A public service announcement is a message in the public interest with the objective of raising awareness towards a social aspect, such as charitable causes, health, education, and safety issues.

- 2** Listen and complete this public service announcement on the radio. Check your answers with a partner.  06

Floods and \_\_\_\_\_ storms in the state of Idaho have affected thousands of families who need \_\_\_\_\_. You could help providing food, \_\_\_\_\_, medicines, and shelter to people when they need it most. Please, \_\_\_\_\_ today to Red Cross Disaster relief. Call \_\_\_\_\_ – Red Cross. We need you!

- 3** Listen to some students discussing how to help in the emergency above and complete the table.  07

Students' suggestions	Problem or Advantage
1. Jake: a raffle	
2. Claire:	
3. Stan:	

## Glossary

**shelter:** (n) protection from bad weather, danger or attack.

**relief:** (n) food, money, or services that provide help for people in need.

- 4** Work in pairs. Look at the pictures, pay attention to the body language and discuss who says what. Write the correct numbers next to the parts of the dialogue. Follow the example.



- > That's a very good idea, but ...we need a prize, and it's not easy to get one.
- > Should we buy food and clothes, or should we give the money to the Red Cross?
- > I agree. I'm sure the school will support our plan. Let's talk to the principal.
- > What if we organize a raffle and buy food and clothes with the money from the tickets?

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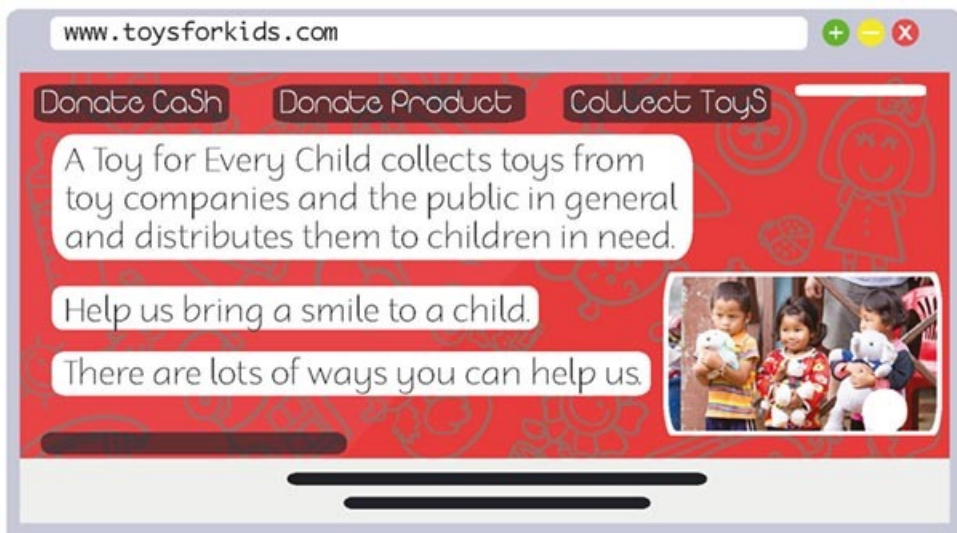
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**5** Look at this webpage, listen to Ken and in pairs discuss the following questions.



## Tips

Before you listen to a text, read the questions to be answered or the options to choose from, so that you know what kind of information you need to listen to.

1. What is Ken doing for the campaign?
2. Is the woman willing to collaborate?
3. What does Ken give the woman? What for?

**6** Read another dialog related to the same charity, and match the numbered sentences with the ones in Ken's dialogue that have the same meaning.

**Anne:** Good afternoon, Mr Jones. [1] My name is Anne Baker. I am representing a charity called A Toy for Every Child. You can learn about us on our webpage: [www.atoyforeverychild.org](http://www.atoyforeverychild.org). [2] The purpose of this campaign is to collect toys for disadvantaged children. [3] We are asking for contributions from the public and toy manufacturers as you. Would your company be willing to contribute to this campaign? [4]

**Mr Jones:** We would be very pleased to do so. [5] Let me reach you later today to confirm the number of toys we can donate.

**Anne:** Thank you very much.

It's for every kid in need to have a toy this Christmas. [ ]

Yes! It's great to be able to help, especially children. [ ]

Hello, Mrs Brown. [ ]

Do you have any toys your kids would like to donate? [ ]

Here's a leaflet with our webpage address to get information about us. [ ]



**7** Discuss in pairs.

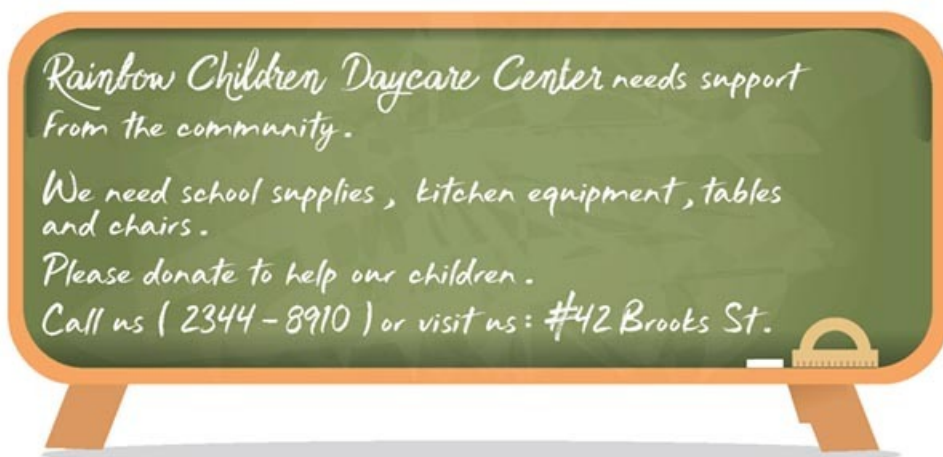
Which of the two dialogues has a more informal tone? Why?

## Glossary

**manufacturer:** (n) a company that produces goods in great numbers.



**E** Read this announcement on a school noticeboard and follow the instructions.



You and your classmates want to help the institution.

- › Discuss ways to raise money for Rainbow Children.
- › Make suggestions and agree on the best one(s).
- › Exchange opinions on how to carry out your plan.
- › Use some of the language in the box. Then complete the organizer with your ideas.

What if...?    We could...    Maybe we...    What about...?  
 I think the best option is...    We should...    Sounds good, but...

Possible things to do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Best option:

\_\_\_\_\_

Reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How to do it – Action plan Steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**E** Role-play the dialog. Use appropriate body language and tone of voice to express your ideas and influence on others'.



**I** You are volunteering for the campaign above. Write a short text in your notebook explaining the purpose of the charity, and asking for donations. Student A will address a neighbor, Student B will address a stranger. Then, find similarities and differences in your sentences and choice of words to express the same ideas. Share your results with your group and teacher.



## Making a Public Service Announcement

## Session III

Check  
your Progress

Go to page 23. Read statement 4 and mark your progress according to your performance in the lesson.

This is the third time you encounter the opportunity to work once again on your product. Up to now, you have worked on making a chart about possible places and situations where problems may occur, appropriate ways of speaking according to each situation and a list of expressions to help solve a problem. This time the aim is to create a public service announcement to present to the class. So, follow the final steps throughout this session:

1. Get together with your classmates and take out the chart you completed in Session II. Look at the first two columns where you listed places and problems. Choose one of the problems you would like to ask people to offer their support to, and express their solidarity.
2. Think of a public service announcement you could make to arise awareness about the problem and provide solutions.
3. Look at the third and fourth columns in your chart to choose the appropriate expressions and way of speaking to address the people depending on the context (friends, general public, etc.) Remember your voice and body language are important to arise empathy and make your message convincing.
4. Now, start writing your public service announcement. Use a bilingual dictionary, if necessary. Check the language is correct and ask your teacher for help. Write a final edited version of the text.
5. Decide whether you are going to present your announcement in a written or oral form.



Save your work. You will use it one last Product session in this unit



## Reading Time!

Read pages 15 to 18 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

**I Underline the correct options to complete the dialog. Then match each student with what he or she says.**

**Student 1:** Silence please, ...I would like to make a proposal. The school needs some repairs and painting. *We could / What if* start by painting the classrooms.

**Student 2:** I think it's a great idea. *We should / What if* we do it on weekends? We should organize work teams to have the place painted quickly.

**Student 3:** *Let's / Maybe* we could help with the gardening too. I would like to do that. *Let's / How about* plant some flowers. Any volunteers? Hands up, please.

**Student 4:** All sound great, *but / and* I think the first thing we should do is organize the library. That's more important than the gardening.



Student \_\_\_\_\_

Student \_\_\_\_\_

Student \_\_\_\_\_

Student \_\_\_\_\_

**II Your friend Emma has a problem. Read the dialog and complete it with your own ideas to help her. Compare your answers in pairs.**

**Emma:** I've been training hard for sports day next week, but I have to present a project about the environment, and I haven't had time to do it! I'm worried.

**You:** (offer help and explain reason(s) why you do it)

---



---

**Emma:** Thanks a lot!

**III Work in pairs. Write an announcement in your notebook. Follow the instructions below:**

- Ask people to donate warm clothes and blankets to Warm Winter Foundation
- Give options to collect the clothes.
- Include your contact information: address and phone number.



## Making a Public Service Announcement

### Final Session

### Check your Progress

Go to page 23. Read statement 5. Mark your progress according to your performance in the lesson.

As you learned during this unit, there are situations where support, solidarity and empathy are needed to face social and personal problems, and together with our words, the way we speak and the body language we use are very important to convey those feelings in an appropriate way. Now, go ahead and share with the rest of your classmates your public service announcement.

Now,

1. Get together with your teammates and take out the final version of your announcement.
2. Take 5 minutes to rehearse your presentation. Decide who will read the announcement, whether it will be one person or more.
3. Make your announcement to the class.
4. Listen to other teams' work and be respectful.
5. Vote on the best announcement and share with your class why you think it is the best.

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



### Reading Time!

Before you continue with the next unit, visit the *Grammar Reference* section on page 169 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Rubric

- 1** Read the statements on the left. Then, rate (1, 2 or 3) the other columns according to your performance in this unit.

During this unit I...	Exceeds expectations	Meets expectations	Needs more work
1. Made a chart showing places and kind of problems that may occur in those places to express interest in a problem in my community.(p.12)			
2. Worked on different ways we can use verbal and non-verbal resources to help solve a problem in my community. (p.16)			
3. Use and apply expressions related to problems. (p.16)			
4. Write a script about the public announcement including sound effects. (p.20)			
5. Use correct ways of expressing solutions in an announcement according to the speaker. (p.22)			

- 2** Use the results to decide on and suggest some strategies to improve your English learning process.

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ Express interest for a problem.
- ▶ Identify and use body language and different ways of speaking to express ideas, feelings and emotions.
- ▶ Use the appropriate language in different situations.
- ▶ Propose and suggest solutions to a problem.

While I worked on the product for this unit (making a public service announcement), I:

- ▶ participated actively.
- ▶ was able to propose ideas and include new expressions practiced in the lessons.
- ▶ used appropriate body language.
- ▶ felt more confident and fluent than at the beginning of the unit.
- ▶ contributed with observations and points of view.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

## Co-evaluation

- \* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:**      1 = Agree                  2 = Disagree                  3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					





What is theater? Have you ever seen a play?

### Achievements

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

1 Look at the pictures and discuss which of the arts they relate to.



stage



performance



character



2 Read about the elements of drama and follow the instruction below.

A drama is a story represented by actors on stage. They play the roles of characters and act out the events in the story, or the plot. Each character has a personality of its own. The main character is the protagonist. The story progresses through verbal and non-verbal interactions among the characters.

The time and place where it takes place is the setting.

The theme of a play refers to the main idea which can be stated through the actions and dialogs, or it can be inferred after watching the whole performance. The theme is the message that the play conveys to the audience.



Work in pairs. Think of a play you both know and discuss who the protagonist and rest of the characters are, where and when the story takes place, and what it is about. Exchange ideas about the theme of the play.

3 Complete the definitions with the genres in the box. In pairs, think of an example of each genre.

melodrama

comedy

tragedy

1. A melodrama is a play where many exciting events take place and the characters express very strong or exaggerated emotions.
2. A tragedy is usually about serious matters and themes like love, society, destiny, and it has a sad ending.
3. A comedy is a play that is meant to make people laugh, and it has a happy or funny ending.



# Lesson 1



**4** Listen to and read the introduction and one scene of *Pygmalion*, by G. Bernard Shaw, and discuss the question in pairs.



\* Is this scene near the beginning, middle, or end of the play? The beginning

Pygmalion is the story of a poor uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.

### Characters

Higgins - professor of phonetics

Eliza Doolittle - flower girl

Pickering - Higgins's friend

Mrs. Pearce - Higgins's housekeeper

- Mrs. Pearce:** [*Mrs. Pearce shows up in Higgins's room*]  
**Higgins:** [*besitating*] A young woman wants to see you, sir.  
**Mrs. Pearce:** A young woman! What for?  
 Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her – excuse me, sir.  
**Higgins:** Oh, that's all right, Mrs. Pearce. Show her up.  
 [*Mrs. Pearce goes downstairs. Some minutes later, the flower girl enters. She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table.*]  
**Higgins:** [*recognizing her and showing disappointment*] Why, this is the girl I saw last night. I'm not interested in you. Go home.  
**The flower girl:** No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.  
**Higgins:** Shall I ask you to sit down, or shall I throw you out of the window?  
**The flower girl:** [*filled with terror and hiding behind a piano*] Ah—ah—ah! I've offered to pay!  
**Pickering:** Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.  
**Higgins:** [*to Mrs. Pearce*] OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

**5** Look at the words in italics in the previous scene and discuss in pairs what their function is, complete the definition with the words in the box. .

actions                      parentheses                      emotions                      instructions

Stage directions are instructions that tell the actors in a play what emotions to do and what to express. They also explain to the readers what actions take place in the play. They go between parentheses , because they are not part of the actors' words.

**E** Match the following stage directions in the scene with their function.

- |   |  |                                |
|---|--|--------------------------------|
| a) Some minutes later, the flower girl enters.  |  | attract the reader's attention |
| b) She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table. |  | show sequence of actions       |
| c) Filled with terror and hiding behind a piano   |  | provide details of actions     |

- 7** Read three scenes of the play *Romeo and Juliet* by William Shakespeare and underline two stage directions that provide details, and two that show the sequence of the actions. Compare your answers in pairs.

1. (A street in Verona. A Montague and a Capulet are fighting. Benvolio, another Montague, tries to stop them, when Tybalt, a Capulet, arrives.)

Benvolio *(to the servants fighting)* Stop fighting! Put your swords down.  
 Tybalt Come on Benvolio, let's have a real fight!  
 Benvolio I'm trying to stop them and have some peace.  
 Tybalt: Peace! I hate the word as I hate all Montagues, and you!  
 Princess of Verona: This old argument between the two families stops now. No more fighting! Go home, all of you!

2. (It's late at night, Juliet is in her balcony and Romeo speaks passionately.)

Romeo There is Juliet, my love! She is like the sun. Her eyes are like stars.  
 Juliet Oh, Romeo, Romeo! Why do you have to be a Montague?  
 Leave your family and change your name. Your name is my enemy.  
 Romeo Just let me be your love and I will change my name.  
 Juliet If my family finds you, they'll kill you!  
 Romeo Nothing could keep me away from you!



3. (Juliet lies asleep in a grave. Romeo thinks she is dead, so he drinks poison and dies. Some minutes later Juliet wakes up)

Juliet Oh, Romeo is dead! Maybe there's still some poison on his lips *(kisses him)*.  
 Oh, a dagger is quick. So I die. *(She stabs herself and falls upon Romeo)* *(The Montagues and the Capulets at the cemetery)*  
 Princess of Verona *(to the Montagues and Capulets)* See what you have done! Your children are dead. God punished you all. We have a grey peace this morning. For never was a more tragic story than this of Juliet and her Romeo.



- 8** Work in pairs. Match the scenes with their main ideas. Then add the emotions or feelings you think they cause in the audience.

Scene 1		the tragic consequences of hatred	<u>sadness</u>
Scene 2		the rivalry between the two families	<u>fear / amazement</u>
Scene 3		the love Juliet and Romeo feel for each other	<u>happiness/ joy</u>



- 9** Complete the main idea of the play with the words in the box. In pairs, discuss how each scene connects to the main idea of the play.

Shakespeare shows us the battle between love and hatred. Love is more powerful and wins. He also shows that violent, passionate emotions, both love and hatred, have grave consequences.

emotions  
 hatred  
 wins  
 battle

- 10** Complete the table and in pairs compare your answers.

Plays	Romeo and Juliet	<u>Pygmalion</u>
Topics	<u>Love and hatred</u>	Social classes
Target audience	<u>Young people and adults</u>	<u>Young people and adults</u>



## Performing a dramatized reading

### Session I

Throughout this unit you will collect evidence, such as a list of theater plays, a graphic with emotions, and tips to read aloud in order to present your final product. This time your product will consist on performing a dramatized reading for the rest of your class.

#### During this session do the following:

1. Get together in teams of five. With your classmates, brainstorm theater plays you know and would like to read aloud to the class.
2. Write a list of all the possible plays to read. They can have different target audiences and can be of different genres.
3. Choose one and make sure everyone in the team has a chance to read, either being a character, or the narrator. If the play is long, choose the scenes or parts you would like to read.
4. Exchange ideas with the members of your group about what part of the play you are going to read. Discuss and agree on what emotions you intend to arise in your audience and make some notes.



Remember to save your work. You will use it in the following Product session.

### Check your Progress

Check your Progress Go to page 39. Read statements 1 and 2. Mark your progress according to your performance in the lesson.

### Reading Time!

Read pages 19 to 21 from the *Reader's Book*. Then, discuss what you read as a group. Is there something that caught your attention that you would like to share with others? Do you know the play?

## Lesson 2



1 Discuss the questions in pairs. Do you know the names of any Greek gods or demigods? What special power or abilities did they have?

2 Read the beginning of the play *Alcestis* by Euripides and underline one phrase that describes Admetus, and *Alcestis*.



Apollo: I the god Apollo, have always helped humans. Today I saved the life of Admetus, king of Thessaly, by making a pact with Death. Admetus should escape death if he could find another person to die instead of him. Admetus asked his parents and his friends, but they refused to take his place. However, Alcestis, his noble and beloved wife, decided to die for him. See, here comes Death.

3 Read and complete the rest of the scene with the details in the box.

my good and faithful friend

cold and dark

my good and respected queen

who came to live here when her father died

**Death:** God Apollo, why are you here?  
**Apollo:** Please, let Alcestis, a good and respected queen reach old age.  
**Death:** Never!  
*(Death enters the house)*  
**Admetus** *(weeping)* Oh, gods! Is there no escape from Death?  
**Alcestis:** I hear Death calling me. I feel its cold and dark hand touching me.  
**Admetus:** You are and will be my only queen forever.  
*(Alcestis dies.)*  
**Admetus** Every citizen should dress in black. No music for a year. She deserves all honors.  
*(Enters Hercules)*  
**Admetus:** Welcome to my house, my good and faithful friend Hercules.  
**Hercules:** You are dressed in black. Has Death come to take Alcestis? I know she promised to die in your place.  
**Admetus:** (not telling Hercules that Alcestis is already dead) She is dead, and she is not... It tortures me.  
**Hercules:** Who died then?  
**Admetus:** A woman, who came to live here when her father died.  
**Hercules:** I'm leaving then and let you bury your dead... it's no time for parties.  
**Admetus:** No, stay. You're my friend. My door is always open for guests.

# Lesson 2



## 4 Work with a partner and answer the questions.



1. Were gods important to the Greeks? Yes, they were.
2. How do you know? Because they made decisions about humans' lives.
3. What initial conflict in the play does the god Apollo solve?  
He saves Admetus from Death.
4. What pact did he make? That someone should die instead of Admetus.
5. What sacrifice did Alcestis make? She decided to die for her husband.
6. Why do you think Admetus lied to Hercules?  
Because Hercules was his friend and he didn't want him to go away.

## 5 Work in pairs. Underline verbs in the sentences and match them with their uses.



- |   |   |
|---|---|
| 1. I, the god Apollo have always helped humans. | <u>3</u> an action that is taking place now.                              |
| 2. I saved the life of Admetus.                 | <u>4</u> a habitual action, a state, or a fact.                           |
| 3. I'm leaving then, and let you bury the dead. | <u>1</u> an action that started in the past and continues in the present. |
| 4. My door is always open for guests.           | <u>2</u> an action that started and finished in the past.                 |

## 6 Read the scene on page 29 again. Circle the exclamation (!), interrogation (?) marks, and ellipses (...) and in pairs, discuss their uses. Then complete the rules below.



1. We use an exclamation mark to express surprise, or to emphasize a comment.
2. We use ellipses to express unfinished thoughts or make pauses.
3. We use an interrogation mark to ask questions.

- 7** Complete the second part of the playscript with the verbs in parentheses in the correct form and the appropriate punctuation marks. Then listen and check your answers.



10

	<i>(Admetus and some servants are carrying Alcestis out to the burial ground. Meanwhile Hercules _____ (eat and drink)).</i>
Hercules	(to one of Admetus's servants) Why are you so serious [ <u>?</u> ] The person who <u>died</u> (die) was a stranger, wasn't she?
Servant	No, that's not true. Admetus lied to you. Alcestis is the one who died.
Hercules	What? I must bring Alcestis back from the dead. I will fight Death.
Servant	Admetus was too honorable to tell you to leave his house. <i>(Some time later; Hercules comes back with a veiled woman by his side).</i>
Hercules	<i>(to Admetus)</i> We <u>have been</u> (be) friends for a long time. Why didn't you tell me about your sorrow [ <u>?</u> ] See this woman?. Take care of her until I return.
Servant	I <u>don't want</u> (not want) her in my house. Alcestis will be the only woman in my life.
Hercules	Please, my friend. Let her in. You will thank me in time. <i>(Hercules lifts the woman's veil.)</i> Look at her [ <u>!</u> ] It <u>is</u> (be) your wife Alcestis.
Servant	Oh, my dear Alcestis. I <u>thought</u> (think) you were gone forever! (to Hercules) How did you save her?
Hercules	I <u>fought</u> (fight) with Death himself and won the battle.
Servant	Why is she so silent [ <u>?</u> ]
Hercules	She won't speak for three days until she is purified.
Servant	Don't leave now Hercules. Let's have a party [ <u>!</u> ]
Hercules	I must go now [ <u>...</u> ] but I will return to pay you another visit.
Servant	<i>(to the citizens)</i> Let's celebrate [ <u>!</u> ] Our life <u>begins</u> (begin) again!
Chorus	The impossible has become true. It is the way of the gods.



- 8** Work in pairs. Answer the questions.

- Who are the three most important characters in the play?  
\_\_\_\_\_
- What is the relationship between them?  
\_\_\_\_\_
- Who are the less important characters?  
\_\_\_\_\_



- 9** Match the characters with the values they represent. Then, in pairs, discuss the actions and attitudes in the play that support your answers.

- |             |  |             |
|-------------|--|-------------|
| a) Admetus  |  | loyalty     |
| b) Alcestis |  | heroism     |
| c) Hercules |  | hospitality |



- 10** Read and listen to the last part of the play again. Pay attention to pronunciation and intonation. Then role-play it in groups of four.



10

## Performing a dramatized reading

## Session II

## Check your Progress

Check your Progress Go to page 39. Read statements 1 and 2. Mark your progress according to your performance in the lesson.

1. Get together with your teammates and look at the playscript you chose. Brainstorm ideas about the changes in your voice according to the emotions and feelings you want to convey, and the punctuation marks in the text. In the right column of your table, add indications related to the different punctuation marks, for example: exclamation mark – loud voice to emphasize, ellipses...and so on.
2. Read your playscript again and make sure you know the pronunciation of difficult or unfamiliar words. If necessary, check them in a dictionary and practice reading them aloud.

Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 22 to 25 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?



## Lesson 3



What does reading plays or the theater make you feel?



**1** Look at the pictures below and discuss what you know about Robin Hood.

**2** Read, check your ideas, and discuss the questions in pairs.

The story takes place in the medieval England, in the forest of Nottingham and its town, around the 10 and 11th century. The play begins with Robin being accused of killing deer in the forest and with his head prized for 200 pounds. The Sheriff of Nottingham is determined to catch him, not only to get the money, but also to revenge his cousin's death, a skilled archer who Robin killed. Several outlaws begin to gather in the forest and choose Robin as their leader, and they form the band of the Merry Men – Little John, his

second in command, Friar Tuck, who is overweight and always happy, Will Scarlet, Alan a Dale and Maid Marian, Robin's true love. They decide to steal from the rich and give to the poor and others who experience injustice. Robin Hood is an excellent archer and a good swordsman too. Robin and his Merry Men have lots of adventures always helping people in need and escaping from the Sheriff and his men. The Sheriff of Nottingham devises many skillful plans to capture Robin Hood, but he always fails.

1. What is the story about?
2. Who is the hero and who is the villain?
3. What is the setting?
4. What do you think is the theme of the story?

**3** Read these lines from Robin Hood playscript and write the name of the character who says them. Check your answers in pairs and give reasons for your choices.

- \_\_\_\_\_ : What a splendid morning! I'm in a very good mood, but hungry...hahaha...Let's stop here under these trees to eat something.
- \_\_\_\_\_ : Again? You've already eaten! Hush.... someone is near. It's one of the Sheriff's men or the Sheriff himself. Let me get my bow and arrow.
- \_\_\_\_\_ : Oh, my love! I'm scared...These men won't leave us alone. This will never end.
- \_\_\_\_\_ : Yes, it will. And once the Sheriff is gone forever, peace will come and we'll finally marry.



# Lesson 3



4 Read the playscript and underline the correct words each character says (option a or b) according to their body language.



(A spring day in Sherwood forest in 1194.)

- 5.
- ROBIN HOOD:** a) What a great feeling to be in the wonderful oak forest of Sherwood! [ ... ]  
I prefer to be free than to be the king of England.  
b) Mm...I feel something bad is going to happen.
- FRIAR TUCK:** a) I don't think so. We are safe here.  
b) Yes, yes. That's true.
- 6.
- FRIAR TUCK:** a) I was wrong. Look over there! Run, run!  
b) Stop! Shhh Someone's coming.
- ROBIN HOOD:** a) Hide, my friends. An enemy on the road.  
b) Move forward friends...Have ready your bows and arrows.
- 7.
- ALFRED:** a) I'm so happy today. My neighbors and I received some gifts, but we don't know who sent them. Now we have food, clothes, and wood. It's wonderful!  
b) This is terrible. So terrible. [ ... ] The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money. My neighbors and I survived because someone sent us mysterious gifts during the night, clothes, food. I think it's Robin Hood who sends them.[ ... ]
- ROBIN HOOD:** a) Why do you say that? The Sheriff's such a good person!  
b) Yes, he's bad.
- 8.
- ROBIN HOOD:** a) Ah, yes...Robin Hood is my hero!  
b) Robin Hood! He's a robber and an outlaw!
- ALFRED:** a) No, he isn't. It's the Sheriff who is a robber! Robin Hood is a noble person.  
He helps the poor.  
b) Yes, I know.



- 5** Listen to the actors performing the scene from the previous page. Check your answers and write the following symbols in the appropriate places in the playscript.

[...] pause      [↓] softer voice      [↑] louder voice

- 6** Read the playscript of another scene from Robin Hood. Write the words in the box in the correct places to show how the characters feel. Compare your answers in pairs.

frustrated and guilty      terrified      confident and optimistic  
excited      angry and astonished      in despair      embarrassed

Prince John	So, Sheriff, where's the money from the taxes?
Sheriff	Robin Hood stole it from me. [ <u>frustrated and guilty</u> ]
Prince John	What? Are you joking? [ <u>angry and astonished</u> ]
Sheriff	No, sir.
Prince John	But you caught him, didn't you?
Sheriff	No, I didn't. I've been chasing him for three days now. I can't find him. [ <u>embarrassed</u> ] But I have a plan. [ <u>confident and optimistic</u> ]
Prince John	What is it?
Sheriff	Robin Hood always looks for people in trouble to help them. I think we could set him a trap.
Prince John	Good idea! Let's go ahead with your plan. [ <u>excited</u> ] <i>(Prince John sends Marian, one of the maids in his court, to visit her father. So off she goes. Two soldiers are hiding in the forest. They are dressed like bandits. Suddenly, they pretend to attack the carriage and hit the coachman).</i>
Marian	Help! Help! Robbers are attacking us! [ <u>in despair</u> ] <i>(Robin appears. He fights with the soldiers and rescues Marian. The soldiers escape).</i>
Robin	Go away, lady. You're safe now.
Marian	No, please, don't leave me. [ <u>terrified</u> ]

## Tips

### Remember:

- we use a final falling intonation after a period and a *Wh-* question, and a rising intonation after a *Yes/No* question.
- your tone of voice and body language should match your feelings.



- 7** Work in groups. Read the script again and add symbols to show the following: pauses (...) volume of voice and final sentence intonation (up (↑) or down (↓)).



- 8** In your groups, discuss what body language is the most appropriate to express the feelings and emotions in the playscript and check the pronunciation of unfamiliar words in a dictionary.

- 9** Perform a dramatized reading of one of the scenes in this lesson, following all the indications related to body language, pauses, volume, and intonation of voice according to your notes in your script.

## Glossary

**maid:** (n) (old use) a girl or young woman who is not married

**coachman:** (n) man who drives a horse-drawn vehicle

**chase:** (v) to hurry after someone or something in order to catch him, her, or it.

## Performing a dramatized reading

## Session III

## Check your Progress

Check your Progress  
Go to page 39. Read statement 4 and mark your progress according to your performance in the lesson.

1. Get together with your teammates and take out your playscript.
2. Draw falling and rising arrows to remind you of how your voice goes up or down according to your feelings, and to the type of sentences.
3. Read your playscript. Decide what body language you are going to use in each part of the script. Make notes on how the volume of your voice will change, and on rising and falling intonation of sentences. Also mark the places where you should make pauses.
4. Decide who will play each character and then rehearse the reading to familiarize yourself with the words.
5. Practice the reading once more to improve your performance.

Save your work. You will use it in one last Product session in this unit.



## Reading Time!

Read pages 26 to 30 from the *Reader's Book*. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? What type of story is it? Can you name the characters?

**1** Match six scenes from different plays with the corresponding scripts and feelings from the box.



sadness  
terror  
pride  
embarrassment  
revenge  
surprise

a) Go away! Please leave me, I beg you...	Scene [ <u>5</u> ] Feeling: [ <u>terror</u> ]
b) My love, my eternal love. How will I live without you? You've been everything to me!	Scene [ <u>3</u> ] Feeling: [ <u>sadness</u> ]
c) Oh, I can't believe it! It's the most wonderful thing I've ever had!	Scene [ <u>1</u> ] Feeling: [ <u>surprise</u> ]
d) Dear people of Rome. This is a day to be remembered.	Scene [ <u>2</u> ] Feeling: [ <u>pride</u> ]
e) Oh, I don't know what to say...I feel so sorry...forgive me my lord.	Scene [ <u>6</u> ] Feeling: [ <u>embarrassment</u> ]
f) I will make you pay for all the wrong you have done.	Scene [ <u>4</u> ] Feeling: [ <u>revenge</u> ]

**2** Work in pairs. Complete the script of a scene from *The Blue Bird of Happiness* with the correct form of the verbs in parentheses. Add punctuation marks where appropriate.

*A woodcutter's cottage, at night. Tyltyl, and his sister Mytyl are asleep in their beds. A lamp on a table suddenly lights up and the children wake up.*

Tyltyl: Mytyl, are you asleep ?

Mytyl: no.

Tyltyl: mom forgot (forget) to put out the lamp. I have an idea [ ! ] let's open the shutters and watch the christmas party in our neighbor's house.

Tyltyl: *(looking out of the window)* look at the beautiful christmas tree!

Mytyl: yes, and all the people are dancing (dance).

Tyltyl: and they are eating (eat) too. But we never have so delicious dishes for dinner.

We have always been (be) so poor [ ! ]

*A knock at the door of the cottage.*

Tyltyl: what's that [ ? ]

*Suddenly, a little old woman, dressed in green with a red hood on her head and a walking stick opens the door.*

The fairy: Do you have (have) the bird that's bright blue [ ? ]

Mytyl: we don't. Why?

The fairy: you have to find it. I need it for my little girl, who is very ill.

Tyltyl: what's the matter with her?

The fairy: i don't know (not know); she wants (want) to be happy. Do you know who i am [ ? ]

I am (be) the Fairy Berylune...

## Performing a dramatized reading

### Final Session

### Check your Progress

Check your Progress  
Go to page 39. Read statement 5 and mark your progress according to your performance in the lesson.

As you learned during this unit, a play is a piece of writing that tells a story through the actions and words of characters and is acted in a theater, or on television. The body language we use, our tone of voice, and the way we say the words in the script are very important to convey different feelings, attitudes and emotions. Now, go ahead and share with your class your dramatized reading.

1. Get together with your teammates and take out the final version of your play script alongside your dramatized reading with your class.
2. Take some minutes for the narrator and characters to rehearse the reading aloud of the corresponding parts of the script. Make sure your voice is loud enough for everyone in the class to hear you. Remember to include body language, make pauses when necessary, and change the tone of voice to convey the characters' emotions. Also pay attention to intonation, your voice should go up or down depending on the punctuation marks, types of sentences, and feelings you want to express.
3. Once you are ready, tell your classmates the title of the play, its genre, and then perform the dramatized reading in front of the class.
4. Listen to other teams and be respectful when your classmates present their work.



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



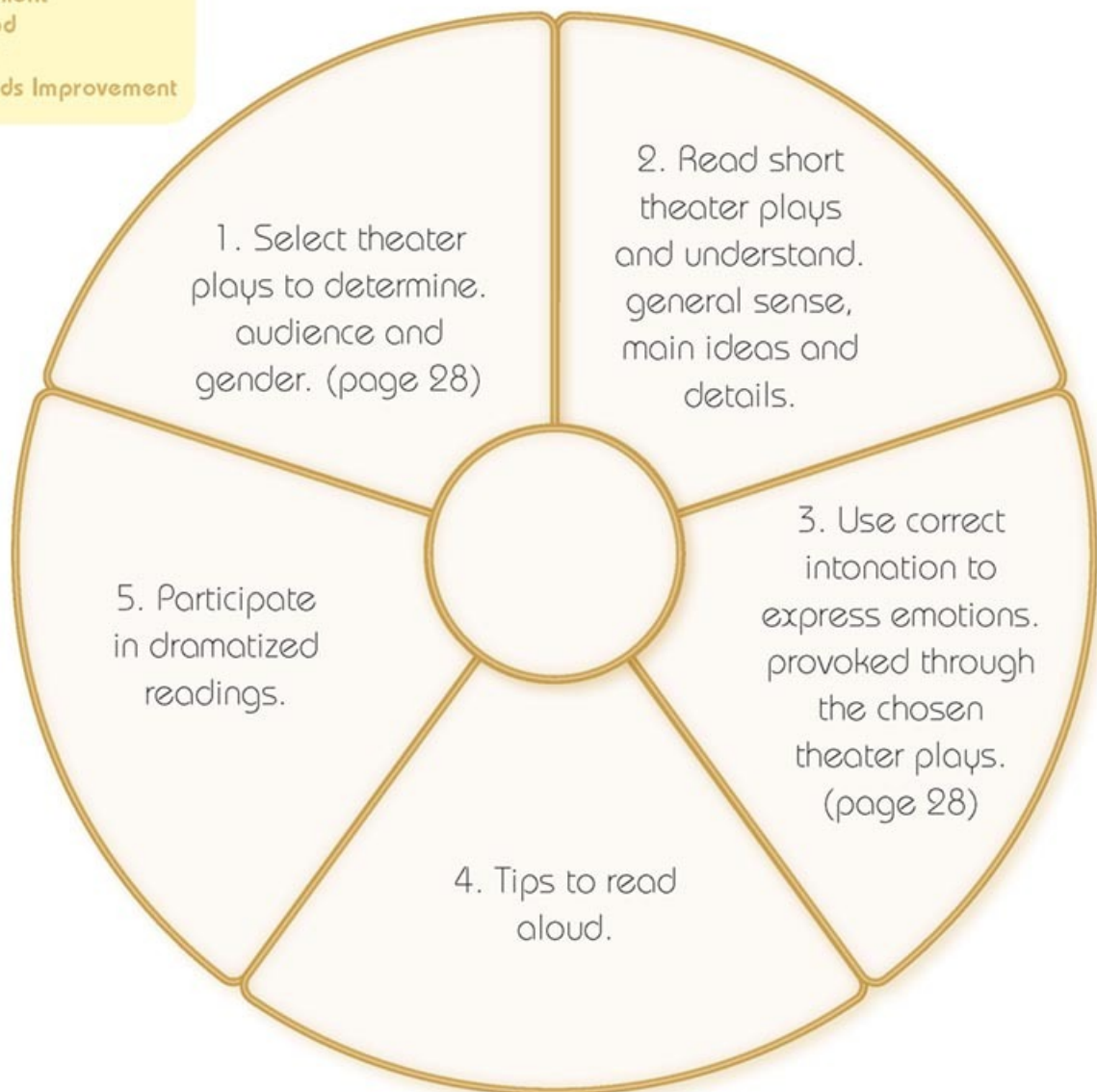
### Reading Time!

Read pages 31 and 32 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, visit the Grammar Reference section on page 170 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Graphic organizer

**1** Graphic Organizers are great learning tools for any subject and even, in personal matters that help you organize thoughts, ideas, plans, knowledge and communicate information in a visual way. There are different kinds of graphic organizers such as mind maps, graphs, Venn diagrams, and many others. For more information you can go to page 189 and consult the website suggested on this topic. Now, complete the graphic organizer below and evaluate what you learned in this unit. Use the values in the box.

5=Exceeds Expectations  
 4= Excellent  
 3= Good  
 2=Poor  
 1= Needs Improvement



**2** Use the results to decide on and suggest remedial work strategies.

# Assessment

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ Select and revise short theater plays for young people.
- ▶ Read theater plays and understand the general sense, the main ideas and details.
- ▶ Perform a dramatized reading.

During the planning and performing of this unit's product I...

- ▶ Participated actively.
- ▶ Paid attention to different ways of reading a text according to the characters' emotions and feelings.

Used body language to reinforce the meaning of my message.

- ▶ contributed with observations and points of view.
- ▶ learned the pronunciation of new words.
- ▶ felt more confident and fluent than at the beginning of the unit.
- ▶ Expressed my personal opinions and listened to and respected others'

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:** 1 = Agree      2 = Disagree      3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					





What are instructions for?

### Achievements

- ▶ Select and review instruction sheets.
- ▶ Read and understand instruction sheets.
- ▶ Write and edit instruction sheets.



- 1** Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

Environmental emergencies are sudden disasters or accidents from natural, technological or human factors, or a combination of these that cause serious environmental damage and the loss of human lives and property.

They can be:

1. Technological or industrial accidents caused by dangerous materials like oil spills, chemical accidents, toxic- waste dumping and water pollution.
2. Sudden natural disasters with negative impacts on human life and on the environment. Some examples are: fires, floods, hurricanes, earthquakes, volcano eruptions, blizzards, thunderstorms, heat waves and tsunamis.

- 2** Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.



- 3** Discuss with your classmates: Do you know what to do in case of any of the emergencies above?



**4** Listen to and read the following page of an emergency manual. What natural disaster can it refer to?



- Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- If you need to evacuate:
- Leave your home when you are advised to do so by local emergency authorities.
- Take your emergency kit with you.
- Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

### Glossary

**shortcut:** (n) a route that leads from one place to another and is quicker and more direct than the usual route.

**5** Complete the sentences with the correct options.

1. The manual is about ...
  - a) a technological device
  - b) an environmental emergency
  - c) a medical emergency
2. The purpose of the manual is to know...
  - a) how to prevent an environmental emergency
  - b) what to do in case of an environmental emergency
  - c) when to leave in case of a natural disaster
3. The manual is for...
  - a) children
  - b) professionals
  - c) the general public



**6** Check the pictures that correspond to the instructions above and discuss the questions below in pairs.



- ◆ Have you ever experienced an environmental emergency like a flood, an earthquake, etc.?
- ◆ What did you and your family do?
- ◆ What recent environmental emergency have you heard of or experienced?



**7** Look at the pictures below and discuss in pairs: What type of emergency is it?

**E** Read and match the pictures with the correct instructions below.



a



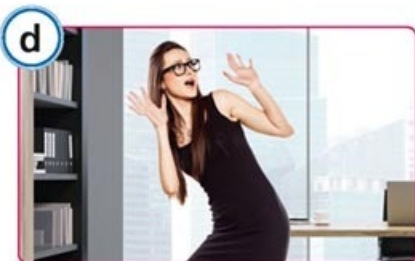
c



e



b



d



f

#### If you are indoors:

- \_\_\_\_\_ Stay inside and drop under heavy furniture such as a table, desk or bed when the shaking starts. Hold on to the object you are under.
- \_\_\_\_\_ Cover your head to prevent being hit by falling objects.
- \_\_\_\_\_ Stay away from windows, and shelves with heavy objects.
- \_\_\_\_\_ Avoid elevators and use the stairs.

#### If you are outdoors:

- \_\_\_\_\_ Stay outside and do not get close to buildings or walls. This is the reason why many people get hurt.
- \_\_\_\_\_ Take cover in a place where you won't be trampled.



**E** Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: If you are outdoors / If you are in a vehicle / If you are indoors.

Listen to your car radio for instructions from emergency officials. Stay at least 10 meters away from downed power lines to avoid injury. Stop driving and park at the side of the street. Walk away from windows, bookcases, tall furniture and light fixtures. *If you are on a bus, stay in your seat until the bus stops. Stay away from the coastline because earthquakes can cause tsunamis. Stay away from doorways because doors may slam shut and cause injuries.*

#### Glossary

**shelves:** (n) long, flat boards fixed horizontally, usually against a wall to store objects on it.

**trample:** (v) to step heavily on something or someone, causing damage or injury.



## Check your Progress

Go to page 55. Read statement 1 and mark your progress according to your performance in the lesson.



### A Poster with Instructions

#### Session I

In this unit, you will produce a poster with a set of instructions to prepare yourselves for an environmental emergency.

Remember to work cooperatively with others; groups; share your ideas and respect others' ideas. To do. By the end of this unit, you and your teammates should have finished this product and present it to the rest of your class.

During this session you will:

1. Get together in teams of five. With your classmates, brainstorm environmental emergencies.
2. Write a list of these emergencies in your notebooks.
3. Discuss which ones you have experienced and what you, your family and community did.

Remember to save your work. You will use it in the following Product session.



### Reading Time!

Read pages 33 to 35 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



How are instructions presented? Does this make them easy to follow? Why?



- 1** Look at the picture, read the text, and discuss the following questions in pairs.

Blizzards are long lasting and dangerous snowstorms with intense snowfall and very strong winds. These strong winds pick up the snow from the ground and blow the snow that is falling creating very low visibility, which results in life-threatening conditions. The fierce winds and cold temperatures accompanying blizzards can have the windchill feeling about  $-40^{\circ}\text{C}$ .

1. Why do you think the exposure to such conditions is dangerous?
2. What problems can blizzards cause?
3. Which countries do you think are more likely to experience blizzards?

- 2** Work in pairs. Read and complete the instructions you should follow in case of a blizzard with the phrases in the box. Then, match them with the pictures.

It is dangerous

It is necessary

It is important



1



2



3



4

### Staying safe outside

If you must go outside during the snow storm, follow these instructions.

- Then, cover your mouth. \_\_\_\_\_ to protect your lungs from cold air.
- First, stretch before you go out. If you have to shovel snow, do some stretching exercises to warm up your body to minimize muscle injury.
- Finally, once outside, be careful. \_\_\_\_\_ walk on snowy, icy sidewalks. Slips and falls can cause serious injuries.
- Next, put on warm clothes. \_\_\_\_\_ wear gloves and hat. Clothes should be water repellent.

### Glossary

**windchill:** (n) the effect that wind has on how cold the air feels.

**shovel:** (v) to move snow, sand or coal with a tool which has a wide square blade attached to a handle.



**3** List the words that show the sequence of the actions in the instructions in activity 2 in the correct order.



\_\_\_\_\_

## Glossary

**stranded:** (adj) not having what is necessary to leave a place or to get out of a situation.

**crack a window:** (v) to open up a window just a little bit to let some air inside.

**4** Underline the sentences that expand the information in each instruction in activity 2. Compare your answers in pairs.

**5** Use the prompts below to write complete instructions in case of a blizzard. Use words to show the sequence of the actions. Listen and check your answers.



If you become stranded when driving:

1. stay / vehicle / help

\_\_\_\_\_

2. car / visible / rescue

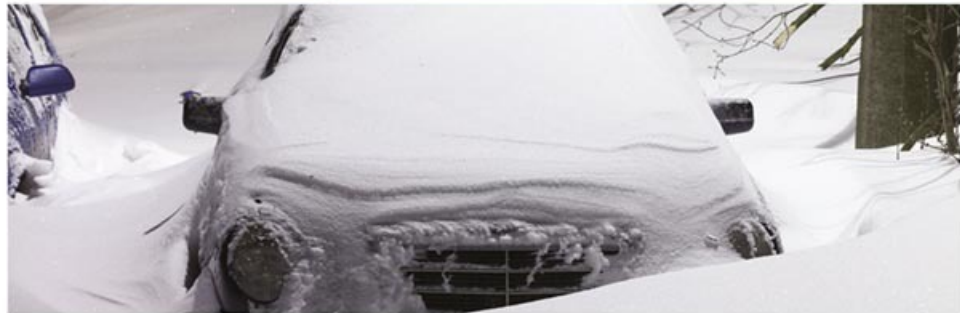
\_\_\_\_\_

3. Turn on engine / some minutes /hour.

\_\_\_\_\_

4. light exercise / circulation.

\_\_\_\_\_



**6** Work in pairs. Rewrite the instructions above adding the following additional information where suitable.

### Additional information

Clap your hands and move your arms and legs.

Hang bits of colored cloth or plastic from the windows as a sign for help.

It is necessary to crack the windows a small amount to allow for the circulation of fresh air.

It is important to protect yourself from overexposure to the cold. A person walking through the snow is harder to find than a stranded vehicle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 7** Read about two emergencies and discuss the question in pairs. Share your answers with the class.

Hypothermia is a dangerous drop in body temperature when your body loses heat faster than it can produce it.  
Frostbite is an injury caused by freezing of the skin.

› What conditions do you think can cause hypothermia or frostbite?

- E** Look at the pictures that show what to do in case of hypothermia or frostbite and write the instructions with the prompts given. Follow the example.



- a) Elevate injured area help / blood circulation / cover / blankets.  
*Elevate the injured area to help blood circulation and cover the person with blankets.*

- b) Hot liquids / not alcohol or caffeine.



- c) Injured area / warm water / 30 min.

- d) Wrap area / gauze pain killers



- E** Work in pairs. Read this prompts that expand and explain the instructions above and rewrite the ones you consider important in full sentences as you did in activity 8 in your notebook.

Water not too hot / burn skin

*Don't use too hot water to warm the area, because it can burn the skin.*



No rubbing or massaging injured areas / No lamps or hair dryer to warm up

No touching blisters / wrap toe or finger individually

Rewarming process painful / professional / blisters not heal

- I** In pairs, write your complete set of instructions, the ones in activity 8 and the ones you chose from activity 9 in your notebook. Then compare them in small groups.

## Glossary

**blood vessel:** (n) any of the tubes through which blood flows in the body

**blister:** (n) a painful swelling on the skin that contains liquid

**heal:** (v) to become well again, after a cut or other injury.



## A Poster with Instructions

## Session II

## Check your Progress

Go to page 55. Read statement 2 and mark your progress according to your performance in the lesson.



1. Get together with your teammates and take out the list of emergencies you wrote in the previous Product session.
2. Choose one of these emergencies and discuss some instructions on how to deal with it.
3. Brainstorm useful instructions to include in your poster. Write them in your notebook. Do some online research to check your instructions and expand them if you wish.
4. Write a final version of your set of instructions in a logical order. You can divide them into sections if appropriate.

Save your work. You will use it in a next Product session.



## Reading Time!

Read pages 36 to 39 from the *Reader's Book*. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?



## Lesson 3



How are instructions presented? Does this make them easy to follow? Why?



**1** Work with a partner. Look at the pictures of safety instructions and discuss what natural disaster they relate to and whether it is common in your country. Mention the last one you know of and the consequences it had.

**2**

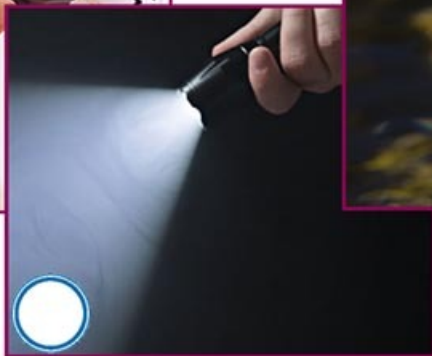
In pairs, take turns pointing at the pictures and saying the corresponding instructions.



14

**3**

Listen, check your answer, and number the pictures in the order they are mentioned.





**4** Write the instructions using your own words. Use the verbs in the box and the words between brackets.

Close   Unplug   Fill   Bring   Fill in   Avoid   Use   Cover

## Tips

We use an explanation mark to express surprise, or to emphasize a comment or short, sharp phrase.

We use a comma to separate phrases, words or clauses in a sentence.

We use a period to mark the end of a sentence which is not a question or an exclamation.

1. (phone) \_\_\_\_\_
2. (gas tank / evacuate) \_\_\_\_\_
3. (plastic bottles / clean drinking water) \_\_\_\_\_
4. (interior doors) \_\_\_\_\_
5. (patio furniture / inside) \_\_\_\_\_
6. (flashlights / not candles) \_\_\_\_\_
7. (windows / shutters) \_\_\_\_\_
8. (small electrical appliances) \_\_\_\_\_



**5** Read these other instructions in case of a hurricane and write **B** (before), **D** (during) or **A** (after), according to when these actions should take place.

## Glossary

**stock:** (v) keep a supply of something.

**dangling:** (adj) something that is hanging or swinging.

**flush:** (v) to make water pass through a toilet.

**sturdy:** (adj) strong, solid, not easily damaged.

- › Avoid flooded roads. \_\_\_\_\_
- › Check batteries, and **stock** canned food, first aid supplies, drinking water and medications. \_\_\_\_\_
- › Keep away from **dangling** power lines and report them immediately. \_\_\_\_\_
- › Fill bathtub and large containers with water in case clean tap water is unavailable. Use this water only for cleaning and **flushing**. Do not drink it! \_\_\_\_\_
- › If you evacuated, return home only when officials say it is safe. \_\_\_\_\_
- › If you are in a two-story house, go to an interior first floor room. \_\_\_\_\_
- › Check your food supplies. If there is any doubt, throw it away! \_\_\_\_\_
- › If winds become strong, lie under a table or other **sturdy** object. \_\_\_\_\_



**6** Work with a partner. Choose the instructions from exercises 4 and 5 you would like to include in this chart. Make any necessary changes or additions. Check punctuation and spelling.



Before the Hurricane	During the Hurricane	After the Hurricane

**7** Work with another pair. Exchange your instructions and compare them. Make suggestions to improve your classmates' work. Write a final edited version of the chart in your notebook.

## A Poster with Instructions

## Session III

During this session you will:

1. Get together with your teammates and take out the list of instructions for an emergency that you wrote in the previous Product session.
2. Read the instructions carefully and check you have included the most relevant information in your list.
3. Exchange ideas with your teammates and decide whether there is any information that should be changed, added or omitted.
4. Write a final version of the instructions.
5. Copy your text on a piece of construction paper to make a poster.
6. Include graphic elements, like pictures to illustrate the instructions.

## Check your Progress

Check your Progress  
Go to page 55. Read statement 3 and mark your progress according to your performance in the lesson.



Save your work. You will use it in a next Product session.



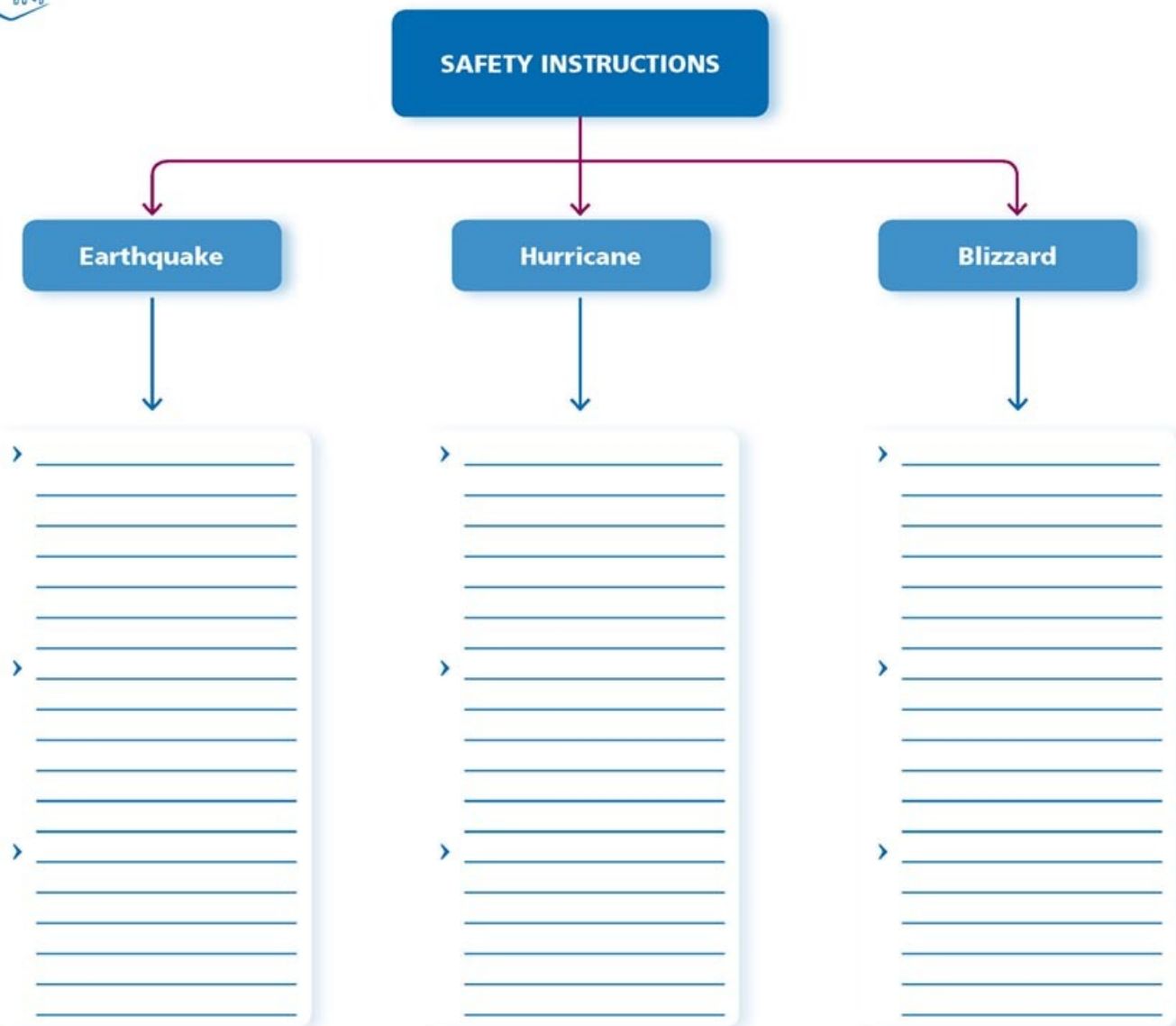
## Reading Time!

Read pages 40 to 43 from the *Reader's Book*. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

## Lesson 4



- 1** Discuss in groups the three most important instructions to face each of the emergency situations in this unit and complete the organizer.



- 2** In groups, discuss what the most common natural disasters in your country are, whether you had to face any of them and if so, what you and your family did.

## A Poster with Instructions

### Final Session

### Check your Progress

Go to page 55. Read statement 3 and mark your progress according to your performance in the lesson.

In this unit you learned about different types of natural disasters, the consequences they bring with them, and also how to be prepared when they happen. You also read about some instructions and recommendations on what to do to keep safe.

It is now time for you to show and compare the instructions and recommendations for a natural disaster your team wrote with those of other teams. Remember that reading aloud will help you practice pronunciation and fluency, so now, go on and present your work to the rest of the group.

To conclude this product:

1. Get together with your teammates and take out the final version of your poster with the instructions.
2. Take 5 minutes to practice reading each of the instructions aloud and to decide who will read each of them.
3. Take turns and read aloud and show your work to the class. If necessary, explain the drawings you made to illustrate your work.
4. Listen to other team's work and be respectful.
5. Display all your posters on the classroom walls once everyone presented their work.



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



### Reading Time!

Read pages 44 to 46 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, visit the Grammar Reference section on page 171 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_

Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Rubric

**1** Mark (✓) the columns according to your performance.

Student's ability to:	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1. Agree with my teammates on different environmental emergencies. (p 44)				
2. Read and understand instructions on how to deal with an environmental emergency. (p 48)				
3. Write instructions and include graphic resources. (p52)				
4. Check and edit instructions.				

**2** Use the results to decide on and suggest remedial work strategies.

# Assessment

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

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





During the planning and performing of the final product, I...

- ▶ participated actively.
- ▶ Identified and understood different information about natural disasters.
- ▶ Wrote instructions to show others how to deal with an emergency.
- ▶ Used the information in this unit to complete the task.
- ▶ Expressed my personal opinions and listened to and respected others.
- ▶ felt more confident and fluent than at the beginning of the unit.







Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

- \* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:**

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					





What are news?

### Achievements

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

**1** Read the following definition. Discuss with your class some examples of mass media.

**mass media** (plural + sing/plural verb): the means of communication by which information and news reach large numbers of people in a short time.

**2** Unscramble these examples, and match them with the pictures.

1. ositieelvn \_\_\_\_\_

3. doria \_\_\_\_\_

2. eht ttreeln \_\_\_\_\_

4. wpprnesae \_\_\_\_\_



**3** Discuss in pairs examples of news for each of the newspaper sections in the box. Then label the pages below with the corresponding sections.



Local and International News

Classified ads

Sports

Entertainment

Business & Finance





**4** Read these newspaper headlines. Tom is interested in news related to scientific discoveries, and inventions, and Emily in environment and sports. Write T (Tom) or E (Emily) next to the news each one is interested in. Discuss in pairs the reasons for your answers.



## Glossary

**crop:** (n) a plant such as a grain, fruit, or vegetable grown in large amounts.

**increase:** (v) to become larger in amount or size.

**5** Now listen and number the headlines in the order Emily and Tom mention them.



**6** Listen to the dialogs again and complete the sentences.

### Asking for and expressing opinions

Dialog 1	A new solar system. How _____? _____ we are close to discovering life
Dialog 2	It's amazing. _____ more food, right? Yes, you _____ they are just improving a natural process...
Dialog 3	This is good news. _____? Yes, _____
Dialog 4	Look! She won the championship. _____? Well, _____



**7** Now, work with a partner and check your answers. Take turns telling each other the information you remember about the news.



- E** Work in groups. Read these headlines and discuss what the pieces of news are about.

Mon Mar 26, 2018

### New Population of Tigers Found in Thailand

Mon Mar 26, 2018

### Floating Homes - A Solution to Flooding

Mon Mar 26, 2018

### Antarctica Gives Ground to the Ocean

Mon Mar 26, 2018

### Trash Robot Collects River Garbage



- E** Read the beginning of each article to check your answers in activity 8. Then use the expressions in the box to ask for and give opinions about the news. Look at the dialogs you completed in activity 6 as a guide. Discuss which news is the most interesting and why.

How about...? What do you ...?  
It seems that... Well, that's... You could say that it / they...

1. This robot created in the US is connected to the Internet and can be controlled by web users from any part of the world. Its purpose is to clean garbage from the Chicago River. It collects trash and takes it to a bin. It will have recognition software to avoid harming wildlife.
2. Anti-poaching efforts in Thailand have made the tiger population increase. "The action of anti-poaching patrols has been vital to conserve the tiger population," said the director of Thailand's national parks. He added, that the efforts will continue because poachers are still a threat.
3. An amazing solution in case of floods. Architects have developed amphibious houses in flood zones. They look like normal houses but in case of a flood they can rise with the flood waters keeping its occupants safe. They are also eco-friendly.
4. Some of Antarctica's biggest glaciers are melted from below by warm water. With the help of a radar spacecraft researchers can find the location of glaciers when they begin to float as they come off the continent. The Thwaites Glacier is matter of concern because it can contribute to global sea-level rise.

### Glossary

**poacher:** (n) someone who catches and kills animals illegally.

**harm:** (v) to hurt someone or damage something.

**rise:** (v) to move upwards.

**melt:** (v) to turn from something solid into liquid.



## Making a comparative chart

## Session I

## Check your Progress

Go to page 71. Read and answer questions a and b according to your performance in the lesson.

In this unit's product you will make a chart comparing news. You will work in small teams, as usual. Let's get started.

1. Get together in teams of five. Brainstorm news topics you are interested in and choose one. You may choose the topic from any of the sections you learned about in this lesson (sports, entertainment, local, international, etc.).
2. Write the topic you chose and the section it belongs to in your notebooks.
3. Gather different newspapers you may have at home or borrow some. You can also go to your local library or browse online newspapers and webpages with news about the topic you chose. In this last case, remember to visit only reliable sources and trustworthy sites such as *The Washington Post*, *BBC News*, *The Sun*, *The New Yorker*, *CNN*, etc.
4. Select the same piece of news reported by at least, three different sources or newspapers. The idea is to get enough material to work with in the following sessions.
5. On a piece of paper, draw a chart and add as many columns as newspapers you researched from. Write the name of the newspaper or publication at the top of the columns and the corresponding headline under it. Check the example below

	The Sun	CNN	BBC News



Save your work and the newspapers you collected or the links to the webpages you visited. You will use them in the following Product Sessions.

## Reading Time!

Read pages 47 to 49 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



How do you find out about what happens in the world?

**1** Read the headlines and match them with the corresponding texts.

**1 A REVOLUTIONARY SOLUTION**

**2 STEPPING INTO THE FUTURE**

**3 A DEVASTATING LOSS**

**4 DON'T WORRY, BE HAPPY!**

a) It is estimated that 40% of coral has died at the Dongsha Atoll in the South China sea, due to a sudden rise in water temperature.

b) Besides sending rockets into space and conquering the solar power industry, Elon Musk wants to implant electrodes in our brains.

c) Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report, according to the UN.

d) A house in Russia took 24 hours to build and its cost was \$10,000. It was done by 3-d printing.



**2** Work in pairs. Discuss what you can infer from each piece of news above. Then complete the sentences with the implied information to check your answers.

become cyborgs

global warming

access cheap homes

a universal goal and aspiration

- 3-d printed houses could be a solution to \_\_\_\_\_.
- Happiness is recognized as \_\_\_\_\_ in people's lives.
- We will \_\_\_\_\_ in a near future.
- \_\_\_\_\_ is affecting corals.





**3** Read this piece of news from activity 1 again and discuss the questions with a partner.



Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report according to the UN.

1. What do you know about the countries mentioned?
2. What do you think makes most people happy?



**4** Look at the chart below and copy it in your notebook. Individually, complete the first two columns with your own ideas on what you know and what you want to know about the topic. Then listen and read the article to complete the third column. Compare your charts in pairs.



What I know	What I want to know	What I learned

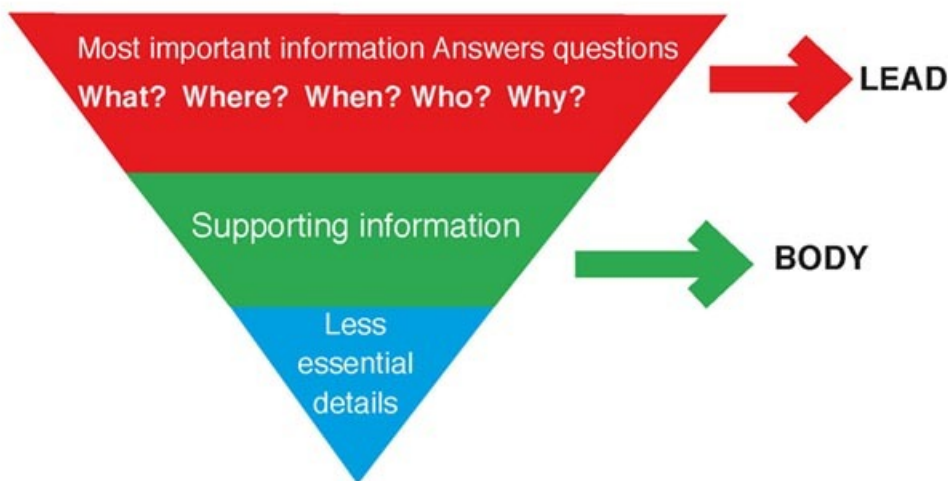
Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

- 5** Look at the structure of a newspaper article. Then, use the color code to underline the corresponding parts in the article in activity 4.

### Inverted Pyramid



### Glossary

**battle:** (v) to fight.

**put out:** (ph. v) to stop something that is burning from continuing to burn.

**ladder:** (n) a structure for climbing up or down.



- 6** Work in pairs. Number the parts of these two articles from a newspaper to follow the inverted pyramid pattern. Then, write a title for each article. Remember that a title shows the most important information in the news using few words and it has to impress the reader. Look at the example on the left side.

**A.** A fire puts people in danger!

The building was under investigation because of deplorable living conditions and violation of safety regulations.

Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital. **1**

Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet.

**B.** \_\_\_\_\_

The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested.

Leo Baker is a famous American artist. The painting was part of a temporary exhibition called *Fragments* which opened on April 12 and will end on May 15.

Police is looking for a man and a woman after a \$ 900,000 painting called *Moonlight* by artist Leo Baker, disappeared from an art museum in Chicago yesterday.

- 7** Listen and check the order of your article. Were you right?



17

## Check your Progress

Go to page 71. Read and answer questions c and d according to your performance in the lesson.

## Making a comparative chart

## Session II

## During this session you will:

1. Get together with your teammates and take out the chart you made in Session I.
2. Look at the articles from the newspapers you collected in Session I or open the webpages where you found the pieces of news.
3. Make sure that the pieces of news that you chose answer the information questions you learned about in this lesson (who, what, where, when, why or how) in their first paragraphs.
4. Discuss whether the structure of the articles follow the Inverted Pyramid pattern. You may go back and look at the information in your book.
5. Now, exchange ideas with your partners and write the Wh-question words in the left column and the corresponding information from each article in the correct space.

	The Sun	CNN	BBC News
What			
Where			
When			



Save your work and the links of the webpages you visited. You will use them in the following Product Session.



## Reading Time!

Read pages 50 to 53 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?



## Lesson 3



What type of news do you read?



**1** Read these two headlines about the same news. Then, discuss the questions with a partner.

- \* Which of these headlines causes a stronger impression on the reader? Why?

1- Giant alligator on golf course in Florida \_\_\_\_\_

2- **TERROR!** Enormous alligator scares golfers in Florida \_\_\_\_\_



**2** Read and match the articles with the corresponding headlines. Then in pairs, give reasons for your choice.

Panicked golfers jumped into carts to escape from enormous alligator on a golf course. Golfers were shocked by the huge size of the beast. "It was literally a dinosaur" said one. "I ran away terrified," said another player. While another group of golfers said, "It is the biggest one we have ever seen." The animal walked slowly across the golf course and slipped into the water.

An exceptionally large alligator was seen yesterday ambling across a golf course in Florida. Many golfers filmed the animal with their cell phones as it slowly moved towards a big lake nearby. Some of them stated it was the biggest one they had seen. It is estimated the animal was 4.5 meters long. The animal did not pay much attention to golfers as it calmly crossed the golf course before retreating to the ponds.

## Glossary

**amble:** (v) to walk in a slow and relaxed way

**retreat:** (v) to go away from a place or person to avoid a difficult situation

**pond:** (n) an area of water smaller than a lake

**3** Compare both texts by writing the correct article number next to each sentence.

1. It focuses on the alligator's actions and not the people's reactions. \_\_\_\_\_
2. It focuses on the people's emotions when seeing the alligator. \_\_\_\_\_
3. It gives the impression the alligator was about to attack the golfers. \_\_\_\_\_
4. It gives information about the size of the alligator. \_\_\_\_\_

## Tips

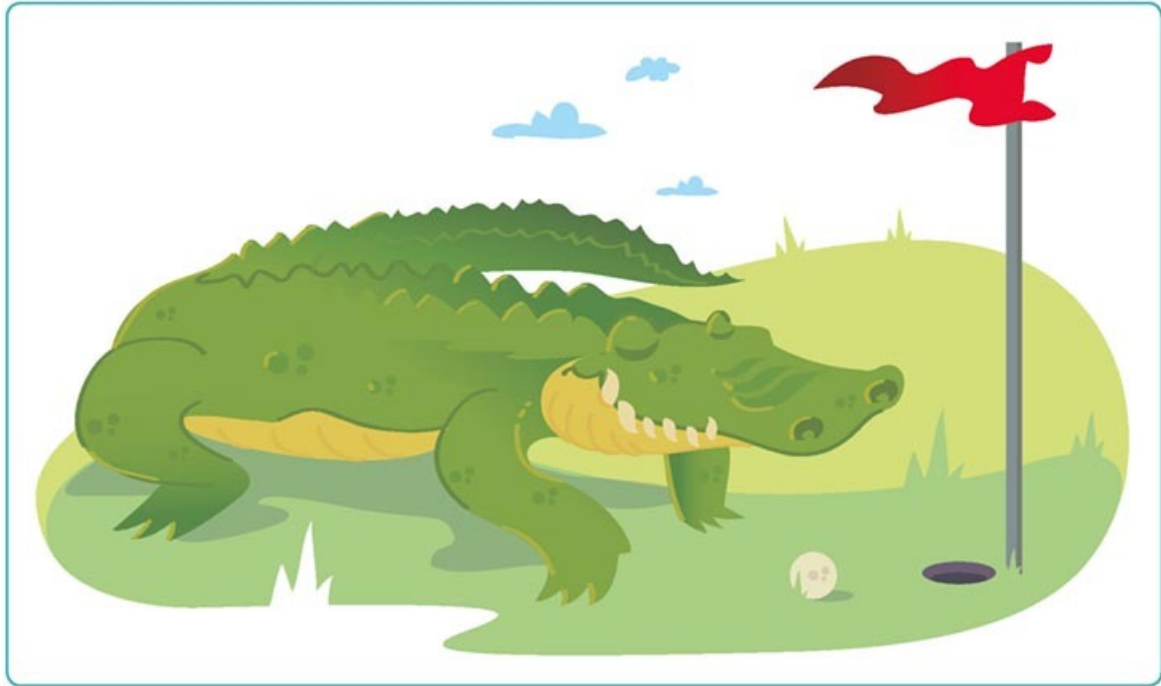
When trying to understand the meaning of new words, it is useful to look at the words that come before and after those words. They can give us context clues about the meaning and use of unfamiliar words.

**4** Read the information in the table comparing two kinds of newspaper. Then, go back to the articles on activity 2 and write T (tabloid), or B (broadsheet) next to the correct article.

Tabloid Newspaper	Broadsheet newspaper
Articles mix fact and emotion	Articles have more fact than emotion.
Shorter sentences.	Longer sentences.
Simple vocabulary.	More elaborate vocabulary.



**5** Read and analyze these sentences from the articles on the previous page.. Then, answer the questions.



- a) *Some of them stated it was the biggest one they had ever seen.*  
 b) *"It is the biggest one we have ever seen."*
1. Which one reproduces the exact words said by a person? —
  2. Which one reports what a person said? —

**6** Check (✓) the aspects that change between both forms of speech

punctuation

verb tenses

nouns

pronouns

**7** Work in pairs. Identify and underline the words that describe the people, animals and the actions in both articles. Look at the examples.

*Panicked golfers jumped into carts to escape from an enormous alligator on a golf course.*

**8** Examine the underlined words and discuss the following questions.

1. How do these words enrich the text?
2. What kind of information do they provide?



**9** Read these articles about the same news published in different newspapers. Then, work in pairs and follow the instructions.

a)

### Plane catches fire and makes emergency landing

A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 130 passengers and crew members

had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

b)

### PANIC – Airline passenger BURSTS INTO FLAMES

A Peruvian passenger plane burst into flames after an emergency landing. Horrified passengers fled the burning plane just before its right wing exploded. A huge fire spread to the fuselage immediately.

One of the passengers, Mark T, said he wouldn't take a plane in the near future. "It's been the scariest experience I've been through", said Jenny M. All 130 passengers are safe.



\* Underline that report what someone said and one that quotes the exact words someone said.

\* Complete the table below with (✓) or (X).

	Article A	Article B
More words to describe protagonists and events		
Longer sentences		
Emotional language		

\* Write an example of each aspect in the table.



**10** Discuss in pairs: Which kind of text would you rather read to be informed about the news? Why?



## Making a comparative chart

## Session III

## Check your Progress

Go to page 71. Read and answer questions e and f according to your performance in the lesson.

During this session you will:

1. Get together with your teammates and take out the chart you made in the previous Product session.
2. Look at the articles you chose and compare the pieces of news you chose in Session I in different newspapers. Pay attention to all the aspects analyzed in this lesson and verify all the items you want to contrast.
3. Draw a similar chart to the one in this lesson with all the items you want to contrast on a piece of construction paper. On a piece of construction paper. Under the chart write an example of each contrasted element, to show how the same event is presented in different ways according to the two newspapers.
4. Paste the versions of the news you chose on the construction paper too.

	Article A	Article B	Article C
More words to describe protagonists and events			
Longer sentences			
Emotional language			



Save your work. You will use it in a third Product session

## Reading Time!

Read pages 54 to 57 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?



**1** Read this news and circle the correct headline.

ELEPHANTS' SAD ENDING STORY

ELEPHANTS HAVE FUN IN MUDDY WATERS

ASIAN ELEPHANTS BREAK FREE FROM A MUDDY HOLE.

## THE NEWS

Last Monday, at a Wildlife Sanctuary in Cambodia, eleven elephants got stuck in an old crater where they had gone to drink and bathe. When the farmers of the area realized the elephants were trapped they informed the Department of Environment who put a rescue plan into action. Local villagers used ropes and vegetation to help the animals out.

"We had to work hard to avoid a tragedy," said Sarah Miles, a Wildlife Society advisor. "The last elephant had to be pulled out of the hole with a rope and every person in the village cooperated."

The herd was formed by three adult females, a male and seven juveniles. These elephants represent an important part of the wildlife population at the Sanctuary.

**2** Work in pairs the graphic organizer answering the questions about the event to summarize the main information in the article.

Q # 1 What happened?

> A # 1 \_\_\_\_\_

Q # 2 Where did they get stuck?

> A # 2 \_\_\_\_\_

Q # 3 When did they get stuck?

> A # 3 \_\_\_\_\_

Q # 4 Who was involved?

> A # 4 \_\_\_\_\_

Q # 5 How did they save them?

> A # 5 \_\_\_\_\_

Making a comparative chart

Final Session

Check your Progress

Go to page 71. Read and answer questions g and h according to your performance in the lesson.

In this unit you did some research about news in several newspapers and websites to compare how the same events are presented in different ways. In this last Product session you will present the results of your research as well as the chart you made to the class.

To conclude this product:

1. Get together with your teammates and take out your comparative chart.
2. Take some minutes to go over the information to make sure your chart is complete and covers all the aspects you want to point out. Decide on the participation of each team member.
3. Make your presentation. Read the versions of the news and then, display your comparative chart in front of your audience. Explain each of the aspects you compared and contrasted and read the corresponding examples.
4. Listen to other teams and be respectful.



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your work in your Portfolio.



Reading Time!

Read pages 58 to 60 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, visit the Grammar Reference section on page 172 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Questionnaire

**1** Answer the questionnaire to evaluate your performance.

a. Did you read news and their headlines? (pp. 59)

\_\_\_\_\_  
\_\_\_\_\_

b. What were the topics of the news you read? (pp. 57 and pp. 59)

\_\_\_\_\_  
\_\_\_\_\_

c. Were you able to match text to the headlines? (pp.61)

\_\_\_\_\_  
\_\_\_\_\_

d. What questions can you answer with the Inverted Pyramid? (pp.63)

\_\_\_\_\_  
\_\_\_\_\_

f. What elements can you see in news published in newspapers? (pp. 67)

\_\_\_\_\_  
\_\_\_\_\_

g. What questions can you answer with the news stories you selected? Write down these questions and answers.

\_\_\_\_\_  
\_\_\_\_\_

h. How would you grade your news comparison? Why?

\_\_\_\_\_  
\_\_\_\_\_

Excellent    Very Good    Good    Poor

\_\_\_\_\_  
\_\_\_\_\_

**2** Use the results to decide on and suggest remedial work strategies.

## Assessment

Let's reflect! Check (✓) each of the achievements you accomplished. Cross out (X) the ones you didn't and ask your teacher for help.

Now I can ...

- ▶ review news from the newspapers.
- ▶ read and understand journalistic news.
- ▶ contrast news from different newspapers.
- ▶ ask and answer questions to understand content.


During the planning and performing of the final product, I...

- ▶ participated actively
- ▶ found interesting and useful information on the Internet.
- ▶ contributed with observations and point of view when making the chart.
- ▶ felt more confident and fluent than at the beginning of the lesson.
- ▶ spoke clearly and used the appropriate body language during the presentation.
- ▶ felt more confident and fluent than at the beginning of the unit.


Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					





What is literature?

### Achievements

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

**1** Read an extract of the story *Alice in Wonderland* and match the pictures with the parts of the text.



- [ 2 ] Hmm...He won't answer me. How impolite of him! I wonder if I might follow him. Why not? I will follow him.
- [ 3 ] How curious. I never realized that rabbit holes were so dark... and so long...and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! I wonder how many miles I've fallen by this time. I must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!
- [ 1 ] I say, Mr. White Rabbit, where are you going?



**2** Work in pairs and discuss the following questions.

- Who is Alice speaking to in the second and third pictures?
- Why is she doing that?

**3** Write Monologue or Dialog next to the definitions below.

- A conversation between two or more characters in a story.

---



---

- A speech given by one character to himself / herself, another character, and/ or the audience.

---



---

## Tips

- The topic of a monologue is what the monologue is about.
- Monologues can have a funny or comic tone or can be serious, depending on the situation and topic. The language can be formal or informal depending on the context and the people addressed.



### 4 Match the genres of monologues with their characteristics.

Interior monologue

Dramatic monologue

A speech by a single character given to the audience or another character. It can be formal or informal, funny or serious.

A speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

### 5 Listen and read along. Then, label the monologues with their corresponding genres, interior or dramatic. In pairs give reasons for your answers.



#### 1. interior

*Anne of Green Gables looking at herself in the mirror...*

I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't – I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it?

(Adapted from *Anne of Green Gables* by Lucy Maud Montgomery)

#### 2. dramatic

*Marc Anthony to the people of Rome...*

Friends, Romans, countrymen,  
lend me your ears;  
I come to bury Caesar, not to  
praise him.  
The evil that men do lives after  
them;  
The good is often interred with  
their bones:  
So let it be with Caesar...  
(Adapted from *Julius Caesar* by  
William Shakespeare)

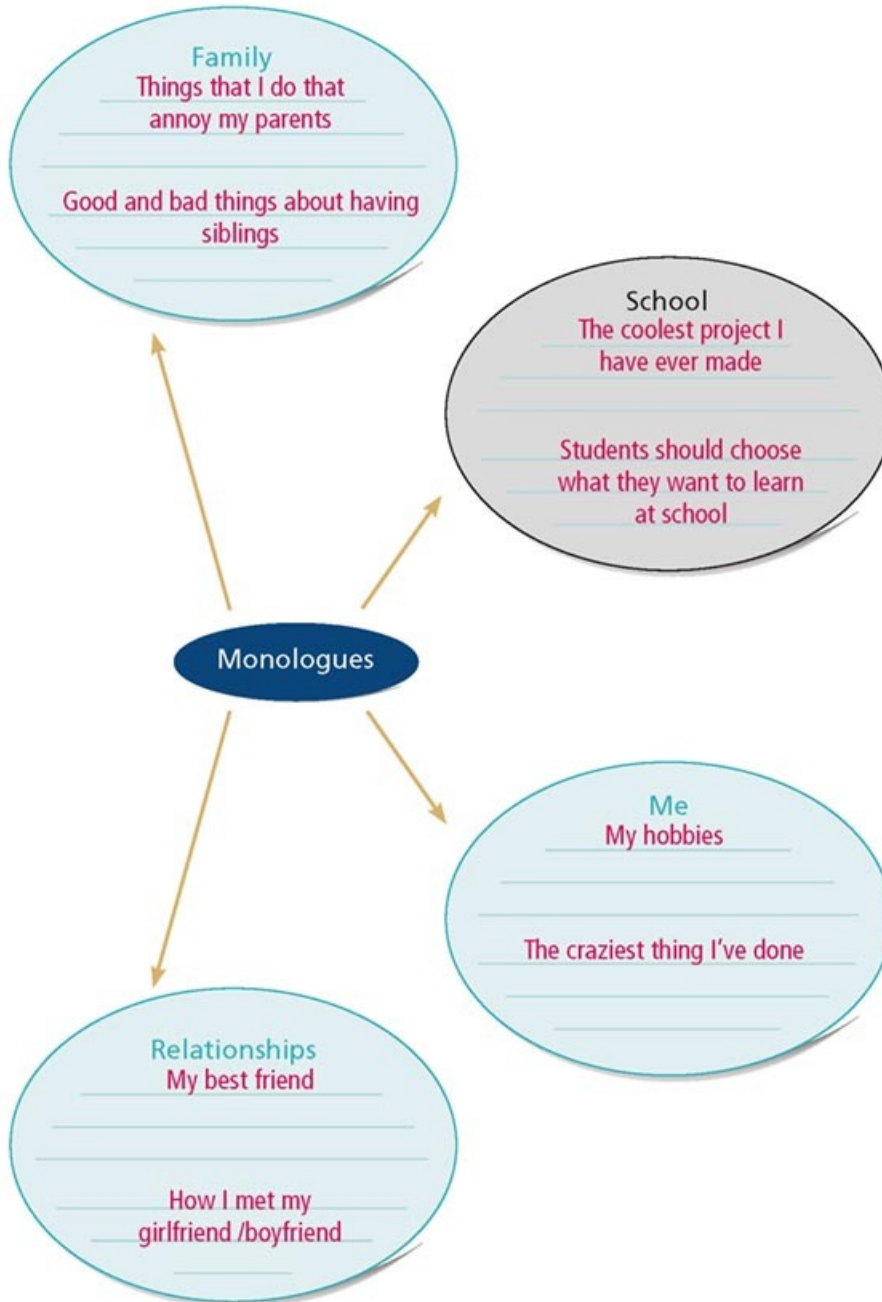


### 5 Work in pairs. Read the Tips box, study the monologues above and answer the questions.

1. What is the topic of each monologue?
2. Which one has a funny or comic tone and which one is serious?
3. Why is monologue 2 more formal? What is the situation?
4. Do you think they are for children, teenagers and/or adults? Why?



**7** Classify the topics in the box into the mind map below. Add two more topics to each category.



My hobbies  
 My best friend  
 Things that I do that annoy my parents  
 The coolest project I have made  
 Good and bad things about having siblings  
 The craziest thing I've done  
 Students should choose what they want to learn at school  
 How I met my girlfriend/boyfriend



**E** Work in teams of three. Choose three topics from the mind map, and write words and expressions related to them in your notebooks. Use a dictionary or ask your teacher for help. Look at the example.

*My hobbies. love, going to...playing  
 ...every day I also like ...collecting ...*

## Playing "IMPROVISED MONOLOGUES"

## Session I

Check  
your Progress

Go to page 87. Read statement 1 and mark your progress according to your performance in the lesson.

In this unit, your final product is designing and playing a game called Improvised Monologues. You will work in small teams to decide on the genres and topics of the monologues to perform, and the rules to play the game. So, let's start with this first session.

1. Get together in teams of five. Brainstorm monologue topics you find interesting and appealing and make a list in your notebooks.
2. Include topics that can be used for a dramatic or interior monologue. You can use a mind map as the one in this lesson, or any other diagram you like.
3. Write expressions and words related to each of the topics you listed. Use a dictionary to help you with the vocabulary you will need for your monologue.



Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 61 to 63 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



What can you do to convince someone so that you can get something you want?

### 1 Work in pairs and discuss these questions.

1. Have you ever had to talk to more than ten people? What about?
2. If not, what things do you think are important when giving a speech?
3. What kind of body language is the most appropriate?

### 2 Work in pairs. Read this monologue and answer the questions.

- Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes, and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

- > Who is Colin speaking to? Collin is speaking to his own self practicing his speech.
- > What is the purpose of his speech? To convince the audience to vote for him.

### Glossary

**improve:** (v) to get better

**geek:** (n) someone who is intelligent but not fashionable or popular

### 3 Now, listen to the monologue and check (✓) the picture that shows the situation.



### 4 Read the statements and underline the correct options.

1. Body language is important / not important when delivering a speech.
2. In order to convince people of voting for him, Colin should concentrate on his speech but not look at his audience / make visual contact with his audience.
3. Colin should stand still and read his proposal / show enthusiasm by making some body movements.



**5** Listen to Kate's monologue. Then, answer the questions. 21

- > Who is Kate talking to? To her father
- > What about? a school party
- > What is the purpose of her speech? That her father lets her go to the party

**6** Check (✓) the emotion she wants her listener to feel.

happiness  forgiveness  anger

**7** Look and match the pictures showing Kate's speech with her intentions.



2



4



1



3

- 1 Justifying misbehavior
- 2 Begging for permission
- 3 Begging for permission again
- 4 Recognizing mistakes

## Glossary

**forgiveness:** (n) the act of not punishing someone for something the person has done

**tidy up:** order and arrange things in the right place

**fail:** (v) to not succeed in what you are expected to do

**8** Read and listen again to Kate's monologue and add slashes (/) every time she makes a pause. 21

Oh, Dad, please, please. / Let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. *What I mean is* / I can't miss it! / I know I haven't been good lately. I know I haven't tidied up my room, I know I said I was studying, but I was listening to music in my room / and I failed my exams, and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, / *mean* / he's not a baby anymore, right? Anyway, going back to the party, please let me, won't you? / What do you say?



**9** Read the sentence before and after the words in italics in the monologue and discuss the question in pairs.

Why does Kate use the phrases *What I mean is...* and *I mean...*?

**10** Plan and write a monologue about the following situation:

You are a father or mother scolding your son or daughter for misbehavior. You feel angry and want him or her to understand why you are angry and to recognize his or her misconduct.

**Steps:**

- › Think of the situation why you are scolding your son or daughter.
- › Discuss and decide on the most appropriate body language and tone of voice to convey your feelings and achieve your purpose (recognizing misbehavior).
- › Include pauses to create effect and expressions like *What I mean, I mean...* to make sure your message is clear.

Students' own answers



**11** Get together with another pair and compare your monologues. Take turns performing them.

## Playing "IMPROVISED MONOLOGUES"

## Session II

Check  
your Progress

Go to page 87. Read statement 2 and mark your progress according to your performance in the lesson.

1. Get together with your teammates and take out the list of possible topics for the monologues you chose for your game.
2. Go over the vocabulary and expressions you listed and take some minutes to think of some more words you could add.
3. Draw a chart to list the different ways in which you can feel: angry, sad, happy, nervous, excited, etc. Try to cover as many emotions as possible. Use a dictionary to help you with new words. Then, brainstorm different gestures and facial expressions associated with each of the emotions in your list. Rehearse them with your teammates.
4. In order to get some practice before actually playing the game, you can take turns with your teammates picking up one of the topics in your list, looking at the connected words and expressions, and improvising a short monologue. Include the body language you have discussed in this session.
5. Ask your teacher to help you if necessary.



Save your work. You will use it in the next Product session.



## Reading Time!

Read pages 64 to 67 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?



## Lesson 3



What differences do you think there are between you and teenagers from the USA?



**I** Discuss the following questions in pairs.

\* When was the last time you thanked someone? What was it for?

**II** Work in pairs. Check (✓) the situations below where you would use more formal language. Can you think of any other situations?

- |                               |                                     |
|-------------------------------|-------------------------------------|
| a) in a speech or lecture     | <input checked="" type="checkbox"/> |
| b) with friends and relatives | <input type="checkbox"/>            |
| c) in a job interview         | <input checked="" type="checkbox"/> |
| d) in a ceremony              | <input checked="" type="checkbox"/> |
| e) in everyday conversations  | <input type="checkbox"/>            |

**III** Listen and read the following monologues. Write F (formal) or I (informal) next to each one. Then, match them with the pictures.



1. We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage. [ F ]

2. Thanks guys for coming! Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers! [ I ]



2



1

## -Glossary

**heritage:** (n) aspects related to the culture of a particular society, such as traditions, languages or buildings that have historical importance

**thrilled:** (adj) extremely happy

**awesome:** (adj) (informal) extremely good

**IV** Underline the formal expressions in monologue 2 that correspond to the following informal ones in monologue 1.

- a) Anna and I are thrilled      b) Thanks guys for coming      c) Cheers!



**5** Match the following informal expressions on the left with the formal ones on the right.

## Tips

Read and complete the sentences with the words formal and informal.

- We use formal language in situations that involve people we do not know.
- We use informal language in situations that involve people we know well. It is more casual and spontaneous.



**Teacher praising her students for their good exam results**

- a) I'm so happy
- b) I can see you've studied.
- c) This shows when you put satisfied. your mind to it you can do it.
- d) Keep it up!



**President of company praising his staff for their good work**

- c This shows your commitment.
- d Continue with your good performance.
- a I am most pleased /satisfied.
- b I am aware of your effort.



**6** Work in pairs. Take turns performing the monologues in this lesson. Use appropriate body language.

**7** Read the topics for a monologue in the box and then, complete with words, expressions, and ideas to include in each of them. Use a dictionary if necessary.

1. A day to remember
2. What you would like to be and do when you grow up
3. Thanking someone and giving reasons

## Notes

1. Students' own answers

2. Students' own answers

3. Students' own answers



**Get together in groups of three. You are going to improvise a monologue about one of the topics in activity 7. Discuss these questions to decide the rules to play.**

- How will you decide which monologue the player has to perform?  
Students' own answers

---

- Are you going to roll a dice or flip a coin to know who starts first?  
Students' own answers

---

- What's the time limit for turns to speak?  
Students' own answers

---

- How does the game continue?  
Students' own answers

---

**Complete this table to assess your classmates' performances.**

<b>Content:</b> ▶ very interesting (3) ▶ interesting (2) ▶ OK (1)	<b>Verbal language:</b> ▶ very good (3) ▶ good (2) ▶ OK (1)	<b>Body language:</b> ▶ very effective (3) ▶ effective (2) ▶ not appropriate (1)
--	--	---

	Student 1	Student 2	Student 3
Content			
Verbal language			
Body language			

## Tips

When giving feedback...

- keep it positive.
- be specific to clarify what you liked.
- make suggestions to improve the aspects that need work.

Remember that constructive feedback helps to improve everyone's performance.

**Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.**

Check  
your Progress

Go to page 87. Read statements 3 and 4 and mark your progress according to your performance in the lesson.

## Playing "IMPROVISED MONOLOGUES"

## Session III

This is the third session to create your product and you are almost finished. Follow these steps to continue working on it:

1. Get together with your teammates. Go over your list of monologue topics and situations. Add or remove any topics to edit a final list.
2. Look at your chart of emotions and feelings. Make sure it is complete.
3. Now, decide on the rules to play your game. Look at the questions on the previous page and choose your options. Write them down in your notebook.
4. Draw a table to assess your teammates' performances. Decide which aspects you are going to evaluate and be prepared to give feedback. Remember it is important to value your teammates' strengths and to make suggestions to help improve their performance.



Save your work. You will use it in the last Product session in this unit.



## Reading Time!

Read pages 68 to 71 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

- 1** Read these two monologues and write I (interior) or D (dramatic) next to each one, according to their type. Then, write on the line what situation they describe.

**A**

Oh, I can't believe it! He spoke to me... to me! Of all girls at school, isn't that awesome? I wonder how I looked... did I look alright? Was I blushing? I was so tense I don't even remember what I said. And he's so cute! Should I speak to him tomorrow? I need something to say, or maybe I can just say hi yes, that's it! I don't want him to notice I have a crush on him. [ I ]

A girl feeling happy because the boy she likes spoke to her



**B**

Without you I'm miserable. If you marry me I will happily watch romantic movies with you, and go shopping for clothes all day long. I'll never leave my socks on the floor. I'll even learn how to use the washing machine. I'll never complain if you take hours getting ready to leave the house. I'll never forget your birthday. Please say yes... [ D ]

A man asking a woman to marry him

## Glossary

**have a crush on somebody:** (informal) to feel a strong but temporary attraction for someone

- 2** Choose some of the words in the box to answer the following questions:

excited

worried

anxious

nervous

happy

disappointed

unsure

- > How do you think the man feels?  
Possible answers: He feels anxious, nervous
- > How do you think the girl feels?  
Possible answers: She feels excited, happy, unsure



- 3** Write your own version of monologue A in your notebook. Use some of the sentences in the box and your own ideas to what the girl says.

Did I look OK? / I felt very nervous / He/She is so beautiful/cute/handsome  
I don't know what to do / Should I start talking... / Perhaps, it's better to...  
He /She mustn't know how much...



- 4** Compare your monologues in pairs. Take turns performing it. Use body language to show your emotions. Give your partner feedback on his /her performance.

## Check your Progress

Go to page 87. Read statement 5 and mark your progress according to your performance in the lesson.

### Playing "IMPROVISED MONOLOGUES"

#### Final Session

As you learned during this unit, monologues are speeches delivered by one character to the audience or to another character. They can be dramatic or interior.

Now that you have discussed possible monologue topics for teenagers, and you have analyzed how to use body language to express different emotions and feelings it's time to play the game following the rules you have agreed on.

1. Get together with your teammates and take out the list of topics with related words and expressions, and the rules to play the game.
2. Take a few minutes to look at the topics and the words and expressions to refresh your memory.
3. Start playing the game according to the rules you wrote. You may want to time everyone's participation.
4. Once you participated, listen to your teammates and be respectful.
5. Remember to assess each player's participation and give a brief feedback on his or her performance.
6. Once the game is over look at your assessment table to decide whose performance was the best.



Congratulations! This is a great evidence on how you are progressing at learning and communicating in English. Save your written work in your Portfolio.



#### Reading Time!

Read pages 71 to 74 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, visit the *Grammar Reference* section on page 173 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Rubric

**1** Mark (✓) the columns according to Mark performance.

My ability to:	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1. Recognize different types of monologues. (pp. 74)				
2. Notice the importance of body language to cause emotions. (pp.77 and pp. 78)				
3. Choose appropriate language according to the situation (formal or informal). (pp.81)				
4. Come up with rules to participate in the "improvised monologues" game. (pp. 83 and pp. 84)				
5. Give feedback to classmates so that they are able to improve their performances. (pp. 83 and pp. 86)				

**2** Use the results to decide on and suggest ideas to improve your English learning.

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ identify different kinds of monologues.
- ▶ plan a monologue.
- ▶ present a monologue.
- ▶ give my classmates constructive feedback on their performance.

During the planning and performing of the final product I ...

- ▶ participated actively.
- ▶ was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions.
- ▶ felt more confident and fluent than at the beginning of the unit.
- ▶ showed a critical and self-critical constructive attitude to assess my work and my classmates' strengths regarding the command of the English language.
- ▶ made suggestions to improve my classmates' performance.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

- \* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					





What is an experience you will never forget? Why?

### Achievements

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

**I** Match the scenes with the words in the box that describe them. Some may go with more than one scene.



exciting	<u>    A / B / C    </u>	beautiful sight	<u>    A    </u>
great match	<u>    B    </u>	airport	<u>    C    </u>
entertaining	<u>    B    </u>	celebrate victory	<u>    B    </u>
sunny day	<u>    A    </u>	flight departed	<u>    C    </u>

**2** Work with a partner. Describe the scenes to each other. Use some of the words in the previous activity.



**3** Look at the people in the picture and discuss in pairs how they feel. Use some of the words in the box.

excited      upset      happy      surprised      relaxed



## 4 Listen to three dialogs and complete the table.

	Who is the speaker talking to?	What is the topic of conversation?	How are they communicating?
Dialog 1			
Dialog 2			
Dialog 3			

## 5 Read the words in the box and check their meaning with a partner. Then complete the dialogs.



you missed it    a bit expensive    terrible traffic jam    the top of my voice  
 plenty of pictures    got stuck    a beautiful sight



1.  
**Mark** Hello?  
**Rob** Hi, Mark. It's Rob.  
**Mark** Hi! You're back! So, how was it?  
**Rob** We loved it. Such \_\_\_\_\_! We took \_\_\_\_\_. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?  
**Mark** We'd like to, but I don't know, the airline ticket is \_\_\_\_\_.



2.  
**Sean** You didn't go to the football match! \_\_\_\_\_!  
**Dad** Yeah, I know Arsenal won.  
**Sean** Yes, with two amazing goals. I shouted at \_\_\_\_\_. It was very exciting! Next time you should come with Jimmy and me, dad.  
**Dad** Sure!



3.  
**Stephanie** Hi, Kate. We missed you. How were your holidays?  
**Kate** Great, but you won't believe what happened to Maggie and me in New York.  
**Stephanie** What happened?  
**Kate** We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine. and then there was a terrible \_\_\_\_\_. We \_\_\_\_\_ behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!  
**Stephanie** Oh, no!



## 6 Role-play the dialogs in pairs. Pay attention to intonation and body language to make them sound real.

**7 Find and circle the words in British English in the dialogs that correspond to the following ones in American English.**

highway      soccer      pharmacy      vacation      trucks

**8 Kate is now telling her mom what happened to her in New York. Discuss these questions in pairs.**

- > Is the story the same?
- > What is different?

We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were some lorries, but we thought we would make it anyway. Guess what? We were wrong! When we arrived, we realized the plane had left!



**9 Underline the phrases and sentences that have a similar meaning to the ones she used in the previous dialog.**



**10 Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**

It would be great      loads of photographs      enjoy your trip to the mountains      wonderful scenery      a little pricey      intend to return

**11 Find and circle the words in British English in the dialogs that correspond to the following ones in American English.**

British English	American English	
4. football	pharmacy	<u>3</u>
5. holiday	highway	<u>5</u>
6. chemist's	soccer	<u>1</u>
7. lorries	vacation	<u>2</u>
8. motorway	trucks	<u>4</u>



**12 Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**



## An Autobiographical Anecdote

## Session 1

Throughout this unit, as you did previously, you and your teammates will work on producing a dialog where you talk about an autobiographical anecdote. You will work in small teams to create your dialogs and by the end of the unit you will present it to the rest of your class.

During this session you will:

1. Get together in teams of three. With your classmates, brainstorm different good, unpleasant, surprising, unexpected, funny or curious experiences you have had. They can be recent ones or from your childhood.
2. Choose two own experiences and tell the members of your team briefly what they are about. Then write some key words to identify them, for example: childhood memory / funny / trip to Oaxaca, to be able to remember them on a sheet of paper.

## Check your Progress

Go to page 103. Read statement 1 and mark your progress according to your performance in the lesson.



Remember to save your work. You will use it in a second Product session.



## Reading Time!

Read pages 75 to 77 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



What do you remember about your experiences?  
Feelings? Smells? Taste? Sounds?

### 1 Look at the picture and discuss: What type of event is it?



1. Take turns describing the scene.

### 2 Listen to the Joe and Stan talking and answer the questions in pairs.



1. How are they communicating?
2. What are they talking about?
3. Why Joe couldn't be there?

### 3 Work in pairs. Complete the rest of the conversation with the questions in the box.

- |                                |                                  |
|--------------------------------|----------------------------------|
| a) You mean they won?          | b) Anyway, how was your weekend? |
| c) Did they play at the party? | d) Where was it?                 |
| e) Why, what happened?         | f) Did he prepare the food?      |

### Glossary

**backyard:** (n) a garden behind a house

**sausage:** (n) a food that consists of a tube of skin containing very small pieces of meat mixed with spices

**ride:** (n) a free trip in somebody's car break down: (phr.V) to stop working

- Stan: It was great. There were lots of people.  
 Joe: \_\_\_\_\_ ?  
 Stan: In the backyard. We had a barbecue.  
 Joe: Lucy's father loves cooking. \_\_\_\_\_ ?  
 Stan: Yes, we had some sausages and hamburgers and on top of that, a delicious chocolate cake.  
 Joe: Tracy's cousins have a rock band. \_\_\_\_\_ ?  
 Stan: Yes, they did. They sound really good. And later, we played volleyball, boys against girls, but they were far better than us.  
 Joe: \_\_\_\_\_ ?  
 Stan: Yes, and by an ample margin. It was all great until the end.  
 Joe: \_\_\_\_\_ ?  
 Stan: Megan's dad gave me a ride, but the car broke down half-way back. He called the emergency road assistance and it took a long time. We were all hungry, thirsty and very tired. I arrived home at midnight!  
 \_\_\_\_\_ ?



### 4 Listen and check your answers.





**5** Work in pairs. Discuss the purpose of each of the questions in the box in activity 3 and match them with the corresponding ones below.

- To get more information \_\_\_\_\_
- To check understanding \_\_\_\_\_
- To invite the other person to talk. \_\_\_\_\_

**6** Read these sentences from the first and second part of the dialog on the previous page and study the words in italics. In pairs, analyze how they link ideas. Classify them in the table below.

- I couldn't go *because* I spent the weekend on my grandma's farm.
- We had some sausages and hamburgers and *on top of that*, a delicious chocolate cake.
- *And later*, we played volleyball, boys against girls.
- Yes, *and* by an ample margin.
- Megan's dad offered me a ride home, *but* the car broke down half-way back
- He called the emergency road assistance, *but by the time they arrived*, we were all hungry, thirsty and very tired.

Phrases or words that link ideas by...	
stating the reason for something	<i>because</i>
showing the sequence of events	<i>And later, by the time they arrived</i>
establishing a contrast	<i>but</i>
showing addition	<i>On top of that</i>
emphasizing something surprising	<i>actually</i>

**7** Look at the pictures of another birthday party and describe them in pairs. Then discuss the following questions.

- Do you think Tom and Carol enjoyed the party? Why? / Why not?





- E** Work in pairs. Write a conversation telling a friend about a party you went recently. In your notebook. You can include some of the questions, vocabulary and connectors in the boxes.



### Questions

- Why? What happened?
- What about the food?
- What did he say?
- You mean, the same T-shirt?
- Is he feeling better now?
- So, you're saying it was impossible to go out?

### Vocabulary

- present
- small apartment
- big balcony
- horrible
- crowded
- tasted awful
- raining heavily
- Tom felt miserable
- terrible stomachache
- apologize

### Connectors

1. but
2. because
3. on top of that
4. and later
5. actually
6. by the time
7. and later
8. actually
9. by the time



- E** Work with another pair. Take turns to role-play your conversation. Use body language to show different emotions.

Check  
your Progress

Go to page 103. Read statement 2 and mark your progress according to your performance in the lesson.



## An Autobiographical Anecdote

## Session II

1. Get together with your teammates and take out the sheet of paper with the key words you wrote about your experiences in Session I.
2. Choose one of the stories in your column of the chart and individually write a first draft of your anecdote.
3. Brainstorm possible questions for each of the three chosen stories with your teammates, and write them down. Their purpose can be to get more information or details about the story, to confirm understanding, or to let others talk and tell their own anecdote.
4. Check the questions are correctly written and serve their purpose.

Remember to save your work. You will use it in the next Product session



## Reading Time!

Read pages 78 to 81 from the Reader's Book. Then, discuss what you read as a group. Is there something about this story that caught your attention? Which do you think is the most interesting part of this story so far?



## Lesson 3



Why do people like to share their personal experiences with others?

**1** Look at the pictures and discuss the following questions in pairs.

Picture 1: What do you think Jennifer is telling Emma?

How does Jennifer feel?

Picture 2: How does Emma feel about what Jennifer is telling her?



**2** Listen to the conversation and complete the main ideas below.



• Jennifer tells Emma she feels \_\_\_\_\_ because \_\_\_\_\_

• Something strange happened: \_\_\_\_\_

**3** Listen again and answer the questions with the specific details Jennifer mentions. Check your answers in pairs.

1. When did she go out with Paul? Saturday

2. Where did they go? to the movies

3. What was the name of the movie? The Post

4. What did they eat afterwards? pizza

5. Where did the guy speak to Paul? As they were leaving the pizza place

6. How did Paul feel at first? surprised

7. How did he feel afterwards? upset



**4** Discuss in pairs.

How would you describe the experience Paul had?

If you were in the same situation, would you want to meet the other person or not? Why?



**E** Work in pairs. Study these pairs of sentences and answer the questions.



1. Paul said, "I want to meet Luke."
2. Paul said he wanted to meet Luke.
3. The guy explained that Luke was his friend, but that he had moved to another city and they hadn't seen each other for some time.
4. The guy said, "Luke is my friend, but he moved to another city and we haven't seen each other for some time."

1. Which sentences quote the exact words someone said?

1, 4

2. Which sentences report what someone said?

2, 3

3. What changes are there when we report someone's words?

there are no quotation marks

**E** Work in pairs. Think of a funny or scary event that happened to either of you and follow the steps below.

1. Write down the main ideas in the order they happened.

---

---

---

---

---

---

---

---

2. Add details that answer questions like: Where...? What...? When...? Who...? Why...? How...? etc. and rewrite the story.

---

---

---

---

---

---

---

---

3. Include some sentences where you quote someone's words and others where you report what someone said.

---

---

---

---

---

---

---

---

4. Write the final version of your story.



**7** Get together with another pair. Exchange books. Think of questions you could ask about the story your classmates wrote, they can be to get more information or to check you understood correctly. Write them down.

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

\_\_\_\_\_ ?



**8** Take turns for a student of each pair to role-play the stories. Use the information in your notebook and when listening to the story use the questions you wrote in activity 7.



**9** Share the story you and your partner wrote, with another pair of students.

## An Autobiographical Anecdote

## Session III

Check  
your Progress

Go to page 103. Read statement 3 and mark your progress according to your performance in the lesson.

1. Get together with your teammates. Take out the sheet of paper with notes on your personal experiences and the list of questions you wrote in the previous session.
2. Work individually. Write a final version of your story in your notebook. Start writing the main ideas in the correct order and then add details that give information about the place, time, feelings, and way in which the events happened.
3. Exchange stories with your teammates. Read them and think of questions you could ask your classmates to clarify the meaning of something, to get more information, or to make sure you understood correctly. Write a set of questions for each story in your notebook.



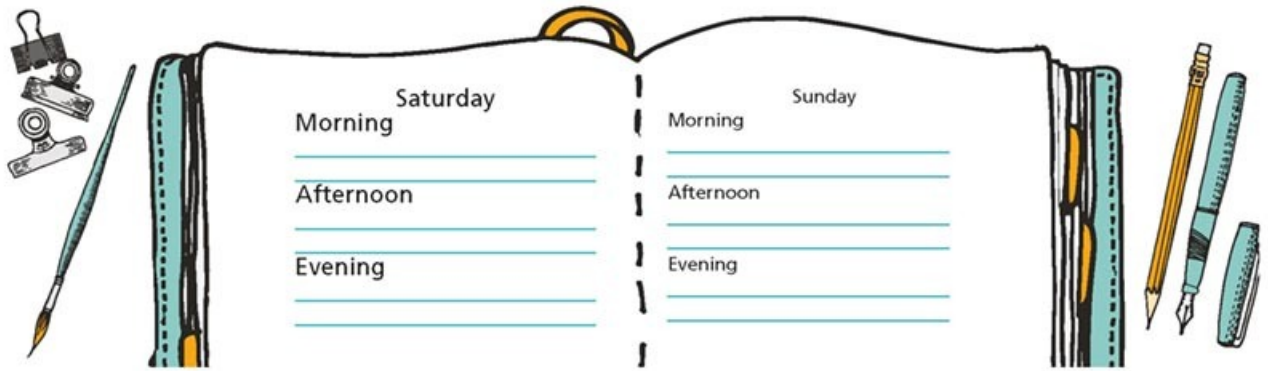
Save your work. You will use it in the final Product session.



## Reading Time!

Read pages 82 to 85 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

**1** Write some activities you did last weekend on these diary pages.



**2** Work in pairs. Take turns telling your partner what you did during the weekend. Ask your partner questions to get more information and details about the activities and to confirm you understood correctly.



**3** Work with a partner. Think of a recent event you attended, a birthday party, a trip, or something you really enjoyed. Make notes about the atmosphere, food, drink, music, friends, things you liked, etc.

## Autobiographical Anecdote

### Final Session

### Check your Progress

Go to page 103. Read statement 4 and mark your progress according to your performance in the lesson.

During this unit you learned to share your personal experiences in a conversation and to ask questions to obtain more information, or to check your understanding. In this final session you and your teammates will take turns telling anecdotes and asking and answering questions about the stories.

1. Get together with your teammates and take out the final version of your anecdotes.
2. Take 5 minutes to read and review your story.
3. Tell your anecdote to your teammates. and be ready to answer their questions while you tell the story.
4. Once the three of you have shared your anecdotes, join another group and share your story once more with the other classmates in the group. Answer their questions.



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



### Reading Time!

Pages 86 to 88 from the Reader's Book. Is there something you would like to share with your classmates? Before you continue with the next unit, visit the Grammar Reference section on page 174 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation instrument

**1** Work with a partner and complete the form as you observe.

Partner's name: \_\_\_\_\_

<p>1. When we role-play a dialog, my partner uses correct intonation and body language to make it sound real. (pp. 90)</p>	
<p>2. When we read, listen to or role-play a dialog, my partner is able to share with me the main idea and details of the experience are. (pp. 93 and 95.)</p>	
<p>3. When I share a personal experience, my partner asks me questions to get more information. (pp.98 and pp.99)</p>	
<p>4. When my partner shares his/her personal experience, I can understand what it is about because he/she uses the correct words and expressions.(pp. 101)</p>	

**2** Use the results to decide on and suggest ways to improve your work.

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ listen to and understand conversations about personal experiences.
- ▶ understand general sense, main ideas and details of a conversation.
- ▶ share personal experiences in a conversation.

During the planning and performing of this unit's product, I...

- ▶ participated actively
- ▶ was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions.
- ▶ felt more confident and fluent than at the beginning of the unit

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					



#### Achievements

- Select and revise materials
- Read and understand information
- Write information
- Edit texts



What things do you think about when you hear the word 'machines'?



#### 1 Read about three simple machines and answer the questions in pairs.

A simple machine is a non- motorized device that changes the direction of a force. It helps us multiply forces.

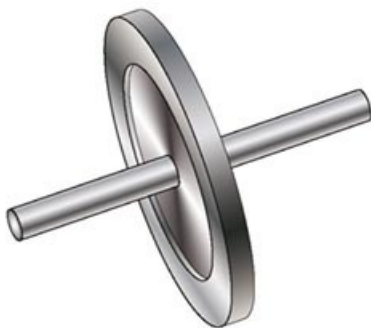
A wedge has a pointed end. It can be driven into something to separate it. An axe is an example.

A screw is an inclined plane wrapped around a rod. It holds things together securely.

A wheel and axle is a simple machine. It helps to lift or move loads. When we place a heavy load on the axle and push it, the rolling of the wheels reduces the friction.

1. What characteristic do simple machines have?
2. What do they all do?
3. Which of the machines above can be used to cut wood?
4. Which can be used to remove a cork from a bottle?
5. Which is used in a bicycle?

#### 2 Match the pictures with the machines mentioned in the text in Activity 1.

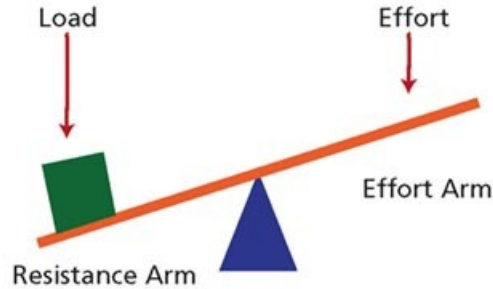


# Lesson 1



**E** Look at this infographic, read the text, and underline the correct options.

A lever reduces the amount of force needed to move an object or lift a load. A lever increases the distance through which the force acts. This means that, the closer the fulcrum of the lever is to the load, the less effort is required to lift the load. Consequently, the distance over which you must apply the force increases. Levers neither increase nor decrease the amount of total effort necessary. They make the work easier because they spread out the effort over a longer distance.



- The text is organized in a ...
  - compare and contrast
  - chronological order
  - cause and effect pattern
- The arrows in the infographic show ...
  - the names of the parts of the lever
  - the direction of the forces
  - the consequences of applying the two forces
- The purpose of the text and the infographic is...
  - to list the uses a lever has
  - to explain how a lever works
  - to explain an experiment with a lever
- The text and the infographic are for ...
  - anyone interested in knowing how things work
  - students of physics
  - small children



**H** Read the text and label the pictures with each type of lever.

All levers are one of three types, called classes. The class of a lever depends on the relative position of the load, effort and fulcrum.

A *first-class lever* has the load and effort on opposite sides of the fulcrum.

A *second-class lever* has the load and the effort on the same side of the fulcrum, with the load nearer the fulcrum. The resistance arm is smaller than the effort arm.

A *third-class lever* has the fulcrum at one end, the effort in the middle, and the load is at the other end. The effort arm is smaller than the resistance arm.



**S** Work in pairs. Look at the pictures again and identify the fulcrum, load and effort in each lever



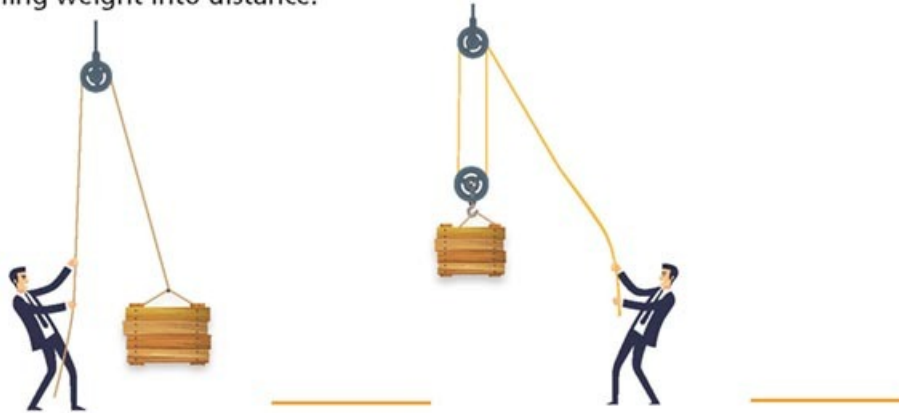
**E** Read and listen. Then label the infographic of the two-wheel pulley with the words in italics in the text.

A *pulley* is a wheel over which you loop a rope to make it easier to lift things: pulling down on one end of the rope creates an upward pull at the other end. The load is the weight of an object and the *effort* the amount of force required to lift or move the object.

When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys. As you increase the number of pulleys, the less effort you require lifting a load.

Both, levers and pulleys, work under the same principle: they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is.

Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.



**7** Read the text again and answer the questions.

1. What do we use a pulley for?
2. How does it work?
3. What advantage does a two-wheel pulley have over a single pulley?
4. What machines does the text compare?
5. Why are they alike?
6. What do you have to do to lift a person that is four times heavier than you on a seesaw?
7. What is the principle of both machines?



**E** Work in pairs. Take turns explaining how a pulley works.

## Check your Progress

Go to page 119. Read objective 1 and complete according to your performance in the lesson.

## Make an Infographic

## Session I

In this unit, you and your team will do some research to learn how a machine works and then make an infographic showing the way it operates. At the end of the unit you will present your infographic to the class.

1. Get together in teams of five. Brainstorm machines and make a list. You can look up information in books, encyclopedias, or you can research these online websites:
  - › [https://www.teachengineering.org/lessons/view/cub\\_simple\\_lesson01](https://www.teachengineering.org/lessons/view/cub_simple_lesson01)
  - › <https://www.thoughtco.com/six-kinds-of-simple-machines-2699235>
  - › <http://burnanenergyjournal.com/the-physics-that-makes-machines-work/>
2. Choose one and discuss possible sources you can use to get information about the way the machine works.
3. Choose the information you consider more useful to explain how the machine works.



Remember to save your work. You will use it in a second Product Session.



## Reading Time!

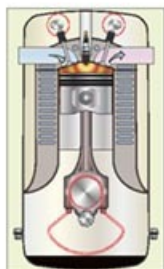
Read pages 89 to 91 from the Reader's Book. Then, discuss what you read as a group. Is there something you would like to share with others? Which was the most interesting part of this reading?

## Lesson 2



Where can you find information about the operation of a machine?

- 1** Look at the pictures and discuss what machine these parts belong to.



combustion chamber



crankshaft and pistons



crankshaft, axle and wheel



- 2** Discuss in pairs. Why is gasoline needed to make an engine powered vehicle work?



- 3** Read and listen to check your ideas, and then answer the questions in pairs.



An engine is a machine that uses its parts to convert fuel into energy, or power. A motor car engine is an Internal Combustion Engine (ICE). This type of engine burns gasoline. Gasoline is ignited, and it mixes with air. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline become many molecules. This air-fuel mixture fills the combustion chamber. It opens a valve to get inside the chamber. The gas creates heat and pressure as it expands. This pressure causes the pistons attached to a crankshaft in an ICE to move up and down with great force. The energy is transferred and converted into a rotary motion through the crankshaft and axle. As a result of this, the axle turns the wheels that make the car move. This explains how a mixture of gasoline and air can be ignited, combusted and converted into useable power.

1. What is an internal combustion engine?  
\_\_\_\_\_
2. What happens to gasoline when it is burned?  
\_\_\_\_\_
3. What is the relationship between the mixture of fuel and air and the pistons in a car engine?  
\_\_\_\_\_
4. Where is the energy transferred?  
\_\_\_\_\_
5. What does the rotary movement do?  
\_\_\_\_\_



- 4** Work in pairs. Find and write words from the text in activity 3 that mean the same as the following ones.

change (v) \_\_\_\_\_.

combines (v) \_\_\_\_\_.

combination (n) \_\_\_\_\_.

generates (v) \_\_\_\_\_.

makes (v) \_\_\_\_\_.

connected (adj) \_\_\_\_\_.

spinning movement (n) \_\_\_\_\_.

transformed (adj) \_\_\_\_\_.

## Tips

The supporting details are the explanations, examples, or additional information that complement the main idea.

- 5** Read these sentences from the text in activity 3 and write MI (main idea) or SD (supporting detail) next to each one.

Gasoline is ignited, and it mixes with air. [ ]

Gasoline has molecules, when it mixes with air, it makes one molecules of gasoline become many molecules. [ ]

- 6** Match the main ideas with the supporting details below.

### Main ideas

1. A motor car engine is an Internal Combustion Engine (ICE). [ ]
2. This air-fuel mixture fills the combustion chamber. [ ]
3. The gas creates heat and pressure. [ ]
4. The energy converts into a rotary motion. [ ]

### Supporting details

- a) a. This pressure causes the pistons attached to a crankshaft to move up and down
- b) b. This type of engine burns gasoline.
- c) c. As a result of this, the axle turns the wheels that make the car move.
- d) d. It opens a valve to get inside the chamber.



**7** Work in pairs. Complete the second sentence in each pair so that it means the same as the first one.

1. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline to become many molecules. Gasoline molecules multiply when  
 \_\_\_\_\_  
 \_\_\_\_\_
2. This mixture opens a valve to get inside the chamber. When the valve opens  
 \_\_\_\_\_  
 \_\_\_\_\_
3. As the gas expands, it creates heat and pressure. Heat and pressure are the result  
 \_\_\_\_\_  
 \_\_\_\_\_
4. The energy is transferred and converted into a rotary motion through the crankshaft and axle. The crankshaft and axle transfer and convert  
 \_\_\_\_\_  
 \_\_\_\_\_



**8** Work in pairs. Rewrite the text in activity 3 in your own words. Follow the instructions.

- Identify the main ideas and paraphrase them using synonyms and changing the sentence structure.
- Add the supporting details you consider important.
- Check spelling, language and punctuation.
- Compare your text with that of another pair. Give and provide feedback, making suggestions to improve it.

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Check  
your Progress

Go to page 119. Read objective 2 and complete according to your performance in the lesson.



## Make an Infographic

## Session II

1. Get together with your teammates and take out the information you researched individually in Session I.
2. Exchange information with your teammates and decide which one you are going to use and discard the rest.
3. Paraphrase the information you chose to produce a sequence of statements related to how the machine works in your own words. Remember to use synonyms, change from active to passive voice and vice versa, the sentence structure and, whenever possible, simplify some terms to make it easy to understand for your classmates. Use a dictionary to help you.

Remember to save your work. You will use it in the following Product session.



## Reading Time!

Read pages 92 to 95 from the *Reader's Book*. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?



## Lesson 3

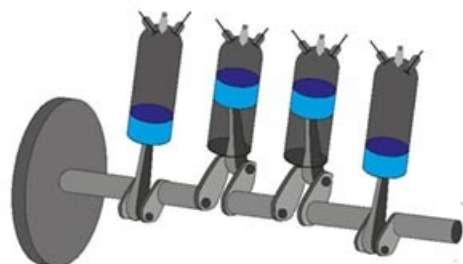
Why is it important to understand how some machines work?

- 1 Work in pairs. Look at the picture and take turns identifying the parts of the engine and describing briefly what you remember from Lesson 2.

- 2 Read and listen to an explanation of the cycle in an internal combustion engine and label the picture with the words in the box.



29



The engine works in four stages or strokes. A stroke is the movement of the piston between the bottom and top of the chamber. First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke. Second stage: The intake valve closes, and the piston moves on an upward stroke compressing the fuel-air mixture. This is called the compression stroke. Third stage: A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke. Fourth stage: As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.

intake stroke   power stroke   compression stroke   exhaust stroke

## Glossary

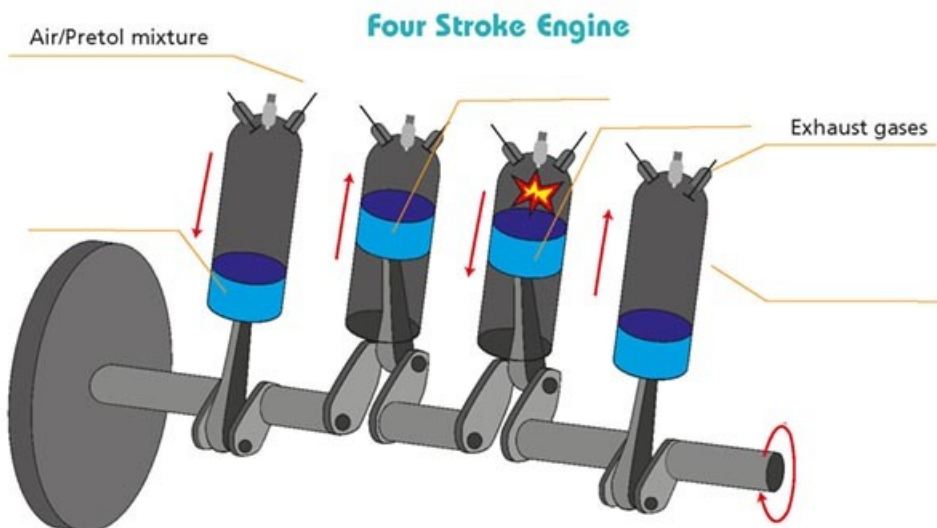
**spark:** (n) a flash of light seen when an electric current crosses an open space

**ignite:** (v) to start burning or explode

**chamber:** (n) a closed space in a machine

**valve:** (n) a device that opens and closes to control the flow of liquids or gases

**exhaust:** (n) waste gas from an engine





**3** Match the words on the left with their synonyms on the right.

- |                                    |                            |
|------------------------------------|----------------------------|
| 1. lower                           | shut                       |
| 2. letting something into          | burns                      |
| 3. moves on an upward stroke       | expel                      |
| 4. close                           | go down                    |
| 5. ignites                         | starts going up again      |
| 6. burn explosively                | allow something to go into |
| 7. begins its second upward stroke | goes up                    |
| 8. push out                        | explodes                   |



**4** Work in pairs. Rewrite the four-stroke cycle in your own words. You can use some of the synonyms above to paraphrase and change the sentence structure as in the example below.

- The piston moves on an upward stroke compressing the fuel air mixture.

*The fuel-air combination is compressed when the piston goes up.*

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**5** Read this additional information that expands the ideas in the text in activity 2 and decide which you would like to add to your text above. Then write a final version in your notebook.

An internal combustion engine transforms the thermal energy of the burning air-fuel combination into mechanical energy.

It is called four strokes because it takes 4 strokes for the piston to execute a complete combustion cycle.

This compression makes it combust with greater force than if it were uncompressed.

As the fuel burns it expands and drives the piston downwards.

After this, the cycle begins all over again.

These four stages turn the crankshaft twice. A cycle gets completed once the four strokes took place.

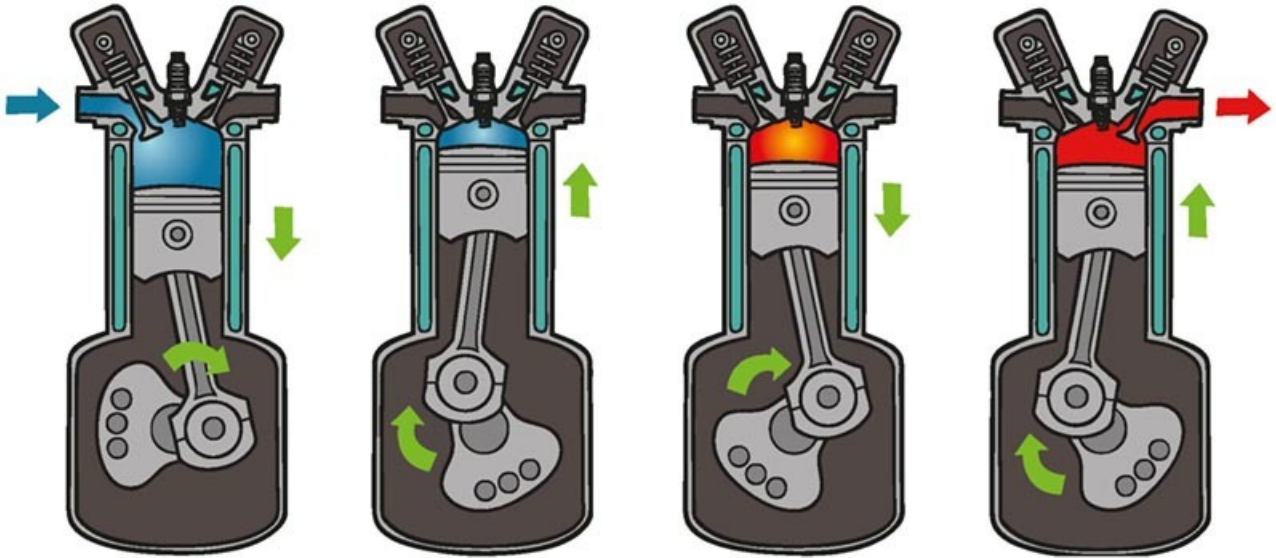


**6** Work with another pair. Share your texts. Make any corrections you think are necessary and then:

1. Provide your classmates with feedback, that is, make suggestions on ways the text could be improved, for example, by adding, changing or removing information. Exchange points of view and give reasons for the changes you suggest.
2. Write a final version of your text in your notebook, taking into account some or all of the suggestions made by your classmates.



**7** Work in pairs. Add some of the main ideas and explanations in your text in note form in the spaces provided below to create an infographic.



**8** Work in small groups. Share your infographics and take turns explaining how an internal combustion engine works.

Check  
your Progress

Go to page 119. Read objective 3 and complete according to your performance in the lesson.

## Make an Infographic

## Session III

1. Get together with your teammates and take out the text you wrote in Session II explaining how a machine works.
2. Go over the text making sure the information is complete and easy to understand. If needed, add, change or remove information. Check spelling and punctuation.
3. Underline the main ideas you are going to include in your infographic.
4. Choose appropriate graphic resources to show the operation of the machine.
5. Draw the corresponding pictures and diagrams and label the parts of the machine. Add notes as you did in this lesson, using the main ideas in your text to show how the machine works.



Remember to save your work. You will use it in the final Product session.



## Reading Time!

Read pages 96 to 99 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with your classmates? Can you name the title of the text and tell what it is about?



**I** Read how a hot air balloon works and complete the sentences below to paraphrase the ones in italics in the text. Then, compare your sentences in pairs.

A hot air balloon is made of a balloon-shaped envelope that fills with hot air.  
 When you heat the air inside a balloon, the molecules move faster and spread farther apart. (1) *That means there are fewer molecules inside the balloon, so it's lighter than the air outside and it is able to fly.* (2) *To keep the molecules far apart, propane burners keep the air hot as the balloon rises.* (3) *Propane is kept in compressed liquid form in cylinders positioned in the balloon wicker basket.* The intake hose draws the liquid out of the cylinders. The propane passes through the hoses and gets to the steel tubes that cover the burner. When the burner is started, the flame burns and heats the tubing around it. (4) *When the tubing becomes hot, it heats the propane going through it and changes it from a liquid to a gas.* A balloon is steered using the wind. You have to move the balloon up and down to go left and right. When you want to go up you provide more heat, when you want to go down you release hot air.

## Glossary

- burner:** (n) an object used for heating something
- wicker:** (n) long thin pieces of wood woven together to make baskets
- hose:** (n) a long tube for carrying water or other substances
- steer:** (v) control the direction of a vehicle

1. The balloon can fly because \_\_\_\_\_
2. The purpose of the burners is \_\_\_\_\_
3. Cylinders located in the wicker basket contain \_\_\_\_\_
4. The liquid propane changes into gas when \_\_\_\_\_



**E** In pairs, label the parts of the hot air balloon and add some notes to the infographic to explain how it works.





## Make an Infographic

### Final Session

### Check your Progress

Go to page 119. Read objective 4 and complete according to your performance in the lesson.

As you learned through this unit, machines make our lives easier, more enjoyable, and some of them are eco-friendly as the wind turbines. During this unit you gathered and chose information about to make an infographic about a specific machine. Now you and your team will present your work to the class.

1. Get together with your teammates and take out the infographic you made of the machine you chose in Session 1.
2. Make sure the graphic resources, such as pictures, diagrams and or illustrations provide information about the performance of the machine.
3. Take some minutes to practice reading the information in the infographic and complement it, if you wish with the additional information in your text. Decide who will read the different parts of the infographic to the rest of the class.
4. Take turns to present your work to your classmates. Remember to explain the process and components of the machine in a clear way to make it easy to understand. Be ready to answer any questions from the class.
5. Listen to other teams' work and be respectful.
6. Once everyone has presented their work, display your infographics on the classroom walls.



Congratulations! This is a great evidence of how well you are doing at communicating in English. Save your written work in your portfolio



### Reading Time!

Read pages 100 to 102 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, read and complete the Grammar Reference section on page 175.

Name \_\_\_\_\_ LN \_\_\_\_\_  
Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_  
Evaluation instrument - Checklist

**1** Work with a partner. You need to work with the same partner each time you return to this evaluation. Use the following template to write anecdotal notes about your partner's performance during this unit. Read each objective, discuss and make notes about what your partner tells you and if the information that he or she is sharing is clear and correct:

1. Objective 1: Talk about the machines you read about. Discuss the purpose of the pictures. Determine who can learn about machines by reading these texts and looking at these pictures. Discuss where you can find information about machines that you can use to share with your classmates. (pp. 105 to pp. 107)

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2. Objective 2: Take turns to explain in your own words everything you learned about the car and the internal combustion engine. Don't forget to explain how the engine works. You may read the notes you made. (pp.111)

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3. Objective 3: Share your infographic from pp. 115 with your partner. Take turns to explain what the four stroke cycle is. Remember you can ask questions to clarify information.

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4. Objective 4: Get together with your partner and discuss the infographic he or she presented. You can ask questions if you need to clarify information. Tell your partner and write down if there is anything you consider your partner should have included in his or her presentation and why.

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**2** Use the results to decide on strategies to follow and improve your work.

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ read and understand information about how a machine works.
- ▶ select the most important ideas and rewrite them in my own words
- ▶ to explain how a machine operates.
- ▶ choose appropriate graphic resources to show the way a machine works.
- ▶ complete an infographic with notes to explain the operation.

During the planning and performing of the final product, I...

- ▶ participated actively.
- ▶ included interesting information I researched.
- ▶ paid attention to intonation patterns when using questions.
- ▶ contributed with ideas to develop the final product
- ▶ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

- \* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					





What things do you like to buy? Why?

#### Achievements

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

#### I Discuss the following questions in pairs.



- \* Have you ever had problems with new products you just bought?
- \* Could you solve them?

#### II Match the places in the pictures with the products they sell.



home appliances \_\_\_\_\_ sporting goods \_\_\_\_\_  
stationery \_\_\_\_\_ electronics \_\_\_\_\_

#### III Classify the following complaints in the correct places in the table.

1. They shrank when I washed them.
2. It doesn't heat the food.
3. The keyboard doesn't work.
4. A crayon is missing.
5. It doesn't save pictures from the Internet.
6. It burns the bread.
7. The sole fell off.
8. Some pages are torn.

Complaints	Sporting Goods	Electronics	Home Appliances	Stationery
	___ and ___	___ and ___	___ and ___	___ and ___



4 Listen to two dialogs and check ( ✓ ) the correct pictures. 30



5 Listen again and answer the questions. 30

### Dialog 1


- > What did the man buy? \_\_\_\_\_
- > What's the problem? \_\_\_\_\_
- > What solution does the sales clerk offer? \_\_\_\_\_
- > Is the man satisfied? \_\_\_\_\_

### Dialog 2

- > What is the woman complaining about? \_\_\_\_\_
- > What is the problem? \_\_\_\_\_
- > Does the man offer a solution? \_\_\_\_\_
- > Is the woman satisfied? \_\_\_\_\_


6 Complete the sentences with the numbers 1 or 2 according to the dialog they refer to.

1. In \_\_\_\_\_ the man apologizes and solves the problem.
2. In \_\_\_\_\_ the customer feels angry.
3. In \_\_\_\_\_ the customer feels satisfied with the solution.
4. In \_\_\_\_\_ the sales clerk is not helpful.

**7** Classify the sentences below by writing *angry*, *polite*, or *apologetic*, next to each of them, according to the speakers' attitudes. Then identify who says them by writing *S* (sales clerk) or *C* (customer). Compare your answers in pairs.  **31**

- a) \_\_\_\_\_ This is a very low-quality product! \_\_\_\_\_
- b) \_\_\_\_\_ Thank you, that's very nice of you. \_\_\_\_\_
- c) \_\_\_\_\_ I'm not leaving until I get my money back. \_\_\_\_\_
- d) \_\_\_\_\_ Sorry, we'll find a solution right now. \_\_\_\_\_
- e) \_\_\_\_\_ Don't worry, we can get you another one. \_\_\_\_\_
- f) \_\_\_\_\_ This is absurd! You recommended this product. \_\_\_\_\_
- g) \_\_\_\_\_ I'm sorry for this inconvenience. \_\_\_\_\_



**8** Work in pairs. Look at the two pictures and complete dialogs A and B with the sentences in the box. Then listen and check your answers.  **32**

I demand to speak to the person in charge.  
Thanks, that's kind of you.

We don't exchange  
I'm afraid that's not possible.



**C:** Good morning. I bought this shirt here some days ago, but when I washed it the color changed. Could I get a refund, please?

**SC:** \_\_\_\_\_, but we can exchange it for another one.

**C:** \_\_\_\_\_

**C:** Good afternoon. I got this CD here, but it skips. I would like to exchange it.

**SC:** \_\_\_\_\_ CDs once they are open.

**C:** This is nonsense. \_\_\_\_\_



**9** Work in pairs. Role-play the dialogs above with the appropriate intonation and tone of voice.

Check  
your Progress

Go to page 135. Read questions 1 and 2 and complete according to your performance in the lesson.



## Making Complaints (Role Play)

## Session I

In this unit, you and your teammates will write a dialog making and responding to a complaint, and at the end of the unit you will role-play it in front of the class.

1. Get together in teams of four. Brainstorm places and types of products you can buy in each one.
2. Exchange ideas about possible reasons for complaint related to each of the products you mentioned in 2.
3. Make some notes on the information you discussed in this session.

Save your work. You will use it in a second Product session.



## Reading Time!

Read pages 103 to 105 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



Why do people complain about products? Do you think people should complain about products? Why?



- 1 Work in pairs. Look at the pictures of two situations at different stores and discuss what you think is happening in each one.



- 2 Listen to Situation 1 and complete the sentences.



1. Mark went to the store to \_\_\_\_\_
2. The problem is \_\_\_\_\_
3. The sales clerk tells him that \_\_\_\_\_



- 3 Read the dialog in Situation 2 and underline the correct options. Then listen and check your answers. Role play the conversation.



- Sales attendant: Can I help you?
- Claire: Yes, please. I bought these jeans for my son, but they are *too small / of poor quality*. Do you have them in a *better quality / larger size*?
- Sales attendant: Let me check. I'm afraid they have sold out.
- Claire: Oh, what a shame! Then I would like a refund, please.
- Sales attendant: I'm sorry. *We can return your money / don't give refunds* if the items are on sale. You can exchange them for something else or we can give you a credit note.
- Claire: OK. I'll *take a credit note / exchange them for a shirt*.
- Sales assistant: It's valid for six months.
- Claire: Oh, that's very good. Thank you.

# Lesson 2



4 Work in pairs and complete the sentences. 

### Situation 1

1. Mark proposes to \_\_\_\_\_  
\_\_\_\_\_
2. The sales clerk offers \_\_\_\_\_  
\_\_\_\_\_

### Situation 2

3. Claire proposes to \_\_\_\_\_  
\_\_\_\_\_
4. The sales clerk offers \_\_\_\_\_  
\_\_\_\_\_



5 Read Mark's and Claire's expressions at the beginning and at the end of the dialog and discuss how each one feels at each moment.


Mark: I feel disillusioned. / Thanks for nothing!

Claire: What a shame! / Oh, that's very good. Thank you.

6 Complete the sentences with the words in the box.

on sale      refund      credit note      exchange

1. When you return a product, you can get a refund or reimbursement, an exchange, or a credit note.
2. When you \_\_\_\_\_ a product, you change it for another one.
3. When you get a \_\_\_\_\_ o reimbursement, the store gives you the money back.
4. It an item is \_\_\_\_\_ its price is lower than usual.
5. A \_\_\_\_\_ is a piece of paper given by a shop when you return something that allows you to buy other goods of the same value.

7 Listen to Steve and Amy talking to an agent in a call center, complete the table, and answer the question.  35

	Reason for complaint	Solution to problem
Steve	book cover is scratched	free replacement
Amy		

> Are their problems solved in the way they propose?

\_\_\_\_\_

> How do you think they feel at the end of the conversation?

\_\_\_\_\_





**E** Discuss in pairs the **expected solution: replacement or reimbursement** for each of the situation below.

1. The product you bought is good quality, but it is damaged. \_\_\_\_\_
2. The product you bought turned out to be low quality. \_\_\_\_\_
3. There aren't any more products left to get a replacement. \_\_\_\_\_



**E** Work in pairs. Classify the following sentences from the dialogs in this lesson according to their purposes.

To start a complaint: \_\_\_\_\_ To apologize: \_\_\_\_\_  
To propose a solution: \_\_\_\_\_ To express gratitude: \_\_\_\_\_

1. I'm calling to make a complaint about a book I purchased.
2. My apologies for this inconvenience.
3. I'd like a free replacement.
4. I would like a refund, please.
5. I'm afraid there's a problem with a bag I bought.
6. Thank you very much.
7. I'd like a full reimbursement.
8. I bought this camera and the flash doesn't work.
9. I'm sorry. We don't give refunds if the items are on sale.
10. Sorry. We don't replace products.
11. Thanks for your help.
12. I'm sorry about this mistake.



**E** Work in pairs. Write a dialog with the information in the table below. Use some of the expressions from activity 9.

Product	anti-adherent frying pan
Reason for complaint	food gets stuck to the pan
Customer's solution:	return the pan and get a refund
Attendant's response:	apologizes, but no refunds or replacement
Customer's reaction:	shows dissatisfaction in an angry way.



Check  
your Progress

Go to page 135. Read questions 3 and 4 and complete according to your performance in the lesson.

## Making Complaints (Role Play)

## Session II

This is the second working session for you and your team to produce a dialog complaining about a product. Follow the steps below to continue with your product.

1. Get together with your teammates and take out your notes from Session I. Exchange ideas and add more reasons for complaining related to the products you chose.
2. Mention all the expressions and words you learned in this lesson to express a complaint and respond to it, and add them to your notes.
3. Work in pairs. Each pair will write a dialog. With your partner choose a place, a product, and a reason for complaining from the notes you made.
4. Decide if the conversation will be face to face or over the phone. Then start writing your dialog.
5. Check your dialog is correctly written and write a final version.



Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 106 to 109 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?



## Lesson 3



Do you think that the language, tone of voice and body language we use when we complain is important? Why?

**1** Work in pairs. Read and complete this article with the sentences in the box.



Could you help me with...?      Thanks for your understanding. This is really unfair!  
 Could I speak to the manager, please?      I am sorry to say this, but  
 I felt frustrated because...      What should I do?

### Making Polite Complaints

- Start your complain in a polite way: *I'm sorry but I'd like to make a complaint about... There appears to be a problem here...*
- Stay polite: Keep your voice calm. Use verbs like *would*, *should* and *could*, to sound polite.
- Be clear about what you are complaining about. Explain your emotions so that the other person can understand your point of view. *I felt disappointed when... or*
- Turn your complaint into a question: *How can we fix this?*
- Ask to speak to someone who has more power if you cannot fix the situation: *I'd like to speak with your supervisor.*
- Sometimes you can be really angry with a situation. Expressions like: *That is unbelievable!* or *That's ridiculous!* are not polite, but they are used to show frustration or shock.
- Show your gratitude to the person you are speaking to, when he or she offers an acceptable solution to your problem: *Thank you for your help,*



**2** Listen to Jason calling Customer Service to complain and complete the table with checks (✓) or crosses (X).



Customer:	
Starts complaining politely	
Makes himself understood when explaining the reason of the complaint.	
Explains feelings	
Asks questions	
Asks to speak to someone else.	
Reacts angrily	
Expresses gratitude	



**E** Read the dialog and label the parts of the coffee maker with the words in the box.



filter holder                      filter basket                      paper filter



**Agent:** Good morning. Customer Service. Can I help you?

**Jason:** Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed, I can't use it.

**Agent:** Mm...What do you mean?

**Jason:** What I mean is...I don't know the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

**Agent:** Oh, I see...the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

**Jason:** Yes, precisely. It seems to be stuck.

**Agent:** Oh, sorry about that.

**Jason:** What should I do?

**Agent:** Bring your coffee maker to our service center. If the problem cannot be solved, you will get a free replacement.

**Jason:** Oh, that's great. Thank you for your help.

**H** Underline the part of the dialog where Jason explains his problem in detail and check (✓) the correct answer.

What does Jason do to make himself understood?

- a) He tells the agent the exact name of the part he can't move. \_\_\_\_\_
- b) He describes where the part is and its function. \_\_\_\_\_

## Tips

Remember it is important to use various resources when you do not know the exact word or expression you need. You can say, *What I mean is...I mean ...* and then explain the idea using different words to make yourself understood.

**E** Read the dialog again and order the sequence.

- \_\_\_\_\_ Offering solutions
- \_\_\_\_\_ Greeting
- \_\_\_\_\_ Asking for a solution
- \_\_\_\_\_ Starting a complaint
- \_\_\_\_\_ Expressing gratitude
- \_\_\_\_\_ Accepting the proposed solution
- \_\_\_\_\_ Making clear what the problem is
- \_\_\_\_\_ Apologizing



**6** Work in pairs. Look at the picture from a page of a vacuum cleaner manual and write a telephone complaint. Follow the instructions below.

- Use similar, but not the same expressions as the ones in activity 3.
- Follow the logical sequence of the dialog as stated in activity 5.
- Customer: Use the prompt below to explain the problem. Don't mention the part names.
- Customer Service Agent: Use the part names to confirm what the customer wants to explain.
- Agent: offer a satisfactory solution to the problem.

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**7** Role-play the dialog. Then in your notebook write another one, but this time:

- Agent: Does not offer a satisfactory solution (no possible replacement or help of any kind).
- Customer: reacts angrily.
- Role-play this new version of the dialog.
- Pay attention to the way your partner speaks and give him /her feedback to help improve his /her performance.
- Role-play one of the two dialogs again considering the comments your partner made to achieve more fluency.

## Making Complaints (Role Play)

## Session III

Check  
your Progress

Go to page 135. Read questions 5 and 6 and complete according to your performance in the lesson.

1. Get together with your teammates and take out the dialog you wrote on the previous session.
2. Work with your partner. Go over your dialog again to make sure it includes all the stages as you learned in this last lesson of the unit.
3. Review the expressions you included in your dialog and check they are correct.
4. Now, discuss with your partner suitable body language to use at different moments of your dialog. For example, you can start politely and depending on how your situation develops, you can end it showing anger, or not. Draw a chart and include the feelings and emotions you want to express in your dialog.
5. Decide who will be the attendant and who will be the customer. Rehearse your dialog. Provide feedback to your partner to help him /her improve the performance.

Make sure your body language matches the feelings you want to convey. Remember that the tone of your voice is also important to help you express emotions. Then rehearse it once more paying attention to all the aspects mentioned.



Save your work. You will use in in one last Product session.



## Reading Time!

Read pages 110 to 113 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?



**1 Choose one of these problems with a product you bought.**

1. The product is: damaged: broken / scratched / stained etc.
2. The size or color is not correct.
3. The product doesn't work.

Follow these instructions:

- > Decide: whether it is a face to face or phone conversation
- > the roles (customer, sales attendant, agent at Customer Service)
- > how the problem is solved: replacement / refund / credit note
- > whether the solution offered pleases or not the customer.

**2 Write the dialog. Use some of the expressions in the box.**

I want to complain about...	What's the problem?
I feel dissatisfied	frustrated disappointed I'd like
Could you...?	We can replace / exchange...
Thank you.	It's absurd! I want...



**3 Practice the dialog and role-play it. Use body language and the suitable tone of voice to convey your feelings.**

## Check your Progress

Go to page 135. Read questions 7 and 8 and complete according to your performance in the lesson.



## Making Complaints (Role Play)

### Final Session

As you learned during this unit, when you complain about a product you bought, you state the reason to back up your complaint and expect a solution to your problem which may be satisfying or not. Throughout this unit, you also learned expressions to state the reason for your complaint, explain yourself, apologize for the inconvenience, ask for and offer solutions, and finally show your satisfaction or not with the solution offered. Now it is time to show what you learned.

1. Get together with your teammates and take out the material you produced during your Product sessions.
2. Work with your partner. Go over your dialog one last time to make sure it is correct. Make any changes you may consider necessary to improve it.
3. Discuss the body language you are going to use to convey the correct emotions.
4. Take a few minutes to rehearse your complaint paying special attention to intonation and pronunciation.
5. Take turns to role play your team's dialogs in front of the class.
6. Listen to other teams' complaints and be respectful.
7. Express your point of view about other teams' dialogs and state the reasons for your thoughts as you exchange them with your class.



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

## Reading Time!

Read pages 114 to 116 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

Before you continue with the next unit, read and complete the Grammar Reference section on page 176.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Interview

**1** Work with the same partner each time. Interview your partner to evaluate his or her performance. Ask the following questions.

1. What are some of the things that you can make a complaint about? (pp.121)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. How can you make a complaint? (pp. 122 and pp. 123)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. What expressions can you use to make a complaint? (pp. 127)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. What are some solutions that might be available after you make a complaint? (pp.127)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What are the most important elements that one must mention when making a complaint? (pp. 129 and pp. 130)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What emotions can you express when you make a complaint? Can these emotions change? Why? (pp. 131)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Is it important to use body language when you make a complaint? Why?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. What is the difference between a face-to-face complaint or a phone complaint?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2** Use the results to decide the strategies to improve your work.

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ revise and understand complaints about products.
- ▶ understand the main ideas and details when making complaints.
- ▶ make oral complaints.

While I worked on the product for this unit (role playing a complaint), I:

- ▶ participated actively
- ▶ was able to include new expressions I learned in this unit
- ▶ contributed with my points of view
- ▶ was able to show my emotions and feelings when expressing complaints
- ▶ adjusted my language and intonation to improve my fluency
- ▶ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the one which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:**

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					



# Unit 9

## Lesson 1 Different cultures, different ways!

Recreational and Literary Environment



Which cultures would you like to learn more about? Why?

### Achievements

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



- 1** Work in pairs. Read these two definitions of culture. Then draw a similar chart to the one below in your notebook and complete it with some examples of Mexican cultural expressions.

Culture is the way of life of a group of people--the customs, beliefs, values, social practices, traditions and symbols that are passed along by communication and imitation from one generation to the next. According to anthropologists, culture

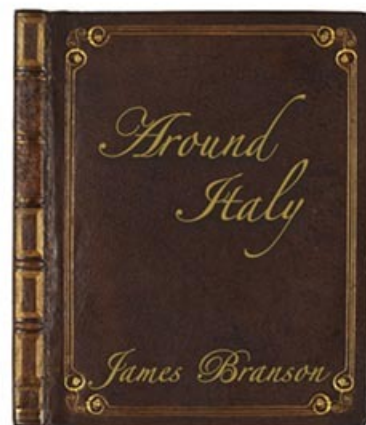
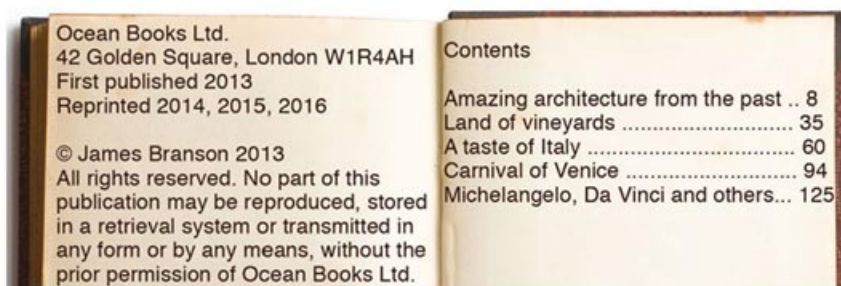
encompasses what we eat, what we wear, our language, marriage, music, celebrations, what we believe is right or wrong, our manners, how we greet visitors, and a thousand other things.

Cultural Aspects of Mexico			
Language(s)	Student's own answers	Music	
Food(s)		Holidays	
Drink(s)		Sport(s)	

- 2** Compare your charts with another pair. Discuss: Are there any other cultural aspects, traditions and/or customs that define Mexican identity?



- 3** Look at the pages of a book and answer the questions.



1. What is the title of the book and who wrote it? Around Italy by James Branson
2. What is the name of the publishing house? Ocean Books Ltd.
3. What year was the book first published? 2013

- 4** Look at the contents page and write the name of the chapter where you can find information about the following:

- A traditional holiday: Carnival in Venice
- Old buildings: Amazing architecture from the past
- Art: Michelangelo, Da Vinci and others



**E** Listen and read the following text and discuss the questions below in pairs.



## Tips

Compare and contrast is a text organization where the similarities and differences of two or more things are explored. Signal words like: *both, the same as, different, however, on the one hand... on the other, while, like, unlike* are used.

Independence Day is an important celebration in the US, the same as Bastille Day, the equivalent of Independence Day, in France. Both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire spectacular fireworks, on the other the activities and events can be different. While in France firehouses open their doors to the general public on that day, offering live

demonstrations and dancing, in the US usual activities are sporting events and barbecues. In both countries impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family reunions with picnics are the most popular way to celebrate the day. Whether in the US or in France, Independence Day or Bastille Day is a day to celebrate and have fun.

1. What is the text about? Independence Day in the US and Bastille Day in France.
2. What is its purpose? to inform
3. Who can be interested in reading it? teenagers and adults
4. Which of the following structures corresponds to the text above?
  - a) causes and effects of celebrating
  - b) compare and contrast ways of celebrating**
  - c) sequence of events in a celebration



**E** Look at the words in italics in the text and classify them in the table below.

## Glossary

**parade:** (n) a public celebration in which a large group of people move through an area, often with decorated vehicles and bands playing music

**firehouse:** (n) fire station

Compare (similarities)	the same, <i>both</i>
Contrast (differences)	on the one hand...on the other <i>different, while, however, whereas</i>

**7** Discuss. How is Independence Day celebrated in your country? Are there any similarities with the celebrations in the US and France?



**E** Read and complete the text comparing typical food in two different countries with the words in the box. Check your answers with a partner.

On the one hand	however	both	the same as
differences	similar	while	on the other

I spent my summer vacation in a friend's house in India, and I was surprised to see how similar the food in both countries is, although there are some differences as well. On the one hand, it is quite spicy in both countries, but on the other some ingredients are different.

In Mexico, beef and pork are widely eaten while in India most people eat only vegetables. In both countries it is common for people to eat with their hands. In India dinner is the most important meal of the day, however in Mexico it is lunch.

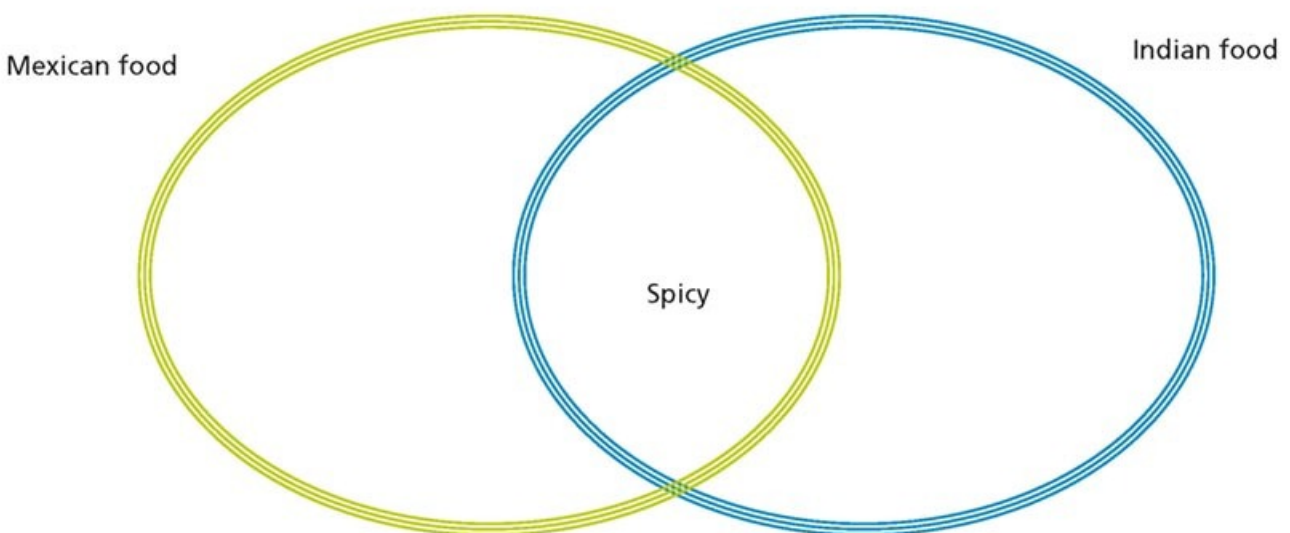
Even though in both countries spicy food is the main characteristic, in India a mixture of different spices is used to make you body heat, while in Mexico chilies are the main ingredient which makes food spicy and hot.

Popular Mexican food uses a significant amount of black beans and pinto beans the same as as Indian food where they call it rajma.

I really loved Indian food and many of its dishes reminded me of similar ones in Mexico!



**E** Read the text again and complete the Venn diagram.



**E** Discuss in pairs. What is your favorite Mexican dish?



## Check your Progress

Go to page 151. Read and answer questions 1 and 2 according to your performance in the lesson.

### Making a Comparative Chart

#### Session I

Throughout this unit, you will be learning about cultural aspects from around the world to make a comparative chart by the end of the unit.

1. Get together in teams of four and brainstorm different cultural aspects from your country, such as, types of music, dances, food, holidays, crafts, etc. Choose one and do some research to get information about it.
2. Choose the most relevant information you got and write it down in your notebook.



Save your work. You will use it in the following Product session.



### Reading Time!

Read pages 117 to 119 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



What elements do you think are representative of a culture? Why?



**I** Discuss with a partner. What are some traditional drinks in your country?



**E** Listen and read about this Japanese ceremony and answer the questions in pairs.



During my stay in Japan I attended a tea ceremony. Chanoyu, its Japanese name, is the ancient ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study. Before entering the tearoom, we washed our hands and mouths with clean water, because you have to purify yourself before the ceremony. Our host greeted each of us with a bow. While sitting on the floor we observed how she prepared the utensils and then the tea. Once it was ready, each of us drank from the bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled

fresh and felt silky and smooth. When we finished, she allowed us to examine all the utensils. [ 3 ] We learned that each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place. [ 1 ] This tea ritual requires a series of precise hand movements and graceful choreography. [ 4 ] It is a symbol of peace, and harmony for the Japanese people. It is a spiritual experience to show respect through etiquette and grace, which are very important aspects in Japanese culture. [ 2 ]

1. What is Chanoyu?  
It's the name or an ancient ritual and art of preparing tea
2. What is important to do before the ceremony?  
To wash your hands and mouth to purify yourself.
3. Which senses does the writer use to describe the tea?  
Vision, smell and taste
4. Which sentences in the text show you this is an important ceremony?  
Underline them
5. Why is each tea gathering unique?  
Because the tools change depending on the season and the moment of the day

**E** Which values are symbolized through the tea ceremony?

Discuss the options below and give reasons for your answers.

respect courage honesty beauty justice peace

## Glossary

**rim:** (n) the outer, often curved or circular edge of something

**silky:** (adj) soft and smooth like silk (a delicate type of cloth made from a thread produced by silkworms)

**host:** (n) someone who has guests

## Lesson 2



- 3 Read these main ideas from the text and underline the parts that provide details or explanations.

Chanoyu, its Japanese name, is the ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study.

Before entering the tearoom, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony.

Once it was ready, each of us drank from a bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth.

Each tea gathering is a unique experience as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.

### Glossary

**pit:** (n) a large hole in the ground

**womb:** (n) the organ in the body of a woman or other female mammal in which a baby develops before birth

**blessing:** (n) a request by a priest for God to take care of a particular person

**unbearable:** (adj) too painful or unpleasant to continue the experience

**blend:** (n) a mixture of different things

**glow:** (v) to produce a continuous light and sometimes heat

- 4 Match the sentences below to the ones with the same meaning in the text.

- Every tea ceremony has variations depending on the time of day and year.  
Each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.
- The tea ceremony symbolizes some important values for Japanese people.  
It is a symbol of peace, and harmony for the Japanese people.
- We could look closely and touch all the tools to prepare tea when the ceremony was over.  
We observed how she prepared the utensils and then the tea.
- The host makes specific body and hand movements during this ritual.  
We observed how she prepared the utensils and then the tea.



- 5 Read and listen to this essay about a Mexican ritual ceremony and underline the words that are similar to Spanish.

#### A Traditional Mesoamerican Ceremony

I had an amazing experience in a temazcal. A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing.

When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. They are called abuelitas. We sat on some colorful blankets in a semi-circle.

The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

**E** Read the essay in activity 5 and answer the following questions. Discuss with your group.

1. Why is the *temazcal* experience practiced?  
To purify and heal the mind and body
2. What does the building represent?  
The womb of Mother Earth
3. How did the author of the article feel at the end of the ceremony?  
He /She felt reborn.
4. Which senses are implied in the author's account of the experience?  
Smell, hearing, vision

**7** Add these details in the correct places in the text.

- [ 1 ] with the purpose of creating a fragrant steam and increasing the heat while cleansing and refreshing our bodies.
- [ 2 ] These rocks were heated on a fire outside the structure and then brought in and placed in the pit.
- [ 3 ] The word comes from the Nahuatl and it is a combination of the words *temaz* = sweat, and *calli* = house
- [ 4 ] This ancient ceremony that takes place inside the *temazcal* has roots in the Mayan and Aztec civilizations.



**E** Rephrase these sentences from the text using the prompts.

1. When we entered the *temazcal* we saw a pit in the middle where burning volcanic rocks were later placed.  
Once inside / hole / hot volcanic rocks / put  
Once inside, we saw a hole where hot volcanic rocks were put later.
2. Except for the glowing of volcanic rocks, we were in complete darkness.  
Only thing / see / light / volcanic rocks  
The only thing we could see was the light from the volcanic rocks.
3. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle.  
/play music / praying / chanting  
He was praying and chanting as he played music.



**E** Discuss the following two questions.

- a) What elements do Japanese and Mexican rituals have in common?  
(special place, people involved, old/new ritual, sensory experiences, etc.)
- b) What other traditional rituals from ancient times are still practiced in Mexico?

## Making a Comparative Chart

## Session II

Check  
your Progress

Go to page 151. Read and answer question 3 according to your performance in the lesson.

During this session you will:

1. Get together with your teammates and take out the information you researched about a cultural aspect from your country.
2. Choose one other country to compare and contrast the same cultural aspect.
3. Write questions about the things you would like to know, for example: *When does it take place? Where... ? What...?* etc.
4. Find information in books, encyclopedias, or on the Internet to answer the questions you wrote and write down the information you get.



Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 120 to 123 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?



## Lesson 3



What do you think is most representative of your culture? Why?



### I Look at the picture and discuss the question.

Do you know what the name of this craft is and where it is from?

### II Listen and read the text, check your ideas, and answer the questions.



- > I fell in love with Matryoshka dolls when I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name *Matryona*. They are sometimes called *babushka* which means *old woman* or *grandmother*. They represent fertility and motherhood. The first doll set was made in 1890 by Vasily Zvyozdochkin and designed by Sergey Malutin, who was a folk crafts painter. They were inspired by a Japanese doll.
- > A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains increasingly smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes, from fairy tales to Christmas, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll, and a number showing the number of dolls in the set. They are truly works of art!

1. What is another name for the Matryoshka doll?  
Babushka which means old woman or grandmother
2. What do they represent?  
Fertility and motherhood
3. What unique characteristic do Matryoshka have?  
It is a nested doll and inside the biggest ones there are smaller versions of itself
4. How do craftsmen start making them?  
They make the smallest one first
5. What is the final step?  
Signing the largest doll and writing the number of dolls in the set

### III Underline the title for the text you like best.

- a) A Popular Symbol of Russia
- b) Matryoshka Dolls
- c) A Famous Russian Craft





4 Complete the second column of the chart with information from the text.

	Matryoshka dolls	Alebrijes
Country of origin	Russia	Mexico
Artist(s)	Vasily Zvyozdochkin and Sergey Malyutin	Pedro Linares
Date	1890	1936
Main characteristics	A nested doll with two halves that can be pulled apart. The outer figure contains smaller versions of itself	Unnatural, colorful animals
Inspired by	Japanese doll	Dreams during sickness
Material	wood	Paper mache and cardboard
Themes	Peasant girls, fairy tales, animals, Christmas, famous people	Animals - Unique
Production	Artists at factories	Linares's descendants at family workshops



5 Look at the pictures and use the prompts to write sentences about this famous Mexican craft.

fantastic, unnatural animals / painted bright colors  
 Alebrijes are fantastic, unnatural animals painted in bright colors. [ 2 ]

Alebrijes / kind Mexican craft / created Pedro Linares 1936  
 Alebrijes are a kind of Mexican craft created by Pedro Linares in 1936. [ 1 ]

Linares / descendants / continue tradition / own workshops  
 Linares's descendants continue the tradition of making alebrijes at their own workshops. [ 6 ]

Alebrijes paper mache / cardboard  
 Alebrijes are made of paper mache and cardboard. [ 4 ]

An unique piece of art  
 Each alebrije is a unique piece of art. [ 5 ]

Linares / fell ill / in dreams / strange animals / the word alebrijes.  
 Linares fell ill and in his dreams he saw strange animals and heard the word alebrijes. [ 3 ]

**6** Number your sentences to follow the same order in which the information about the Matryoshka dolls is presented. Then complete the column on the right in the chart in Activity 4.



**7** Read this additional information about the *alebrijes* and follow the instructions:

- › Paraphrase the information you choose to rewrite.
- › Add the sentences from Activity 5 in the correct places.
- › Divide the text into paragraphs and write it in your notebook.
- › Check spelling, grammar and punctuation.
- › Add a title

## Tips

- Plan your writing
- Choose the information you want to include in your text.
- Paraphrase the sentences to express the same ideas in your own words.
- Arrange the text into paragraphs.
- Each paragraph should have a main idea that is supported, exemplified or explained in the following sentences.
- Proof read your text.

In 1990, just two years before his death, Linares was awarded the Premio Nacional de *Ciencias y Artes* in the Arts and Popular Traditions category. Linares made some *alebrijes* for the famous artist Diego Rivera, and these pieces are exhibited at the Museo Anahuacalli in Mexico City.

In the Oaxaca Valley of southern Mexico, Manuel Jiménez started making *alebrijes* with copal wood. Soon entire villages in Oaxaca profited from this craft.

*Alebrijes* became a lucrative craft when a British documentary filmmaker, Bronowski, made them popular in the US and other countries.

Signed products that have the mark of a maker are more highly prized. These *alebrijes* combine the traditional wood carving technique from Oaxaca and the technique created by Linares. Linares's designs were adapted to the wood carving technique. Even though this craft favored the economic development of the region it also causes deforestation of copal trees. Some of the most famous Oaxacan artisans are Julia Fuentes, Jacobo Angeles, and Migel Sandiego, among others. Wood carving was a traditional craft in Oaxaca long before the *alebrijes* became famous. Prehispanic Zapotecan art used this material to make masks, totems, musical instruments and small objects.



**8** Exchange texts with a classmate and give feedback. Write the final edited version in your notebook.



## Check your Progress

Go to page 151. Read and answer questions 4 and 5 according to your performance in the lesson.

## Making a Comparative Chart

## Session III

1. Get together with your teammates and take out the texts about the same cultural aspect in two different countries.
2. Draw a chart to compare the cultural aspects in both countries on a piece of construction paper.
3. Include all the aspects you want to compare and contrast.
4. Write the corresponding sentences in your chart under the correct columns.
5. Check grammar and spelling.
6. Make sure the information is correct and clear.
7. You can add some pictures to make your chart attractive.



Remember to save your work. You will use it in the following Product session.



## Reading Time!

Read pages 124 to 127 from the *Reader's Book*. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? What type of story is it? Can you name the characters?



**1** Read about how people around the world celebrate New Year and answer the questions. Then compare your answers in pairs.

Countries have different traditions to welcome the new year, most of them are thought to bring luck and good fortune in the year ahead. Many countries share the custom of celebrating this day with big fireworks displays.

Some traditions are quite unique, for example, in Denmark people smash a plate on a friend's doorstep for good luck, so the bigger pile of smashed dishes you get, the more friends you have!

In Spain people eat twelve grapes when the clock strikes midnight, one for each month of the year, to bring them luck during the whole year.

In Japan and South Korea people ring bells to start the new year, while in Romania people dress up as dancing bears, because bears protect and cure people, according to old Romanian folktales. In several countries of Latin America, people walk around with an empty suitcase to have a year full of adventures and traveling. In New York, people gather around Times Square for the countdown to midnight. Then a glowing ball is lowered down a big flagpole marking the beginning of the new year. In a similar way, other places in the US have their special tradition of dropping things, like in Indiana, where people drop watermelons!

1. Which of the traditions above do you think is the most curious?
2. Which one would you like to experience?
3. What do you and your family do to welcome the new year?

**2** Complete this graphic organizer with information in note form about New Year traditions in your culture.



**3** Develop your notes above into a text to explain your local traditional New Year celebration in your notebook. Exchange texts with a partner to compare them.

## Glossary

**fireworks:** (n) colorful explosions in the air

**smash:** (v) to break something noisily into many pieces.

**flagpole:** (n) a tall thin stick for hanging a flag on.

**strike:** (v) when the bells of a clock ring to show what the time is





## Check your Progress

Go to page 151. Read and answer questions 6 to 7 according to your performance in the lesson.

## Making a Comparative Chart

### Final Session

As you learned during this unit, cultural aspects define the identity of a country, some are similar in more than one country, others are very different. You learned how to analyze texts by identifying the main ideas and understanding the values and beliefs that explain those cultural aspects, and you also learned how to compare and contrast them with those of a different culture by asking and answering questions. Now, present your work to your classmates.

1. Get together with your teammates and take out the final comparative chart you made.
2. Take some minutes to go over the text to make sure all the information is included. Decide how you will divide the text, so that each teammate has a chance to speak to the class. Rehearse reading your part aloud. Pay attention to pronunciation and intonation.
3. Display your chart in a visible place in the classroom and give your presentation. Be ready to answer any questions your classmates may ask you.
4. Listen to other teams and be respectful.
5. Once every team presented their work, display your charts on the classroom walls.



Congratulations! This is great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



## Reading Time!

Read 128 and 130 from the Reader's Book. Discuss what you read with your classmates. Before you continue with the next unit, visit the Grammar Reference section on page 177 to clarify, review and reinforce the grammar learned in this unit.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Questionnaire

1. What did you read about in this lesson? What are the elements that were compared or contrasted? (pp. 137 to 139)  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What is the purpose of indexes and publication information in books? What can you use this information for? (pp. 137)  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Mention the ability or the strategy that you used to solve the following tasks:
  - a) when you didn't understand the information in a text?  
 \_\_\_\_\_  
 \_\_\_\_\_
  - b) to find out more information about a text?  
 \_\_\_\_\_  
 \_\_\_\_\_
  - c) when you needed to paraphrase information?  
 \_\_\_\_\_  
 \_\_\_\_\_
  - d) to analyze and compare cultural aspects learned in this unit with your own culture?  
 \_\_\_\_\_  
 \_\_\_\_\_
  - e) Write at least three questions you can answer with the text about Alebrijes? (pp. 147)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What are the elements you can compare between Matryoshka dolls and Alebrijes? (pp. 146)
  - a) Write at least two sentences to compare cultural aspects between your culture and another culture of your choice, e.g. Irish culture. (pp. 149)  
 \_\_\_\_\_  
 \_\_\_\_\_
  - b) Was it easy or difficult to compare and contrast cultural aspects with aspects described in a text? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_

**2** Use the results to decide on and suggest ideas to improve your English learning.

# Assessment

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ revise short literary essays.
- ▶ read and understand the general meaning, the main ideas and details in literary essays.
- ▶ describe and compare cultural aspects.

During the planning and performing of the final product I...

- ▶ participated actively.
- ▶ found interesting information to present.
- ▶ showed respect and collaborated with my teammates.
- ▶ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:**

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					



# Unit 10 Lesson 1 Values: why they matter



What does Civic Education mean?

## Achievements

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

**1** Read this definition of the word **citizen** and classify the rights and responsibilities in the table below. Then, discuss in pairs: Do you know any other right or responsibility citizens have?

A citizen is a member of a community, state, or nation. Citizens have rights and responsibilities as family members, as students in a school, and as members of their community, state, and nation. Citizens have certain rights stated in the Constitution of the country which cannot be taken away, but they also have responsibilities.

Freedom to express yourself.	Support and defend the Constitution.
Have private property.	Freedom to have a religion of your choice.
Respect and obey federal, state, and local laws.	Receive education.
Respect the rights, beliefs, and opinions of others.	Pay taxes..

Rights	Responsibilities



**2** Discuss: What are some of the rights and responsibilities you have at school?

**3** Read what ethics is and match the values in the box to the corresponding quotes.

What is ethics? Ethics is a set of rules based on moral values. Our values tell us how to behave based on our ideas about what is right and wrong.

Think about a time when you had to make a decision about doing the right thing. What did you choose to do? Do you think you made a good decision? Why or why not? An ethical decision is one that may also be called a right decision, but doing the right thing is not always easy.

1. *Never do to others what you would not like them to do to you.*

---

2. *A lie has a short life, but truth lives forever.*

---

3. *It is wrong and immoral to seek to escape the consequences of one's acts.*

---

4. *No act of kindness, no matter how small, is ever wasted.*

---

Honesty  
Reciprocity  
Responsibility  
Compassion



**4** Listen to Steve and Carol and answer the questions.

1. What topic will Steve discuss at school?  
\_\_\_\_\_
2. What specific aspects of the topic will be discussed?  
\_\_\_\_\_  
\_\_\_\_\_

**5** Circle the suitable sources to find information about the topic above.

- books                      encyclopedias                      dictionary
- internet sites                      brochures

**6** Look and match the parts of a book to their definitions. Then circle the chapter where you can find information about the topic Steve will discuss and the related words on the glossary page.

Contents	
Civic skills	9
Ethical values	29
Challenges of Social Development	53
Civil rights	75

1

**Bibliography**

Bender, John. *Society and Moral Principles*, 2nd edition. Miami, FL: Scholastic, 2015

Taylor, Mary. *All about human rights*, 1st edition. New York, NY: Harper, 2010

2

**Glossary**

bigotry

citizenship

discrimination

misanthropic prejudice

disliking people with different beliefs or different ways of life

the state of being a member of a particular country

treating people differently because of their skin color, sex, sexuality, etc.

not liking other people

an unfair opinion or feeling formed without enough thought or knowledge

3

- a) Definitions of difficult or unfamiliar words that appear in the book. [ ]
- b) The titles of the chapters or units in the book and the pages where they begin. [ ]
- c) A list of the books referred to in a text or consulted by the author of a book. [ ]

**7** Read these extracts from a book and a website and underline the information that answers Steve's questions for the round table.

Discrimination in the context of civil right laws means unfair treatment of a person or group of people based on certain characteristics, such as, age, disability, ethnicity, nationality, gender, race, religion and sexual orientation. Discriminating is against the law, but not all types of discrimination are unlawful.

For example, at work: when only men or only

women are interviewed for a position at a company, or when there are differences in wages and labor conditions for the same jobs.

There are many cases related to health services, education, etc.

The most vulnerable groups are women, people with disabilities, indigenous communities, elderly people and migrants.

www.conapred.com

People who suffer from discrimination usually accept being treated badly, as if they didn't deserve respect. Sometimes they may react in a violent way against the people who discriminated them, or against others. They sometimes try to face the situation, but when they cannot solve it, they suffer silently and think the situations cannot be solved.

Respect should be demanded. In Mexico, there are some government institutions like CONAPRED that deal with and solve complaints about discrimination.

The National Human Rights Commission is another institution that deals with discrimination issues too.

**E** Read the texts and match them with the corresponding questions below.

www.conapred.com

**Do war toys make children violent?**

**Yes: 52 %** **No: 48%**

War toys teach children to accept a militarized world where war and killing are acceptable ways of solving problems. They promote fighting and go against kindness, conciliation, and cooperation toward others. Nevertheless, some people think that children who play with war toys will not necessarily be violent adults. In their opinion, it is up to parents to make sure their children understand what real weapons can do and that they are not to be used against people as a way to release anger. What do you think?

In most democratic countries, participating in national elections is a right of citizenship, others consider that it is also a responsibility. People who think voting should be compulsory say that decisions made by democratic governments are more legitimate the greater number of people participate in the election, and that voting is part of our civic education. People who disagree with this say that the fact that it is compulsory goes against the freedom democracies have and that voters who are voting against their free will may elect a candidate at random.

- > Do they cause behavior problems? [ ]
- > Does it violate the freedom to choose? [ ]
- > It is a duty or a right? [ ]
- > Should they be banned? [ ]

**E** Discuss one more possible question about each of the topics above and write them in your notebook. Share and compare your questions with those of another pair.

## A Round Table

## Session I

Check  
your Progress

Go to page 167. Read statement 1 and 2 and mark your progress according to your performance in the lesson.

Throughout this unit you will be working in teams doing some research on ethical and civic topics, writing your points of view and discussing them at a round table.

In order to do this, you will have to find information and prepare some notes with your ideas on the topic and decide what you want to say and how you want to express it.

1. Get together in teams of six. Brainstorm topics related to ethics and civics. You can go to your local library to look for additional ideas on possible topics in books and encyclopedias, or research online.
2. Think of questions related to that topic that will help you find relevant information and state your point of view. Brainstorm key questions and write them down in your notebook.
3. Choose useful sources of information to answer the questions, like the Internet, books, and encyclopedias and gather information about the topic you chose.



Remember to save your work. You will use it in a second Product session.



## Reading Time!

Read pages 131 to 133 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

## Lesson 2



Why is it important to read information before forming an opinion?



- 1 Read this quote and discuss: what does it mean?, do you agree?, what moral value is it about?

*"Whoever is careless with the truth in small matters cannot be trusted with important matters."*

*Albert Einstein*

- 2 Read this article, listen to some opinions on the topic, and check (✓) the main ideas. 43

www.blog.com

Lying is wrong, but it is very common. People have different reasons to think lying is bad, for example: Lying is bad because it reduces trust between people. Lying is bad because it makes it difficult for the person being lied to make a free informed decision. Lying is bad because it's morally wrong, etc. But some people say that lying is not wrong when there's a good reason for it. They say a white lie does not intend to harm, on the contrary, it is meant to make the people being lied to feel well, and to avoid hurting their feelings. But, according to some people, this kind of lies are not OK because the person being lied to does not access information that might be useful in future situations. So, can lying be justified, yes or no? If yes, when?

1. Many people believe lying is always bad.
2. Some people believe lying is not always bad.
3. You can lie about a haircut.
4. White lies can be accepted by some people.
5. Lying protects children.

- 3 Read each person's opinion and underline the ideas you agree with.



**Mary:** I believe lying is never good. It is a form of disrespect, even if you have good intentions. We expect others to have the courage to be honest with us, so we should behave in the same way.



**Jake:** I think it is OK to lie when you are protecting someone's feelings. Parents sometimes lie to protect their children. If your friend got a new haircut and you say it looks really bad, the person would feel awful. It does no harm to tell white lies.



**Kate:** When someone finds out a secret or something personal about you and confronts you about it and you don't want to admit it you can tell them that it's not true. In my point of view lying can prevent us from having unnecessary conflicts.



**Thomas:** Some people feel that white lies are unavoidable in our relationships. But if you cannot speak the truth without destroying someone, something in your relationship is definitely wrong. Your friend wants your approval and he or she didn't get it, so what? It's worse if your friend one day says to you: Why didn't you tell me?



**4** Discuss the following questions.



1. What examples of white lies can you think of?
2. Which of the main ideas in activity 2 do you disagree with?

You can use some of the following phrases to express your disagreement.

*I don't think...I totally disagree with..., It's wrong to think that...I believe that...*

**5** Complete the table with your opinion about lying and the ideas in the text that exemplify or explain it. Try to express them in your own words.

My opinion about lying	Examples to support my point of view



**6** Discuss your points of view on the topic. Use the information in the table to help you express your ideas.



**7** Look at each group of words and in pairs discuss the questions. Look up the words in a dictionary to check your answers.

a) What part of the word stays the same in each group? Underline it.

b) What is the function of the letters that come before or after those you underlined?

c) Does the meaning change? Which words change to their opposite?

d) Which ones change the part of speech?

inform	-	information	-	uninformed	-	informative
respect	-	disrespect	-	respectful	-	respected
use-useful	-	useless	-	usefulness		
necessary	-	unnecessary				
relation	-	relationship	-	relae	-	unrelated
avoid	-	unavoidable	-	avoidable		
approve	-	approval	-	disapprove		

**E** Read this article about another moral issue and underline the points of view you agree with.

Animal rights is a controversial ethical topic because people disagree about whether animals have rights and what is meant by animal rights. There are different positions with regard to this topic:

Full animal rights

People who support this point of view consider that:

- animals have rights, and they should be treated in the way that is best for them.
- people shouldn't use animals for food, clothing, experiments or anything else.
- sometimes it may be alright to violate an animal's rights when they conflict with the rights of another animal or a human being.

Some animal rights.

According to this point of view:

- In some situations, animals can be exploited or used, as long as they are treated humanely.
- Animals do not have the same rights as humans.
- Simpler animals have fewer rights than more complex animals. For example, it is ok to kill a mosquito, but it's not ok to kill a pig.
- Animals that harm have fewer rights, for example a poisonous snake, a swarm of locusts, etc.
- Endangered species have more rights than other species.
- When there is a conflict between what is best for animals and what is best for humans, animal rights may be violated. So, animals may be used for food, clothing and experiments when this means benefit to humans.

The cruelty and kindness point of view

According to this:

- Animals can be used or exploited only if they are treated humanely and only if this use or exploitation benefits humans.
- Animals do not have rights



## Tips

Remember you can start expressing your point of view on something by saying:

*I agree / I disagree with... I believe / I don't believe..., In my point of view...*



**E** In your notebook write your opinion on this topic and add some explanations or examples as you did in activities 4 and 5.



**D** Discuss your ideas using the text you wrote as a guide.

## A Round Table

Check  
your Progress

Go to page 167. Read statements 3 to 5 and mark your progress according to your performance in the lesson.



## Session II

1. Get together with your teammates and take out the information you gathered about the topic you chose to discuss.
2. Individually, identify the points of view and ideas you agree with and write the main aspects on note cards. Add some explanations or examples to them.
3. Make some notes on useful expressions to express your ideas (*I think I don't think.. I believe...I agree I don't agree with...*) etc.

Save your work. You will use it in the following Product session.



## Reading Time!

Read pages 134 to 137 from the Reader's Book. Then, discuss what you read as a group. Is there something about this story that caught your attention? Which do you think is the most interesting part of this story so far?



## Lesson 3



What is the correct way to express your point of view? Is there an incorrect way to do this?

- I** Read this text about being a good citizen and discuss in pairs which aspects you consider are the most important.

Good citizens are involved in their community. They try to make the place where they live a better place. It starts with education and the habit of learning, because educated citizens cannot be manipulated. It is important to stay updated on the news about political, environmental, education, and health issues. When there are issues to be solved in a community, they act to fix things or make improvements in their area. A good citizen should care about the community and neighborhood. This means things like recycling, doing volunteer work, supporting charities, being responsible, respectful and polite. There are legal rules, moral rules and courtesy rules as well, which involve the way we behave when interacting with people. These rules make relationships kinder, and polite people are better to live around than rude ones. Being a better person and citizen makes the world a better place.

- II** Listen to four people talking about the topic above and number the pictures in the correct order.



- III** Listen again and underline the correct answers.

- Why do you think the girl in picture 1 makes a pause before saying: *Shouting doesn't make you right, it only makes you loud*?
  - Because she is not sure about what to say
  - Because she is about to say something she considers important.
- What does the girl's tone of voice show when she says: *Some people have no consideration for others. They just look away, or even pretend to be asleep!*
  - That she is angry
  - That she is disappointed.
- How does the boy emphasize the sentence: *If everybody did whatever they wanted, the world would be in complete chaos.*
  - By lowering his voice
  - By raising his voice.



## 4 Read these sentences and circle the correct options.

### Grammar

When we want to express situations that are very unlikely or impossible to come true, we use the following sentence structure:

- ♦ If sentence + consequence sentence
- ♦ (verb in simple past) (would / could / should / might + verb in base form)

> If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.

> I think that if we all did some community work, it would make a huge difference in our quality of life.

> If everyone had good manners, the world would be so much nicer!

> If everybody did whatever they wanted, the world would be in complete chaos.

> If we had an incentive system

> you don't do it

> they can't pay the fine

> wouldn't forget to recycle

4. They all express *real / hypothetical* situations.
5. In this context they are used to express *logical consequences to justify ideas / express the ideas that are very likely to come true*.

## 5 Read and complete what some students say about recycling with the phrases in the box.



**Anne:** People \_\_\_\_\_ if they had to pay a fine for not doing it. That would teach them it's not OK what they are doing.

**Paul:** I'm in favor of recycling., but what about people with money problems? What if \_\_\_\_\_? What if they can't pay for a recycling bin?

**Greg:** \_\_\_\_\_, it would be much better. For example, every time you recycle you get a little extra money paid by the government. That would be great!

**Lauren:** No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if \_\_\_\_\_, then the government charges you to pay somebody else to do it for you.



## 6 Discuss in pairs. If recycling were mandatory in your city, should people be fined for not doing it? Why? Why not?

- 7** Identify the people from the dialog in activity 5 by reading what each one said and matching it to the correct body language. Label the pictures with their names.



## Tips

Remember it is important not only what you say but how you say it. You can use your body to reinforce what you are expressing and emphasize the meaning of your ideas.



- 8** Write some more ideas to continue the discussion about the topic with the prompts below.

Impractical. Impossible to monitor. Recycling is expensive, better reduce waste  
 OK fine, but at a reasonable price If very little to pay, no one recycles  
 Some people already pay for trash collected

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- 9** Work in groups of four. Role-play the discussion in activity 5 and include your ideas from the previous activity. Pay attention to body language, pauses, volume and tone of voice.

## A Round Table

Check  
your Progress

Go to page 167. Read statement 6 and mark your progress according to your performance in the lesson.

## Session III

1. Get together with your teammates and take out your note cards with your personal points of view on the topic you chose.
2. Brainstorm with your teammates useful tips on when and how to change the volume of your voice, your tone of voice, or when to make pauses to deliver your ideas in a convincing way. Remember the purpose is to discuss a topic and your ideas should be clearly stated. Write down some notes on your cards.



Save your work. You will use it in your next Product session.



## Reading Time!

Read pages 138 to 141 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

**1** Read these arguments for and against zoos. Write your personal point of view.

### ZOOS

For	Against
<ul style="list-style-type: none"> <li>› Animals have medical care all the time</li> <li>› Endangered species are kept safely in zoos</li> <li>› Zookeepers organize activities to avoid animals feeling bored or depressed.</li> <li>› People learn about animals without traveling to far off places to see them</li> </ul>	<ul style="list-style-type: none"> <li>› Capturing animals is against their rights</li> <li>› Their natural movements are limited because they do not have enough space</li> <li>› Captive animals do not show their natural behavior</li> <li>› Zoos are expensive to run</li> </ul>



**2** Get together with a classmate who has an opposite point of view from yours and discuss the topic. Use body language to look and sound convincing

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## A Round Table

### Final Session



As you learned throughout this unit, ethical and civic topics have to do with being a good person and a good citizen. Some aspects maybe controversial, especially moral issues, that respond to what we consider right or wrong. During this unit you worked with your classmates to choose a topic to discuss in a round table and collected questions and information about the topic to be able to express your own point of view. You also learned that body language, tone and volume of voice are important to express your ideas clearly and in an assertive way.

Now it's time to have your discussion. This activity will help you to gain confidence when speaking in English, pay attention and monitor the way you express your ideas and the way you use your body language. It will also help your fluency in the language.

1. Get together with your teammates and take out the questions about the topic you chose to discuss and the cards with your points of view.
2. Take some minutes before the discussion begins to check that your notes are clear. Remember to add some details or examples to make your point clear. Decide on the suitable body language to emphasize the meaning of what you are saying. Before you start, decide on the order in which you will speak.
3. Sit together with your teammates and have the round table discussion. Listen to your teammates respectfully and use your note cards to express your opinions and exchange points of view.

### Check your Progress



Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

Go to page 167. Read statements 7 and 8 and mark your progress according to your performance in the lesson.

### Reading Time!

Before you continue with the next unit, visit the Grammar Reference section on page 179 to clarify, review and reinforce the grammar learned in this unit.

Read pages 142 to 144 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

Name \_\_\_\_\_ LN \_\_\_\_\_

Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Questionnaire

**1 Use the checklist to mark (✓) your abilities**

I can ...	Yes	No
1. Define the purpose of finding informationh		
2. Ask questions to find information		
3. Find adequate sources of information		
4. Contrast the personal points of view of a text with its main ideas (pp. 157 and 158)		
5. Think about what I want to say and how I want to say it. (pp. 158)		
6. Use my body to help when expressing my opinion (pp. 158)		
7. Come up with strategies to influence the opinion of others (pp. 165)		
8. Discuss my points of view without getting angry (pp. 165 and 166)		

**2 Use the results to decide on and suggest strategies to improve your English learning.**

## Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ Read texts of civics and ethics education and choose information
- ▶ Understand the general sense and the main ideas
- ▶ Discuss points of view by participating in a round table.

During the planning and performing of the final product, I...

- ▶ Participated actively.
- ▶ Found interesting information to answer questions about a topic.
- ▶ Expressed my opinions clearly.
- ▶ Used the appropriate volume, tone of voice, and body language.

- ▶ Promoted respect and collaboration.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

## Co-evaluation

\* Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

**Values:**

1 = Agree

2 = Disagree

3 = Needs Practice

	Yourself	1. _____	2. _____	3. _____	4. _____
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					



# Unit 1

## Suggesting and giving advice

There are different expressions you can use to give advice or to suggest someone to do something:

- You could
- You should
- Let's

plus verb in the base form.

Look at the examples:

*You could talk to her.*

*You should look for options.*

*Let's work together*

To give advice we can use the following:

What if + subject + verb in the base form

*What if we help her.*

Remember that the meaning of what you are saying should always be accompanied by body language and intonation in order to convey the desired meaning.

Can you notice the main differences between how we use could, should and would?

**Could** expresses an idea or an option without imposing your own thoughts or beliefs. We also use could to offer ideas as possible solutions.

**Should** expresses what your opinion is about an action to take: you give a strong suggestion. We use should when giving advice to someone who is your own age like a friend or someone in your family. But we seldom use should with someone older than you or with another level of authority.

# Unit 2

## Present Perfect

This verb tense is used to indicate a link between the present and the past. The time of the action is before now but not specified and we are usually more interested in the result than in the action itself.

## Present Progressive

It is used for actions going on in the moment of speaking and for actions that take place only for a short period of time. It is also known as present continuous.

## Simple Past

It is used to talk about things that happened or existed before now.

To construct sentences using these tenses:

- The present perfect tense: have in the present tense + the past participle of the main verb.
- The present progressive: be in the present tense + ing form of the verb.
- The simple past of regular verbs adding **ed** or **d** to the base form.

We make the negative form in the present tense by adding **don't** or **doesn't** before the verb in the base form.

Remember that English also has irregular verbs.

FOR A COMPLETE LIST OF IRREGULAR VERBS GO TO PAGE 191 IN THIS BOOK.

! = exclamation mark

, = comma

. = period

## GRAPHIC ORGANIZERS

A graphic organizer is a useful tool which allows us to organize information in such a visual way that we can read it at a glance. Graphic organizers can be used to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.

There are several types of graphic organizers, some of them are diagrams, charts, tables, mind maps, among others.

For example, a Venn diagram or a chart can help you compare and contrast two or more things or ideas.

# Unit 3

## Prepositions

These are words that are usually used before nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

In other words, we use prepositions to express or describe time, place, manner, condition, purpose and quantity. For example:

*They arrived on Sunday.*

*Her backpack is under the bed.*

*They went by train.*

Sometimes, some prepositions are used with verbs to form **phrasal verbs**. These phrasal verbs have a different meaning than the original verb, such as: *go over* and *blow up*.

*Let's go to the movies.*

*Let's go over our notes.*

*I blew the candles.*

*The balloon blew up.*

## Punctuation

We use an exclamation mark to express surprise, or to emphasize a comment or short, sharp phrase.

We use commas to separate phrases, words or clauses in a sentence.

We use a period to mark the end of any sentence that is not a question or an exclamation.

= exclamation mark

, = comma

. = period

# Unit 4

## Passive Voice

We use the passive voice to emphasize the action rather than the doer. It can be used when it is not necessary to express the doer of the action because it is obvious from context, it is unknown, or unimportant. We form the passive voice with the verb be (in any tense) + past participle of the main verb. Example:

*Active voice: Paul gave Mary a ring.*

*Passive voice: A ring was given to Mary by Paul.*

To make questions to find out more information we use the words: **what, where, when, who, how and why**. These questions, also called Wh- questions, use the following structures in the simple past tense:

Wh- question word + auxiliary did + subject + verb in base form.

*What did the man do?*

Another possible structure is Wh-question word + verb to be in the past + subject + complement

*Why were they scared?*

When writing a wh- question in passive voice we use the following structure: verb to be in the past + subject + past participle + complement

*Was the boy forgotten at the mall?*

When changing sentences from direct speech into indirect speech, or vice versa, verb tenses change as follows:

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple past	Past perfect
Present Perfect	Past perfect
Future (will)	Would
Must	Had to

Time expressions, like last night, yesterday, tomorrow change to: the previous night (day), the next (following) day in indirect speech.

# Unit 5

## Types of Language

We use formal language in situations that involve people we do not know.

We use informal language in situations that involve people we know well. It is more casual and spontaneous.

## Feedback

Feedback is information about reactions to a person's performance of a task, a product, etc. It is used as a basis for improvement. Feedback can help you and your classmates learn more efficiently.

Feedback is not just about correcting errors, feedback should also help the person realize when they've used language properly or effectively and how they have managed to communicate what they wanted.

## Intonation

It is the rise and fall of your voice when you speak. In other words, it is the variation in the pitch level or tone of voice. In English, stress and rhythm is also part of intonation. Intonation conveys differences of meaning, e.g. surprise, doubt, excitement, etc. Intonation has a grammatical function, it lets you figure out the difference between one type of sentence from another, this means, for example, that intonation can let you know if someone is asking a question or stating a fact. Without proper intonation, our audience won't be interested in what we are saying because our voice will sound flat and boring. Without intonation, it is impossible to understand the speaker's feelings or attitude.

## Remember...

English language doesn't use accents as we do in Spanish. Therefore, intonation is one of the most precious characteristics when using oral language. Always use your tone, intonation and stress to convey meaning and feelings just as you do with your body language.

# Unit 6

## Connectors

Connectors are words that combine two words, phrases or sentences together. Look at the following sentences. Then, read more information about these connectors.

- I couldn't go **because** I spent the weekend on my grandma's farm.
- We had some sausages and hamburgers and **on top of that**, a delicious chocolate cake.
- **Although** the weather was not very warm, we all jumped inside the pool!
- The water was cold, **but** we didn't want to get out.
- **Actually**, we stayed there quite a while.

We use the connector *on top of that* to express addition.

We use the connectors *but* and *although* to show contrast.

We use the connector *actually* to emphasize something.

We use the connector *because* to express the reason for something.

We use reported speech to tell someone what somebody else said earlier. To report what someone said we use a reporting verb (said, told, and others) and we change verb tenses and pronouns. Verbs in the present tense change to simple past, present perfect and simple past tenses change to past perfect. To report yes/no questions we use the word *if*. Time expressions like *next Friday* change to the following (Friday).

We eliminate inverted commas in reported speech.

# UNIT 7

## Paraphrasing

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words. Don't say anything the original text doesn't say. Try to use the same order of ideas. When you find unfamiliar words, try to understand the sense in which the writer uses the words. Compare your paraphrase with the original source to make sure you say the same things but with your own words. If the wording is too similar to the original, then it is considered plagiarism. Don't forget to include a citation for the source of the information. You must give credit to the original author.

## The Main Idea & Supporting Idea

The **main idea** is the most important idea the author of any text wants you to know. It is also the most interesting or the idea which tells you exactly the topic or the message the text wants to convey.

The **supporting ideas** are extra information that helps you understand the main idea. Supporting ideas can also be examples included in a text to extend or explain the message of the main idea.

Look at the following example, can you tell which the main idea is and what the supporting ideas are:

My mom got a used car. This car is red and black. The seats are black too. It has a stereo and air conditioning. The tires are new. Now she can drive me to school every day.

Correct! The main idea is inside a circle and the supporting ideas are underlined.

# Unit 8

Modal verbs show the speaker's attitude or feelings about a specific situation. They can also help us express, requests, offers or ask for and give advice.

## Request

When we make a request, we ask someone for something or we ask someone to do something. There are different ways of asking for something but we usually do it in a polite way and we can use *can*, *could*, *would you mind if*, *may*.

*Could you help me, please?*

*Could I get a replacement?*

*I would like to exchange it, please.*

## Offer

To ask someone if he or she would like to have something or would like you to do something. We usually use: *how can I...*, *would you like me to...*, *should I help you...*

When we reply to offers we usually say *yes* and *yes please* or *no*, *no thanks*, *maybe sometime latter...*

*How can I help you?*

## Advice

An opinion or suggestion that someone offers you about what you should do or how you should respond in a specific situation. You can also find the spelling for this word as: *advise* which is the British variety but the meaning and the usage is the same.

*We usually use the words: should, could, may...*

*What should I do?*

*You should take it to the service center.*



# UNIT 9

## Comparing & Contrasting

Comparing and contrasting people, ideas and things can be difficult because we can use different structures; for example, we can use conjunctions, transitional adverbs and phrases.

### To compare

We can use the following structures:

#### Adverbs

*Similarly, likewise, in the same way, also*

Riding on a bus is not the same as riding on a plane.

#### Phrases

*Like, alike, similar, equal, comparable, both*

Both colors are available in your size.

#### Verbs

*Compare to, match, etc.*

### To express contrast

We can use the following structures:

#### Adverbs

*In contrast, on the other hand, however.*

She says she likes the city. However, she prefers to live in the country.

On the one hand, I want to go to Acapulco; on the other, I don't have enough money.

#### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

#### Adjectives

*different*

They are as different as night and day.

Compare your sentences to the one on the board.

1. Compare and contrast are words that are often used to talk about the similarities and differences between two things or objects.
2. Apart from the difference in their meaning, finding any differences between the two is very difficult.

3. According to various dictionaries, compare means 'to represent things or objects according to similarity' and contrast means 'to represent things according to differences.'
4. Compare emphasizes the similar qualities and contrast emphasizes the differences.
5. The word compare comes from the Latin word 'comparare', which means 'to liken or to compare.' The word contrast comes from the Latin word 'contra' and 'stare', which means 'against' and 'to stand.'

To learn more, visit: Difference Between Compare and Contrast | Difference Between <http://www.differencebetween.net/language/difference-between-compare-and-contrast/#ixzz5RZXeDLQ0>

### To express contrast

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#### Adverbs

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On the one hand, I want to go to Acapulco; on the other, I don't have enough money.

#### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

#### Adjectives

*different*

They are as different as night and day.

**Venn diagram:** Draw two overlapping circles, one circle for each item you want to compare or contrast. Write the traits the items or ideas have in common in the center, where the circles overlap. On the areas where they don't overlap, you can write the things that make them different.

**Chart:** Decide what you want to focus on when you compare the items or ideas. On the left side of the chart list the criteria. Across the top, write the names of the items you are going to compare. One box per item for each element you want to compare or contrast. Fill the boxes and then survey what you have discovered.

# Unit 10

## Prefixes

Prefixes are letters added to the beginning of a word to create a new word with a different meaning, for example: *market – supermarket, happy – unhappy.*

Suffixes are added to the end of a word, for example: *child (noun) – childish (adjective), work (verb)– worker (noun).* Suffixes often change a word from one part of speech to another.

polite – impolite

practical - impractical

legal – illegal

discriminate – discrimination

act – action – active

## Second Conditional

We use the Second Conditional when we want to express situations that are very unlikely or impossible to come true we use the following sentence structure:

*If* sentence (verb in simple past) + consequence sentence (*would /could /should / might* + verb in base form)

If I knew his name I would tell you.

There would be fewer accidents, if everybody drove more carefully.

Would you accept the job if they offered it to you?

What would you do if you saw a U.F.O?

## Expressions To Ask For Points Of View, Question Stands Or Clarify Confusion.

Asking for points of view: What did/do you think of ... Questioning stands: Why do you say that?, Don't you think that ...?, What about...? Clarifying confusion: What I mean is that ..., For instance ..., Let me show you...

## Adjectives

These are words that can be used to describe a noun or a pronoun. There are many different types of adjectives that can be used to describe almost anything you can think of from appearance to personality, even shape, size, and time. Here are some examples:

- ♦ That's a **clean** floor.
- ♦ That movie was **scary**.
- ♦ What a **beautiful** gift.
- ♦ I have a **little** dog.
- ♦ It's the **blue** house on the left.
- ♦ My grandfather is **old**.
- ♦ She lives in a mansion. She is **rich**.
- ♦ My clothes are **wet**.
- ♦ What a **happy** baby!

## Track 1

### COPYRIGHT BLURB

## Unit 1

### Track 2

- MATT:** Hi, Bill. What's up?  
**BILL:** I'm worried.  
**MATT:** Why? What's the matter?  
**BILL:** My grades are low.  
**MATT:** How's that?  
**BILL:** I've been looking after my sister in the afternoons and when my parents get home in the evening, I don't feel like studying or doing homework. I'm tired.  
**MATT:** Oh, I see. You have to babysit.  
**BILL:** The teacher told me if I don't do well on the final exam, I'll be in trouble.  
**MATT:** Oh! Maybe I can help you. The final is next month. We can study together. What do you say?  
**BILL:** What about my sister?  
**MATT:** No problem. Bring her with you. She can play with my sister while we study.  
**BILL:** That would be great. Thanks!  
**MATT:** It's OK. We are friends, aren't we? And besides, you are not irresponsible; it's just you didn't have enough time to study.

### Track 3

- GIRL:** Guess what? My cousins from Australia are coming to spend their vacations with us! Isn't it awesome?  
**BOY:** You can't do this! It's the third time I tell you. This time it will have serious consequences.  
**BOY:** It was a complete failure. All my hard work for nothing....  
 Should I start all over again?  
**GIRL:** I don't want to stay there alone. What if she comes back?

### Track 4

- CINDY:** I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.  
**MARY:** That's awful. You could speak to her. What if you talk to her when she's alone?  
**CINDY:** I don't know.... She's always with Pam and Tracy, maybe it's worse.  
**MARY:** This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!  
**CINDY:** Would you do that? Oh, thanks!

## Track 5

- DEBBIE:** Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.  
**MARY:** She can't treat you like that. She doesn't show any respect for you!  
**PAUL:** Mm... We could well tell the teacher. What do you think?  
**MARY:** Yes! Definitely, she will help Cindy solve this problem. Paul, Debbie  
**MARY:** Agreed!

## Track 6

Floods and winter storms in the state of Idaho have affected thousands of families who need support. You could help providing food, clothes, medicines, and shelter to people when they need it most. Please, donate today to Red Cross Disaster relief. Call 01800 – Red Cross. We need you.

## Track 7

- JAKE:** What if we organize a raffle and buy food and clothes with the money from the tickets?  
**CLAIRE:** That's a very good idea, but we need a prize... and it's not easy to get one. We could have a school fair with games and food and drinks to sell instead.  
**STAN:** But that takes a lot of time to organize. How about performing a play at school and donating the money from the tickets? We are now rehearsing Romeo and Juliet. We could perform it next week to collect funds.  
**JAKE:** Great! We could sell lots of tickets; to our families, friends, neighbors.  
**STAN:** Should we buy food and clothes, or should we give the money to the Red Cross?  
**JAKE:** I think it's better to donate the money, they know exactly what they need.  
**CLAIRE:** I agree. I'm sure the school will support our plan. Let's talk to the principal.

## Track 8

- KEN:** Hello, Mrs. Brown.  
**MRS. BROWN:** Hello, Ken.  
**KEN:** I'm working for a charity campaign, A Toy for Every Child.  
**MRS. BROWN:** Oh, that's very good!  
**KEN:** Yes, it's for every kid in need to have a toy this Christmas. Here's a leaflet with our webpage address to get information about us.  
**KEN:** Do you have any toys your kids would like to donate?  
**WOMAN:** Yes, it's great to be able to help, especially children! Let me get some for you.  
**KEN:** Thanks a lot! Here's a sticker to show your support to this campaign.

## Unit 2

### Track 9

Pygmalion is the story of a poor uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.

- MRS. PEARCE:** A young woman wants to see you, sir.
- HIGGINS:** A young woman! What for?
- MRS. PEARCE:** Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her – excuse me, sir.
- HIGGINS:** Oh, that's all right, Mrs. Pearce. Show her up.
- HIGGINS:** Why, this is the girl I saw last night. I'm not interested in you. Go home.
- THE FLOWER GIRL:** No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.
- HIGGINS:** Shall I ask you to sit down, or shall I throw you out of the window?
- THE FLOWER GIRL:** Ah—ah—ah! I've offered to pay!
- PICKERING:** Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.
- HIGGINS:** OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

### Track 10

- HERCULES:** Why are you so serious? The person who died was a stranger, wasn't she?
- SERVANT:** No, that's not true. Admetus lied to you. Alcestis is the one who died.
- HERCULES:** What? I must bring Alcestis back from the dead. I will fight Death.
- SERVANT:** Admetus was too honorable to tell you to leave his house.
- HERCULES:** We have been friends for a long time. Why didn't you tell me about your sorrow? See this woman? Take care of her until I return.
- ADMETUS:** I don't want her in my house. Alcestis will be the only woman in my life.
- HERCULES:** Please, my friend. Let her in. You will thank me in time. Look at her! It is your wife Alcestis.
- ADMETUS:** Oh, my dear Alcestis. I thought you were gone forever! How did you save her?
- HERCULES:** I fought with Death himself and won the battle.

- ADMETUS:** Why is she so silent?
- HERCULES:** She won't speak for three days until she is purified.
- ADMETUS:** Don't leave now Hercules. Let's have a party!
- HERCULES:** I must go now..., but I will return to pay you another visit.
- ADMETUS:** Let's celebrate! Our life begins again!
- CHORUS:** The impossible has become true. It is the way of the gods.

### Track 11

- ROBIN HOOD:** What a great feeling to be in the wonderful oak forest of Sherwood! I prefer to be free than to be the king of England.
- FRIAR TUCK:** Yes, yes. That's true.
- ROBIN HOOD:** Stop! Shhh,...someone's coming.
- ALFRED:** Hide, my friends. An enemy on the road. This is terrible. So terrible... The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money... My neighbors and I survived because someone sent us mysterious gifts during the night, clothes and food I think it's Robin Hood who sends them.
- ROBIN HOOD:** Why do you say that? The Sheriff's such a good person!
- ALFRED:** Robin Hood? He's a robber and an outlaw! No, he isn't. It's the Sheriff who is a robber! Robin Hood is a noble person. He helps the poor.

## Unit 3

### Track 12

- ▶ Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- ▶ Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- ▶ If you need to evacuate:
- ▶ Leave your home when you are advised to do so by local emergency authorities.
- ▶ Take your emergency kit with you.
- ▶ Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

### Track 13

- First, stay in the vehicle and wait for help.
- ▶ Next, display signs to show you need help.
  - ▶ Then, turn on the engine for some minutes each hour.
  - ▶ Finally, do light exercises to keep up circulation. Clap your hands and move your arms and legs.

### Track 14

Important safety instructions in case of a hurricane.

1. Avoid using the phone during a hurricane.
2. Fill in your car's gas tank, in case you need to evacuate.
3. Fill plastic bottles with clean water for drinking.
4. Close all interior doors at home.
5. Bring in belongings and patio furniture inside.
6. Use flashlights in the dark if the power goes out. Do not use candles.
7. Cover your windows with shutters.
8. Unplug small electrical appliances.

### Unit 4

#### Track 15

##### DIALOG 1

**TOM:** Look at this...A new solar system! How about that?

**EMILY:** It seems that we are close to discovering life on other planets.

**TOM:** Yeah. Let me read...mm...it says they are going to use a telescope to detect ozone which could show biological activity.

##### DIALOG 2

**TOM:** Listen to this... "scientists have made photosynthesis more effective to increase the production of certain plants." It's amazing! This means more food, right?

**EMILY:** Yes, you could say that they are just improving a natural process, but it's done by genetic engineering techniques. I don't know... it's a controversial topic.

##### DIALOG 3

**EMILY:** This is good news. What do you think? It says here that a lab in India is using soot to make ink! They are using it to paint.

**TOM:** Yes, of course. Recycling waste is always good news.

##### DIALOG 4

**EMILY:** Look! She won the championship. What do you say?

**TOM:** Well, that's a surprise! I bet no one thought she could do it.

**EMILY:** Yes, the press was very critical of her performance.

#### Track 16

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the

economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

#### Track 17

**A** Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital. Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet.

The building was under investigation because of deplorable living conditions and violation of safety regulations.

**B** Police is looking for a man and a woman after a \$ 900,000 painting called Moonlight by artist Leo Baker, disappeared from an art museum in Chicago yesterday.

The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested.

Leo Baker is a famous American artist. The painting was part of a temporary exhibition called Fragments which opened on April 12 and will end on May 15.

#### Track 18

**A** Plane catches fire and makes emergency landing  
A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 130 passengers and crew members had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

**B** PANIC – Airline passenger BURSTS INTO FLAMES  
A Peruvian passenger plane burst into flames after an emergency landing. Horrified passengers fled the burning plane just before its right wing exploded. A huge fire spread to the fuselage immediately. One of the passengers, Mark T, said he wouldn't take a plane in the near future. "It's been the scariest experience I've been through", said Jenny M. All 130 passengers are safe.

## Unit 5

### Track 19

1

Anne of Green Gables looking at herself in the mirror... I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't – I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it?

2

Marc Anthony to the people of Rome...  
Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is often interred with their bones:  
So let it be with Caesar...

### Track 20

Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

### Track 21

Oh, Dad, please, please let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. What I mean is I can't miss it! I know I haven't been good lately. I know I haven't tidied up my room, I know I said I was studying, but I was listening to music in my room and I failed my exams, and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, I mean he's not a baby anymore, right? Anyway going back to the party, please let me, won't you? What do you say?

### Track 22

1

We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage.

2

Thanks guys for coming! Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers!

## Unit 6

### Track 23

#### DIALOG 1

**MARK:** Hello?  
**ROB:** Hi, Mark. It's Rob.  
**MARK:** Hi! You're back! So, how was it?  
**ROB:** We loved it. Such a beautiful sight! We took plenty of pictures. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?  
**MARK:** We'd like to, but I don't know, the airline ticket is a bit expensive.

#### DIALOG 2

**SEAN:** You didn't go to the football match! You missed it!  
**DAD:** Yeah, I know Arsenal won.  
**SEAN:** Yes, with two amazing goals. I shouted at the top of my voice. It was very exciting! Next time you should come with Jimmy and me, dad.  
**DAD:** Sure!

#### DIALOG 3

**STEPHANIE:** Hi, Kate. We missed you at the office. How were your holidays?  
**KATE:** Great, but you won't believe what happened to Maggie and me in New York.  
**STEPHANIE:** What happened?  
**KATE:** We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine, and then there was a terrible traffic jam! We got stuck behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!  
**STEPHANIE:** Oh, no!

### Track 24

**STAN:** Hi Joe.  
**JOE:** Hi, Stan. How are you?  
**STAN:** Fine. Why didn't you go to Tracy's birthday party on Saturday?  
**JOE:** I couldn't go because I spent the weekend on my grandma's farm.

### Track 25

**STAN:** It was great. There were lots of people.  
**JOE:** Where was it?  
**STAN:** In the back yard. We had a barbecue.  
**JOE:** Lucy's father loves cooking. Did he prepare the food?  
**STAN:** Yes, we had some sausages and hamburgers and on top of that, a delicious chocolate cake.  
**JOE:** Tracy's cousins have a rock band. Did they play at the party?

**STAN:** Yes, they did. They sound really good. And later, we played volleyball, boys against girls. They were far better than us.

**JOE:** You mean they won?

**STAN:** Yes, and by an ample margin. It was all great until the end.

**JOE:** Why, what happened?

**STAN:** Megan's dad gave me a ride, but the car broke down half-way back. He called the emergency road assistance, and it took a long time. We were all hungry, thirsty and very tired, I arrived home at midnight! Anyway, how was your weekend?

### Track 26

**JENNIFER:** Guess what? I went out with Paul on Saturday!

**EMMA:** Wow! Tell me all about it.

**JENNIFER:** We went to see *The Post*. We had a wonderful time, we really hit it off. After the movie, we went for a pizza, and then the most curious thing happened.

**EMMA:** What was it?

**JENNIFER:** As we were leaving the place, a guy came up to him and said, Hi, Luke, so long!

**EMMA:** What?

**JENNIFER:** Most strange... Paul looked really surprised and said, "I think you are mistaken. I'm Paul." But the guy insisted, and said, "Are you kidding me? Is this some kind of joke?" And he started laughing. Paul insisted it was not him...but the guy wouldn't leave!

**EMMA:** So, what did you do?

**JENNIFER:** By now Paul was upset. It was a very unpleasant situation.

**EMMA:** So...?

**JENNIFER:** The guy explained that Luke was a friend, but that he had moved to another city and they hadn't seen each other for some time. And then he added "Look, I haven't got a picture of him right here, but believe me.... you look exactly the same!" In the end the guy apologized and left, but it got Paul thinking...

**EMMA:** That's VERY strange.

**JENNIFER:** Yes, he said he wanted to meet Luke! Hahaha

**EMMA:** That would be shocking. Well you know, they say we all have a double somewhere...

## Unit 7

### Track 27

A pulley is a wheel over which you loop a rope to make it easier to lift things pulling down on one end of the rope creates an upward pull at the other end. The load is the weight of an object and the effort the amount of force

required to lift or move the object.

When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys.

As you increase the number of pulleys, the less effort you require lifting a load.

Both, levers and pulleys, work under the same principle: they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is. Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.

### Track 28

An engine is a machine that uses its parts to convert fuel into energy, or power. A motor car engine is an Internal Combustion Engine (ICE). This type of engine burns gasoline. Gasoline is ignited, and it mixes with air. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline become many molecules. This air-fuel mixture fills the combustion chamber. It opens a valve to get inside the chamber. The gas creates heat and pressure as it expands. This pressure causes the pistons attached to a crankshaft in an ICE to move up and down with great force. The energy is transferred and converted into a rotary motion through the crankshaft and axle. As a result of this, the axle turns the wheels that make the car move. This explains how a mixture of gasoline and air can be ignited, combusted and converted into useable power.

### Track 29

The engine works in four stages or strokes. A stroke is the movement of the piston between the two dead centers (bottom and top). First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke

**SECOND STAGE:** The intake valve closes, and the piston moves on an upward stroke compressing the fuel-air mixture. This is called the compression stroke.

**THIRD STAGE:** A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke.

**FOURTH STAGE:** As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.



## Unit 8

### Track 30

1

**SALES CLERK:** Good afternoon. May I help you?  
**MAN:** Yes. I bought this cell phone here two days ago but the battery is no working properly. I'd like a replacement.

**SALES CLERK:** We can't replace your cell phone, you can buy a new battery at the service center.  
**MAN:** This is ridiculous! I want to speak to the manager, right now!

2

**MAN:** Good evening. Pizza Kingdom. How can I help?

**WOMAN:** Hi. I'm not happy with the pizza you delivered. I want to make a complaint.

**MAN:** Ok. What's your complaint about?

**WOMAN:** I ordered a pizza with olive topping, and there's not topping at all. I only has tomato sauce.

**MAN:** We're very sorry about that. What's your name and address, please? We'll send you another pizza right away.

**WOMAN:** Thank you. It's...

### Track 31

- ▶ This is a very low-quality product!
- ▶ Thank you, that's very nice of you.
- ▶ I'm not leaving until I get my money back.
- ▶ Sorry, we'll find a solution right now.
- ▶ Don't worry, we can get you another one.
- ▶ This is absurd! You recommended this product.
- ▶ I'm sorry for the inconvenience.

### Track 32

A

**MARK:** Good morning. I bought this shirt some days ago, but when I washed it, the color changed. Could I get a refund, please?

**WOMAN:** I'm afraid that's not possible, but we can exchange it for another one.

**MAN:** Thanks. That's kind of you.

B

**WOMAN:** Good afternoon. I got this CD here, but it skips. I would like to exchange it.

**YOUNG MAN:** We don't exchange CDs once they are open.

**WOMAN:** This is nonsense. I demand to speak to the person in charge!

### Track 33

#### SITUATION 1

**SALESWOMAN:** Good morning. May I help you?

**MARK:** Yes, please. I bought this camera two days ago and the flash doesn't work. I feel very disappointed. I would like to replace it, please.

**SALESWOMAN:** We don't replace products. Here's the address of the service center.  
**MARK:** I don't want my camera to be fixed. It's new. I want another one!

**SALESWOMAN:** You probably broke the flash.  
**MARK:** What? Are you saying it is my fault? I'm going to make a formal complaint. Good-bye! And thanks for nothing!

### Track 34

#### SITUATION 2

**SALES ATTENDANT:** Can I help you?  
**CLAIRE:** Yes, please. I bought these jeans for my son, but they are too small. Do you have them in a larger size?

**SALES ATTENDANT:** Let me check. (PAUSA) I'm afraid they have sold out.

**CLAIRE:** Oh, what a shame! Then I would like a refund, please.

**SALES ATTENDANT:** I'm sorry. We don't give refunds if the items are on sale. But you can exchange them for something else or we can give you a credit note.

**CLAIRE:** OK. I'll take a credit note.

**SALES ATTENDANT:** It's valid for six months.

**CLAIRE:** Oh, that's very good. Thank you.

### Track 35

1

**AGENT:** Good morning. Customer service. How can I help you?

**STEVE:** Good morning. I'm calling to make a complaint about a book I bought. It arrived this morning, and the cover is scratched. I'd like a free replacement.

**AGENT:** Of course, sir. Please, tell me your name, and your order number.

**STEVE:** Sure. It's Steve Harris and the order number is 2443798.

**AGENT:** OK. Please, send us the book back, and tomorrow you'll receive a new one. My apologies for this inconvenience.

**STEVE:** Thanks for your help!

2

**AGENT:** Good morning. Customer service. How can I help you?

**AMY:** I'm afraid there's a problem with a bag I bought. I ordered a blue bag and you sent me an orange one. I'd like to replace it.

**AGENT:** Let me check...Miss, I'm afraid we don't have any blue bags left.

**AMY:** Well, then I'd like a full refund.

**AGENT:** Certainly. I'm very sorry about this mistake. Send us the bag back and we'll reimburse your money.

**AMY:** Thank you very much.

**Track 36**

**AGENT:** Good morning. Customer Service. Can I help you?

**JASON:** Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed... I can't use it.

**AGENT:** Mm...What do you mean?

**JASON:** What I mean is...I don't know exactly the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

**AGENT:** Oh, I see...the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

**JASON:** Yes, precisely. It seems to be stuck.

**AGENT:** Oh, sorry about that.

**JASON:** What should I do?

**AGENT:** Bring your coffee maker to our Service Center. If the problem cannot be solved, you will get a free replacement.

**JASON:** Oh, that's great. Thank you for your help.

**Unit 9****Track 37**

Independence Day is an important celebration in the US, the same as Bastille Day, the equivalent of Independence Day, in France. Both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire spectacular fireworks, on the other the activities and events can be different. While in France firehouses open their doors to the general public on that day, offering live demonstrations and dancing, in the US usual activities are sporting events and barbecues. In both countries impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family reunions with picnics are the most popular way to celebrate the day. Whether in the US or in France, Independence Day or Bastille Day is a day to celebrate and have fun.

**Track 38**

I spent my summer vacation in a friend's house in India, and I was surprised to see how similar the food in both countries is, although there are some differences as well. On the one hand, it is quite spicy in both countries, but on the other some ingredients are different.

In Mexico, beef and pork are widely eaten while in India most people eat only vegetables. In both countries it is common for people to eat with their hands. In India dinner is the most important meal of the day, however in Mexico it is lunch.

Even though in both countries spicy food is the main characteristic, in India a mixture of different spices is used to

make your body heat, while in Mexico chilies are the main ingredient which makes food spicy and hot.

Popular Mexican food uses a significant amount of black beans and pinto beans the same as Indian food where they call it rajma.

I really loved Indian food and many of its dishes reminded me of similar ones in Mexico!

**Track 39**

During my stay in Japan I attended a tea ceremony.

Chanoyu, its Japanese name, is the ancient ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study.

Before entering the tearoom, we washed our hands and mouths with clean water, because you have to purify yourself before the ceremony. Our host greeted each of us with a bow. While sitting on the floor we observed how she prepared the utensils and then the tea. Once it was ready, each of us drank from the bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth.

When we finished, she allowed us to examine all the utensils. We learned that each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place. This tea ritual requires a series of precise hand movements and graceful choreography. It is a symbol of peace, and harmony for the Japanese people. It is a spiritual experience to show respect through etiquette and grace, which are very important aspects in Japanese culture.

**Track 40**

I had an amazing experience in a temazcal. A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing.

When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. They are called abuelitas. We sat on some colorful blankets in a semi-circle.

The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

### Track 41

I fell in love with Matryoshka dolls the moment I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name Matryona. They are sometimes called babushka, which means old woman or grandmother. These dolls represent fertility and motherhood. The first doll set was made in 1890 by Vasily Zvyozdochkin and designed by Sergey Malyutin, who was a folk crafts painter; they were inspired by a Japanese doll. A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains increasingly smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes, from fairy tales to Christmas, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll, and a number showing the number of dolls in the set. They are truly works of art!

## Unit 10

### Track 42

**STEVE:** We are having a round table at school next Friday.

**CAROL:** What are you going to discuss?

**STEVE:** Well, it took us some time to decide; we brainstormed several topics like, bullying, technology and its effects on society, discrimination, laboratory animal testing, and others but we finally chose discrimination.

**CAROL:** Oh, that's very interesting. What aspects of the topic will you talk about?

**STEVE:** Well, some examples of discrimination in everyday situations, and how to find help in case a person is discriminated.

### Track 43

Lying is wrong, but it is very common. People have different reasons to think lying is bad, for example: Lying is bad because it reduces trust between people. Lying is bad because it makes it difficult for the person being lied to make a free informed decision. Lying is bad because it's morally wrong, etc. But some people say that lying is not wrong when there's a good reason for it. They say a white lie does not intend to harm, on the contrary, it is meant to make the people being lied to feel well, and to avoid hurting their feelings. But, according to some people, this kind of lies are not OK because the person being lied to does not access information that might be useful in future situations.

So, can lying be justified, yes or no? If yes, when?

Many people believe lying is always bad. ✓

Some people believe lying is not always bad. ✓

You can lie about a haircut.

White lies can be accepted by some people. ✓

Lying protects children.

### Track 44

1

**GIRL:** I remember I used to shout a lot and be rude to my brother when I got angry, and my dad always said it was important to keep calm and not to shout or make rude comments. He used to say: Shouting doesn't make you right, it only makes you loud. If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.

2

**BOY:** At home we always try to find some time to improve our neighborhood. For example, last month we went to a meeting with the neighbors who live in our block to plan how to clean up an empty lot and turn it into a playground. I think that if we all did some community work, it would make a huge difference in our quality of life.

3

**GIRL:** Ever since I was a little girl, my mom said it was important to greet people and to be kind and give up our subway or bus seat to people who need it more than us, like elderly or disabled people, and women who are pregnant, or carry babies in their arms. Some people have no consideration for others. They just look away or even pretend to be asleep!

If everyone had good manners, the world would be so much nicer!

4

**BOY:** I think being responsible is also important to be a good citizen. At home we all have some chores, even my little sister has to keep her room neat and tidy. There are rules at home, at school and everywhere, so I think the first step is to learn that rules are necessary and that we should act in a responsible way and obey them. If everybody did whatever they wanted, the world would be in complete chaos.

### Track 45

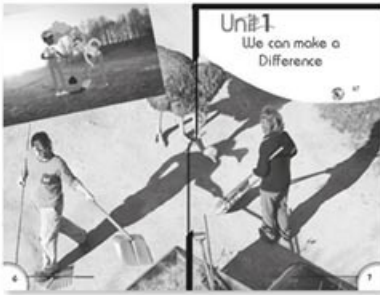
**ANNE:** People wouldn't forget to recycle if they had to pay a fine for not doing it. That would teach them it's not OK what they are doing.

**PAUL:** I'm in favor of recycling, but what about people with money problems? What if they can't pay the fine? What if they can't pay for a recycling bin?

**GREG:** If we had an incentive system, it would be much better. For example, every time you recycle you get a little extra money paid by the government. That would be great!

**LAUREN:** No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if you don't do it, then the government charges you to pay somebody else to do it for you.

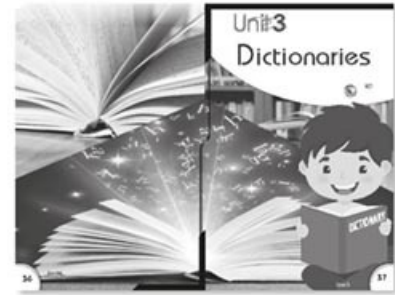
# READER'S BOOK



**TRACK 1 · P6 - 19**  
WE CAN MAKE A DIFFERENCE



**TRACK 2 · P20 - 35**  
THE BOOK OF BEASTS



**TRACK 3 · P36 - 49**  
DICTIONARIES



**TRACK 4 · P50 - 63**  
THE KID



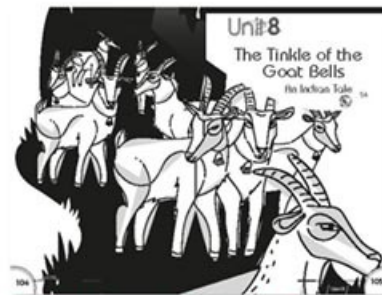
**TRACK 5 · P64 - 77**  
A CONFUSING FUTURE



**TRACK 6 · P78 - 91**  
TALKING WITH THE STARS



**TRACK 7 · P92 - 103**  
THE HUMAN BODY EXHIBITION



**TRACK 8 · P104 - 117**  
THE TINKLE OF THE GOAT BELLS



**TRACK 9 · P118 - 129**  
COMICS, A WORLD OF FUN!



**TRACK 10 · P130 - 143**  
LANGUAGE USE IN SOCIAL MEDIA

These page includes as you can see the tracks that belong to each one of the readings you have in your Reader's book. Enjoy it!

## Book Suggestions

- \* The Cambridge encyclopedia of language. Cambridge University Press.
- \* Merriam-Webster's Collegiate Dictionary (11th ed.) (2005).
- \* Murphy, R. (2005). English Grammar in Use. Cambridge: Cambridge University Press.
- \* Green, A. (2012) Language Functions Revisited. Cambridge University Press.
- \* Murphy, R. Smalzer, W. (2014) Grammar in Use. Intermediate. Cambridge University Press.

## Unit 1

<https://www.better-fundraising-ideas.com/bake-sale-recipes.html>  
<https://www.signupgenius.com/school/school-fundraising-ideas.cfm>

## Unit 2

<http://www.sparknotes.com/lit/pygmalion/summary/>  
<https://www.cliffsnotes.com/literature/r/romeo-and-juliet/romeo-and-juliet-at-a-glance>  
<http://classics.mit.edu/Euripides/alcestis.html>  
<http://www.inspiration.com/visual-learning/graphic-organizers>

## Unit 3

<http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies>

## Unit 4

<http://www.klientsolutech.com/importance-of-newspaper-in-our-daily-life/>  
<https://www.thoughtco.com/inverted-pyramid-composition-1691082>  
<https://es.slideshare.net/Barney1995/tabloid-vs-broadsheet-15605398>

## Unit 5

<https://literaryterms.net/monologue/>  
<https://www.britannica.com/art/monologue>

## Unit 6

<http://examples.yourdictionary.com/examples-of-anecdotes.html>

## Unit 7

<https://www.livescience.com/49106-simple-machines.html>  
<https://www.explainthatstuff.com/toolsmachines.html>  
[http://idahoptv.org/sciencetrek/topics/simple\\_machines/facts.cfm](http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm)

## Unit 8

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<https://www.skillsyouneed.com/ips/communication-skills.html>

## Unit 9

<https://www.telegraph.co.uk/travel/destinations/europe/italy/veneto/venice/articles/what-to-see-do-visit-venice-carnival/>  
<http://www.spiritualityrm.com/temazcal>  
<https://discovermexicopark.com/alebrijes/>

## Unit 10

<http://www.differencebetween.net/language/difference-between-rights-and-responsibilities/>  
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### Webography

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<https://www.learnhowtobecome.org/teacher-resources/>



English, as any other language includes verbs or action words. Most of English verbs are irregular and it is impossible to avoid using them when communicating with others. The following list includes only irregular verbs to help you learn them and remind you they are irregular because each verb has its own way of forming a Past simple or Past participle form.

Every time you use an irregular verb, write a check (✓) next to it or highlight it so that next time you need to revise the list, you can go over the ones you've used before and see which verbs are the ones you use more frequently.

Infinitive	Simple Past	Past Participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet/betted	bet/betted
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven

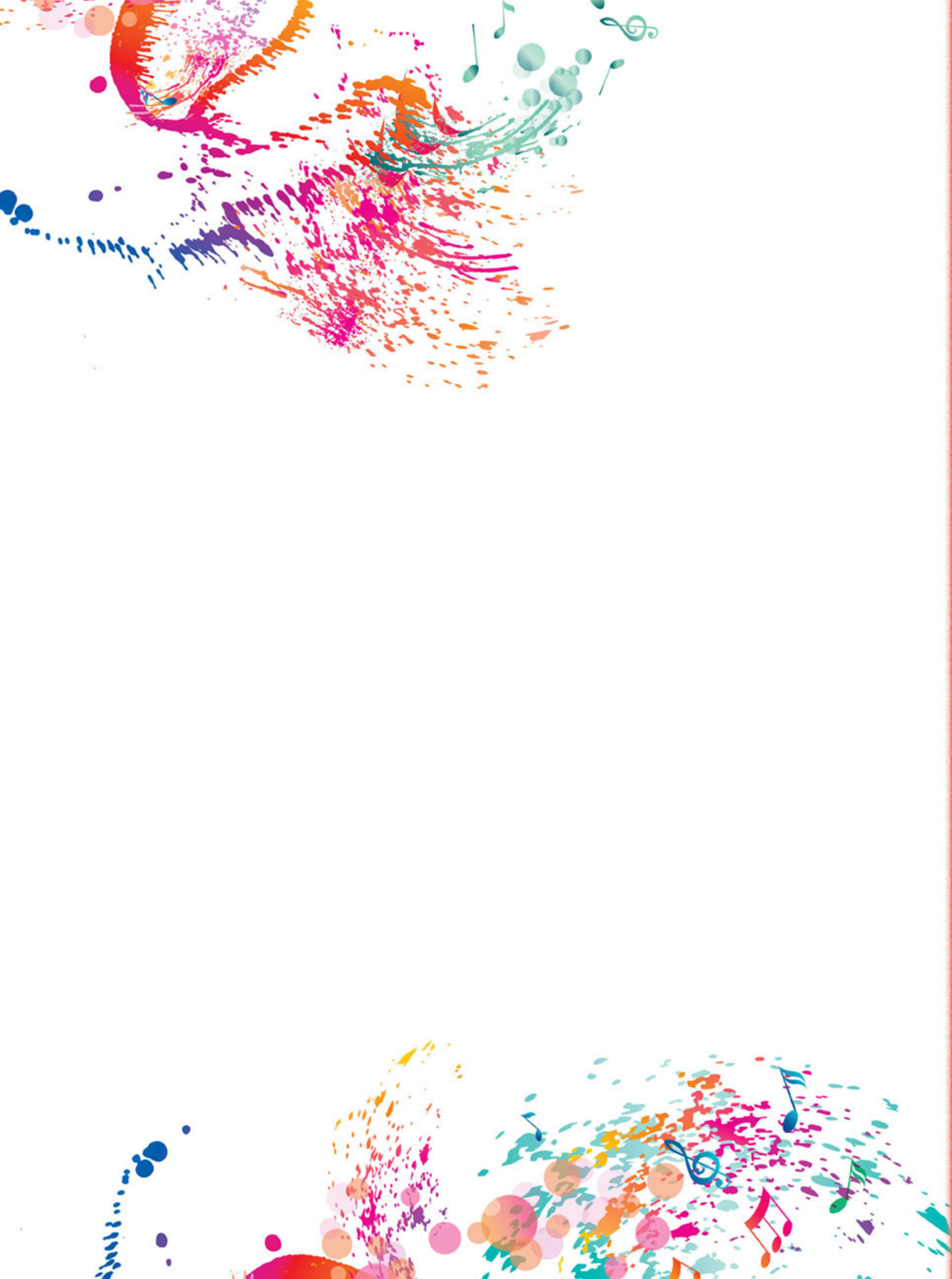
Infinitive	Simple Past	Past Participle
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known



Infinitive	Simple Past	Past Participle
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank/shrunk	shrunk
shut	shut	shut

Infinitive	Simple Past	Past Participle
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn





# Beats! <sup>2</sup> Secondary

Reader's Book

Sally Marshall



PRINCETOWN  
LANGUAGE · LEARNING · SYSTEMS

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MAESTRO

# Beats! 2

Secondary  
Reader's Book

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**Sally Marshall**

PRINCETOWN CORREO  
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# Presentation

Dear student,

Welcome to Beats! 2 Secondary Reader's Book, where you will find great stories and interesting facts about the world around you.

The texts included in this book are designed according to your age and interests and are aimed at helping you improve your level of English and your general comprehension of the language in an interesting and enjoyable way. At the same time, you will develop reading strategies such as, using pictures to understand texts, making predictions, locating key words, summarizing that will improve your writing skills, too. Each reading text included in this book, offers you an activity that will encourage you to think, reflect and share what you read, learned and know about the topic.

Every story and fact included in this Reader's Book, are correlated to the units in your Activity Book, which makes it easier to integrate concepts, knowledge, tasks and fun at learning a new language.

Now, it's time to start feeling the beat each reading brings. Enjoy and have fun throughout this school year!

The Author.

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# Unit 1

## Let's do it!



46





"Oh no!" said Zoe, as the computer she was working on at school, suddenly shut down.

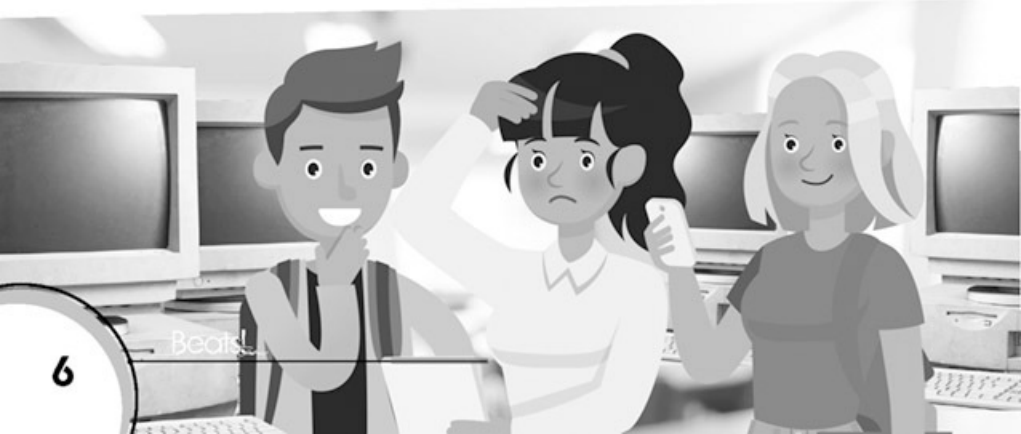
"I didn't have time to save the file! I'll have to do it all over again..."

"The same thing happened to me last week," said Mike, sitting next to her. "But, I was working on a different computer. I think all of them are too old, and they are about to break down."

"We should have new ones. But I guess that means a lot of money for the school," said Emily.

"What if we talk to the principal?" proposed Zoe.

"Sure", answered Mike.







That afternoon Mike, Emily, and Zoe went to the principal's office to talk to him. The principal, Mr Anderson, was aware of the problem, but he explained to the students there were no funds to buy new computers.

"The school has spent a considerable amount of money on the new gym," said Mr Anderson, "and I'm afraid we'll have to wait some months to get new computers, not only for the students, but for the school staff as well. Mrs Taylor, the assistant principal; Mrs Baker, our secretary; and the rest of us need new computers too. Besides new computers, the school building needs some repairs, but we can't **afford** them now. We have a **tight budget** and need to **slash** costs. I understand your **concern** and I can assure you it's on our list of things to be done but not just now," he explained.

## Glossary

**afford:** (v.) to be able to buy or do something because you have enough money.

**tight budget:** limited amount of money you have available to spend.

**slash:** (v.) to very much reduce something such as money.

**concern:** (n.) worry.



Michael came up with a plan. "Why don't we raise the money to buy the computers and make the school repairs?" he suggested.

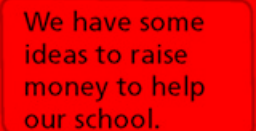
The girls agreed and thought it was an excellent idea. "First, we should speak to Mr Anderson again, tell him about our idea, and ask for permission," said Emily.

So off they went to his office.

Mr Anderson liked the students' idea and asked them to make a list of possible ways to raise money so that they could agree on the best options.

Michael, Zoe, and Emily presented their plan to their classmates and other students from different grades.

Everybody showed interest and they immediately brainstormed ideas to get the money.



We have some ideas to raise money to help our school.





"How about organizing a school dance?" suggested Jake.

"Sounds good, although it's a lot of work," answered Michael.

"No, not really. We can have it here in the new gym. A friend of mine is a DJ. I can ask him to come. He has all the lights and equipment," said Jake.

"Would he do it for free?" another student asked.

"I don't know. But if he charges us, it will be very little," he answered.

"We could sell the tickets here at school during breaktime. And we might also have one or two **stalls** to sell snacks and drinks," suggested another student.

## Glossary

**stall:** (n.) a large table or a small shop with an open front from which goods are sold in a public place.

"How many people would we need?" asked Zoe.

"Let me see, two or three of us to sell tickets at school before the event. On that night we would need one or two students standing at the gym entrance to check tickets, a few others to attend the bar, selling drinks and snacks, and two people in the **cloakroom**," replied Michael.

"Sounds fun!" exclaimed Emily.

## Glossary

**cloakroom:** (n.) a room building where coats, bags and hats are left while the owners are inside the building.



### GREAT SCHOOL DANCE

Fantastic prizes!  
Come and enjoy!  
Dance, have  
delicious food  
and beverages.  
Win a prize!

"Maybe we could have a **raffle** too," said a student from 9<sup>th</sup> grade.

"Sure, but what can the **prize** be?" someone asked.

"There's no need for a **prize**, we can have a 50-50. We sell raffle tickets and the **prize** is half the takings!" he said.

"What do you mean "half the takings?" asked Zoe.

"It means that one person gets half of all the money taken. The more tickets sold, the bigger the **jackpot**!" he explained.

"That's a great idea!" said Emily.

## Glossary

**raffle:** (n.) an activity in which people buy tickets with different numbers, some of which are later chosen to win prizes.

**prize:** (n.) something valuable, such as an amount of money that is given to someone who succeeds in a competition or game.

**jackpot:** (n.) the largest prize in a competition or game.

# Cloackroom





"What if we organize a bake sale? Some of us, those who like cooking, bake a cake or a pie or cookies and then set a day and a place to sell them. We could sell them here at school. We just need a big table for display," proposed Emily who loved cooking.

"Great! We could also go around our parents' workplaces to sell them," proposed a student.

“At my cousin’s school they organized a fundraising car wash and it was a complete success. They raised quite a lot of money,” said a student from 10th grade.

“How is it done?” asked someone.

“We need a place to wash the cars. It could be here at school, or we may ask for permission at the sports club to do it in their car park. We advertise the event with **fliers** or posters around the neighborhood. We could also pre-sell the vouchers for the car wash before the event takes place,” he answered.

## Glossary

**fliers:** (n.) a small piece of paper with information on it about a product or event.



### CARWASH

Bring two cars and the third one is for free!  
Help us collect money for the school!  
We also clean car seats!

## Glossary

**neglect:** (v.) to not give enough care or attention to things that are your responsibility.

The next day the students presented their ideas to Mr. Anderson. He thought they were good and gave them permission to put them into action. "There are some conditions though: I do not want you to spend too much time on this and **neglect** your student's responsibilities; also, I would like you to start with just one of your ideas first and not go through all of them together to see how it works. You should keep me posted on your plans. Choose one event and show me a written plan," said Mr Anderson.



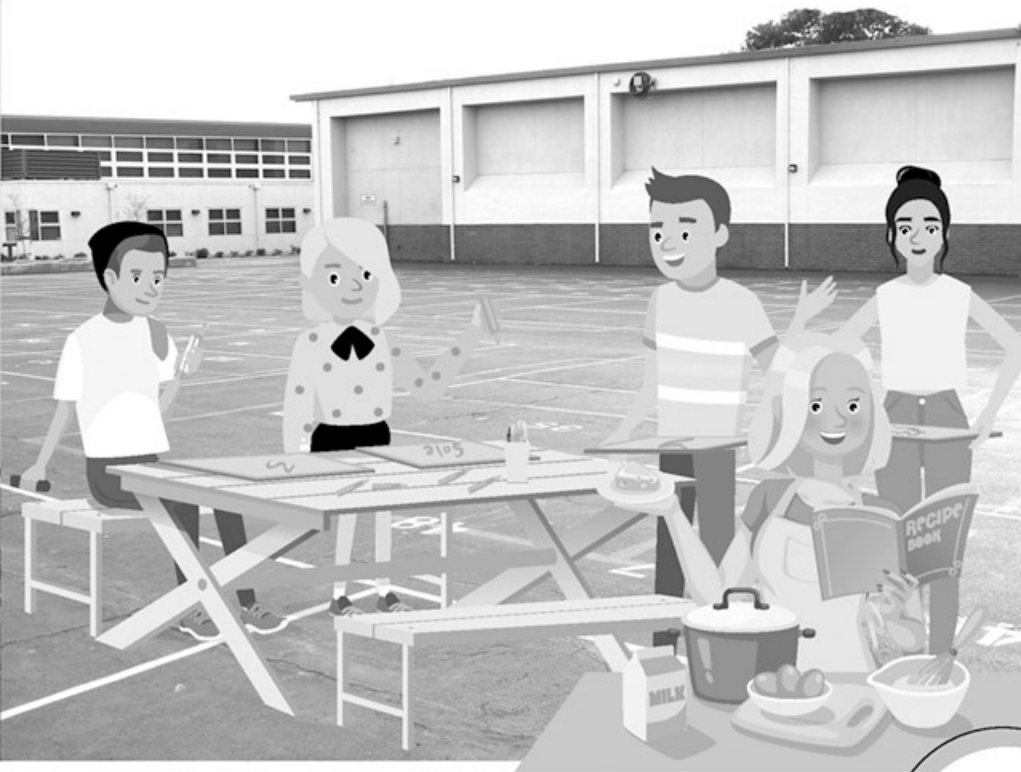


The students agreed to this and that afternoon they met at Michael's house to plan the first fundraising event. They chose to start with the bake sale. Many boys and girls volunteered to make cakes, brownies, and cookies. Others designed flyers and posters to advertise the sale. They made sure there was a wide **range** of options and not just chocolate cakes or brownies. They set a date: Saturday September 15.

Mr. Anderson suggested placing some tables and stalls in the school yard.

## Glossary

**range:** (n.) a set of similar or related things.





## Glossary

**slice:** (n.) a flat, often thin, piece of food that has been cut from a larger piece.

**banner:** (n.) a long piece of cloth with words written on it.

Students worked tirelessly, some making cakes, others advertising, and others getting all it was needed for the event: tables and table cloths, plates, knives, paper plates, napkins, and labels with the description of each cake and the price per **slice** or for the whole cake to take home. They also made a **banner**.

On Bake Sale Day, some students were in charge of attending the stalls while others were the cashiers. Emily was the photographer. It was a complete success. Mr. Anderson thanked the students and everyone else for their attendance to support the fundraising event. It all went so well that they decided to have another bake sale day later that year.



The next month, the students organized the Halloween school party. The tickets had sold out several days before the event! Again, students worked hard this time to decorate the gym and prepare the food and drinks stalls. Jake asked his friend the DJ to come and he accepted. He didn't even charge them as he thought this might be a good opportunity to promote himself. The party was great although a bit crowded! Students had miscalculated the number of people and the gym turned out to be too small. Nevertheless, everybody had lots of fun.

## Glossary

**messy:** (adj.) untidy, lacking order.

**praise:** (v.) to express admiration or approval of the achievements or characteristics of a person or thing.

**rewarding:** (adj.) making you feel satisfied that you have done something important or useful, or done something well.

The coatroom was a bit **messy** and it took quite some time for the students to find their things when the party was over, but apart from that everything was great. And they did raise quite a lot of money! Some students wore amazing costumes and Zoe took lots of pictures to post on the school bulletin board.

By the end of the school term, students had raised almost all the money they needed to buy the computers and make the repairs at school. Mr. Anderson congratulated them and **praised** their hard work and enthusiasm. The students were very happy and satisfied; working towards a common cause proved to be fun as well as highly **rewarding**.

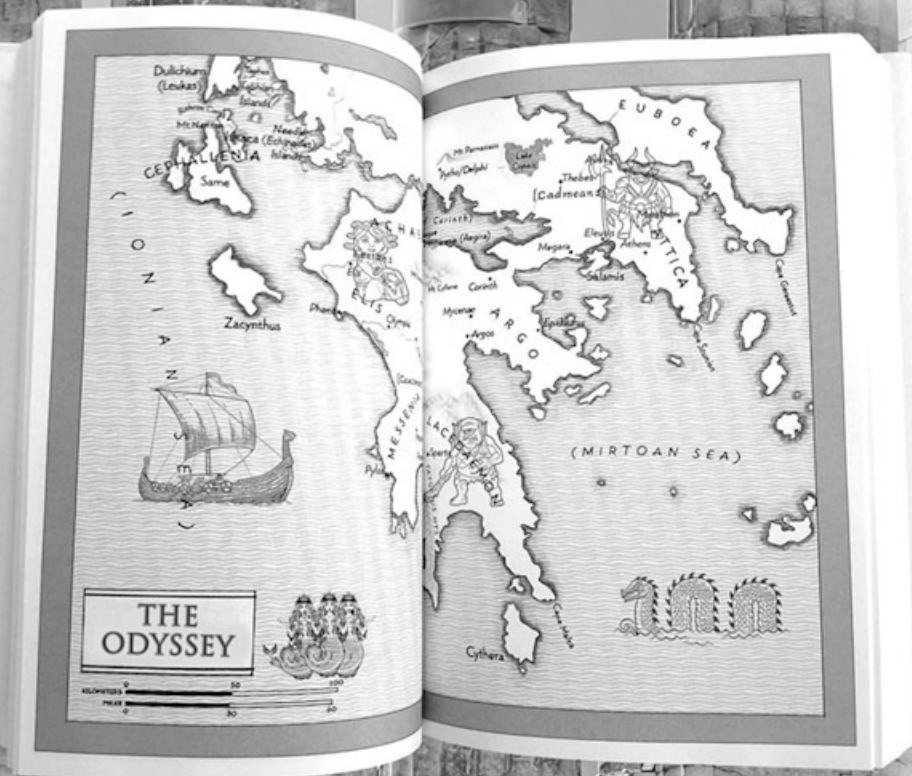


# Unit 2

# The Odyssey

(Adapted from the epic poem by Homer)

47





## Characters

Narrator

Penelope

Odysseus

Telemachus

Athena

Nestor

Menelaus

Nausicaa

Queen

Arete

King

Alkinoos

Herdsmen

Eurykleia

The story you will hear is about the **hardships** Odysseus, King of Ithaca, faced to reach home. It took him ten years after the War of Troy ended to return to his kingdom and family. Let's see what is happening at Ithaca where Penelope, Odysseus wife, and her son Telemachus wait for him. Penelope has many suitors who want to marry her not knowing Odysseus is still alive, but she remains faithful to her husband.

**Telemachus:** Your suitors wait for your decision, mother.

**Penelope:** Tell them that when I finish weaving this burial **shroud** for your grandfather Laertes, I will take a husband.

The goddess Athena appears in front of Telemachus.

**Athena:** Telemachus, you must travel far and learn news from your father. Go, and I will guide and protect you. Prepare yourself for the journey.

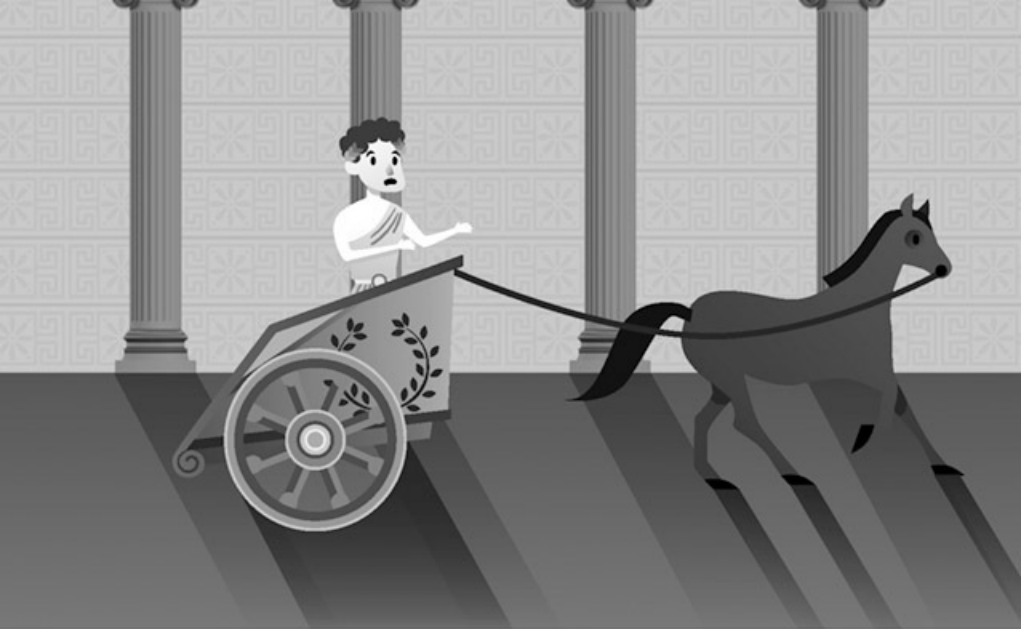
Telemachus follows Athena's orders. He leaves Ithaca and stops on the island of Pylos, at the house of Nestor, a soldier who fought at Troy.

## Glossary

**hardships:** (n.) something that causes difficult or unpleasant conditions of life.

**shroud:** (n.) a cloth or long, loose piece of clothing that is used to wrap a dead body before it is buried.





**Nestor:** Take these fine horses and **chariot** and visit the palace of Menelaus to hear news from your father. My sons will take you.

And so, Telemachus leaves Nestor's house. Once at Menelaus's home, they stay as guests at a party.

## Glossary

**chariot:** (n.) a two-wheeled vehicle that was used in ancient times and was pulled by one or more horses.

**nymph:** (n.) a goddess or spirit in the form of a young woman.

**Menelaus:** Are you the son of clever Odysseus?

**Telemachus:** Yes, and I'm looking for him. It's been twenty years since he left home. Perhaps you have heard something about my father.

**Menelaus:** The last news I heard of him is that he was held captive by the **nymph** Calypso in her island palace.

Telemachus thanks Menelaus for this information and continues his journey.



## Glossary

**shore:** (n.) the land along the edge of a sea, lake, or wide river.

Meanwhile, Odysseus's ship is pushed to the **shores** of Scheria by Ino, the sea goddess. Nausicaa, daughter of King Akinoos, sees Odysseus on the beach. She gives him some food.

**Nausicaa:** Who are you? Are you hurt?

**Odysseus:** I am Odysseus and I don't know where I am.

**Nausicaa:** I invite you to my father's home. Follow us.

When Odysseus comes near the palace, Athena meets him.

**Athena:** Go into the palace and ask Queen Arete for help.

So Odysseus tells the queen his story about the war of Troy and each of the adventures he had while trying to get back home on his ship.



## Glossary

**blinded:** (v.) to make someone unable to see.

**crew:** (n.) a group of people who work together, especially all those who work on and operate a ship, aircraft, etc..

**soul:** (n.) the part of a person that is not physical and experiences deep feelings and emotions.

First, his ship was pushed south by Aeolus, the god of the winds. Then, he and his crew met Polyphemus, a one-eyed giant who locked Odysseus and his crew in a cave and ate some of the sailors. Odysseus offered him some wine and soon Polyphemus fell asleep. While the giant was asleep, Odysseus **blinded** him with fire and managed to escape. Next, he met the goddess Circe who turned his **crew** into pigs.

Finally, at Odysseus request, she turned them back into human form and let them leave the island, but soon after that the nymph Calypso kept him prisoner for seven years on her island.

The King and Queen are amazed at what Odysseus tells them.

**King Alkinoos:** Odysseus, your story has touched my **soul**. Tomorrow we will prepare a ship so that you can sail back to Ithaca.





And so, with the help of gentle winds that guide the ship, Odysseus reaches the shores of Ithaca. Athena appears before him.

**Athena:** Penelope has been faithfully waiting for you, but her **suitors** won't leave her alone until she marries one of them. They've been staying at your palace, eating and drinking; Penelope is heartbroken. I will turn you into a beggar so that nobody recognizes you. Telemachus is near and I will bring him to you.

Athena turns Odysseus into an old man with gray hair dressed in rags. When he reaches his palace, a **shepherd** sees him and **approaches** him.

**Herdsmen:** Come with me and I will show you inside the palace.

## Glossary

**suitor:** (n.) a man who wants to marry a particular woman.

**shepherd:** (n.) a person whose job is to take care of sheep and move them from one place to another.

**approach:** (v.) to come nearer to something or someone.



**Herdsmen:** Can I help you, old man?

**Odysseus:** I have traveled many miles and would like some food and a place to rest for the night.

Once inside, they can hear the sound of men laughing and asking for more food and drink from the palace servants.

**Odysseus:** How long have these men been here?

**Herdsmen:** Four years. Come inside and rest.



Penelope's suitors laugh at the old **beggar**. Suddenly Penelope appears and speaks to the men.

**Penelope:** This man is a guest in my house and he should be treated well.

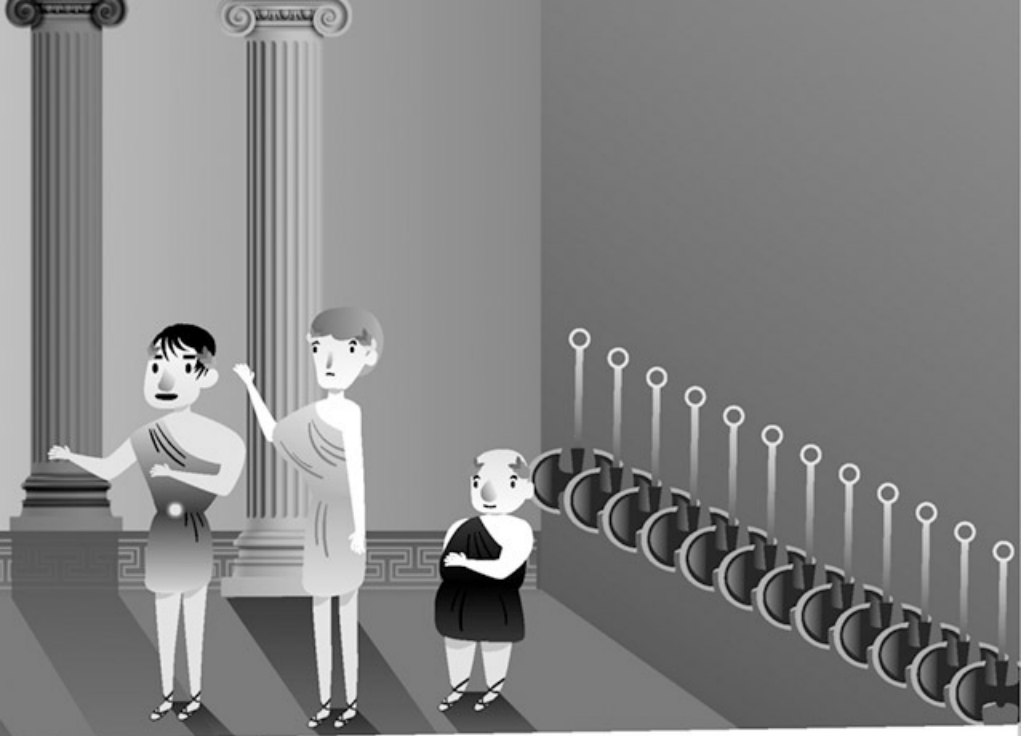
Telemachus walks in.

**Penelope:** Oh, son! You have returned. What do you know about your father?

**Telemachus:** Let's dine and then I will tell you what I have discovered.

## Glossary

**beggar:** (n.) a poor person who lives by asking others for money or food.



## Glossary

**bow:** (n.) a weapon for shooting arrows, made of a long, thin piece of wood bent by a stretched string.

**axe:** (n.) a tool that has a heavy iron or steel blade with a long wooden handle used for cutting wood.

**handle:** (n.) a part of an object designed for holding, moving or carrying the object.

After dinner, one of the suitors asks Penelope which one of them will be her husband.

Penelope: I set a challenge before you. My husband Odysseus has a fine **bow**. The man in this room who is able to shoot an arrow through these twelve **axe handles** against this wall will marry me.

So the men left the palace to return next morning to try their luck.

While Eurykleia, an old **nurse**, pours hot water into a tub for Odysseus to take a bath, she notices a scar on Odysseus's knee. She recognizes the scar and looks into his eyes.

**Eurykleia:** How did you get that scar?

**Odysseus:** A wild **boar bit** me when I was young.

**Eurykleia:** Odysseus! I can't believe it!

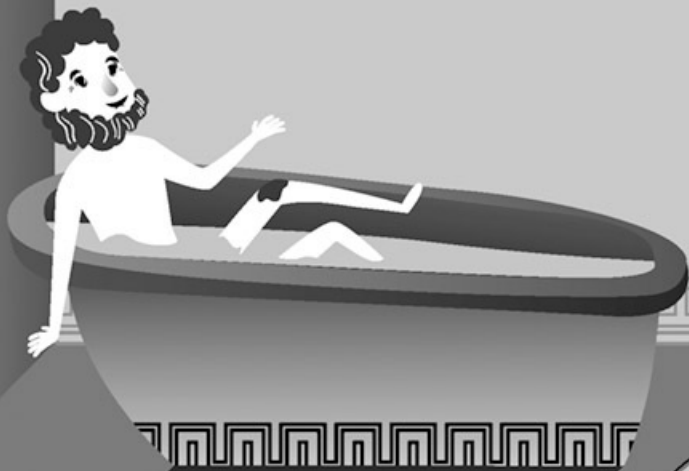
**Odysseus:** Dear Eurykleia, this is how you can help us with our plan.

## Glossary

**nurse:** (n.) (old fashioned) a woman employed to take care of a young child or children.

**boar:** (n.) a wild pig.

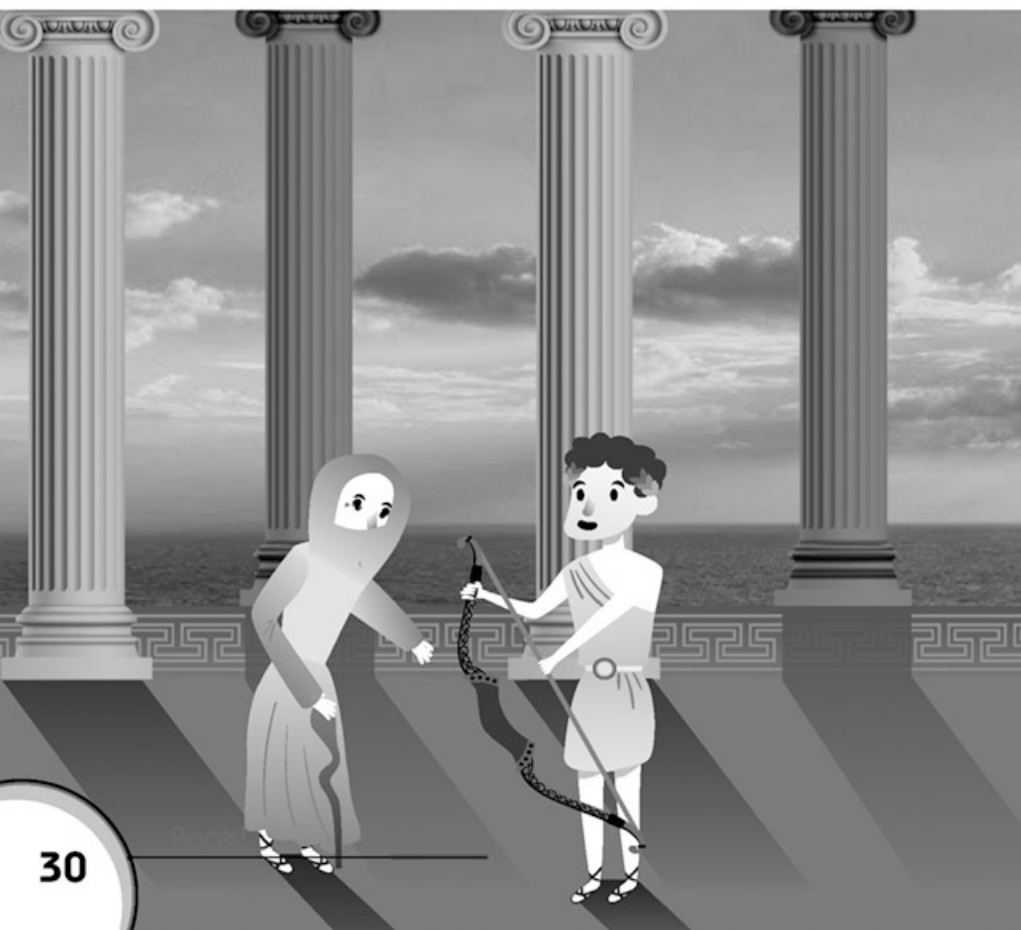
**bite:** (v.) to use your teeth to cut into something or someone.



Early next morning all the suitors arrive at the palace. Telemachus shows the men where to stay while waiting for their turn to shoot the arrow.

Athena is hidden and watches the scene. The first suitor tries to shoot the arrow, but he cannot. And the same thing happens with the rest of them. No one can do it.

**Telemachus:** As nobody has been able to complete the task successfully, let's give our guest a chance.



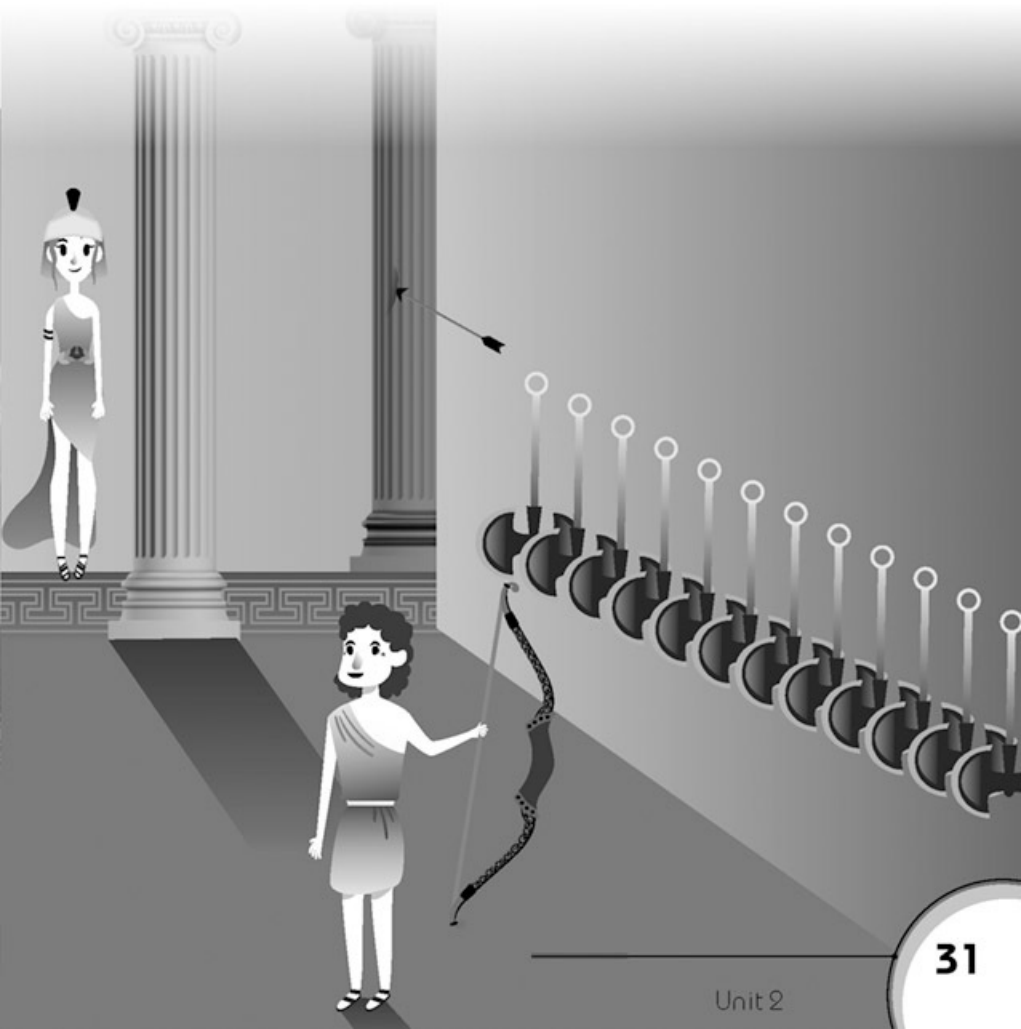


Odysseus stands up, strings the bow, and lets an arrow fly through all twelve axe handles. Everybody looks amazed. Athena transforms Odysseus into his own self again.

**Odysseus:** Telemachus, send Eurykleia to me.

The woman appears and Odysseus takes her hand.

**Odysseus:** Eurykleia, go to Penelope and tell her that her husband is home.



When Penelope arrives, Telemachus leaves them alone.

**Penelope:** My nurse tells me you are my husband. How can I be sure it's him? You must prove it. My nurse will prepare a bed for you outside this room. It's the very bed that Odysseus himself built.

**Odysseus:** That would be impossible! No mortal can move that bed out of room, only a god could. It is made of an ancient olive tree with **roots** deep in the ground. I built the room around it.

**Penelope:** Oh, that's true! Only Odysseus would know that.

And this is how our story ends.

## Glossary

**roots:** (n) the part of a plant that grows down into the earth to get water and food and holds the plant firm in the ground.



# Unit 3

## Environmental emergencies





The United Nations Environment Program defines environmental emergencies as, *“sudden-onset disasters or accidents resulting from natural, technological or human-induced factors, or a combination of these, that causes or **threatens** to cause severe environmental damage as well as loss of human lives and property.”*

After a disaster, an environmental emergency may happen when people's health and lives are at risk because of the release of dangerous substances or because of serious damage to the ecosystem. Some examples are fires, oil spills, chemical accidents, toxic-waste dumping, and **groundwater** pollution.

According to the International Disaster Database, there were 380 industrial accidents reported between 2003 and 2013. These accidents affected 207,668 people and caused more than US \$422 million losses.

## Glossary

**threatens:** (v.) to be likely to cause harm or damage to someone or something.

**groundwater:** (n.) water that collects below the surface of the earth.



Climate change is responsible for many natural disasters and environmental emergencies.

Disasters provoke an environmental impact which may be immediate, such as the case of an earthquake that damages an industrial **facility** which **releases** dangerous materials. This release is a secondary impact that can cause much damage.

In 2013, a typhoon in Philippines besides causing destruction and many human losses, produced a spill of 800,000 liters of oil. Disasters may cause long-term impacts on the environment.

## Glossary

**facility:** (v.) to be likely to cause harm or damage to someone or something.

**release:** (v.) to allow a substance to flow out from somewhere



## Humanitarian Networks and Partnerships Week 2018

From February 5 to 9 in Geneva. A space for humanitarians to get together and find ways to solve common operational problems.

The Environmental Emergencies Centre seeks to build the capacity of high-risk low and middle-income countries to respond to environmental emergencies by strengthening their own mechanisms and drawing on external resources and services.



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- Bolivia (Plurinational State of): Heladas dañan cultivos de al menos 5 municipios paceños  
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The United Nations Environmental Emergency Centre (EEC), is an online site founded in 2012 that provides communities and governments with information, training, guidance, and response teams to face emergencies.

The EEC offers the following services: a library, guidelines, reports and publications, an online training series to learn how to prepare and respond to environmental emergencies, an events system that provides information of **upcoming** and past events related to emergencies, and a discussion forum related to environmental emergencies.

## Glossary

**upcoming:** (adj.)  
happening soon.

## Environmental disaster

An ecological disaster is a disaster that harms the environment caused by human activity.

This kind of disaster can have a negative effect on the agriculture, biodiversity, and human health. The consequences of humans' impact on the ecosystem may include the deaths of animals, plants, and human lives as well.

Some examples in this category of disasters are:

- › The Chernobyl disaster in 1986, a nuclear accident in the USSR, which is one of only two nuclear energy accidents classified as level 7 (the maximum classification) on the International Nuclear Event Scale.
- › The Fukushima Daiichi nuclear disaster took place in Japan in 2011 after a magnitude 9.0 earthquake according to Richter's Scale. This disaster is the other major nuclear energy accident classified as level 7 like the one previously mentioned.

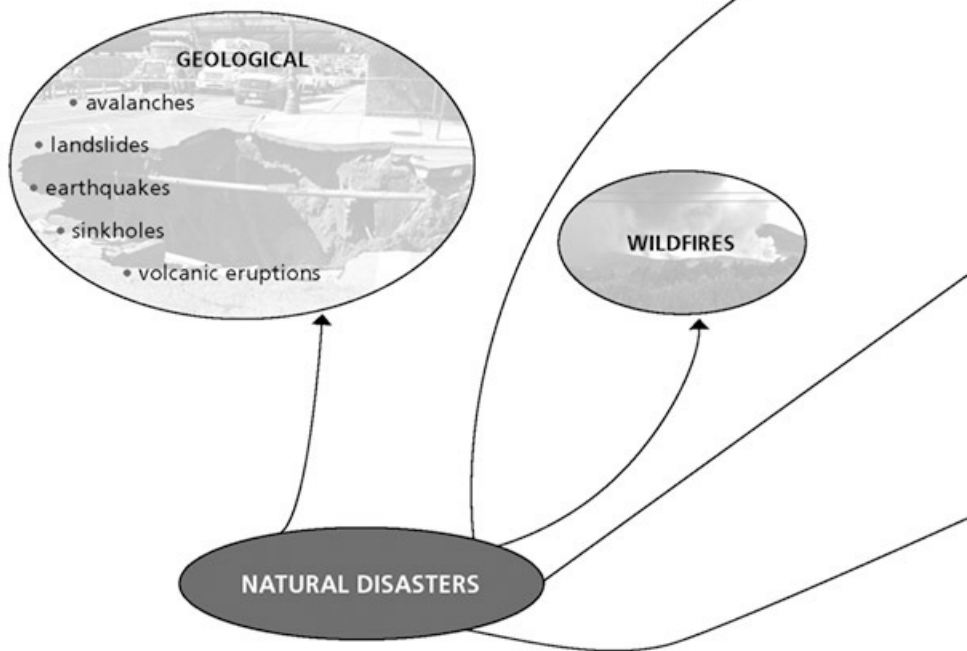
Another example of environmental disasters are oil spills.



## Natural disaster

A natural disaster is an event caused by natural processes of our planet. Examples of this kind of disaster are floods, hurricanes, earthquakes, tornadoes, tsunamis, among others. According to the UN's monitoring system, most of the natural disasters between 1995 and 2015 happened in the USA, China, and India.

Natural disasters can be classified into the following categories:





## Glossary

**limnic eruption:** (n.) when dissolved carbon dioxide suddenly erupts from deep lake waters forming a gas cloud that can suffocate animals.

**solar flare:** (n.) a sudden flash of increased Sun's brightness, usually near its surface.

**hailstorm:** (n.) a sudden heavy fall of hail (small, hard balls of ice that fall from the sky like rain).

### SPACE DISASTERS

- meteor shower
- **solar flare**

### HYDROLOGICAL

- floods
- **limnic eruptions**
- tsunamis

### METEOROLOGICAL

- cyclonic storms (tropical cyclone, hurricane, typhoon)
- droughts
- blizzards
- tornadoes
- **hailstorms**
- heat waves
- thunderstorms



The International Red Cross and Red Crescent network is the largest humanitarian network in the world. Their activities have one purpose: to help people who suffer due to a conflict, a natural or man-made disaster or because of chronic poverty. Volunteers do 90% of the humanitarian work of the Red Cross.

This network:

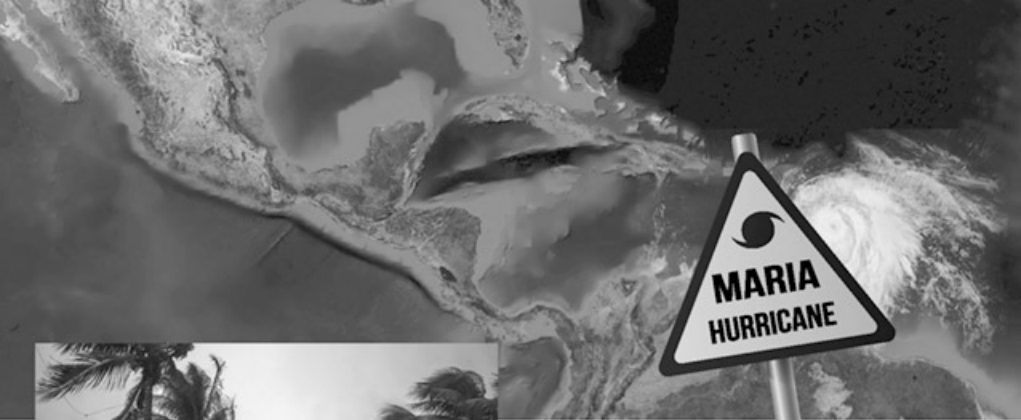
- › Provides relief to disaster survivors.
- › Educates the public about how to prevent the **spread** of disease.
- › Helps communities prepare for emergencies, providing **first aid** training as well.
- › Promotes national disaster preparedness programs.
- › Reconnects families separated by disasters.

## Glossary

**spread:** (n.) the development or growth of something so that it covers a larger area or affects a larger number of people.

**first aid:** (n.) basic medical treatment that is given to someone immediately after they have been hurt in an accident or suddenly become ill.





After hurricanes Irma and María hit Florida, Puerto Rico, the Virgin Islands, and the Lesser Antilles, Red Cross staff and volunteers worked hard to ensure that people received emergency aid on the islands.

Likewise, after the 7.1 magnitude earthquake in Mexico in 2017, many Red Cross teams helped in search and rescue operations, looking for survivors, transporting the injured to hospitals, evacuating people from damaged buildings, and providing first aid on the scene.



Besides helping people, the Red Cross has an online site, called *Emergency Resource Library* with instructions and recommendations to face an emergency.

They follow a three-step process:

1. Get a Kit,
2. Make a plan,
3. Be informed.

The site has useful instructions on what to do before, during, and after the emergency. The list of emergencies goes from a chemical emergency to a winter storm, covering most of the disasters we might have to face.

## Be Red Cross Ready

Get a kit. Make a plan. Be informed.



American  
Red Cross

It's important to prepare for possible disasters and other emergencies. Natural and human-caused disasters can strike suddenly, at any time and anywhere. There are three actions everyone can take that can help make a difference...Get a kit. Make a plan. Be informed.

### Be Red Cross Ready Checklist

- I know what emergencies or disasters are most likely to occur in my community.
- I have a family disaster plan and have practiced it.
- I have an emergency preparedness kit.
- At least one member of my household is trained in CPR/AED use.
- I have taken action to help my community prepare.



### Get a kit

At a minimum, have the basic supplies listed below.

Keep supplies in an easy-to-carry emergency preparedness kit that you can use at home or take with you in case you must evacuate.

- Water: one gallon per person, per day (3-day supply for evacuation, 2-week supply for home)
- Food: non-perishable, easy-to-prepare items (3-day supply for evacuation, 2-week supply for home)
- Flashlight
- Battery-powered or hand-crank radio (NOAA Weather Radio, if possible)
- Extra batteries
- First aid kit
- Medications (7-day supply) and medical items
- Multi-purpose tool
- Sanitation and personal hygiene items
- Copies of personal documents (medication list and pertinent medical information, proof of address, deed/lease to home, passports, birth certificates, insurance policies)
- Current digital photos of loved ones, updated every six months, especially for



### Make a plan

- Meet with your family or household members.
- Discuss how to prepare and respond to emergencies that are most likely to happen where you live, learn, work and play.
- Identify responsibilities for each member of your household and plan to work together as a team.
- If a family member is in the military or engages in extended business travel on a regular basis, plan how you would respond if they were away.
- If you or a member of your household is an individual with access or functional needs, including a disability, consider developing a comprehensive evacuation plan in advance with family, care providers and care attendants, as appropriate. Complete a personal assessment of functional abilities and

[http://www.redcross.org/images/MEDIA\\_CustomProductCatalog/m61440613\\_Be-Red-Cross-Ready-Preparedness-Factsheet.pdf](http://www.redcross.org/images/MEDIA_CustomProductCatalog/m61440613_Be-Red-Cross-Ready-Preparedness-Factsheet.pdf)

When facing a natural or man-made emergency, it is vital to stay informed through radio, TV or the Internet.

Sometimes, cable, electric, and cell phone service will be disabled, making communication impossible.

There are some general recommendations that apply to many disaster situations:

- › Make a family communication plan by completing a contact card for each family member. Everyone should keep these cards with them at all times.
- › Choose an emergency contact, like a friend or relative who lives out of town. Family members can call this person to let him or her know they are safe.
- › Know emergency telephone numbers. It is important to keep them in your phone.





Being ready for an emergency is very important to make the effects of the disaster less harmful. The International Red Cross and Red Crescent Movement has a webpage on disaster training. There are different ways of getting ready for a disaster depending on the kind of event it is.

Basically, everyone should have a three-day survival kit for the family. This includes:

- › water
- › food
- › flashlight
- › battery powered radio
- › extra batteries
- › first aid kit
- › medications
- › cell phone with charger
- › maps
- › extra set of keys and house keys
- › copies of personal documents

It is important to keep this kit in a designated place and let everyone in the family know where the kit is placed. Have the kit ready in case you have to leave your home quickly.

- › Find the safe places in your home for each type of disaster. For instance, in case of a tornado you will need to look for shelter in a lower level room without windows, but in case of an earthquake you will have to “drop, cover, and hold on” under a strong desk or table.
- › Choose several meeting places.
- › Find out the best escape route from your home.
- › Review all these plans with all members of your family.
- › Take care of your pets. Get a kit of pet emergency supplies containing: food, water, medicines, first aid kit, collar with ID **tag**, **leash**, **crate** or other pet carrier.

## Glossary

**tag:** (n.) a small piece of paper, cloth or metal on which there is information tied or stuck onto something larger.

**leash:** (n.) a piece of rope, chain, etc. tied to an animal, especially to a dog when taking it for a walk.

**crate:** (n.) a cage with a bed for a dog to sleep in and stay when its owners are away from home.



Nobody likes to think about emergencies, but being prepared for any kind of disaster events that are most likely to impact your community, is essential. It helps protect yourself and your family.





# Unit 4 Extra!

# Extra!



49



47

## How do you stay informed about what is happening in the world?

Do you read the newspaper? Do you listen to the radio, watch the news on TV or read them online?

Mass media has come a long way since the first newspaper. Relation, appeared in Strasbourg, Germany in 1605. Soon after that, the phenomenon of publishing extended **throughout** Europe. In 1631, the first French newspaper was published. It was called La Gazette, and in 1665, the London Gazette began publication in England. These British newspapers included short articles, some illustrations, classified ads, and were not divided into sections. Advertisements slowly started to appear some time later.

## Glossary

throughout: (adv.) in every part.

# The London Gazette.

Published by Authority.

TUESDAY, MARCH 15, 1864.

Lord Chamberlain's Office, March 14, 1864.

ORDERS for the Court's going into Mourning on Sunday next, the 20th instant, for His late Majesty The King of Bavaria; viz.:

The Ladies to wear black Dresses, white Gloves, black or white Shoes, Feathers, and Fans, Pearls, Diamonds, or plain gold or silver Ornaments. The Gentlemen to wear black Court Dress, with black Swords and Buckles.

The Court to change the Mourning on the 3rd of April next; viz.:

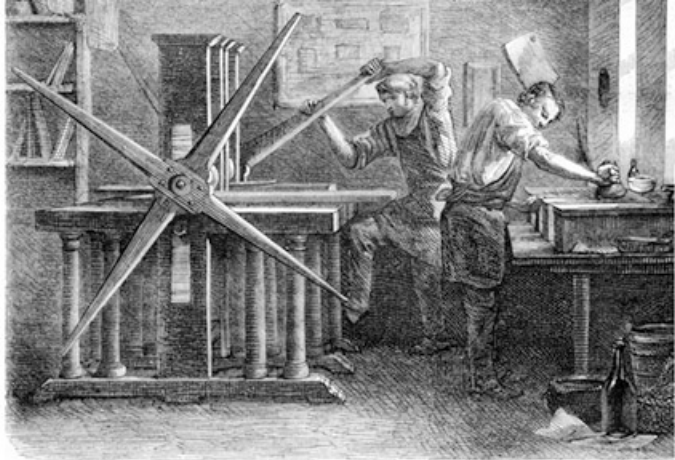
The Ladies to

the Corridor, and the other to be delivered to the Lord Chamberlain, who will announce the same to The Princess.

### PRESENTATIONS.

Any Lady who proposes to be presented must leave at the Chamberlain's Office, before the Drawing Room, a card with the name of the person proposed, and the name of the person presenting her.





In North America, the history of newspapers began in the late 17<sup>th</sup> century with the publication of *Public Occurrences Both Foreign and Domestic* in 1690. Only one edition was published because it was censored and suppressed by the colonial officials. In 1704 The Boston News-Letter was published weekly in the colonies. The first newspapers in the USA followed the British format, and in 1783 the Pennsylvania Evening Post became the first American newspaper to be published daily. The American press grew quickly in the following years due to technological advancements such as the telegraph and faster printing presses. Newspapers were a growing industry in the late nineteenth century. The number of daily papers grew to 1900.





### But, how is a newspaper made?

## Glossary

**foreign:** (adj.)  
belonging or connected  
to a country that is not  
your own.

**gather:** (v.) to collect  
or obtain things from  
different places.

**headquarters:** (n.)  
the main offices of an  
organization such as a  
company.

Producing a newspaper requires many people; reporters, editors, photographers, advertising sales people, artists, printing press operators, and truck drivers.

The first step is getting the news from two main sources: reporters and correspondents. They **gather** facts. Some reporters specialize in a particular area of interest, such as sports, fashion, education, etc.; others cover any story given by the editor. Some newspapers have offices in other cities or countries where **foreign** correspondents work and send news and stories to the newspaper **headquarters**.

Newspapers get part of their information from wire services. These services gather information from reporters all over the world and send it via computers and satellites to newspapers.

Among the largest news services are *United Press International* and *Associated Press* (both USA), *Reuters* (UK), and *Agence France Press* (France).





### **What happens after the facts are collected?**

Reporters usually provide the information and basic facts of news and news editors write the whole stories to be published. Once the stories are written on computers, they go to a copy editor who makes corrections and provides the headlines.

Photographers and news services provide photographs that go with the stories. Sometimes graphic artists make designs or illustrations for certain stories.

Columnists are people who write their own opinions on a subject of special importance. Their articles are called editorials.



## How are newspapers printed?

The layout shows where the text, photos, advertisements, and other information should appear on the page. Newspaper use computers to design the **layout**. They are frames that are filled when the news comes in.

## Glossary

**layout:** (n.) the way that something is designed or arranged / a page of text and pictures.

**fold:** (v.) to bend something especially paper so that one part of it lies on the other part.

Besides news, newspapers include advertisements. They are important because they help pay the costs of newspaper production. There are two kinds of ads. Display ads can be as large as a full page and include illustrations and photos. Classified ads are put together in a separate section of the newspaper and grouped into categories.

Most newspapers are printed by a process called cold web-offset, in which a continuous roll of paper is fed through a printing press. This process prints both sides of the web at one time. It makes printing faster than it was some years ago. Web presses can also cut, perforate, and **fold** the paper.





### How are newspapers delivered?

Once the newspapers are printed, they are **bundled** up, loaded on trucks, trains, and even planes to be delivered at stores, vending machines, and **newsstands**. At certain distribution points, **carriers** take newspapers to deliver them at private homes.

The sales of newspapers are organized by circulation managers who try to increase the number of readers.

Digital versions are stored online and paper versions can be recycled to use the paper again.

### Glossary

**bundle:** (v.) to tie a number of things together.

**newsstand:** (n.) a small structure where newspapers and magazines are sold.

**carrier:** (n.) a person that transports something from one place to another.



## Glossary

**fee:** (n.) an amount of money paid for a particular right or service.

### What kinds of newspapers are there?

There are online newspapers and printed ones.

Most newspapers have an online version for example, *The New York Times*, *The Washington Post*, and *The Guardian*, among others.

Some of these charge subscription **fees** while others are free.

Newspapers are published daily or weekly. Most newspapers come in one of two sizes:

Broadsheets (600mm x 380mm), which are generally believed to be more serious or intellectual than the tabloids.

Tabloids are half the size of broadsheets and are usually more sensationalist with crime stories, gossip columns about celebrities and sports stars, and astrology.

Nevertheless, there are some tabloids, such as *The New York Daily News*, *The Chicago Sun*, *The Boston Herald*, and others that do serious journalism. *The New York Daily News*, for example, has won 11 Pulitzer Prizes (the highest honor in print journalism in the USA).

The screenshot shows the homepage of the Daily News website. At the top, there is a navigation bar with 'TOPICS', 'SEARCH', and 'NEW YORK SPORTS NEWS ENTERTAINMENT OPINION'. The main header features the 'DAILY NEWS' logo and a '4 WEEKS FOR ONLY 99¢' offer. Below the header, there are 'TRENDING TOPICS' including 'POLITICS', 'NY CRIME', 'NETS', 'YANKEES', and 'GOSSIP'. The main content area is divided into several sections:

- John Cena and Nikki Bella are already back together after six heart-wrenching weeks apart**: Accompanied by a photo of the couple.
- Uber driver fatally shoots passenger in Denver following altercation**: A text-based article snippet.
- FANGS OF N.Y.: Lawsuit claims Martin Scorsese's dog attacked nurse, disabling her for nearly two years**: A text-based article snippet.
- 'Hey-ya we're up 1, right?' Twitter unleashes on J.R. Smith's bonehead play that dooms Cavs in NBA Finals loss to Warriors**: A text-based article snippet.
- DROPPED THE BALL:**: A large image of a basketball game in progress, with a player in a white jersey jumping for a shot or rebound.

At the bottom left, there is a circular graphic with the number '54'.



## How is the same piece of news treated differently in a broadsheet and a tabloid?

There are many differences between broadsheet and tabloid newspapers besides the way they cover the news, such as the layout, font, and color.

A tabloid is more sensationalist and tends to use a technique called hyperbole, which means to exaggerate a bit to attract audiences. A broadsheet is generally more factual and written in more formal language. Broadsheets include more international and political stories and less entertainment news. They cover issues in depth while tabloids have more pictures, less text, and more entertainment stories.

When comparing the same story in both kinds of paper, the heading is different: a tabloid would write a **catchy** title to attract readers. In broadsheet newspapers, titles or headings are longer, more objective, factual, and formal. The language is also different: a tabloid would use language more suited for teenagers and young adults. The sentences are shorter, with colorful adjectives and include **nicknames**, word play, and **slang**.

## Glossary

**catchy:** (adj.) pleasing and easy to remember.

**nickname:** (n.) an informal name for someone, especially one you are called by your friends or family.

**slang** (n.) very informal language that is used especially by particular groups of people.



## Glossary

**stock market:** (n.) a place where shares in companies are bought and sold.

**issue:** (n) a subject or problem.

## What are the usual sections of a newspaper?

**General news:** It contains the most important local and foreign news. It is the front page of the newspaper.

**Cover page:** It provides more information about the cover story.

**Editorial page:** It is the section where the articles called editorials are found.

**Business and Finance:** It contains articles and news related to the world of banking, economy, **stock markets**, imports and exports, and other related **issues**.

**International news:** It informs about news in other countries.

**Local news:** It contains news from towns and cities in the country.

Other sections are: **Weather, Technology / Science, Sports, Classified ads, People and Entertainment, Culture, Announcements, and Obituary pages.**

Which are some of the most popular newspapers in the world?

China Daily, The Times of India, the Asahi Shimbun (Japan), The Australian, The New York Times (the USA), The Washington Post (the USA), The Guardian (the UK), and The Wall Street Journal among others.



# BUSINESS & FINANCE

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THE WALL STREET JOURNAL

Monday, November 14, 2010 | B3

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## Home Loans Enter Uncertain Era

**By AnnaMaria Antonova**  
The lending of U.S. dollars is likely to speed the nation's mortgage market. There are two reasons why: interest rates and regulation. Changes in these areas could affect the course of the housing recovery, the mortgage market, and the economy.

According to MortgageNewsRealty.com, mortgage rates are still incredibly low by historical standards. The average new five-year fixed-rate mortgage rate is 4.25%, according to data from Freddie Mac. The fact that in the fall, the Treasury yield has fallen to 3.5% means that lenders earned mortgages could

While prices have shot up in many U.S. housing markets over the past couple of years, mortgage rates have kept higher prices within reach of many borrowers. "The ultimate arbiter in the impact of rates on home values," said the Institute, president of Fannie Mae

their success could affect." He said his firm expects that by the end of 2011, rising rates will have contributed to some value declines in about one-third of the U.S.

The spread and size of any increase in rates will depend in part on how Treasury fixed prices and whether markets for

**Painkiller Gets Pass In Study, But Results Questioned**

## How do newspapers survive in the Age of Technology?

A 2015 report from the Brookings Institute shows that the number of newspaper per hundred million population in the US fell from 1,200 in 1945 to 400 in 2014.

While some important newspapers have made changes to survive the Internet, like shortening stories and using social media, others have closed or made staff **redundant**. Newspapers receive most of their profits from ads and subscriptions, so many of them have found themselves with money problems.

### Glossary

**redundant:** (adj.)  
having lost your job  
because your employer  
no longer needs you.



In order to face those challenges some newspapers have created online editions. Some are free and others are offered at a reduced price. Going online allows newspapers to avoid print and distribution costs. This low-cost online version with creates opportunities for small new businesses too. Most importantly, newspaper owners realize they have to be innovative and updated in order to survive.



Tweets 222 mil    Siguiendo 1.677    Seguidores 664 mil    Me gusta 1.423    Listas 35

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### Tweets    Tweets y respuestas    Multimedia

Tweet fijado



**New York Daily News** @NYDailyNews · 16 h

No, you can't! [nydn.us/2H8Xn5K](https://nydn.us/2H8Xn5K)

Yes, you can! [nydn.us/2H9R5Wg](https://nydn.us/2H9R5Wg)

An early look at Friday's front...



Samantha Bee, Ivanka Trump y Full Frontal

34    30    28



**New York Daily News** @NYDailyNews · 16 min

NBA star Rasual Butler had alcohol, substances in system during deadly car crash [nydn.us/2LbxYxt](https://nydn.us/2LbxYxt)

### ¿Nuevo en T...

¡Regístrate ahora p...

cronología perso...

Reg...

### También te pu...

Actualizar

The New York Times @nytimes

New York Post @nypost

Washington Post @washingtonpost

CNN @CNN

The Associated Press @AP

### Tendencias: C...

#CuentaPublica 57,5 mil Tweets

#NationalDonutD 72,7 mil Tweets

#WelcomeToTwit 196 mil Tweets

#PrideMonth 75,5 mil Tweets

#FAKE\_LOVE 502 mil Tweets

Kanye 423 mil Tweets

## What are some interesting or surprising facts about newspapers?

- Around 59 BC, Julius Caesar ordered a daily bulletin of announcements to be published carved in stone or metal and shown in public places.
- In the year 1556 in Venice, the *Notizie scritte* was published monthly. The price of the publication was one Venetian coin called *gazetta*, which is why the word *gazette* meant newspaper later.
- The word *newspaper* was included in the Oxford Dictionary in 1688.
- Around 24 billion newspapers are published around the world every year.



- › The first crossword puzzle was published in a British newspaper called the Sunday Express in 1924.
- › If all our newspapers were recycled, we could save about 250 million trees each year!
- › Newspapers in the past used to print in the mornings, but if there was **breaking news** during the day, they printed another edition, an extra one. Newspaper boys would advertise it by shouting *Extra, Extra, Read all about it!* on the streets to **draw** passersby's **attention** to the fact that something important had just happened during that day.

## Glossary

**breaking news:** (n.) information that is received and broadcast about an event that has just happened or just begun.

**draw attention:** (n) to attract attention or interest.

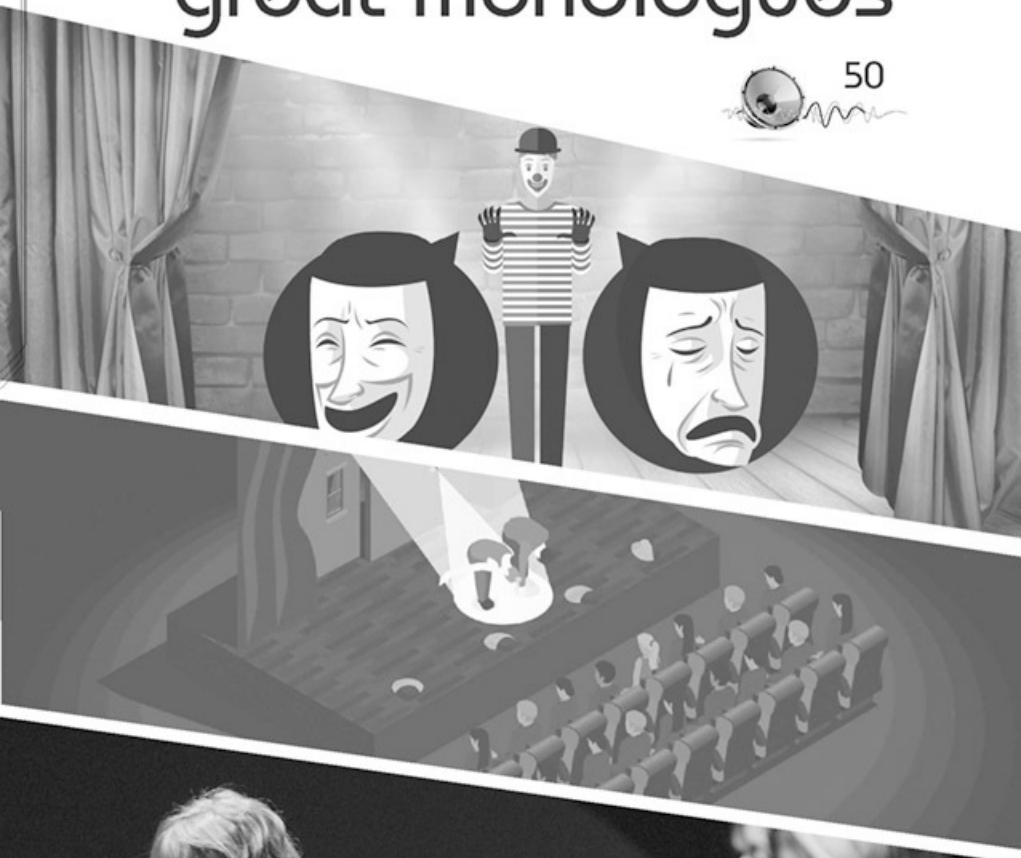


# Unit 5

## Great writers great monologues



50



A monologue is a speech delivered by a single character. The word comes from Greek (monos, "alone" and logos "speech").

The purpose of a monologue is to express mental thoughts and ideas aloud while addressing another character or the audience.

There are two kinds of monologues:

- › An interior monologue is when a character speaks to himself/herself expressing thoughts and feelings alone on stage or while other characters stay silent.





- › A dramatic monologue can be formal or informal, funny or serious. It is every speech given by a single character to an audience or another character.


There are famous monologues from ancient Greek theater like the ones in Sophocles and Euripides plays. Other famous ones are from Shakespeare, Marlowe, Ibsen, and other **playwrights**.

On the following pages you will read some adapted monologues by famous writers.

## Glossary

**playwrights:** (n.) a person who writes plays.





“What am I to do?  
Unlucky me! ”

This first monologue is from a Roman play called *The Casket Comedy*. Halisca, a maid at Melaenis house, is worried when she loses a jewelry box she had to take care of. Here she is speaking to herself and the audience

**HALISCA:** *“Oh, I feel miserable! How could I be so careless! Oh! What will happen to me if my mistress finds out I've lost it! Surely, I had that little box in my hands when she gave it to me here in front of the house and where it is now I don't know, unless I dropped it somewhere about here as I suspect.*

*Dear gentlemen, dear spectators, do tell me if anyone of you saw the man who carried it off or who picked it up. Did he go this way or that? I'll examine the **footprints** here in case I can find any. For if no one passed by after I went inside the **casket** would be lying here. What am I to do? Unlucky me! But I won't give up though; I'll keep on looking....”*

(Adapted from *The Casket Comedy* by Plautus)

## Glossary

**footprints:** (n.) the mark made by a person's or animal's foot.

**casket:** (n.) a small, decorative box, especially one used to keep in jewelry.

This second monologue is taken and adapted from the play *The Cherry Orchard* by Anton Chekhov. In this play, Madame Ranevsky, a rich estate owner, tells Lopakhin, son of peasants in her estate, the tragic events in her life.

**MADAME RANEVSKY:**

*"Please don't go. I feel happier when you're here. Oh, the sins that I have committed... I've always spent so much money, like a madwoman; I married a man who made nothing but debts and drank too much. Then I fell in love and went off with another man; and immediately—that was my first punishment— here, in this very river ...my little boy was **drowned**; and I went **abroad**, right, right away, never to come back any more. I bought a villa at Mentone because he fell ill there and for three years I took care of him. Then, last year, when I sold my villa to pay my debts, I went off to Paris and he came and robbed me of everything and went away. It was all so humiliating.... And then suddenly I wanted to be back in Russia, in my own country, with my little girl.... Lord, Lord, be **merciful** to me; **forgive** my **sins**! Do not punish me anymore!"*

(Adapted from *The Cherry Orchard* by Anton Chekhov)

Lord, lord, be merciful to me".



## Glossary

**drown:** (v.) to die by being unable to breathe underwater.

**abroad:** (adv.) in or to a foreign country or countries.

**merciful:** (adj.) someone who is merciful is willing to be kind and forgive people who are in their power.

**forgive:** (v.) to stop being angry with someone for something that person has done.

**sin:** (n.) the offence of breaking a religious or moral law.

## Glossary

**locked:** (adj.) fastened with a key.

Now, let's read part of a monologue taken and adapted from the comedy *Getting Married*, where Collins, the greengrocer, tells lady Bridgenorth about his wife.

### COLLINS:

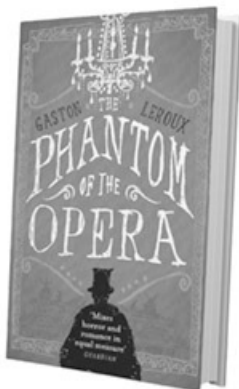
*"No, ma'am; I didn't want to marry. My wife had to force me to it. She always wants to have her family around her. She wouldn't go to bed unless she knew they are all safe at home with the door **locked** and the lights out. She's a true wife and mother, ma'am. That's why my children all ran away from home. I very often want to run away myself, but at the last moment I decide not to; I don't want to hurt her feelings. She's a sensitive, affectionate, anxious soul; and she has never understood what freedom means to some people. You see, family life is all the life she knows: she's like a bird born in a cage that would die if you let it free. I always stop myself from running away until next time; and so, in the end I never ran away at all".*

(Adapted from *Getting Married* by George Bernard Shaw)

"...and so, in the end I never ran away at all"

Beats!

The following text belongs to one of the most famous novels in the history of literature. You will read a speech from *The Phantom of the Opera*.



Erik, a deformed man called the Opera Ghost, falls in love with Christine, a young soprano. Here he tells his only friend, The Persian, about his love.

**ERIK:**

*"I am dying...of love...That is how it is.... I loved her so!...And I love her still... and I am dying of love for her, I...I tell you!...If you knew how beautiful she was...when she let me kiss her...alive...It was the first...time, the first...time I ever kissed a woman.... Yes, alive....I kissed her alive...and she looked as beautiful as if she had been dead!*

*I kissed her just like that, on her **forehead**... and she didn't turn away! Oh, she is a good, honest girl, and she saved your life at a moment when I didn't care for you....when you were shouting like the devil because of the water, Christine came to me with her beautiful blue eyes wide open and swore to me that she agreed to be MY LIVING WIFE!...Ah, you can understand, my happiness was so great, I cried. And I fell at her feet, crying ...and I kissed her feet...her little feet...crying".*

(Adapted from *The Phantom of the Opera* by Gaston Leroux, 1908).

## Glossary

**forehead:** (n.) the flat part of the face, above the eyes and below the hair.

"...and I kissed her feet, her little feet...crying"





**The Miser by Molière**  
*(Speech taken and adapted)*

The following speech is taken and adapted from *The Miser*, a five-act comedy written in 1668 by the French playwright Molière. Where we find different characters one of them being a lady, Frosine.

In this speech, Frosine arranges for Harpagon to marry Mariane and convinces Harpagon, who is a **miser**, that his bride will make him save money so she won't need a **dowry** to marry him.

**FROSINE:**

*Who needs a dowry?! Why, this girl will bring you more than twelve thousand francs a year! To begin with, she is accustomed to living upon salad, milk, cheese, and apples, and doesn't need any rich meals that another woman*



would want. This may well make you save three thousand francs a year. Besides this, she doesn't want any of those splendid dresses, rich jewels or expensive furniture, and this is more than four thousand francs a year. Lastly, she doesn't like **gambling** and this is not very common nowadays among women.

*Why, I know of one in our neighborhood who lost at least twenty thousand francs this year, but let's say this is five thousand a year. So, five thousand in gambling, four thousand in clothes and jewels make nine thousand; and three thousand francs which we count for food, does it not make you twelve thousand francs?*

(Adapted from *The Miser*, by Moliere)

## Glossary

**dowry:** (n.) an amount of money or property that a woman's parents give to the man she marries.

**miser:** (n.) someone who has a strong wish to have money and hates to spend it.

**gambling:** (n.) the activity of betting money, for example in a game or on a horse race.



## Glossary

**pray:** (v.) to speak to a god, either privately or in a religious ceremony, to express love, admiration or thanks or to ask for something.

**fishing line:** (n.) a length of string, rope or wire that is used to support something.

**hook:** (n.) a curved device used for catching or holding things.

*The Adventures of Huckleberry Finn* written by Mark Twain was published for the first time in the United Kingdom in 1884, while in the United States, this novel was published in 1885, a year later. This book is considered part of the Great American Novels. It describes in detailed people and places around the Mississippi River and it is told in the first person by Huckleberry; this is why it is a monologue.

Huckleberry Finn, is a boy about thirteen years old, who has had a difficult childhood raised by his father who has a drinking problem. He feels frustrated when he doesn't get what he has **prayed** for.

### HUCK:

*Miss Watson told me to pray every day, and whatever I asked for I would get it. But*





it wasn't so. I tried it. Once I got a **fishing line**, but no hooks. It wasn't any good to me without hooks. I prayed for the **hooks** three or four times, but it didn't work.

I went and told the widow about it and she said the thing one could get by praying was "spiritual gifts."

She explained it to me—I must help other people, and do everything I could for other people, and look out for them all the time, and never think about myself. This was including Miss Watson. I went out in the woods and thought about it a long time, but I couldn't see any advantage in doing it—except for the other people; so at last I decided I wouldn't worry about it anymore, but just let it go".

(Adapted from *The Adventures of Huckleberry Finn* by Mark Twain.)

In *The Invisible Man*, a young scientist whose name is Griffin is talking to Dr. Kemp explaining to him how he discovered invisibility as he produces a spoken monologue.

## Glossary

**bitter:** (adj.) showing or causing deep anger and pain.

**lump of coal:** (n.) a piece of coal.

### GRIFFIN:

*"It's horrible, but I shall tell you the whole story. First, you must get me some food, and light the fire. I'm tired, I'm hungry, and I'm cold. Yes, yes, I shall tell you the whole story. But you must promise not to tell anyone. Do not forget for an instant that though you cannot see me, I can see you all the time. One false move—one sign of giving warning to anyone—and you are as good as dead. There, I see by your face you understand. Now: get me some food. I must eat. Then, I shall tell you my story. You shall hear me out, Dr. Kemp, you shall hear me out to the **bitter** end. You may remember that I was much interested in the problems of light. I began to do some experiments in changing the color of various substances. Finally, quite by accident, I discovered a method of turning any object—a piece of wood, a bit of meat, even a **lump of coal**—colorless, as transparent as water".*

(Adapted from *The Invisible Man* by H.G. Wells)



Beats!

This speech is told by Jane Eyre, a young girl, and also, the main character in the book written by Charlotte Brontë in 1806 and called *Jane*.

The novel is a first-person narrative from the perspective of Jane, who was left all alone at age 10 and since then, she lives with her Aunt Reed and cousins who treat her badly. In the following monologue Jane is very angry and is telling Aunt Reed how she feels about the way she has been treated by everyone in her family.

**JANE:**

*"I am glad you are no relation of mine: I will never call you aunt again as long as I live. I will never come to see you when I am grown up; and if anyone asks me how I liked you, and how you treated me, I will say you make me sick, and that you treated me cruelly—because it is the TRUTH. You think I have no feelings, and that I don't need a bit of love or kindness, and you have no **pity**. I shall remember how you pushed me violently into the red-room and locked me up there though I cried out, "Have mercy! Have mercy, Aunt Reed!" And that punishment you made me suffer because your **wicked** boy **struck me**—knocked me down for nothing. I will tell anybody who asks me questions this exact tale. People think you are a good woman, but you are bad, **hard-hearted**. Send me to school soon, Mrs. Reed, for I hate to live here".*

(Adapted from *Jane Eyre* by Charlotte Brontë)

## Glossary

**pity:** (n.) a feeling of sympathy for someone else's unhappiness or difficult situation.

**wicked:** (adj.) morally wrong and bad.

**strike:** (v.) to hit or attack someone or something violently.

**hard-hearted:** (adj.) not kind or not able to feel sympathy.



## Glossary

**blackmailing:** (v.) to demand money from (a person) in return for not revealing compromising or injurious information about that person.

**propose:** (v.) to ask someone to marry you.

**fond of:** (adj.) to like someone very much.

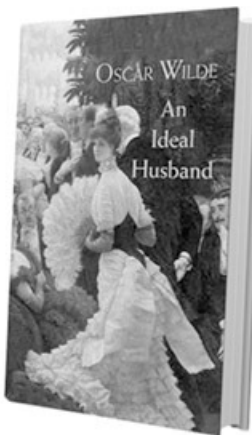
*The Ideal Husband* written by Oscar Wilde in 1895, is one of his most popular plays where Wilde mixes themes like honor, politics, and **blackmailing**.

There are several characters in this play and Mabel Chiltern, who is a young lady, is one of them. In the following monologue, Mabel is telling her sister-in-law Gertrude, about a young man, Tommy, who is always proposing to her. She feels very annoyed by this situation.

### MABEL CHILTERN:

*"Well, Tommy has **proposed** to me again. Tommy really does nothing but propose to me. He proposed to me last night in the music-room. Then he proposed to me this morning again. At lunch I realized he was going to propose again, and I just managed to stop him...He looked quite shocked. And then he is so annoying in the way he proposes...If he proposed at the top of his voice, it would be alright, but he does it in a horrible confidential way. When Tommy wants to be romantic he talks to one just like a doctor. I am very **fond of** Tommy, but his methods of proposing are quite old fashioned. I wish, Gertrude, you would speak to him, and tell him that once a week is quite often enough to propose to any one, and that it should always be done in a way that attracts some attention".*

(Adapted from *The Ideal Husband*, by Oscar Wilde.)



# Unit 6

## So, what happened next?



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## Glossary

**scattered:** (adj.)  
covering a wide area.

Summer camp was always fun. And as usual, there was a night where Jake and all his classmates sat round a campfire on the beach to tell all sorts of stories.

Emily said, "You won't believe what happened at home some months ago. All of us were really scared."

"What was it?" asked Tim.

"Well, my sister Cindy and I share the bedroom, and one morning when I woke up, I saw all our school books were **scattered** on the desk and our pens, pencils, and notebooks were lying on the floor next to our backpacks...so strange! My sister and I looked at each other amazed. We were sure we had left everything in its place", said Emily.

"And...then?" asked Jake

Emily answered: "We picked up everything, had breakfast, and went to school. We didn't tell our parents, but we were a bit scared."

"And...that's it? That's the story?" asked Laura.

"No, that's not the story..."



"That evening we left everything ready for school next day, books, notebooks, and pens inside the backpacks as usual and went to sleep" continued Emily.

"And what happened next morning?" said Tim.

"Next morning, the same thing as the day before, everything was scattered on the floor, but the scariest thing was that some notebooks had pages filled with **doodles** and lines..." said Emily.

"What?" said Jake.

Emily continued describing what had happened. "We were terrified, we didn't know what to do. Cindy came up with an idea. She said we could take **shifts** at night, and see what was going on, but I thought that would be exhausting because next day we had to get up early to go to school. I suggested we could leave our cell phones recording a video. That night I kept turning around in bed and so did Cindy. It was so difficult to get to sleep."

## Glossary

**doodle:** (n.) a drawing or pattern that you make while thinking about something else or when you are bored.

**shift:** (n.) a period of time during which a job is done.





"What happened next morning?" asked Laura.

By now everybody was staring at Emily, anxiously, waiting for her to continue with the story.

"Next morning", said Emily, "the same thing...books scattered on the desk and floor, and pages **scribbled** all over. We **grabbed** our cell phones, we wanted to watch the video, but we were really afraid to do so because of what we might see."

"I agree! I wouldn't want to see it, but what did you see?" said Tim.

"You won't believe this! I'm a **sleepwalker!**", said Emily as she laughed.





"You've got to be kidding!" cried Jake.  
"Really?"

"Yes. It gave me such a fright to see myself stepping out of bed, walking straight to the desk, and throwing everything on the floor...for me it was scarier than seeing a ghost! Cindy started laughing but I couldn't. I was shocked and terrified! So creepy!" said Emily.

"Well, creepy for you, funny for Cindy, and definitely much better than seeing a ghost!" said Laura laughing.

## Glossary

**scribble:** (v.) to write or draw something meaningless.

**grab:** (v.) to take hold of something suddenly and roughly.

**sleepwalker:** (n.) a person who gets out of bed and walks around while he or she is sleeping.



"And how did you solve the problem?" asked Tim.

"We told our parents about it, they were amused. They said the only thing to be done was to take me to bed, without waking me up, and hopefully expect it to end soon. The first thing Cindy and I did, was to take our backpacks, books and everything to another room before going to sleep. The following nights I guess Cindy slept with one eye open, waiting for me to get out of bed and start walking. She told me that a couple of nights, she'd taken me by the hand and walked me back to bed. But, luckily, I seem to have stopped doing that...at least for now!" explained Emily.

"I wouldn't like to sleep in the same room with you!" said Cloe laughing.

"That reminds me of something scary that happened to me last year," said Jake.

"What was it?" asked Emily, "Do you sleepwalk as well?" she said laughing.

"No, it's not about that, but it was scary and mysterious," answered Jake.

"Tell us," said Emily.

"It didn't happen at night but **in broad daylight**. One afternoon I arrived home from school at 2:00 p.m. At that time, only my elder brother, Mark, is at home. My parents arrive from work at around 7 in the evening. I came in and shouted, "Hi, Mark, I'm home." He didn't answer. All I could hear was music upstairs in his room. He usually listens to music while he's working on the computer. So, I went to the kitchen prepared myself a sandwich and went to my room, which is next to his. His door was shut, but he often keeps it like that when he's working. I didn't want to interrupt him, so I went directly to my room."

## Glossary

**in broad daylight:**  
an event that happens during the day when it could have been seen.





"What does your brother do?" Laura asked curiously.

## Glossary

**drop:** (v.) to fall or to allow something to fall.

"He's a graphic designer, he works freelance, so he's at home most of the time," said Jake and continued, "anyway, I was playing some video games when I heard noises coming from his room, as if he had **dropped** several books or something heavy on the floor. I shouted: "Everything OK?" No answer, but the music started again, so I went back to my video game."

"And then?" asked Tim impatiently.

"Not much, only some noises as if Mark were continuously getting up from his chair and walking around the room," replied Jake.



"Why didn't you go to his room?" asked Cloe.

"Because he gets upset when someone **barges** in," answered Jake before continuing with the story. "About two hours later, I heard the keys at the front door. Someone was coming in. It was too early to be my parents, so I thought that was really strange. I stopped playing and the music from Mark's room stopped too. Not a single sound could be heard."

"I left my room and almost ran down the stairs to see who was coming in, when suddenly..." said Jake almost breathless.

At this point, everyone was **gazing** at Jake, waiting anxiously for him to continue the story.

## Glossary

**barge in:** (phr. v.) to walk into a room quickly, without being invited.



"I heard Mark's voice coming from the kitchen. He said something like, "Hi, bro. I'm home. How about some doughnuts? I've just bought some at the supermarket."

## Glossary

**gaze:** (v.) to look at something or someone for a long time, especially in surprise or admiration.

"What?" shouted Tim sitting next to him.

"I was terrified," said Jake and kept going with his story. "I was already downstairs. I looked at him as if I had seen a ghost," he said, "Hey, what's wrong with you? Why are you looking at me like that?"

I couldn't even speak...I started telling him what had happened since I arrived home and he looked at me smiling...I couldn't understand why he had that smile on his face, so I said, "What on earth are you smiling at?"

"He explained that some days ago, the same thing happened to him. He thought I'd come back from school and was in my room, but sometime later he could hear me opening the front door and coming in".

"Oh, that's frightening!" shouted Chloe.

Jake then said: "Yes, it was. I was terrified, but Mark, who is not easily scared, said "Look, if there's a ghost or spirit or whatever, it seems as if he or she is quite peaceful, after all it just listens to some music and walks around the room and that's it. Why should we **bother**? Let it be," and handed me a chocolate doughnut.

"And was Mark's room in a mess?" asked Tim.

"No, that was **odd** too. Everything was in its place, as if no one had been there," said Jake.

"Did it happen again?" Asked Emily.

"No, and it's been almost a year now. But the following days, when I arrived home from school I would always open his bedroom door, no matter whether he was working or not, just to check he was there. He would say: "Not today, bro. The ghost hasn't come. Kind of miss him though," and he would laugh."

## Glossary

**bother:** (v.) to make someone feel worried or upset.

**odd:** (adj.) strange or unexpected.





## Glossary

**seafont:** (n.) the part of a town on the coast next to the beach.

“Not all ghosts are scary, that’s true,” said Laura. “My aunt and a friend went to a beach in South Carolina for their vacation. They stayed at a nice hotel on the **seafont**. One night, my aunt woke up in the middle of the night and saw a dim figure standing in one corner of the room. It was an indigenous woman holding something in her hands. There was a full moon, so there was light coming through the curtains.”

“So she could see her pretty well, I guess,” added Jake.





"Exactly. She said the woman was wearing typical clothes, and strange as it may seem, my aunt did not feel afraid at all. She just watched her. The woman sat on the floor and started mixing some herbs in a pot or bowl. Suddenly, my aunt could smell the herbs. She started **muttering** something in a language my aunt could not understand. She says it was as if she was praying while mixing the herbs. Then, **all of a sudden**, she stood up, turned around, facing the wall, and **vanished into the air.**"

## Glossary

**mutter:** (v.) to speak quietly and in a low voice that is not easy to hear.

**all of a sudden:** very quickly.

**vanish into the air:** to disappear suddenly and completely.

"What did your aunt do?" asked Cloe.

"She wanted to wake up her friend but started feeling kind of drowsy and fell asleep while still smelling the scent of the herbs the woman had been mixing. Next morning my aunt told her friend about the woman, and asked her whether she had seen her too. Her friend, Kate, said that at some point during the night, a distinctive fragrance of herbs woke her up, but she was so sleepy, she turned around and fell asleep again! My aunt felt curious and asked the owners of the hotel if they knew about the area before the hotels were built."

"And what did they tell her? Asked Emily.

"They said they didn't know much, so she researched online and found out that some centuries ago all that area had been inhabited by a tribe of Native American," answered Laura.

"Amazing! So maybe it was the spirit of a real indigenous woman that had lived there many years ago!" said Tim.

And so, the stories continued one after the other, some of them funny, others scary, others just amazing, until the early hours of the morning. Yeah, campfire night was definitely one of the things Jake liked most about camping.

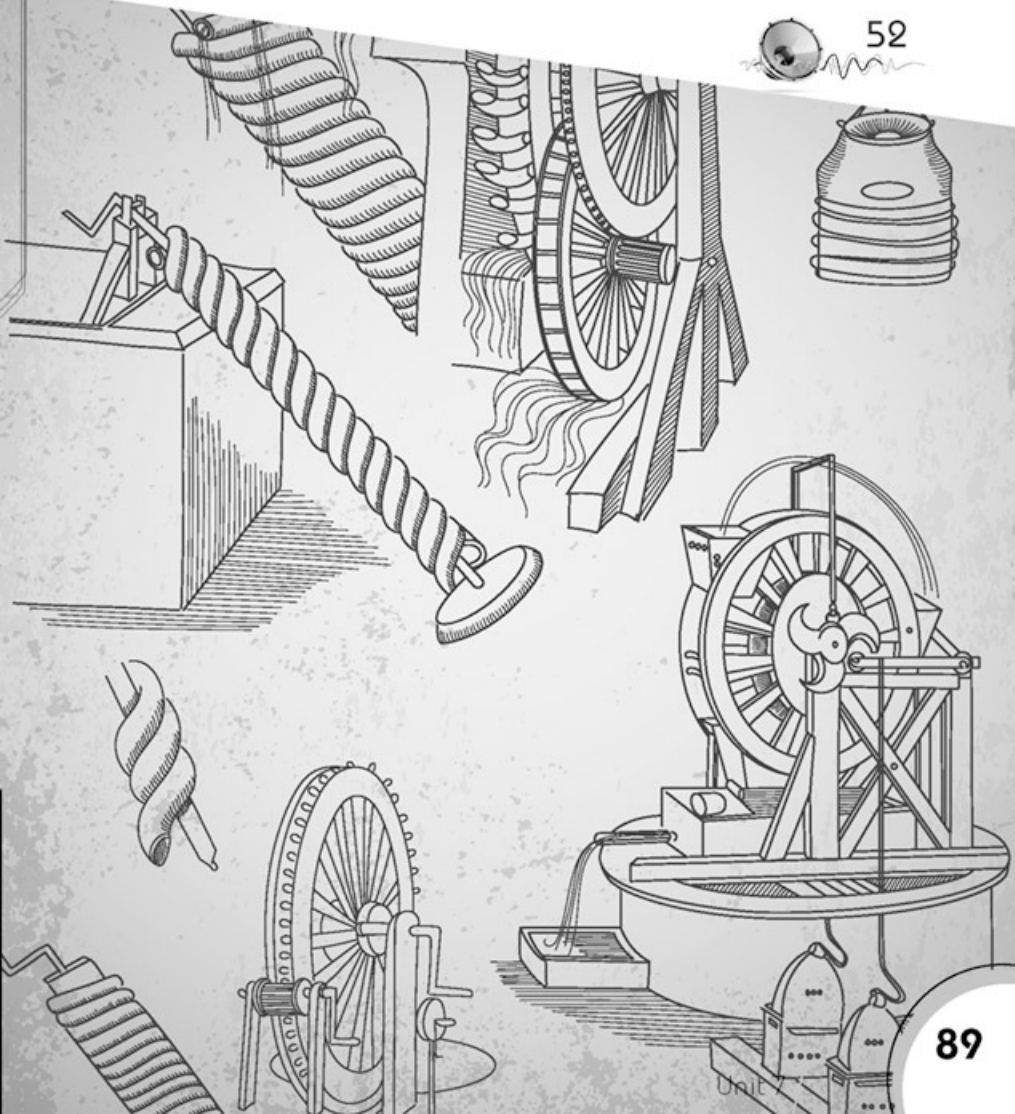


# Unit 7

## The science behind Modern machines



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Today's complex machines are built with the basic principles of physics used many years ago.

The energy used by a machine to operate is called work. Work is measured with the same unit as energy: joules, ergs, kilowatt/hour or megawatt/hour, it all depends on the type of machine and what it does.

Let's take a look at some machines we use in our daily lives.

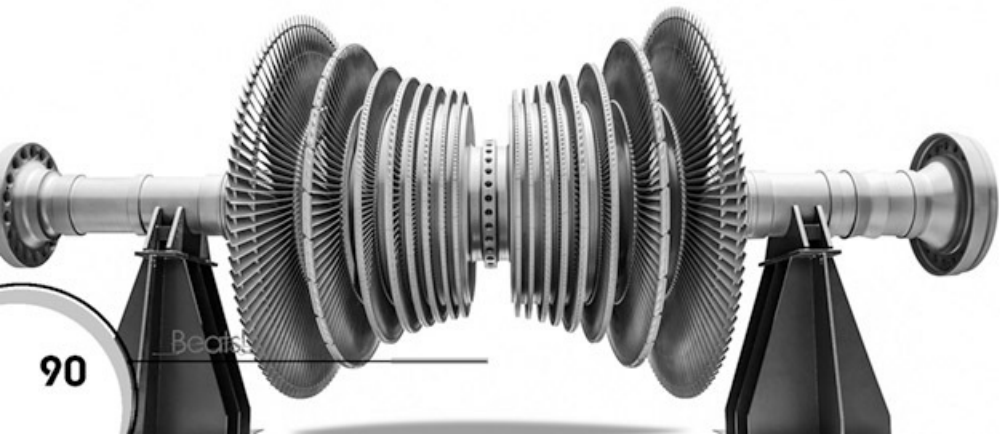
## Glossary

**steam:** (n.) the hot gas that is produced when water boils.

### The Steam Turbine

A turbine is a rotating wheel that transforms one source of power into another. In order to rotate a wheel several sources of energy can be used, for example: water, **steam** and wind, like in the windmills.

Steam turbines generate electricity. Different kinds of steam turbines have been used for hundreds of years, and we still use them today for all kinds of combustion related power and for nuclear power plants and solar panels as well.



There are many kinds of steam turbines, but they work in the same way.

First, a source of energy heats water into steam.

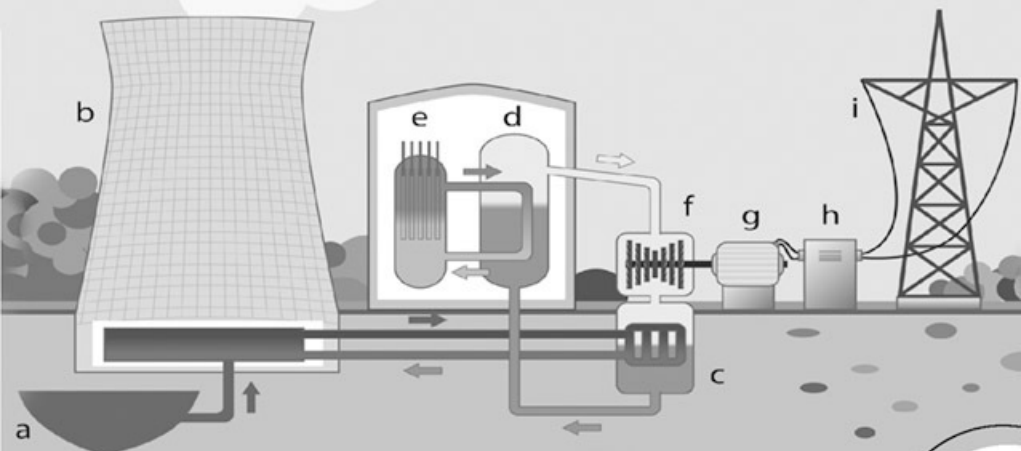
Next, the hot water molecules in the steam move very quickly and do work on the turbine. A turbine is made of circular blades. The kinetic energy of the steam pushes the blades to make the turbine rotate around its **shaft** or axle.

The shaft is connected to a generator which transforms the energy of the rotation into kinetic energy of electrons, that is electricity.

## Glossary

**shaft:** (n.) a rod which is part of a machine such as an engine, that turns around in order to pass power into the machine.

a - cool water source, b - cooling tower with basin, c - condenser  
d - steam generator, e - reactor vessel with control rods  
f - turbine, g - generator, h - transformer, i - electric lines



## Appliances that generate heat

In order to generate electricity, we need heat, but we can also generate heat with electricity.

For example, an oven, irons, hair dryers, and toasters require heating. This is called resistive heating.

### Glossary

**coil:** (n.) a twisted piece of wire through which electric current travels.

**in spite of:** even though something else is happening.

**alloy:** (n.) a metal that is made by combining two or more metals.

Electricity is the flow of electrons in a conducting material. In an electric toaster, for example, electricity is sent through metal **alloys**. These metals are highly resistant, but the electricity flows through the metal **coils** of the toaster **in spite of** the resistant. The coils are what we see get red when we are toasting a slice of bread.

The cause is that the electrons lose some of their kinetic energy when they collide with other subatomic particles inside the metal alloy heating element, so the kinetic energy is transformed into thermal energy; the atoms vibrate due to the thermal energy and become hotter, so heat is transferred to the air molecules.

Some appliances use a fan to send the hot air molecules in one specific direction, as in a hair dryer.



## Appliances that make things cold

Refrigerators, for example, use some characteristics of gases to move thermal energy from inside the refrigerator to the outside.

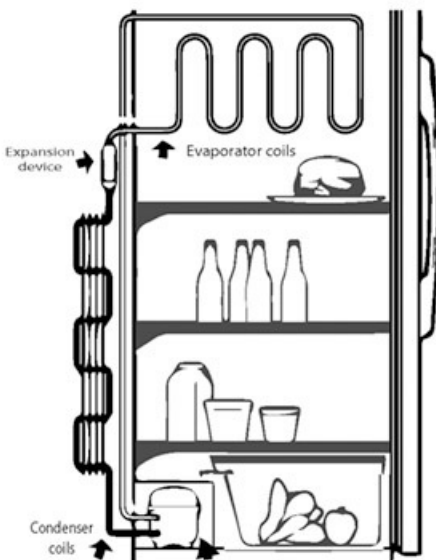
Under the right conditions, a gas increases its temperature when it is compressed, and the opposite is also true, when it expands, it gets cooler.

Refrigerators work with gases that change from liquid into gas and back again into liquid, within a convenient range of temperature and pressure. They use tetrafluoroethane.

In the compressor found inside a fridge, the tetrafluoroethane gets hot, hotter than the air inside your house. Once it's hot it passes through the condenser which makes the gas get in contact with the air in the environment like in our houses, through metal pipes. Because temperature in our house is usually lower, heat passes through the pipes and gets out into the house. When the gas cools off, some of it turns into liquid.

After that, the remaining gas goes through a valve into a low-pressure area where it expands and loses temperature

quickly, making it colder than the temperature found inside the refrigerator. Gas then passes through coils that interact with the air inside of the refrigerator making this air become cooler by absorbing thermal energy. Next, the gas returns to the compressor. This is how a refrigerator maintains things inside it cold or even freeze them in the freezers section.



## How a washing machine works

The first modern washing machine was invented in 1910 by Alva J. Fisher.

The **tub** is the part where you put your laundry. It has hundreds of very small holes that allow the water to flow to an outer tub. The outer tub holds the water. There is an agitator at the center of the inner tub which turns clockwise and counterclockwise to wash the clothes. This movement together with friction produced by clothes **rubbing** together allows detergent and water to reach everywhere inside the tub and loosen soil. The motor drives the agitator during the washing cycle and spins the clothes in the spinning cycle.

## Glossary

**tub:** (n.) a large, round container, with a flat base and an open top.

**rub:** (v.) to press against something with a circular or up-and-down repeated movement.

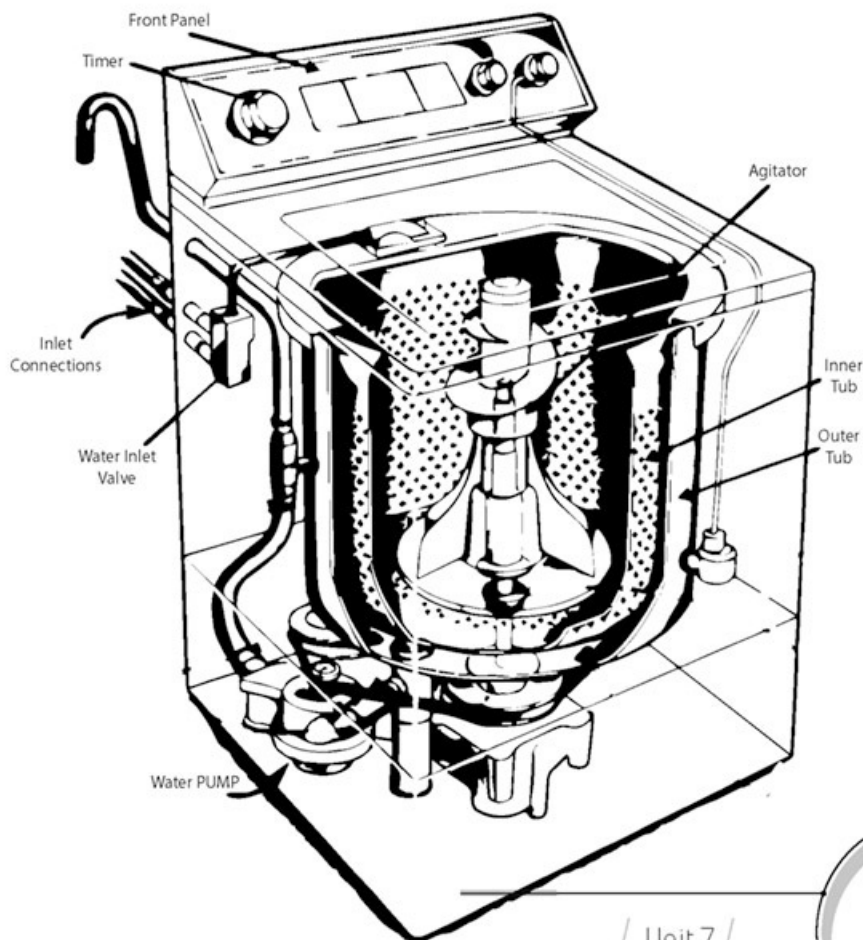




The pump empties the water from the tub and lifts it out the **drain**. The fill valve, controls the passing of hot and cold water into the machine. The timer runs the washing in a set pattern. It provides the electricity to all the washing machine components at the appropriate time and for a certain length of time. In this way, you can choose the water temperature, the spin speed, and the rest of characteristics you want your clothes to use during the chosen washing cycle.

## Glossary

**drain:** (v.) a hole in a bath, sink, through which water flows away.



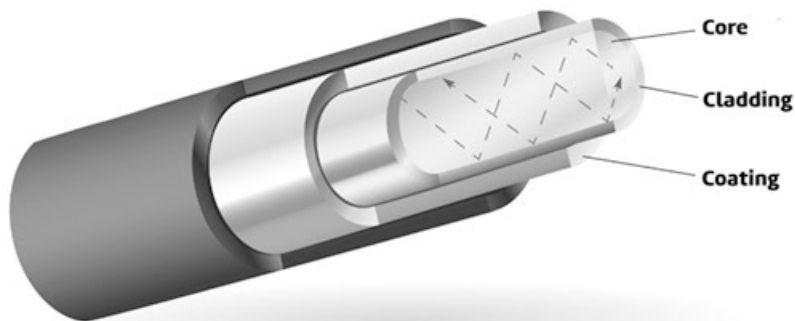
## Technology

### How optical fiber works

Optical fiber is glass or plastic fiber that carries light. It transmits light signals over long distances. The principle that makes optical fibers possible is refraction.

An optical fiber has the following parts:

- › Core: is the thin glass center of the fiber where the light travels.
- › Cladding: is the outer optical material around the core which reflects light back into the core
- › Buffer coating: is a plastic coating that protects the fiber.



Hundreds of thousands of these optical cables are arranged in bundles that are protected by a covering called jacket which is the cable outer covering.

Fiber optic cables carry information between two places by means of optical technology.

When you send information from your computer to another person's computer, your computer is hooked to a laser which converts electrical information into light pulses. The laser goes down the fiber-optic cable and the light beam emerges at the other end where a photocell turns the pulses of light into electrical information.

Optical fibers are used in communication and work at higher bandwidths than other forms of communication.



## Glossary

**dip:** (v.) to put something into a liquid for a short time.

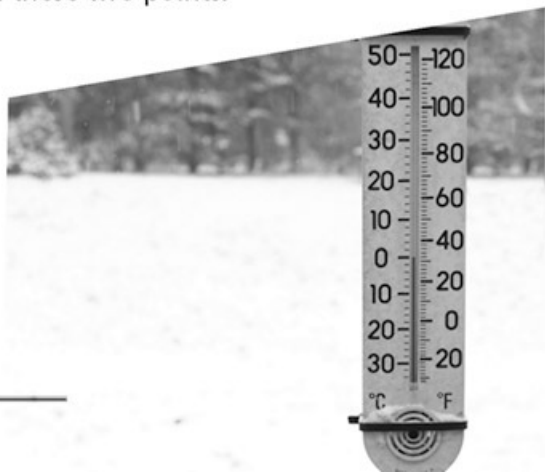
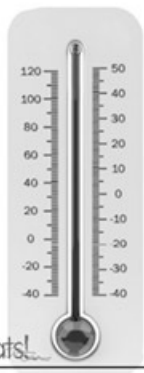
**rise:** (v.) to move upwards.

### How a thermometer works

A thermometer is a device to measure temperature. It is based on the principle that metals change their behavior as they get hotter. Daniel Fahrenheit, a German physicist, invented the mercury thermometer in 1714.

A thermometer is a very thin glass tube filled with a small amount of mercury, which is a metal that is liquid at everyday temperatures. When this metal gets hotter it expands to an amount that is directly related to the temperature. In order to calculate the temperature a scale should be marked.

How is the scale marked? Making a Celsius thermometer is easy because it is based on the temperatures of ice and boiling water which are the two fixed points to measure temperature based on Celsius degrees. Ice has a temperature close to  $0^{\circ}$  Celsius and water boils at  $100^{\circ}$  Celsius, so when we **dip** the thermometer in a glass with ice we can see where the mercury level is and mark the lowest point on our scale which will be  $0^{\circ}$  Celsius, in a similar way if we **dip** the thermometer in boiling water we can wait for the mercury to **rise** up and then mark the equivalent to  $100^{\circ}$  Celsius. Then the scale is divided into 100 equal parts between these two points.



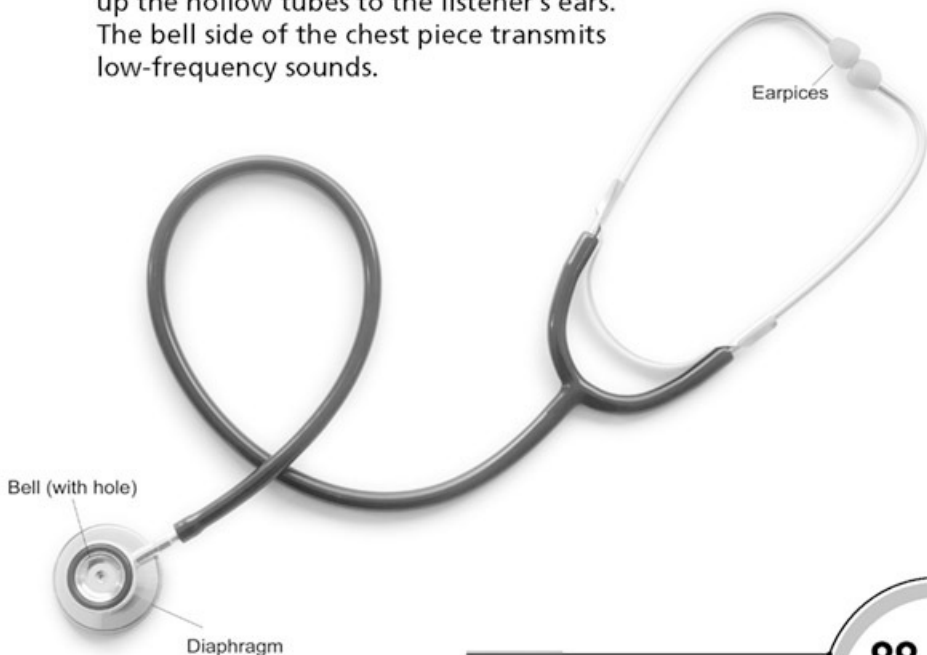
## How a stethoscope works

A stethoscope is a medical instrument used to listen to the sounds produced in the body. There are two types of commonly used stethoscopes: electronic and acoustic.

This last one, the acoustic one, consists of a chest piece, two **hollow** tubes and a Y piece tube. There are two sides to the chest piece: the diaphragm which is a plastic disc and the bell, a hollow cup. When the diaphragm is placed on the patient's skin the sounds of the body make the plastic disc vibrate and acoustic pressure waves are formed. They travel up the hollow tube to the listener's ears. The diaphragm side of the chest piece transmits high-frequency sounds. If the bell is placed against the patient's skin, the vibrations of the skin produce acoustic pressure waves that travel up the hollow tubes to the listener's ears. The bell side of the chest piece transmits low-frequency sounds.

## Glossary

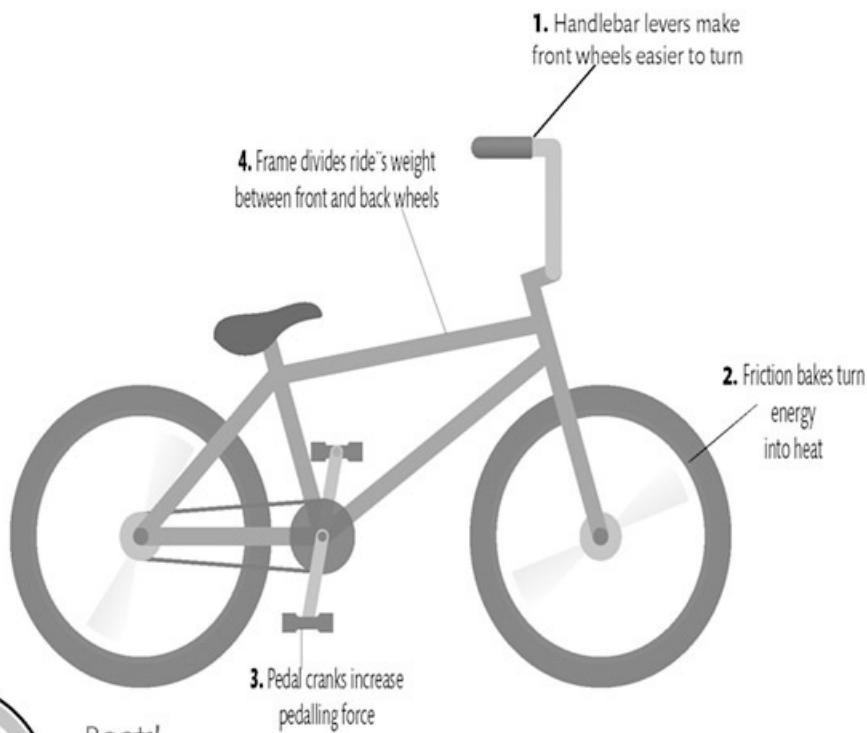
**hollow:** (adj.) having an empty space inside.



## How a bicycle works

The bicycle is a human powered vehicle with two wheels attached to a frame, one behind the other. A bicycle converts the power produced by our body into kinetic energy. When you cycle uphill, you need to work against the force of gravity. If you're going fast you're working against the force of air resistance pushing against your body.

The bicycle wheels revolve around an axle secured to the frame that allows it to turn, pushing the rider forward when pedaling. The size of the bicycle wheels can reduce or increase the pedaling needed to move the bike. The taller the wheels, the greater the speed. The rubber tires that we see on bikes are mounted on the wheels filled with pressurized air.



Bicycles have from one to 30 **gears**. The gears are little **sprockets** with teeth attached to the back wheel of the bicycle and connected by a chain to the crank set powered by the pedals. They allow the rider to go faster on straight roadways and switch to other gears to pedal uphill.

Friction keeps the bicycle moving forward on the road and it also stops the bicycle when needed. **Squeezing** a lever near the handle activates the **brakes** to stop the bicycle.

## Glossary

**gear:** (n.) a device that consists of connecting sets of wheels with teeth around the edge, that controls how much power from an engine goes to the moving parts of a machine.

**sprocket:** (n.) a device like a wheel with one or more rows of tooth like parts sticking out that keeps a chain moving on a bicycle.

**squeeze:** (v.) to press something firmly.

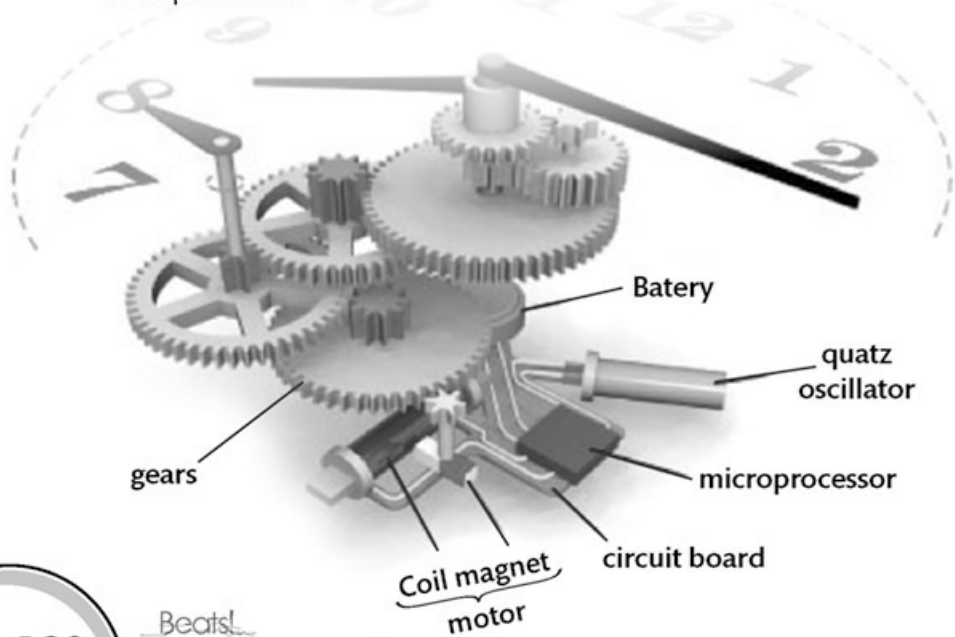
**brake:** (n.) a device that makes a vehicle go slower or stop.



## How a quartz clock works

A quartz clock uses an electronic oscillator regulated by a quartz crystal to keep time. They work in a very different way to a pendulum clock and ordinary watches. They have gears inside to count the seconds, minutes and hours and move the hands around the clock face. The gears are regulated by a tiny crystal of quartz.

If you squeeze a quartz crystal it generates a tiny electric current and if you pass electricity through quartz it vibrates at a precise frequency. Inside the quartz clock or watch the battery sends electricity to the quartz crystal through an electronic circuit. The crystal vibrates back and forth at a precise frequency: 32,768 times each second. The circuit counts the number of vibrations and by means of these, regular electric pulses are generated, one per second. The pulses power a digital display or can drive a small electric motor driving gear wheels that turn the clock second, minute, and hour hands. Quartz clocks are relatively inexpensive and easy to use in computers, and microprocessors.





# Unit 8

## How bad do you want it?

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## Glossary

**hesitation:** (n.) pausing before doing something because you are not certain.

**regret:** (v) feel sorry about having done or said something.

**easy-peasy:** something very easy.

**delighted** (adj) very pleased.

This time Aby knew exactly what she wanted. No **hesitation**, no second thoughts. It usually takes her a long time to make up her mind and when she does, she later somehow **regrets** her decision. But not this time! She knew he would love it...simply love it! It was perfect! Not only that, but she knew where to get it and best of all, she had enough money to buy it. Complete success. This year it was **easy-peasy**. Her dad would be **delighted** with this wonderful chess set for his birthday.



Some days ago, Aby had browsed in several downtown stores to get ideas of what to buy her dad for his birthday, but nothing seemed a good choice.



She spent a whole afternoon walking up and down the biggest mall in the city with no success.



## Glossary

**battered:** (adj.)  
damaged by being used  
a lot.

When, suddenly, the idea of a chess set came to her. Her dad loves playing chess with her and even against himself. So that was it! His chess set was old and **battered**, it was high time he got a new one. She went to some stores to compare prices and designs and then went back home. Once there she thought she could also try to see some online shopping options. After browsing the web for some time, there it was, the perfect chess set and at a very convenient price. She really loved the beautifully hand carved wooden board and pieces. So now the only thing left to do was to make sure it would arrive on time and make the online payment. Done! According to the email she received immediately after her purchase, the product would arrive three days later. Great!

### CHESS SETS

The Chess Store is all about chess sets. It has been our passion since 1989 and not only do we have the largest selection but very finest quality chess sets in the world. We strive to carry a vast range of chess sets to fit anyone's budget, purpose, and taste. We have hundreds of beautiful wood chess sets matched with a wood chess board or wood chess case, elegant metal chess sets from Italy and Greece, plastic chess sets for schools and clubs, theme sets for the special interest, travel sets for on the go, and decorative bow sets for decorating your home. (Below you will find categories to help narrow down your search and find the chess set you are looking for.



WOOD CHESS SETS W/ BOARD



WOOD CHESS SETS W/ BOARD & BOX



HIGH-END LUXURY CHESS SETS



WOOD CHESS SETS W/ CASE



METAL CHESS SETS W/ BOARD



PLASTIC CHESS SETS



THEME CHESS SETS  
Beats!



TRAVEL CHESS SETS



MARBLE CHESS SETS

And finally, it arrived. She signed for the package and hurried to her room to open it. But that was the precise moment when her problems began. It was not a chess set, it was a **checkers** set! She couldn't believe it! So disappointing! She picked up the phone and made a call...

## Glossary

**checkers:** (n.) board game with 12 round pieces for each player.





Good afternoon, is this Customer Service?

Yes, good afternoon. How can I help you?



Three days ago, I bought a chess set and you have just delivered a checkers set.

Oh, we are sorry about that, can you give me your order number?




Yes, it's 8824612.

Thank you. Let me check your order...OK. Here it is.




I would like to exchange it as soon as possible, please.


Beats!



Well, the problem is we do not have the chess set you ordered, we have sold out of that product. I can give you a refund, or you could wait some days, because they should be here soon.




Oh, no! It's a birthday present, so I don't have that much time to wait for the chess to arrive.




I see. Well, let's do this. Can you wait until Friday to know if it is available?




Yes, I can.



Good. We'll get back to you to let you know.



OK. Do you need my phone number?



No, we already have it. Thank you and my apologies for this inconvenience.

## Glossary

**shabby:** (adj.) looking old and in bad condition.

**burst:** (v.) to suddenly show emotion.

**pawn:** (n.) one of the eight small chessmen pieces each player has in a game of chess and that can only move forward, one square at a time and can be captured only diagonally forward.

**outrageous:** (adj.) very bad or wrong in a way that causes anger.

Aby felt so frustrated, she thought this time it would be easy, but it turned out it wasn't. Finally, on Friday she received the phone call telling her now the chess set was available and would be sent to her in the next couple of days. That was good news! The following Tuesday she received the package. Well, now the only thing left to do was to buy a nice wrapping paper, ribbon and a card to go with the gift. She was thinking about all that when she got furious, ...really furious.

There was an opened package on her bed and in her hands, she had a **shabby**, torn box containing a chess set. "This is too much", she thought **bursting** with anger. But, the best was yet to come. When she opened the torn and dirty box she immediately realized there was a black **pawn** missing! "This is **outrageous!**", Aby said.





She ran down the stairs and grabbed the phone almost shaking with fury.



Aby: Good morning. Customer service, please.

Agent: Good morning. How can I help you?

Aby: Listen, I don't want this explanation to be too long, so here's a summary of what's happened. I feel terribly frustrated and disappointed. I bought a chess set from you guys, order number 8824612 and you sent me a checkers set instead. I called Customer Service immediately after getting the wrong product and the agent told me there were no chess sets available and that I had to wait. I returned the product and waited.



## Glossary

**warehouse:** (n.) a large building for storing things before they are sold or sent to shops.

Finally, he called me to tell me the chess set would be delivered in two days. Today is that day. Well, the box is torn and dirty, completely deteriorated. And, on top of that, when I opened it, there is a black pawn missing. Now, you tell me how you are going to solve this problem.

Oh, sorry about that. You will have to return the product and we'll send you another one.



Before doing that, check if the ones you have available are in good condition.



I'm afraid I can't do that now. All products are in a big **warehouse**, and it's impossible for me to open a box and check.



Aby: So, how do I know that the product you'll send me is going to be in perfect conditions, and with no pieces missing?

Agent: I'm sure this won't happen again. It's been a terrible mistake. Rest assured your product will arrive in perfect state. I'll report the problem.

Aby: When will it arrive?

Agent: First you will have to return the faulty product. Visit our website, click on the link Return a product and follow the steps...

Aby: Yes, unfortunately I know how to do that, because it's the same thing I did a few days ago. I'll do that right away, so that it is sent today.

Agent: Right. Well...your replacement will arrive in about 10 days.

Aby: What?! Is this a joke? It isn't funny at all. I need it by tomorrow.



Agent: No problem. You just have to pay for express delivery and it will arrive tomorrow.

Aby: Absolutely not! There's no way I'm not going to pay because of your mistake.

Agent: I'm afraid it's the only way we can deliver the product tomorrow.

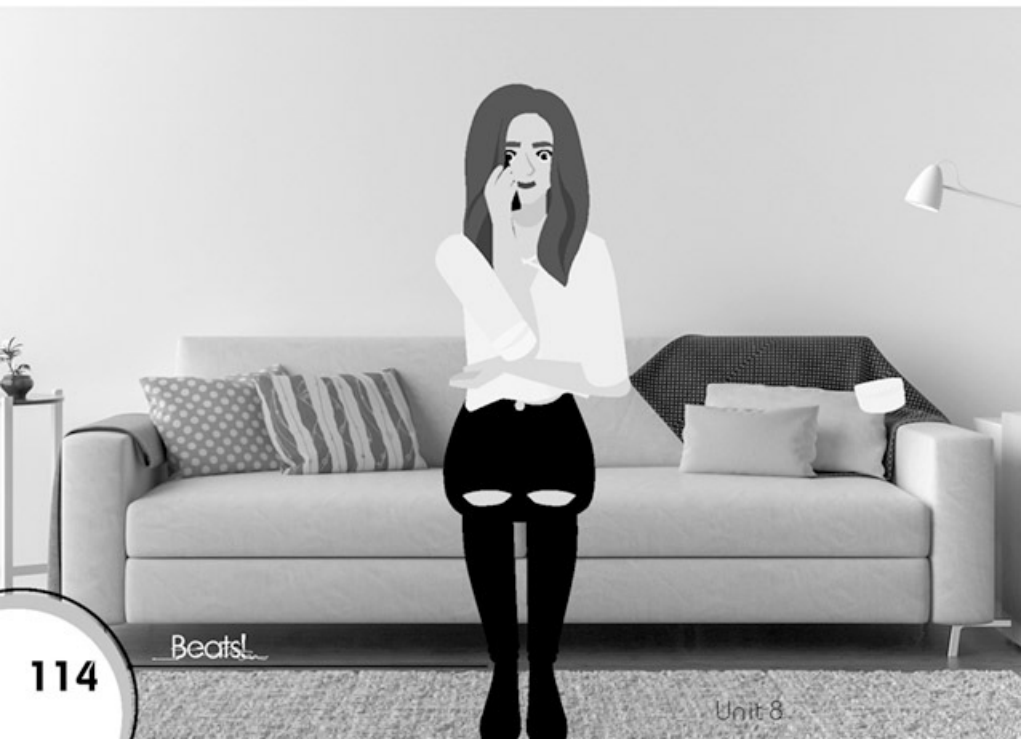
Aby: Let me speak to your boss. I want to speak to the manager, please.

Agent: He will tell you the same thing I'm telling you now.

Aby: I don't care, let me speak to him, please.

Agent: As you wish.

Manager: Good morning. I'm the Customer Service Manager.  
What's your problem? What can I do for you?



**Aby:** No, not this again...OK. Here we go. I bought a chess set.  
First, you delivered a checkers set, I returned it and you delivered the chess set I bought but in a deteriorated box and with one piece missing. Now, I returned the damaged chess set, but your agent tells me if I want the new set to be delivered by tomorrow, I have to pay. My point is I'm not paying because this product should have arrived a week ago and all these phone calls wouldn't have been necessary if you had delivered the correct product, in good conditions and at the right time.

**Manager:** I understand you are upset about this and because it has been our fault we are ready to deliver it tomorrow without any extra charge. My sincere apologies for all the inconveniences. We hope you will continue to buy our products

**Aby:** Thank you. Bye!



So, the following day and for the third time, a courier delivered a package at Aby's door.

By now, she was almost terrified of opening it. Today was her dad's birthday, so there could be no chance of any mistakes. She opened the box slowly, holding her breath, and ...what a **relief!** After examining the box and chess set **thoroughly** she could positively say everything was OK. So, while her dad was at work, she rushed to the paper shop, bought the wrapping paper, the card, and got everything ready.

Two hours later her dad got home and was delighted with the present.

"Thank you so much, it's beautiful. I've never seen one like this. I'm curious. Was it hard to find?" he asked.

"Not really Dad, finding it was easy, getting it was a whole different story! A **thrilling** adventure but someday I'll tell you about it," said Aby as she walked to the door to greet aunt Becky who had just arrived.

## Glossary

**relief:** (n.) a feeling of happiness that something unpleasant has not happened.

**thoroughly:** (adv.) completely.

**thrilling:** (adj.) extremely exciting.



# Unit 9

## Around the World

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January 16th, 2018

Hello! This is my travel log. My friend Mario and I are going to travel the world. Carrying our backpacks and cameras, we are going to visit far away countries, to meet different people, learn about customs, and hopefully experience amazing and exciting adventures...things to remember all our lives. We are going to stay some time in each place, touring and working too! And then move on to our next destination. This is our itinerary.





Our first stop is in China...yes, so far away and so different from western culture. We arrived in Beijing just in time to celebrate New Year which is also called the Spring Festival. Unlike in most countries around the world, Chinese New Year falls on the new moon between January 21st and February 20th. This is when Chinese people honor gods and ancestors.

The evening before New Year we went to a friend's house to have dinner with his family. On our way we noticed that all streets, and houses were decorated with red. It is the main color for this time of year. Inside the house there were red **lanterns** and red color paper cuts with themes like good fortune, happiness, and longevity on doors and window frames.

We were introduced to all the family members, who were gathered to enjoy a very special dinner. There were many different dishes, including the traditional fish and **dumplings**.

## Glossary

**lantern:** (n.) a light inside a container that has a handle for holding it or hanging it up.

**dumpling:** (n.) a small ball of dough (flour and water mixed together), cooked and eaten with meat and vegetables.





After dinner, we enjoyed the fireworks to welcome the new year. It was awesome! In our country New Year's Eve celebration, is very different. Not only, because the date is different, but because the food we eat is different, and our decorations are related to Christmas, as both celebrations are so close.

We also have some specific traditions we follow in that celebration, such as eating twelve grapes at the stroke of midnight; giving a loving hug to friends and family right at the starting of the new year; writing out the new year's resolutions, and others. But this was a completely different New Year celebration.



From China we went to Thailand. We stayed in Bangkok, so much to see!

We were told the floating markets are a "must-see" place. So off we set to Damnoen Saduak, the most popular and famous market in the country. Once there, we hopped onto a decorated long-tail boat that took us to the market. We were impressed by the sight. Lots of boats going up and down the canal selling food and fruits. It was a most colorful aquatic show.

The variety of goods is immense: fresh fruit and vegetables, traditional dishes, bamboo hats, **embroidered** handbags, silk, **crafts**, and more...

Local dishes are prepared on the boats and sold to tourists. We tried several of them, all delicious!

## Glossary

**embroidered:** (adj.) decorated cloth with patterns or pictures consisting of stitches sewn onto the material.

**craft:** (n.) an activity that involves making something in a skillful way by using your hands.



These markets are very old, in the past most communities were built at the sides of rivers and people sailed along the canals to trade and barter their goods. Nowadays it's mostly a tourist attraction, but it is a great way to experience the culture of riverside shopping.

This attraction somehow reminded us of Xochimilco, in the sense that both, take place on boats, but whereas in Mexico it is mainly for tourists to enjoy typical food and music while sailing across the lake, in Thailand the market is the main attraction.



Xochimilco.



Bangkok, Thailand.

From Thailand we went to India. I was very curious about this country, and in just a few days we spent there, in Mumbai and New Delhi, we tried to learn and experience as much as we could about their culture. I simply loved their food, with all those herbs and spices. We were told that food in India has been influenced by various civilizations and varies according to the region. It is generally quite **spicy**.

We tasted several vegetarian dishes, like Aloo Gobi made with potatoes, cauliflower, garlic, ginger, onion, tomatoes, and spices, like turmeric and curry leaves.

I especially liked Biryani, which is made with rice, Indian spices, chicken or **mutton**, yoghurt, and sometimes fruit.

Another delicious dish is Dal baati, its ingredients are lentils seasoned with green and red chili, garlic, mustard and cumin seeds, and wheat rolls. It is served with rice, chutney, raw mango, and green salad.

There is such a variety of dishes and all of them so tasty! Indian food is famous around the world, the same as Mexican food. In both countries the variety of dishes and ingredients is amazing. While curry is the protagonist in Indian cuisine, chilis are in Mexico.

## Glossary

**spicy:** (adj.) with a strong hot flavor.

**mutton:** (n.) the meat from an adult sheep.



## Glossary

**mosque:** (n.) a building in which Muslims worship.

**eager:** (adj.) wanting very much to do something.

**silverware:** (n.) objects made of silver, especially objects used at meals.

**saucer:** (n.) a small curved plate that you put a cup on.

We said good-bye to India and flew to Turkey. The sight of Hagia Sophia, dominating the city of Istanbul is breathtaking. This Byzantine structure is one of the world's great monuments. This former Catholic cathedral, and then **mosque** is now a museum. We toured around the city, and as a coffee lover myself, I was **eager** to try Turkish coffee, a very old cultural tradition. Turkish coffee involves special brewing techniques and also special tools and **silverware** such as the boiling pot, called cezve, the coffee cup called fincan and mortars of artistic value. Turkish coffee is not only a beverage, but a symbol of hospitality, friendship and entertainment. Its preparation requires

several elaborated steps. When you finish drinking your coffee, one rotates the cup and makes a wish, the cup is then turned upside down on the **saucer** for a fortune teller to read the sediments on the saucer and inside the cup. It's a very old tradition and guess what? The coffee reader told me all my wishes would come true!

In Mexico, we have our traditional café de olla, made in an earthen clay pot which gives it a special flavor. Cinnamon and piloncillo are added to obtain its unique taste.



From Turkey we went to Poland. We visited Krakow just in time for the Wianki festival.

This festival goes back into pagan times. On June 24th, a celebration called Kupala Night took place many years ago, before Christianity reached Poland. It was a pagan festival to honor the midsummer solstice.

Nowadays it is a musical festival and it takes place on the bank of the Vistula river, near the Wawel Castle. When we arrived, we could see a big stage and **crowds** waiting for the concert to begin. We had an amazing time, listening to all kinds of music and when the concert finished, there was a spectacular firework show. We had a great time!

## Glossary

**crowd:** (n.) a large number of people in the same place.



Krakow, Poland

## Glossary

**wreath:** (n.) a circle of flowers or leaves to wear on the head.

A traditional medieval custom still going on in Poland, is to hold a competition for the most beautiful **wreath**. In fact, Wianki means wreaths. Young girls decorate their heads with wonderful flower wreaths. Then, as part of the ancient rite, they throw them on the river.

The sight of so many wreaths floating on the water was magical. This festival lasts two days and everybody has lots of fun.

While in Poland June the 24th is a pagan celebration, in Mexico it is a catholic one. It is the official day of St. John the Baptist. On that day there is a special mass and the great protagonist is fire. At night, bonfires are lit in many towns and villages.





From Turkey to Marrakech, in Morocco. We visited a Berber village. The Berbers are native, indigenous in North Africa established west of the Nile Valley that hold a cultural history dated back to prehistoric times! Nowadays, there are many traditional Berber settlements in the mountains of Morocco.

The bus trip took an hour from Marrakech. The village is formed by **clay** houses. Berbers grow herbs and henna plants in their gardens and raise livestock. We walked along a narrow pathway and we were soon welcomed into a house and offered a glass of the famous Moroccan mint tea.

We could admire their typical crafts, silver jewelry and kilims, which are truly beautiful tapestry woven rugs. The designs vary according to the region where each tribe was originated. They have graphic patterns and tribal symbols. It is an old craft that dates from the 7th century A.D. Berber women have taught their daughters and granddaughters to **weave** these colorful patterns.

In Mexico we have so many beautiful crafts, most of them from our indigenous communities, for example the rebozo which is a symbol of Mexican culture and identity. It is handwoven from cotton, wool, or silk with patterns and color that vary greatly from one region to another.

Like in Morocco, our silver jewelry is famous around the world. After admiring these beautiful works of art and learning about the Berber way of life, we took the bus back to Marrakech at night.

## Glossary

**clay:** (n.) a type of heavy wet soil that becomes hard when it is baked in an oven, used for making cups, plates, and other objects.

**weave:** (v.) to make cloth by crossing long threads over and under each other on a machine called a loom.



## Glossary

**berimbau:** (n.) a musical instrument made from a long stick with a wire stretched between the ends.

From Morocco we flew to Salvador, the capital city of Bahia in Brazil. This is the heart of Afro-Brazilian culture, and the birthplace of famous musicians.

It is a colorful city, full of joy, music and dance. We tasted its typical foods. They are spicy and still called by their African names (Carurú, Vatpá, Acarajé and others). Its

main ingredients are fish, seafood, coconut milk, peppers, cashews and palm oil. People are very warm and friendly.

Bahía is the center of cultural and religious syncretism in Brazil. Catholicism, Tupinambá Indian beliefs, and the religions of African slaves from the past, blend together and create an incredible religious experience.

We enjoyed watching Capoeira, at the Mercado Modelo. It is an Afro Brazilian martial art that combines elements of dance, acrobatics and music.

Capoeira is a symbol of Brazilian culture, of the blend that characterizes it. The leading musical instrument is the **berimbau**, which is a string-percussion instrument, a musical bow. The faster the berimbau plays, the faster the capoeirista moves in the game. We had a wonderful time at Salvador, but now is time to say goodbye.



Capoeira and musicians playing a berimbau



Here we are in Peru! After visiting Cuzco, we went to Ayacucho to see the Danza de las Tijeras (Scissors Dance). Scissors dancers wear a multicolored **embroidered** outfit and form a team with a violinist and a harpist to represent their village.

Two or more teams compete during a Scissors Dance performance. Dancers hold a pair of 25 cm iron rods resembling scissors, while dancing. This dance is both an artistic and religious performance that represents the spirits of Andean divinities from ancient times and it requires an extraordinary physical ability.

Dancers strike the **blades** together to the rhythm of the accompanying musicians and perform an elaborate choreography of acrobatic movements. This dance can last up to 10 hours! The public decides who the winning team is. It was amazing!

In Mexico we have several pre-Hispanic ritual dances, and the Danza de los Voladores (Dance of the Flyers) is one of them. Dancers climb a 30-meter pole from which four of the five participants then launch themselves tied with ropes to descend to the ground. The fifth dancer remains on top of the pole, playing a flute and drum. Both dances, the Peruvian and the Mexican ones, were included in the list of the Intangible Cultural Heritage of Humanity by UNESCO.

## Glossary

**strike:** (v.) to hit against something with your hand, a tool or a weapon.

**blade:** (n.) the thin, sharp part of a knife, tool, or weapon that cuts things.

Dance of the Flyers, Mexico



Scissors Dance



And now, it's time to go back home.

After almost a year of traveling to some of the most wonderful places and learning about fascinating cultures, we are ready to return to our country and to our town.

Maybe in a few years' time, we can grab our backpacks again and set off to explore other places.

There is so much to see and admire in this world!



# Unit 10

## A Good Person and Good Citizen

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## What is civics?

Civics is the study of the rights and duties of citizenship. Citizens are members of a political community, so citizenship in a democracy means participating in a democratic society.

This participation must be based on informed and critical reflection, understanding and accepting the rights and responsibilities that go with it. We also must work on building civic values based on being an ethical person. But, what are civic values and ethics? Let's read a little about these two very important issues to help us and others, become good citizens in our hometown, country and world.

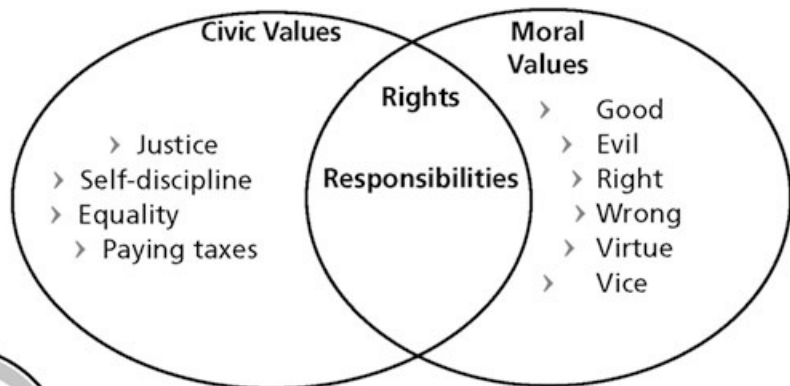
## What are some examples of civic values?

Some examples of civic values are justice, self-discipline, equality, paying taxes, among many others.

## What is ethics?

Ethics, which is a branch of philosophy, deals with questions about morality, this means, it addresses concepts such as good and evil, right and wrong, virtue and vice, etc.

Moral values are the principles that determine if an action is right or wrong. Strong moral values lead to strong civic values. In order to be a good citizen, we should have strong values and be aware of our rights.



**Civil and political rights** are a type of rights that protect individuals' freedom. They allow individuals to take part in civil and political matters of the society without discrimination or repression.

Civil rights ensure individuals' physical and mental integrity, life and safety.

They protect people from discrimination based on race, gender, age, **ethnicity**, religion, disability or sexual orientation. They protect individual rights like privacy and freedom of thought, speech, religion, press, assembly and movement.

## Glossary

**ethnicity:** (n.) a large group of people who have the same national, racial or cultural origins.



Political rights include natural justice in law, such as the rights of the accused, and rights of participation in civil society and politics such as freedom of association, the right to assemble, the right to petition, the right of self-defense, and the right to vote.

Civil and political rights form the main part of the Human Rights (Universal Declaration of Human Rights signed in 1948).







## Being a good citizen

What does it mean to be a good citizen? It means being involved in our community and trying to improve the lives of our fellow citizens.

To be able to make informed decisions, education is important. It **prevents** us from being manipulated.

- Stay informed on issues related to your country and community. Read and listen to what people on both sides of a party line say and try to stay impartial.
- Follow rules and laws.
- Volunteer at different organizations that work to improve the lives of people.
- Vote. It is also important to vote in local elections. Participate in activities that involve democratic decision-making.

## Glossary

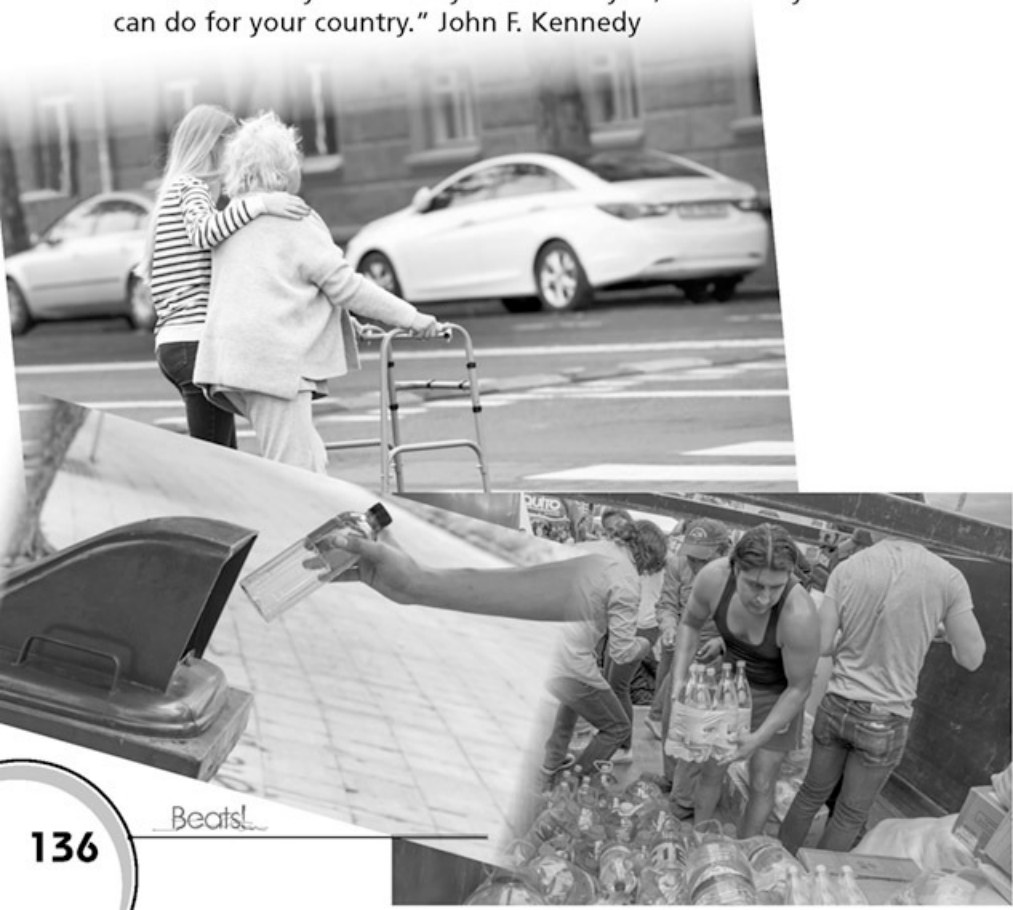
**prevent:** (v.) to stop something from happening.



- Take care of the environment. Recycle, conserve water and energy, pick up litter. Do the best you can to keep your community clean and healthy.
- Be polite and kind to people around you.
- Show care and compassion towards people who need help. Participate in community events, fundraisers and charities. Simple every day actions of kindness make big impacts on people's lives.

"Without free, self-respecting, and autonomous citizens there can be no free and independent nations. Without internal peace, that is, peace among citizens and between the citizens and the state, there can be no guarantee of external peace." Vaclav Havel

"Ask not what your country can do for you, but what you can do for your country." John F. Kennedy



## Moral Values

Moral values such as honesty, respect for others, loyalty, responsibility and kindness are the ethical principles that guide the way people act. Moral values shape our personality, and have an impact on every aspect of our lives. Our values, beliefs and attitudes about what is good, right, wrong among other actions, determine the way we organize and make decisions in our life. They determine our behavior.

Moral values are connected to human emotions and experiences, for example: the **sympathy** and empathy we feel when we know about the suffering of others, the feeling of injustice we experience when we are treated in an unfairly manner, the positive feeling of having the freedom to make our own choices and decide our future, the anger we feel when somebody threatens us, or our loved ones, the sense of **duty** towards our family and the social groups we belong to, etc.

All these feelings motivate our decisions and judgements.

## Glossary

**sympathy:** (n.) understanding and caring for someone else's suffering.

**duty:** (n.) something you have to do because you feel is the right thing to do.



## Glossary

**overcome:** (v.) to succeed in controlling a problem or dealing with something.

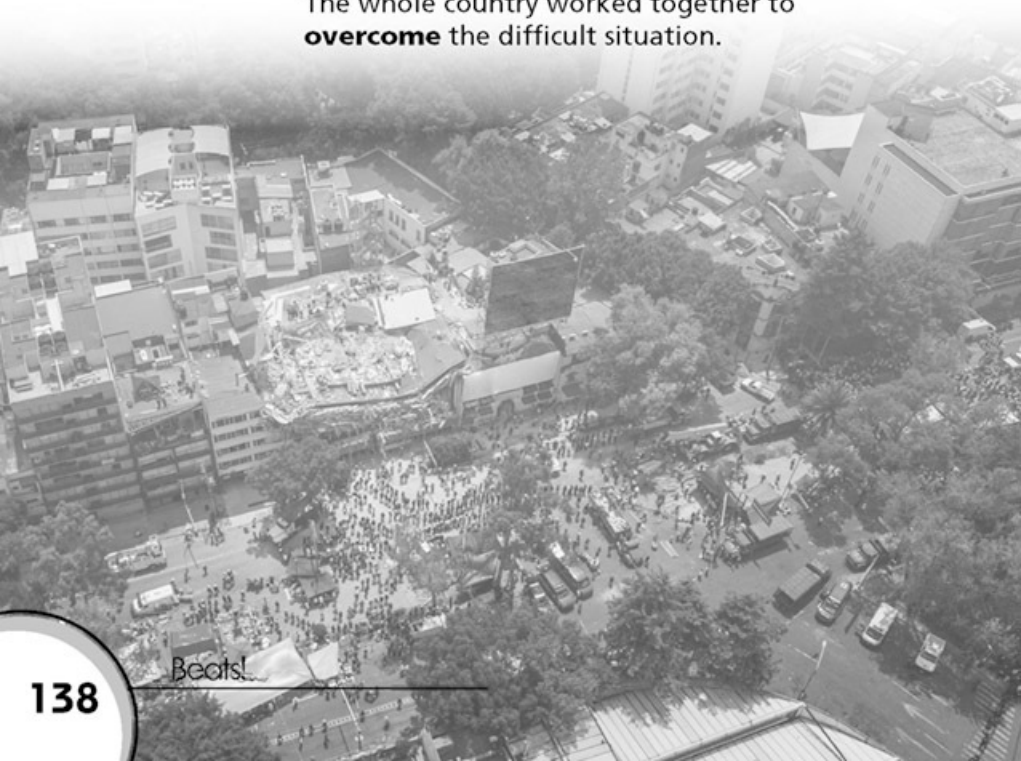
### Solidarity

Solidarity is related to justice, which aims to achieve equality among all human beings. It involves affection, support and empathy. It is about putting oneself in other people's shoes, and share interests and needs to solve things. Besides helping people in times of need, solidarity means to commit oneself to helping people overcome social inequality.

Showing solidarity is more than just giving things, it means to make a social cooperation effort, in order to live better. Responsibility, tolerance, and solidarity are closely connected.

A good example of solidarity was given by Mexicans after the earthquakes in 2017.

The whole country worked together to **overcome** the difficult situation.



## Tolerance

This value is often linked with respect, equality and liberty. It is a moral obligation which involves mutual respect and consideration among people. It relates to fairness, justice, respect, and avoiding causing harm to others. It means listening carefully to what someone has to say, and treating the person with respect and dignity, even if you disagree with his or her points of view.

Tolerance means accepting diversity and not prejudging others based on religion, ideology, race, or gender.

Lack of tolerance leads to violence and destroys the peace and security of society.

On the other hand, when certain behavior is wrong, it cannot be tolerated, for example, killing, stealing, **deceiving**, etc. Tolerating such kind of behavior is abdication, not respect, so tolerance has limits.

Tolerance promotes peace by allowing the free exchange of ideas and nontolerance establishes what is unacceptable in a culture.

November 16 is the UN International Day of Tolerance.

## Glossary

**prejudging:** (v.) to make a judgement about someone or something before you know everything about them.

**deceive:** (v.) to trick someone behaving in a dishonest way.





### Freedom to choose

We can choose what kind of life we want to live and what person we want to be. We are not only a result of the way our parents brought us up, or a product of the environment. We are a result of the choices we make every day of our lives.

We can choose if we react positively or negatively to difficult times in our lives.

We choose to take responsibility for our actions or blame others for our mistakes.

We can choose to be happy or not.

Each choice we make has consequences, so we must use our freedom of choice in a responsible way, because the consequences of our choices are related to the decisions we have made. Making the right choices, instead of the easy or convenient choice, will help us succeed in life.

“You are free to choose, but you are not free from the consequences of your choice.”



## Responsibility

Taking responsibility is recognizing and accepting the results of our actions. Responsibility is an essential element of integrity, reciprocity, and trust.

It means we are able to meet the commitments we have made, keep our promises, and do everything we say we will do.

We are responsible when we:

- Consider the needs of others and the community, not only ours.
- Are trustworthy, not manipulative, respect others, and play by the rules.
- Accept responsibility for our actions, admit our mistakes, and apologize if necessary.
- Are authentic.

Adolescents have responsibilities at home and at school. They demonstrate responsibility when they:

- Take responsibility for their learning.
- Ask when they need help.
- Are independent.
- Care for others, for their families, and their pets.
- Take responsibility for their own emotional, physical and mental **well-being**.

“Responsibility is the price of freedom.” (Elbert Hubbard)

## Glossary

**well-being:** (n.) the satisfactory state that someone should be in, that involves things as being happy, healthy, and safe, and having enough money.

## Glossary

**fired:** (adj.) to make someone leave their job.

**aware:** (adj.) knowing about a situation or a fact.

**weakness:** (n.) the state or condition of not being strong or powerful.

### Honesty

Honesty is an important moral value. It means showing integrity, being truthful, not lying or cheating. Being honest builds trust, and therefore, stable and lasting relationships.

When we are aware of doing something morally wrong, or when we have to hide our actions because we know they are wrong, we are not being honest.

For example, if we apply for a job and we lie about the qualifications we have in our resume, we are not being honest, and besides this lie will make us unable to perform our responsibilities successfully, and eventually cause us to be **fired**.

Honesty makes us a better person. Someone who is honest with himself or herself is **aware** of his or her own **weaknesses** and can work to overcome them, but if we deny our defects, we can never become a better person.







## Respect

It is another basic moral value, it is the sense of worth or personal value we attach to someone. Respecting others is expressing our feelings for them. Self-respect is the starting point. If we do not respect ourselves, it is more difficult to respect others.

How do we respect ourselves? By being honest, with ourselves and others, by learning to listen in order to understand their beliefs, by understanding the value of good manners and proper conduct, by accepting personal responsibility for our own behavior, by understanding which of our friends are good influences and which ones are bad influences, and by setting our objectives in life and plans to **achieve** them. When we reach a goal, we gain self-respect.

## Glossary

**achieve:** (v.) to succeed in doing or having what you planned or intended, especially after a lot of work or effort.

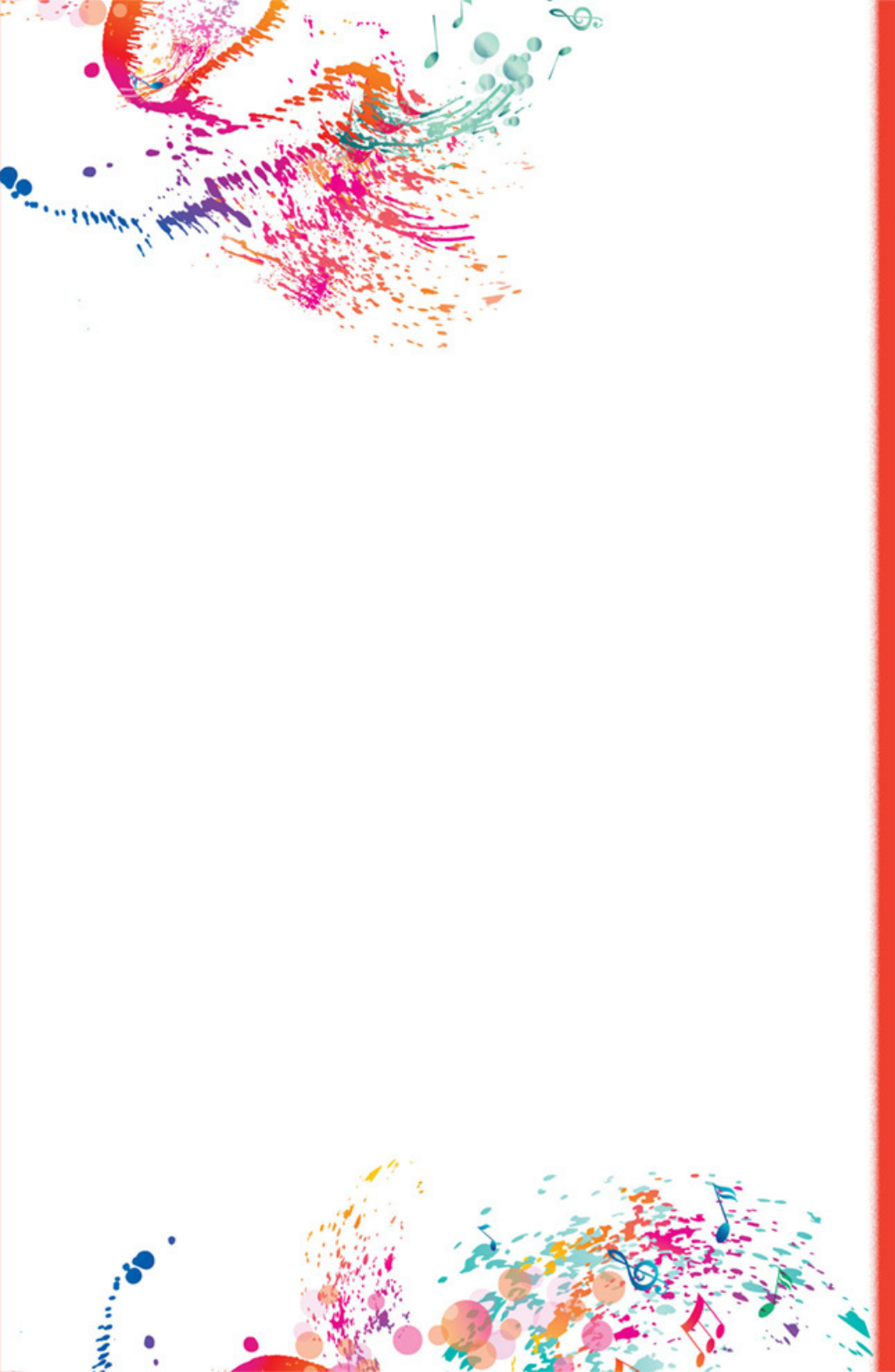
## Glossary

**earned:** (v.) to get something that you deserve.

Respect for others is shown by listening to other points of view, even if we don't agree, we should allow others to express what they think. We owe everyone a basic level of respect, but the respect we feel for the people we know, may vary.

"Nothing of real worth can ever be bought. Love, friendship, honor, courage, respect. All these things have to be **earned**."

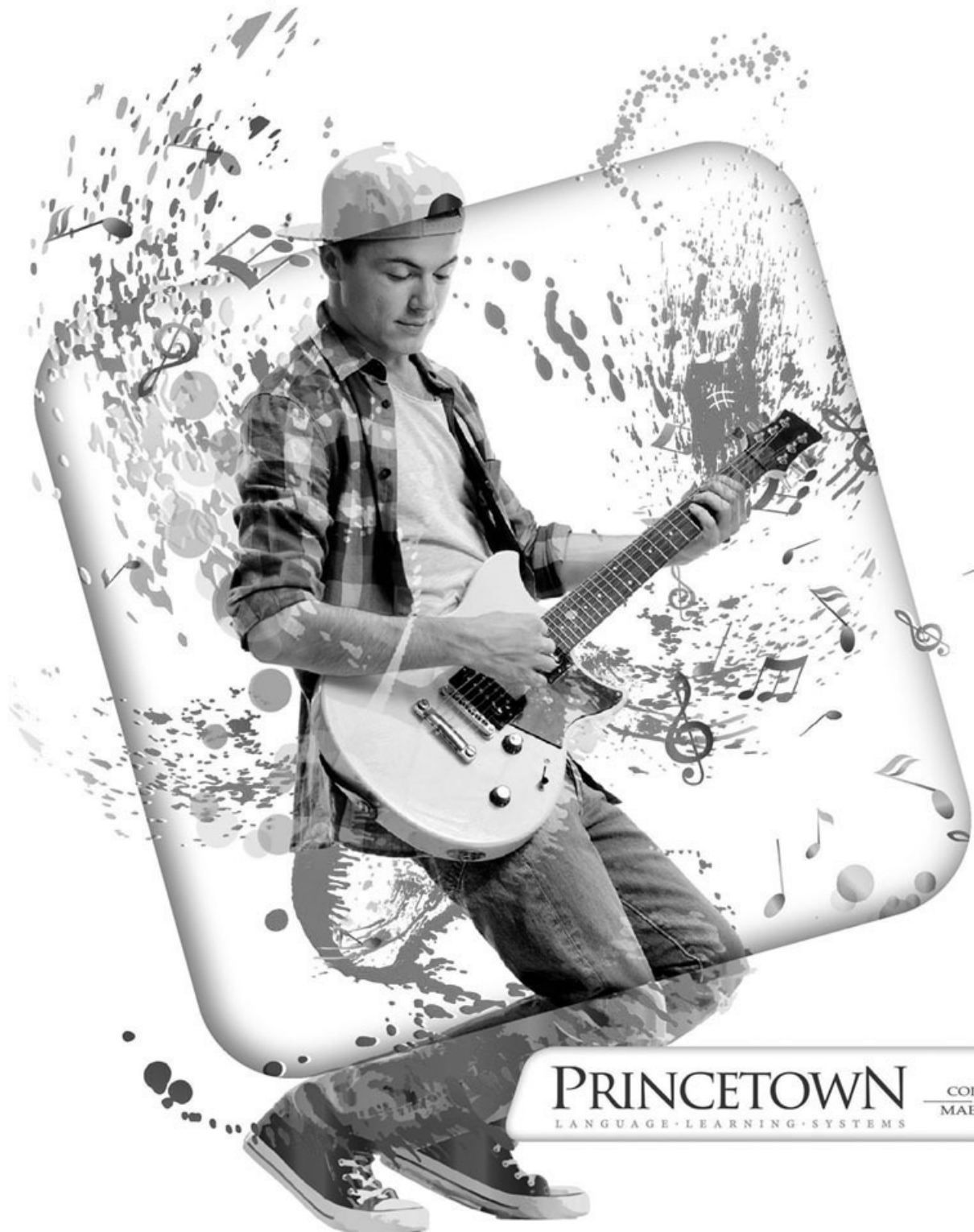




# Beats! <sup>2</sup>Secondary

Teacher's Edition

Sally Marshall



PRINCETOWN  
LANGUAGE · LEARNING · SYSTEMS

CORREO  
MAESTRO

# Beats! 2

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Secondary  
Teacher's Edition

Sally Marshall

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*Welcome to Beats! 2 Secondary*, a complete and fun book designed for secondary students. In *Beats! 2 Secondary* we have taken into consideration the interests and needs of the age group as well as their cognitive development to make the learning process an enjoyable experience.

Throughout this book, students will actively participate in meaningful and dynamic activities allowing them to communicate and practice English as they enjoy learning.

At this level, students are able to develop skills, knowledge, attitudes and strategies in order to interact in social practices using the language in both oral and written ways. We are sure they will find the topics, activities, stories and situations in this book, appealing and interesting. They will also discover the power of a foreign language through simple contexts and working patterns which will develop positive attitudes towards a foreign language.

Our program is divided into cycles and the purpose of this fourth cycle is for students to sustain interactions and adapt different situations presented through different texts to their real-life context so they can engage successfully in communicative situations. Therefore, it is expected that students can:

- Analyze some aspects that allow to improve intercultural understanding.
- Apply some strategies to overcome personal and collective challenges in learning a foreign language.
- Transfer strategies to strengthen action in foreign language learning situations.
- Use a simple but wide linguistic repertoire in a variety of familiar and current situations.
- Exchange information of current interest.
- Engage with a neutral register in social exchanges in a wide range of situations. all this, as they enjoy learning and using the language.

We wish you and each one of your students, the best of luck throughout the school year!

The Author

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**Achievements Unit 1**

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

**Achievements Unit 2**

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

**Achievements Unit 3**

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

**UNIT 1****I'll Be Happy to Help!**

Lessons 1 - 4 P. 9 - 24 Tracks 2 - 8  
Familiar and Community Learning Environment

**SOCIAL PRACTICE:**

- › Exchange associated with specific purposes.
- › Express support and solidarity before an everyday problem.

**SHOW TIME (Product)** p. 22

Public service announcements.

**ASSESSMENT** p. 24

**READING**

Let's Do It p. 6 - 18 Track 46

**EVALUATION TOOL:** p. 23

Scale of Descriptive Assessment

**UNIT 2****The Magic of Theater**

Lessons 1 - 4 P. 25 - 40 Tracks 9 - 11  
Recreational and Literary Learning Environment

**SOCIAL PRACTICE:**

- › Literary expression.
- › Read theatre plays.

**SHOW TIME (Product)** p. 38

Performing a dramatized reading

**ASSESSMENT** p. 40

**READING**

The Odyssey p.19 - 32 Track 47

**EVALUATION TOOL:** p. 39

Graphic Organizer

**UNIT 3****Environmental Emergencies**

Lessons 1 - 4 P. 41 - 56 Tracks 12 - 14  
Academic and Educational Learning Environment

**SOCIAL PRACTICE:**

- › Interpretation and follow-up of instructions.
- › Write instructions to upprepare for an environmental emergency.

**SHOW TIME (Product)** p. 54

A Poster with instructions

**ASSESSMENT** p. 56

**READING**

Environmental Emergencies p. 33 - 46 Track 48

**EVALUATION TOOL:** p. 55

Evaluation Rubric



#### Achievements Unit 4

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

#### Achievements Unit 7

- > Select and revise materials.
- > Read and understand information.
- > Write information.
- > Edit texts.

#### Achievements Unit 5

- > Revise genres of monologues.
- > Plan a monologue.
- > Present a monologue.
- > Encourage feedback.

#### Achievements Unit 6

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

### UNIT 4

#### It's in the news

Lessons 1 - 4 P. 57 - 72 Tracks 15 - 18

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- > Exchanges associated with media.
- > Compare news in different journalistic publications.

SHOW TIME (Product) p. 73

Making a comparative chart

ASSESSMENT p. 72

#### READING

Extra! Extra! p.47 - 60 Track 49

EVALUATION TOOL: p. 71

Questionnaire

### UNIT 5

#### To Be or Not to Be...

Lessons 1 - 4 P. 73 - 88 Tracks 19 - 22

Recreational and Literary Learning Environment

#### SOCIAL PRACTICE:

- > Recreational expression.

Improvise a brief monologue on a subject of interest.

SHOW TIME (Product) p. 86

Playing "IMPROVISED MONOLOGUES"

ASSESSMENT p. 88

#### READING

Great Writers Great Monologues p 61 - 74 Track 50

EVALUATION TOOL: p. 87

Evaluation rubric

### UNIT 6

#### You Won't Believe It!

Lessons 1 - 4 P. 89 - 104 Tracks 26 - 27

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- > Exchanges associated with information of oneself and of others.
- > Comment own and others' experiences in a conversation.

SHOW TIME (Product) p. 102

An Autobiographical Anecdote

ASSESSMENT p. 104

#### READING

So, What Happened Next? p. 75 - 88 Track 51

EVALUATION TOOLS: p. 103

Observation guide

### UNIT 7

#### How Does it Work?

Lessons 1 - 4 P. 105 - 118 Tracks 27 - 29

Academic and Educational Learning Environment

#### SOCIAL PRACTICE:

- > Search and selection of information.

Paraphrase information to explain the operation of a machine.

SHOW TIME (Product) p. 118

Make an infographic

ASSESSMENT p. 120

#### READING

The Science Behind

Modern Machines p. 89 - 102 Track 53

EVALUATION TOOL: p. 119

Anecdotal record

### Achievements Unit 8

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

### Achievements Unit 9

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

### Achievements Unit 10

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

## UNIT 8

### Complaints, complaints!

Lessons 1 - 4 P. 121 - 136 Tracks 30 - 36

Familiar and Community Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with the environment.
- › Express complaints about a product.

#### SHOW TIME

MAKING COMPLAINTS (ROLE-PLAY)

ASSESSMENT p. 136

#### READING

How Bad Do You Want It p. 103 - 116 Track 53

EVALUATION TOOL: p. 135

Interview

## UNIT 9

### Different cultures, different ways!

Lessons 1 - 4 P. 137 - 152 Tracks 37 - 41

Recreational and Literary Learning Environment

#### SOCIAL PRACTICE:

- › Understanding oneself and others.
- › Read short literary essays for contrasting cultural aspects.

SHOW TIME (Product) p. 150

Making a comparative chart

ASSESSMENT p. 152

#### READING

Around The World! p. 117 - 130 Track 54

EVALUATION TOOL: p. 151

Questionnaire

## UNIT 10

### Values: why they matter

Lessons 1 - 4 P. 153 - 168 Tracks 42 - 45

Academic and Educational Learning Environment

#### SOCIAL PRACTICE:

- › Exchanges associated with specific purposes.
- › Discuss points of view to participate in a round table.

SHOW TIME (Product) p. 166

A Role-Play

ASSESSMENT p. 168

#### READING

A Good Person and a Good Citizen p. 131 - 144 Track 55

EVALUATION TOOL: p. 167

Checking and matching lists

Grammar Reference	16
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## General Objectives of the Program

The general purpose of the subject Foreign Language. English in Basic Education is for students to acquire the necessary knowledge to engage in different social practices (familiar and community, literary and ludic, educational and academic) both oral and written. This requires using activities that involve the interpretation and production of spoken and written texts.

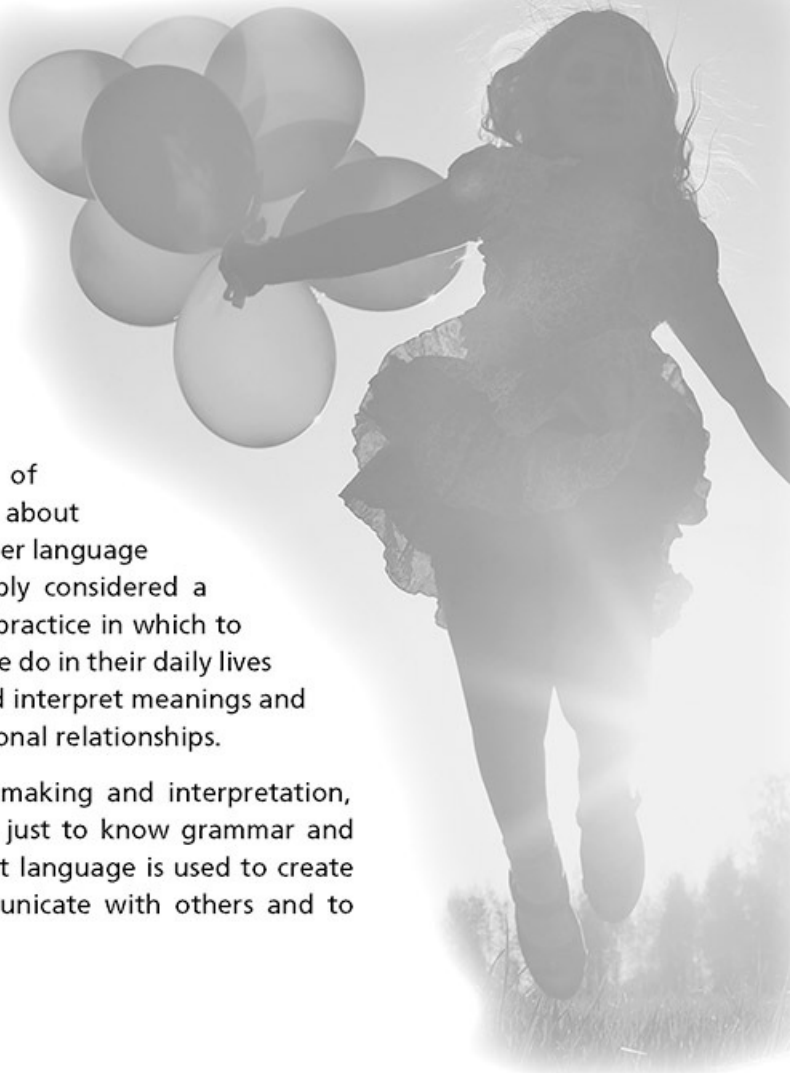
Because of the above Beats !, a course specifically designed for secondary school students, aims at promoting social interaction and communication as well as developing students' analytical skills.

## Methodology

In the past language was only viewed as a code. In this view, language was only made up of words and a series of rules that connected words together and language learning just involved learning vocabulary and the rules for constructing sentences. This understanding saw language as fixed and finite and did not explore the complexities involved in using language for communication.

Nowadays language is regarded as a way of seeing, understanding and communicating about the world and each language user uses his or her language differently to do this. Language is not simply considered a body of knowledge to be learnt but a social practice in which to participate. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others.



Taking into account the different views of language, Beats! offers a balanced program with contexts and activities that will help students learn the code of the English language as well as the skills required to engage in social practices. They will be able to develop their knowledge and understanding of the code and also to come to see language as a way of communicating between people.

The activities in the program are engaging and students will find real reasons to speak with their classmates. They will also be helped to analyze how language works and use the codes of the English language to express their ideas and opinions about topics of their interest as well as to respectfully agree or disagree with those of others.

The staged construction of products will enable them to reflect on and evaluate their progress and develop a sense of accomplishment.

The step by step teacher's guide will accompany instructors from the first day of class and will guide them and help them get the best results from the materials in the book.

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## **WEBOGRAPHY**

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<https://www.learnhowtobecome.org/teacher-resources/>

- assessment:** evaluation based on learners' achievements.
- attention span:** how long a learner is able to concentrate at any one time
- brainstorming:** generating ideas based on a topic. Which may be used as the basis for another activity such as writing or discussion.
- CEFR:** Common European Framework of Reference for Languages.
- chunk:** words that are often understood or learned together as in fixed short phrases; e.g., thank you very much and acquired through redundant use, such as repetitive phrases in stories.
- classroom management:** means the strategies used by a teacher to organize the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.
- cooperative learning:** a teaching method in which learners are placed into small groups of different levels and given a task.
- eliciting:** a teaching technique for drawing out information from learners rather than simply providing all the information.
- evaluation:** is the process of collecting, analyzing and interpreting information to see how students achieve objectives. There are several types of evaluation tools, but mainly two are the ones we use: *Formative*, shows progress based on objectives or outcomes of a program or process. *Summative*, shows and ads the outcomes of some object.
- feedback:** telling learners how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers.
- fillers:** learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes.
- formative assessment:** when a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning.
- guided practice:** section in a lesson that gives learners the chance to use what they have been taught.
- interaction patterns:** the different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class.
- kinaesthetic learners:** people who learn best though physical response and will find difficult to sit down for long periods of time.
- language skills:** listening, speaking, reading, writing. the four ways in which people use language These may be viewed as receptive ("input") / productive ("output"), and spoken / written.
- learning environment:** it's the way in which teachers set a learning context in the classroom to surround students with opportunities to learn and practice English in a social and real way. Objectives, achievements and success are easier to reach at setting learning environments.
- lesson plan:** a teacher's description of an individual lesson which includes title, language target and level, materials required, and a summary of the activities and practice that will take place.
- look and say:** also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

**mind map:** a diagram with lines and circles for organizing information so that it is easier to use or remember.

**peer-evaluation:** when students give feedback to other students; either in a written or spoken way.

**phonemic awareness:** awareness of the sounds of English and their correspondence to written forms.

**picture dictation:** a classroom activity where the teacher describes a scene or an object and learners draw what they hear.

**portfolio:** a method of collecting evidences that show and evaluate progress in learning.

**realia:** objects from the real world that learners can use to practice the language to make a classroom feel more like a real life setting.

**rubric:** is a way to evaluate a student's performance as it increases reliability of scoring. It offers a specific measurement scale and detailed description of the characteristics for each achievement to be evaluated and bases the result obtained on the quality of performance.

**scanning:** a way of reading quickly. scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

**self-evaluation:** tool used for students to reflect on their own progress and evaluate themselves individually.

**sight vocabulary:** words that are commonly used in text and are the first ones that learners spot and recognize when developing reading skills.

**silent period:** a period of time in the initial phase of learning a language where learners should not be required to respond but rather encouraged to understand what is being taught.

**skimming:** a way of reading quickly. skimming is reading through a text very quickly, for example, so that you know what each paragraph is about before looking at the comprehension questions or checking something to be read.

**social practices:** the ability or skill to use and understand a language in different social situations.

**supplementary materials:** extra worksheets, games, books etc. based in the same theme that a teacher uses for teaching materials in addition to a core text.

**Total Physical Response (TPR):** A very powerful method that uses physical movements to teach a language. Playing the game "Simon Says", or having students pass around an object as they respond to your questions, are a few great TPR activities. Learners are encouraged to respond with actions before words.

**task:** an activity that learners complete that usually focuses on communication. For example, problem-solving activities or information gap activities are tasks.

**theme-based:** a whole language program or curriculum that is organized by themes or topics rather than skill e.g. animals; family; seasons

**model:** a clear example of the target language for learners to repeat or write down or save as a record. if a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. the teacher often models the language as well, by saying it clearly before drilling the learners.

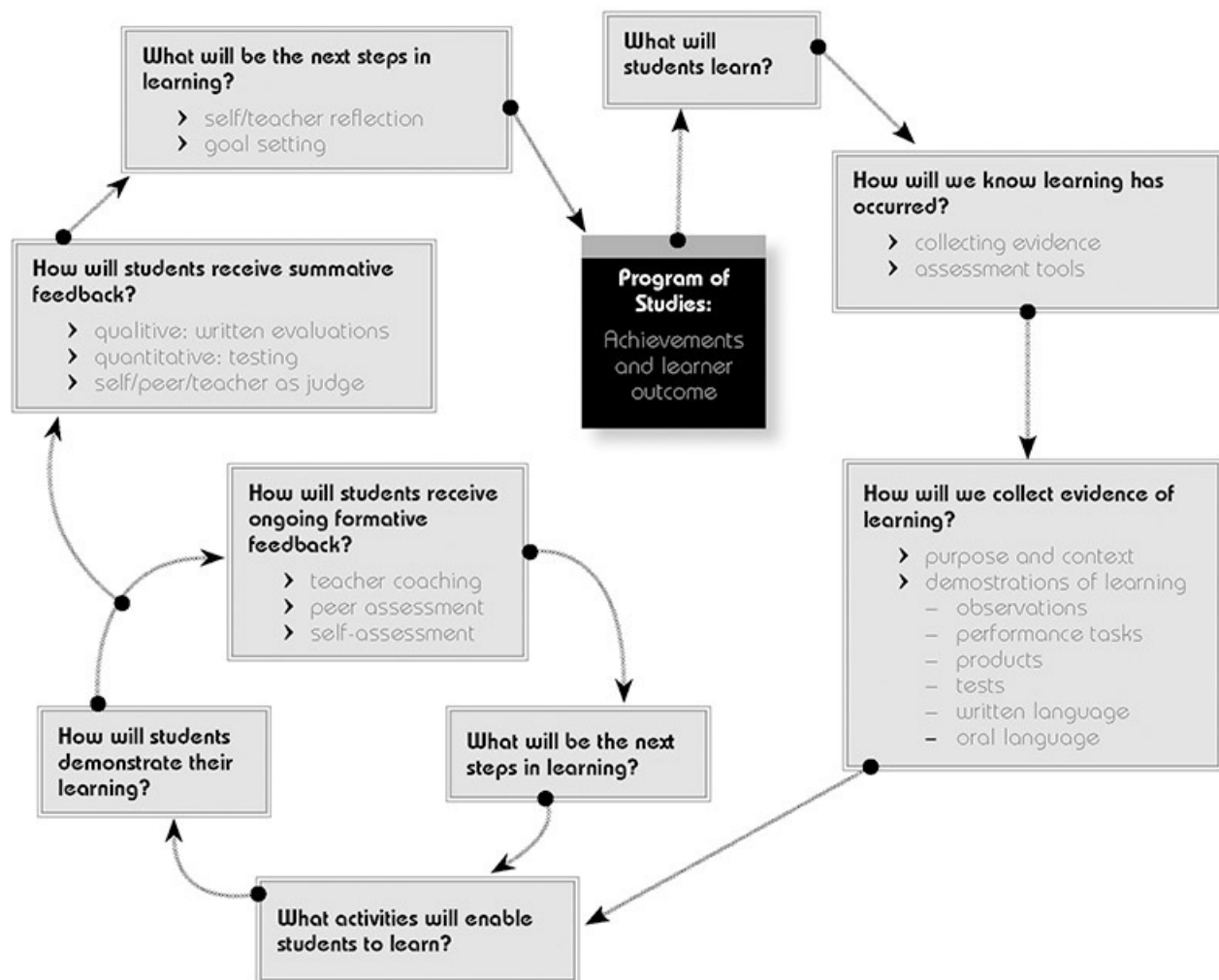
**visual learner:** people who learn best when teachers use body language, facial expression and pictures.

**warm up or warmer:** a short, fun activity that usually precedes a lesson and brings energy into the classroom.

Assessment is usually perceived by students, as a way to test or evaluate what they know or should know. However, assessing should be aimed at facilitating student-learning and improving instruction. This is what we do in Beats!, we use assessment as a learning tool to support students' metacognitive skills and help them become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use assessment as a real learning tool.

**Beats! 2 Secondary**, offers you the following process when assessing your students and includes 6 different types of assessments

which are adaptable to any kind of learning situation: large or small groups, multi-skilled groups, multi-level groups, among others. These assessments support the methodology followed in Beats! and can be easily adapted to evaluate the contents in the units. However, each unit suggests a type of assessment to evaluate students on what they've learned so far. The assessment templates can be found on pages XIV to XIX and, at the end of every unit, the corresponding assessment has been included. Finally, the following diagram shows the steps used in Beats! to assess students, just bear in mind we use assessment as a learning tool.



Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Rubric Unit \_\_\_\_\_

- 1** Complete the rubrics with the aspects you want to evaluate in this unit. Then mark (✓) the columns according to the student's performance.

Student's ability to	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.



Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Anecdotal notes Unit \_\_\_\_\_

## 1. Observe and check as you register students' results.

Student's name	Concept observed	Outcome
▶ 1.		
▶ 2.		
▶ 3.		
▶ 4.		
▶ 5.		
▶ 6.		
▶ 7.		
▶ 8.		
▶ 9.		
▶ 10.		
▶ 11.		
▶ 12.		
▶ 13.		
▶ 14.		
▶ 15.		
▶ 16.		
▶ 17.		
▶ 18.		
▶ 19.		
▶ 20.		
▶ 21.		
▶ 22.		

Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Questionnaire Unit \_\_\_\_\_

Answer the questionnaire to evaluate your student's performance.

**1** What aspects of the student's performance were evaluated?

Ability to ...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**2** What were the student's strengths?

---

---

---

**3** What areas does the student need to improve?

---

---

---

**4** How would you evaluate student's overall performance?

Excellent \_\_\_\_\_

Good \_\_\_\_\_

Borderline \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

**5** Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Descriptive Valuation Scale Unit \_\_\_\_\_

- 1** Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

The student is able to	Always	Usually	Sometimes	Never
1.				
2.				
3.				
4.				
5.				
6.				

- 2** Use the results to decide on and suggest remedial work strategies.

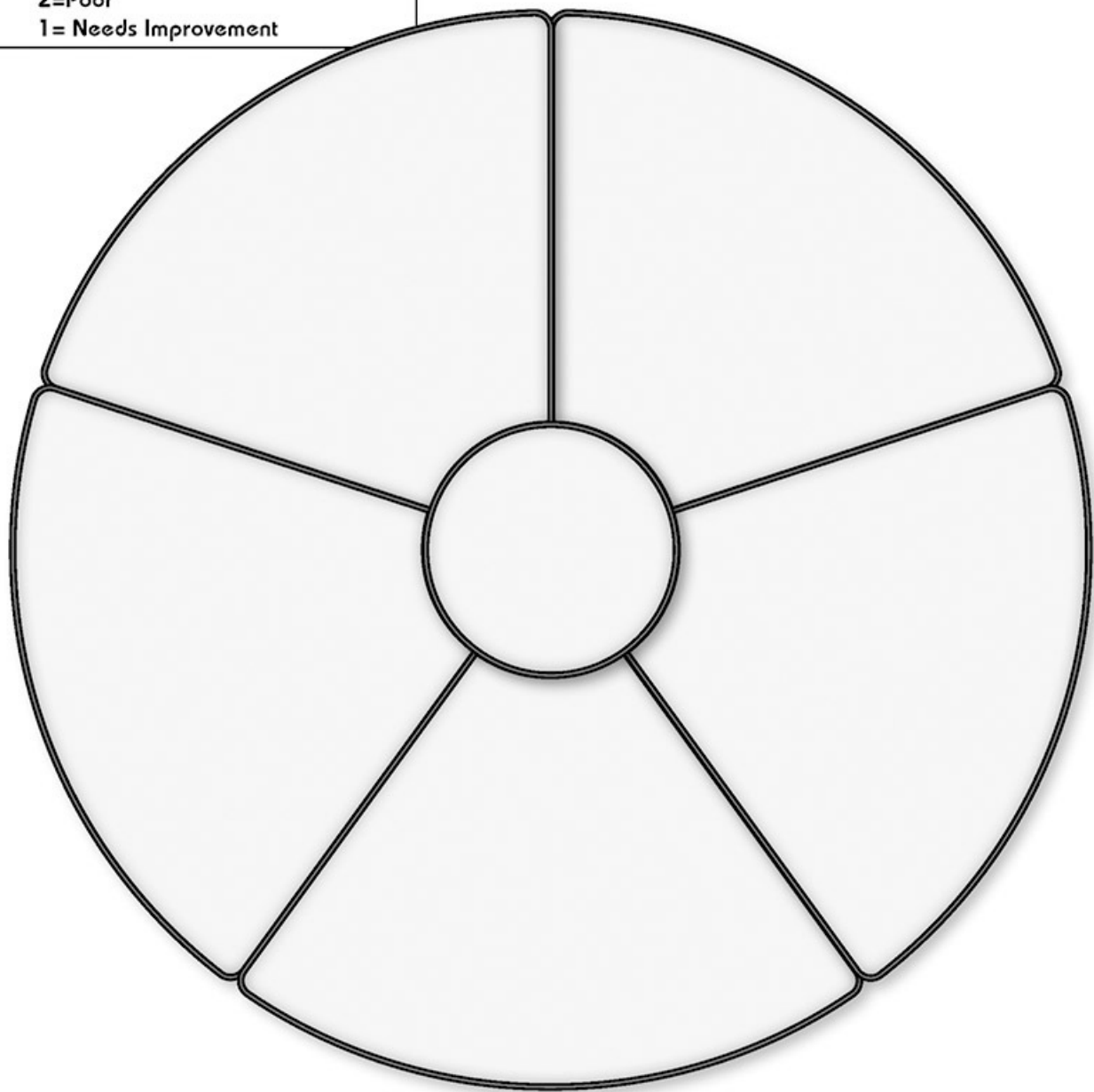
Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Type of activity: \_\_\_\_\_ Unit \_\_\_\_\_

**Evaluation instrument - Self-evaluation and Peer evaluation card****1** Complete the graphic organizer to evaluate your performance. Use the values in the box.

5=Exceeds Expectations 4= Excellent  
3= Good  
2=Poor  
1= Needs Improvement

**2** Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_ LN \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Evaluation Instrument - Checklist Unit \_\_\_\_\_

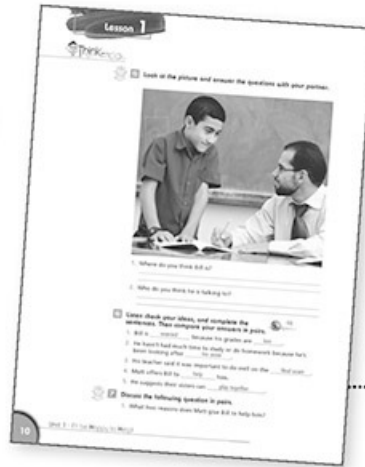
1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

	Outstanding		Good		Satisfactory		Poor	
	Me	My peer	Me	My peer	Me	My peer	Me	My peer
▶ Participated actively and enthusiastically.								
▶ Was a good listener.								
▶ Expressed points of view clearly.								
▶ Defended ideas with arguments.								
▶ Used examples to clarify confusions.								
▶ Questioned stands based on common sense.								

2. Use the information above to help each other improve your weak areas.



→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.

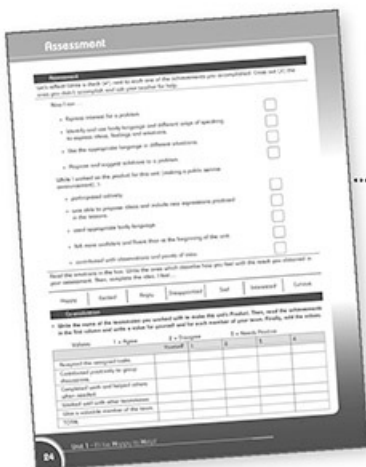


→ **THINK AND DO** - This section is presented in two pages, where students apply their knowledge by doing meaningful activities which help to consolidate grammar and key vocabulary. Some activities are: dialogs, completing written tasks, interacting in games, exchanging and expressing ideas, among many others.

→ **CREATE** - Each unit includes three "CREATE" sessions (one per week) for students to work on developing-creating, the unit's product. These sessions, are perfect for students to fully develop and use their creative and social skills as they work in a collaborative way to produce a final product at the time they increase and improve their social communicative skills.



→ **ASSESSMENT** - As part of the learning process, evaluation at this stage takes an important place in the development of student's self-awareness. Therefore, a self-assessment page has been included at the end of every unit, in which students will be able to see the goals they reached as well as to describe and express how they feel about these results.





→ **TEACHER'S EDITION** - A complete and useful guide that will walk you through each activity in the Activity Book, with step-by-step instructions including warm ups and closing activities that will make your teaching practice easy and fun!

The Teacher's Edition also includes the scope and sequence of the contents in the Activity Book, a Glossary for the most common ESL terms, Methodology, Assessment formats that you adapt to your teaching needs in evaluation, ten specific assessments (one per unit), a two-page Glossary per module with ideas to help improve vocabulary comprehension in your students and a Grammar Reference for a quick check of important structures.



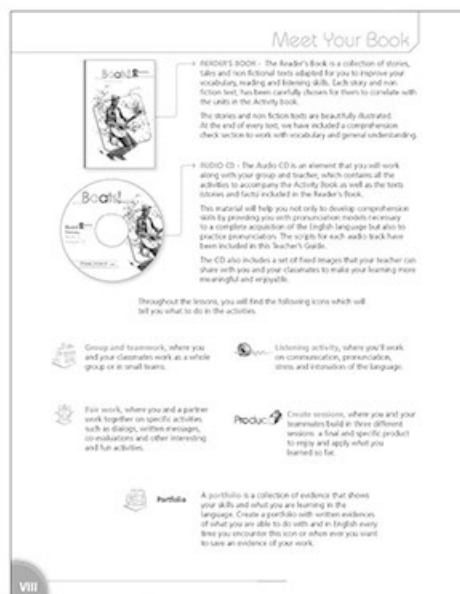
→ **READER'S BOOK** - The Reader's Book is a collection of stories, tales and non fictional texts adapted for students at this level. Each story and non fiction text, has been carefully chosen and are specifically to the units in the Activity Book. This correlation is clearly indicated in the Teacher's Edition and in the Activity Book with an instruction and icon.

The stories and non fiction texts are beautifully illustrated and provide students the opportunity to develop their reading, listening and writing skills. At the end of every text, we have included some tasks for students to work on comprehension and reading strategies as well as a section called Think & Beat about it!, which allows students to express their ideas about the text they read.



→ **CD** The CD offers the recording of all listening activities included in the Activity Book, the texts found in the Reader's Book and a set of pictures that can be used to improve understanding of the language, review and reinforcement of vocabulary as well as flashcards (can be printed out) and also as resources for games and extra activities (Memory, Hangman, Tic-tac-toe) among others.

This material provides students with pronunciation models necessary to a complete acquisition of the English language but also to practice pronunciation. The scripts for each audio track have been included in this Teacher's Guide.



- **The Portfolios** Is the collection of individual students' work put together in a file or ring binder. The portfolio belongs to the student and it is updated as their English learning continues and progresses. They can add to or take away pieces of work in their portfolios. The Portfolio can be an effective way to motivate your students and it can also help them review the language or even reflect on their objectives, ways of learning and what they have achieved.

Besides the Portfolio icon which flags several activities especially the subproducts, you and your students will also find other icons which were specifically designed to guide students to work in pairs, small groups, to identify when an activity works on listening skills and when it is related to presenting the product of the unit.

The following Teacher's Guide contains suggestions of how you can use the course's materials during your class. Remember that you can always change or adapt whatever you need to suit your and your students' needs. The instructions contained in the guide are only meant to be a model. Never think that this is the only way you can use the materials. You will get to know your students and choose the best way to present the materials and complete the activities. Remember that Warm-ups are also suggestions that can help your students connect with the topic that you will be working with during the class. Each lesson comes with two Warm-ups, you can choose to use them as you require. Adapt as needed.

At the end of the Student's Book students will find a list of irregular verbs with some instructions they can follow to practice, use and incorporate these verbs into their daily use of the English language.





## Lesson 1

**4. Discuss these questions in groups.** Form groups. You can invite volunteers to read the questions aloud. Make sure everyone understands them. Ask them to discuss these questions with their group. Monitor. Then, you can encourage each group to share something that they discussed and start a very short class discussion.

## Warm Up

You can ask students to write three things about themselves on a sheet of paper. Then, ask them to fold it into a paper airplane. On your count everyone flies the airplanes towards a designated spot. Then, students take turns to pick up an airplane (not theirs). Students take turns to read the sentences on the plane and try to guess who it belongs to.



**5. Look at the picture and answer the questions with your partner.**

You can direct students' attention to the picture and encourage students to describe what they see. Then, form pairs. Read the instructions and questions along with students and clarify any doubts. Have students complete the activity. Monitor and provide any needed assistance. Elicit answers and check.

**Lesson 1**

**Look at the picture and answer the questions with your partner.**

1. Where do you think Bill is?  
\_\_\_\_\_
2. Who do you think he is talking to?  
\_\_\_\_\_

**Listen check your ideas, and complete the sentences. Then compare your answers in pairs.** 02

1. Bill is worried because his grades are low.
2. He hasn't had much time to study or do homework because he's been looking after his sister.
3. His teacher said it was important to do well on the final exam.
4. Matt offers Bill to help him.
5. He suggests their sisters can play together.

**Discuss the following question in pairs.**

1. What two reasons does Matt give Bill to help him?  
\_\_\_\_\_

Unit 1 • I'll be Happy to Help!

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**6. Listen, check your ideas, and complete the sentences. Then compare your answers in pairs.**

Students work individually. You can have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Play Track 02 as many times as you consider necessary and have students complete the activity. Form pairs and ask students to compare their work with a partner. You may have volunteers write the sentences on the board to check and correct as needed.

**7. Discuss the following question in pairs.**

Form pairs. You can have a volunteer read the question aloud and clarify its meaning if necessary. Ask students to discuss the question. Monitor. Then, elicit answers from different pairs. See if everyone agrees.

**Work in pairs. Discuss the function each of the following sentences from the dialog has, and label them with the ones in the box.**

asking about a problem	explaining the main idea
giving details about a problem	offering to help
	giving reasons for support.

- You're not irresponsible; it's just that you don't have time to study.  
giving reasons for support
- My grades are low.  
explaining the main idea
- What's the matter?  
asking about a problem
- My grades are low because I've been looking after my sister.  
giving details about a problem
- Maybe I can help you.  
offering to help

**Work in pairs. Complete the conversation between a teacher and her students with the sentences in the box. Then role-play the dialog**

garbage may cause diseases.	That's an excellent ideal
What's the problem?	It's littered with packages and cans.
	Maybe we can start a campaign to promote cleanliness.

Teacher: Have you looked at the playground?  
 Anne: No. What's the problem?  
 Teacher: It's littered with packages and cans. Very few students drop the garbage in the trash cans.  
 Tom: You're right and garbage may cause diseases.  
 Anne: Yes, and it isn't nice to see the entire place full of litter.  
 Tom: Maybe we can start a campaign to promote cleanliness.  
 Anne: And it's important to take care of the environment too.  
 Tom: We can make some posters to remind students to keep the school clean.  
 Teacher: That's an excellent ideal

**Read the questions and answer them in your notebook. Then, discuss them with your class.**

- > Is your school clean?
- > If not, which other ideas could you share to solve the problem?

Exchanges associated with specific purposes. / Express support and solidarity before an every day problem.

Unit 1 11

### Extra activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students identify two or three problems at school and have them come up with ideas to solve these problems. Then, a volunteer should present their problems and possible solutions to the rest of the class.

## Lesson 1

**8. Work in pairs. Discuss the function each of the following sentences from the dialog has and label them with the ones in the box.**

You can read the instructions, functions and sentences along with students and clarify any doubts. Form pairs and ask students to complete the activity. Monitor and provide any needed assistance. Check the answers on the board and correct as needed.

**9. Work in pairs. Complete the conversation between a teacher and her students with the sentences in the box. Then role-play the dialog.**

You can have students stay with their partners from the previous activity or have them switch partners. Ask them to first complete the conversation between a teacher and her students. Monitor. Elicit answers and correct as needed. Then, ask students to role-play the dialog. You may also encourage volunteers to role-play the dialog for the rest of the class.

**10. Read the questions and answer them in your notebook. Then, discuss them with your class.**

You can read the instructions and questions along with students making sure everyone understands what needs to be done. Then, invite students to take turns to share their opinion with the rest of the class.

## Lesson 1



## Making a Public Service Announcement

## Session 1

Tell students that they will have to present a product at the end of the unit and that you will be working on this product at the end of every lesson. Explain that this product will allow them to see how much they've learned and progressed in English. Share that this unit's product is a public service announcement. You may invite students to tell you if they know what a public service announcement is. If they don't know, explain yourself, e.g. A public service announcement is a message that is spread to the public, without charge, to raise awareness in order to change public attitudes and behaviors towards a social issue. Next, you can direct students' attention to the first session of the product. Invite them to read the text silently. Clarify any doubts. Then, ask students to follow the steps.

Have students get together in teams of five and brainstorm different places and situations where they can offer their support and solidarity to solve a problem. Ask them to draw a two-column chart in their notebooks with the headings included in the book. Have them complete the chart. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1

Create

Product

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Making a Public Service Announcement

**Check your Progress**

Go to page 23. Read statement 1 and mark your progress according to your performance in the lesson.

**Session 1**

Throughout the school year, you will produce evidences that will show how much you have learned and progressed in English. You'll work in small teams as you enjoy researching, exchanging and registering information as well as applying what you know to daily life interests. So, start enjoying!

In this unit, you will make a public service announcement, and by the end of the unit you and your teammates will present it to the whole group. So, in this session, do the following:

1. Get together in teams and decide how many teammates in your small group. With your classmates brainstorm different places and situations where you can offer your support and solidarity to solve a problem.
2. Draw a two-column chart in your notebook with the following headings. One in each column.
  - First column: Places where problems may occur.
  - Second column: Specific problems related to each place.
3. Now, complete the two columns in your chart.

Save your work. You will use it in a second Product session.

**Reading Time!**

Read pages 5 to 10 from the Reader's Book. Then, discuss what you read as a group. Did you find something interesting, funny, boring or sad that you would like to share with your classmates? Can you name the title of the text and what it is about?

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Unit 1 • I'll be Happy to Help!

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Story- Let's Do It!****Track 46**

This unit's reading is a story about students' facing a problem and the steps they followed to solve it. Before you begin today's lesson, read pages 8 to 10 from the Reader's Book. Then, encourage students to share what they understood. *What characters are in this story? What's the title of the story? What's the problem? What happens?*

Family and Community  
Environment

## Lesson 2

Discover *How can you know when people are experiencing strong emotions like sadness or anger?*

**1 Read the text and answer the questions.**

What is body language?  
It is non-verbal communication using your body to express feelings and convey information. Body language includes facial expressions, body posture, and gestures, that is, movements made with body parts. All these elements show our emotions and attitudes. Besides this, the tone of voice, and the pitch of our voice, also convey feelings.

Studies in psychology show that for effective communication about emotions, our words should match our body language, if they don't, we send a confusing message: words say one thing, but body expresses a different one. In those cases, gestures and tone of voice are more important than words.

So, remember, it's not only what you say, but how you say it!

- Why is body language important?
- Why should our body language match what we say?
- What can happen if they don't?
- Do you think you are good at communicating your feelings with you body and with your words as well?





**2 Discuss in pairs how the people in the pictures feel and label the pictures with the words in the box.**

afraid

angry

sad

happy

a. sad      b. angry      c. happy      d. afraid

**3 Listen to what each person mentions. Can you tell how each person feels? Listen again and write the feeling each person expresses.**

Voice 1: happy      Voice 2: angry  
Voice 3: sad      Voice 4: afraid

Exchanges associated with specific purposes. / Express support and solidarity before an every day problem.

Unit 1 / 13



**1. Read the text and answer the questions.** You can invite a volunteer to read the instructions aloud. Have students read the text silently. Before you go over the questions they have to answer, you may ask students to share any questions they might have about the text and you can clarify any doubts. Then, you can have volunteers read the questions aloud and clarify meaning if necessary. Have students complete the activity. Elicit the answers from different volunteers. Correct as needed.

**2. Discuss in pairs how the people in the pictures feel and label the pictures with the words in the box.**

Before you read the instructions, you may direct students' attention to the pictures and encourage them to describe them. Read the instructions along with students and make sure everyone understands what needs to be done. Form pairs and ask students to complete the activity. Monitor. Elicit answers.

**3. Listen and number the pictures above in the order you hear the people speak.**

Tell students you will now listen to a recording and they have to listen and match the pictures in the order they hear the people speak. Play Track 03 as many times as you consider necessary and have students complete the activity. Invite volunteers to share their answers.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can choose some action verbs before the lesson and play charades with your students. A student comes to the front, you whisper or show him/her an action verb and he/she has to act it out for the rest of the class. The other students have to guess. The first to guess gets to come to the front and act out another action verb and so on.

## Lesson 2

## Warm Up

Before this lesson, come up with two to four problems or situations (they can be the ones that have appeared in this unit) and write them down on separate pieces of paper. Write the emotions sad, angry, happy and afraid on separate pieces of paper too. Form groups and have them draw one problem/situation paper and one emotion paper. Give them 1 minute to act out the problem while showing/expressing that feeling. When the minute is up, another group repeats the process and so on. Try to let everyone participate.



**4. Look at the pictures and discuss in pairs what problem you think Cindy has. Circle your choice.**

Direct students' attention to the pictures and encourage them to describe them. Have a volunteer read the instructions aloud. Form pairs and have students complete the activity. Monitor. Then, elicit the answer from different students. If someone chose a different answer, encourage them to share why they chose that answer.

**5. Read and listen to the dialog between Cindy and Mary. Underline the parts where Mary raises her voice.**

Tell students you will now listen to an audio and they have to pay attention. Direct students' attention to the activity. Read the instructions along with students. Play Track 04 as many times as you consider necessary for your students to complete the activity. Then, elicit from different students and check.

Lesson 2

**4. Look at the pictures and discuss in pairs what problem you think Cindy has. Circle your choice.**

a. She doesn't have any friends.    b. Someone is bullying her.    c. She is a bully here.

04

**5. Read and listen to the dialog between Cindy and Mary. Underline the parts where Mary raises her voice.**

**Cindy:** I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.

**Mary:** That's awful. You could speak to her. What if you talk to her when she's alone?

**Cindy:** I don't know... She's always with Pam and Tracy, maybe it's worse.

**Mary:** This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!

**Cindy:** Would you do that? Oh, thanks!

**6. Discuss the following questions in pairs.**

- Why does Mary raise the volume of her voice? How does she feel?
- How do you think Cindy feels?
- Which of the pictures below show how each of the girls feel?

**Glossary**

punch: (v) to make a hole in something

tire: (n) a rubber ring filled with air, placed around the outer edge of a wheel

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Unit 1 - I'll be Happy to Help!

**6. Discuss the following questions in pairs.**

You can have volunteers read the instructions and the questions aloud. Clarify any doubts. Form pairs and have students discuss the questions. Monitor. Elicit conclusions from different pairs.

**Glossary**

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I punched some holes on that sheet of paper. / A car has four tires.*

Family and Community Environment

7. Look at the picture, read the dialog, and identify who says what. Write P (Paul), D (Debbie) or M (Mary) next to each intervention. Then listen and check your answers.

05

\_\_\_ D \_\_\_ Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.

\_\_\_ M \_\_\_ She can't treat you like that. She doesn't show any respect for you!

\_\_\_ P \_\_\_ Mm... We could well tell the teacher. What do you think?

\_\_\_ M \_\_\_ Yes! Definitely, she will help Cindy solve this problem.

P, D, and M Agreed!

8. A friend of yours is in a situation similar to Cindy's. In pairs, complete the dialog with the words in the box. Then, role-play it using the appropriate tone of voice and body language to make it look real.

What if	Let's	You could	What should
Your friend:	I don't know why he does this to me.	What should	I do?
You:	You have to stop it, right now!		
Your friend:	What if	I speak to my parents?	
You:	It won't solve the problem. It's something between you and him. You should deal with it.	You could	talk to him in the recess.
Your friend:	I don't know...		
You:	Believe me, I can go with you to show my support.	Let's	_____ speak in a calm, but firm, and assertive way, with confidence!

Exchanges associated with specific purposes. / Express support and solidarity before an every day problem.

Unit 1 15

## Lesson 2

7. Look at the picture, read the dialog, and identify who says what. Write P (Paul), D (Debbie) or M (Mary) next to each intervention. Then listen and check your answers.

Before you begin the activity, you can direct students' attention to the picture and encourage them to describe what they see. Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to read the dialog and write down who says what. Monitor. Then, play Track 05 as many times as you consider necessary for students to check their answers. Finally, elicit and check. Correct as needed.

8. A friend of yours is in a situation similar to Cindy's. In pairs, complete the dialog with the words in the box. Then, role-play it using the appropriate tone of voice and body language to make it look real.

Direct students' attention to the activity. Have volunteers read the instructions and the words in the box. Clarify any doubts. Form pairs and ask students to complete the dialog. Monitor and provide any needed assistance. Then, encourage volunteers to share their answers. Correct as needed. Next, ask students to practice role-playing the dialog. Remind them to use their tone of voice and body language to make it look real. Finally, have each pair present their role-play to the rest of the class.

## Lesson 2



## Making a Public Service Announcement

## Session II

Tell students that you will now continue working with your product, a public service announcement. Explain that this time they will create a catalog or list of possible changes in their voice and way of speaking to convey different emotions and feelings, according to specific situations. Direct students' attention to the instructions. Ask them to silently read them. Then, invite students to share any questions they might have. Clarify any doubts. Ask students to get together with their teammates and take out their charts from Session 1. Tell them to add a third column under the heading Ways of speaking. Encourage them to include the different ways in which their speech can change, e.g. a low voice when you are sad. A loud voice when you are happy, etc. Monitor and provide any needed assistance. Next, have them to add a fourth column in which they will include the expressions that they've learned to solve a problem that they have learned so far, e.g. You could...

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Go to page 23. Read statements 2 and 3 and mark your progress according to your performance in the lesson.

Read pages 11 to 14 from the Reader's Book. Then, discuss what you read as a group. Did you find something interesting, funny, boring or sad that you would like to share with your classmates? What ways of raising money do the students propose?

Lesson 2

Making a Public Service Announcement

Session II

This is the second working session for you and your team to produce a public service announcement. The aim this time is to create a catalog or list of possible changes in your voice and way of speaking to convey different emotions and feelings, according to specific situations.

1. Get together with your teammates and take out the chart you completed in Session I.
2. Add a third column under the heading: Ways of speaking. Include the different ways in which your speech can change, for example, a low voice may be used when you feel sad, unsure, worried, etc. A loud voice can be used when you are extremely happy, or angry, etc. Try to include all the possible feelings and emotions. They rhythm is important too. Pauses can make your speech clear and understandable.
3. Add a fourth column in which you will include the expressions you have learned so far to introduce possible actions to solve a problem: You could... etc.

Save your work. You will use it in the following Product session.

Reading Time!

Read pages 11 to 14 from the Reader's Book. Then, discuss what you read as a group. Did you find something interesting, funny, boring or sad that you would like to share with your classmates? What ways of raising money do the students propose?

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Unit 1 - I'll be Happy to Help!

## Reading Time!

Reader's Story - Let's Do It!

## Track 46

You can ask students to read pages 11 to 14 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *What happens next in the story? What is Michael's plan? What are some of the ideas to make money that are mentioned in the story? Do you like the ideas? Are you liking the story so far? What is a bake sale? What other ideas do the students' mention? Does Mr. Anderson like the ideas? What does Mr. Anderson ask the students to do? Etc.*



**Lesson 3**  
 Discover *What do you do when you don't agree with someone else's opinion?*

**1** Read the definition of a public service announcement and, in pairs discuss possible topics they may be about.

A public service announcement is a message in the public interest with the objective of raising awareness towards a social aspect, such as charitable causes, health, education, and safety issues.

**2** Listen and complete this public service announcement on the radio. Check your answers with a partner.

Floods and \_\_\_\_\_ winter storms in the state of Idaho have affected thousands of families who need \_\_\_\_\_ support. You could help providing food, \_\_\_\_\_ clothes, \_\_\_\_\_ medicines, and shelter to people when they need it most. Please, \_\_\_\_\_ donate \_\_\_\_\_ today to Red Cross Disaster relief. Call \_\_\_\_\_ 01800 \_\_\_\_\_ - Red Cross. We need you!

**3** Listen to some students discussing how to help in the emergency above and complete the table.

Students' suggestions	Problem or Advantage
1. Jake: a raffle	Needs a prize
2. Claire: school fair	Needs time to organize the event
3. Stan: perform a play and donate the money	Sell the tickets to friends and family

**4** Work in pairs. Look at the pictures, pay attention to the body language and discuss who says what. Write the correct numbers next to the parts of the dialogue. Follow the example.

**Glossary**  
 shelter: (n) protection from bad weather, danger or attack.  
 relief: (n) food, money, or services that provide help for people in need.

Exchanges associated with specific purposes. Express support and solidarity before an every day problem.

Unit 1 17

**2. Listen and complete this public service announcement on the radio. Check your answers with a partner.**

Tell students you will now listen to a public service announcement and they have to complete it. Play Track 06 as many times as you consider appropriate for your students to complete the activity. Then, form pairs and ask students to compare their work. Finally, have volunteers take turns to read the public service announcement aloud. Check and correct as needed.

**3. Listen to some students discussing how to help in the emergency above and complete the table.**

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 07 as many times as you consider necessary for students to complete the activity. Draw the chart on the board and have students take turns to complete it. Check and correct as needed.

**4. Work in pairs. Look at the pictures, pay attention to the body language and discuss who says what. Write the correct numbers next to the parts of the dialogue.**

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity. Monitor and provide any needed assistance. Then, encourage volunteers to share their answers.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. It was raining so we had to find shelter./Mexico sent humanitarian workers and relief items to communities affected by the earthquake.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up



**1. Read the definition of a public service announcement and, in pairs discuss possible topics they may be about.**

You can invite students to share if they know/remember what a public service announcement is before you begin working on this activity. Have a volunteer read the definition aloud. Form pairs and ask students to discuss the possible topics they may be about. Finally, invite volunteers to share what they've discussed.

## Lesson 3

## Warm Up

You can invite students to share if they have ever participated in charity events or if they have helped people in need. Encourage them to share what they did and why they decided to do it. You may also share your own experiences.



**5. Look at this webpage, listen to Ken and in pairs discuss the following questions.** Direct students' attention to the webpage. Encourage them to describe what they see. Then, ask them to listen. Play Track 08 as many times as you consider appropriate. Form pairs. Read the questions along with students and then ask them to discuss the them. You can invite volunteers to share what they've discussed.

**6. Read another dialog related to the same charity, and match the numbered sentences with the ones in Ken's dialogue that have the same meaning.** Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance. To check, you can write the sentences on the board and have volunteers take turns to write the number that corresponds to each sentence.

**7. Discuss in pairs.** Form pairs. Read the question along with students. Have students discuss the question. Monitor. Then, invite volunteers to share their conclusions, encourage them to tell you how they reached their conclusions.

Lesson 3

**Look at this webpage, listen to Ken and in pairs discuss the following questions.**

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Tips

Before you listen to a text, read the questions to be answered or the options to choose from, so that you know what kind of information you need to listen to.

Glossary

manufacturer: (n) a company that produces goods in great numbers.

**1.** What is Ken doing for the campaign?  
**2.** Is the woman willing to collaborate?  
**3.** What does Ken give the woman? What for?

**5. Read another dialog related to the same charity, and match the numbered sentences with the ones in Ken's dialogue that have the same meaning.**

**Anne:** Good afternoon, Mr Jones. [1] My name is Anne Baker. I am representing a charity called A Toy for Every Child. You can learn about us on our webpage: [www.atoyforeverychild.org](http://www.atoyforeverychild.org). [2] The purpose of this campaign is to collect toys for disadvantaged children. [3] We are asking for contributions from the public and toy manufacturers as you. Would your company be willing to contribute to this campaign? [4]

**Mr Jones:** We would be very pleased to do so. [5] Let me reach you later today to confirm the number of toys we can donate.

**Anne:** Thank you very much.

It's for every kid in need to have a toy this Christmas. [ 3 ]  
 Yes! It's great to be able to help, especially children. [ 5 ]  
 Hello, Mrs Brown. [ 1 ]  
 Do you have any toys your kids would like to donate? [ 4 ]  
 Here's a leaflet with our webpage address to get information about us. [ 2 ]

**Discuss in pairs.**

Which of the two dialogues has a more informal tone? Why?

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Unit 1 - I'll be Happy to Help!

**Read this announcement on a school noticeboard and follow the instructions.**

*Rainbow Children Daycare Center needs support from the community.*  
*We need school supplies, kitchen equipment, tables and chairs.*  
*Please donate to help our children.*  
*Call us ( 2344-8910 ) or visit us: #412 Brooks St.*

You and your classmates want to help the institution.

- > Discuss ways to raise money for Rainbow Children.
- > Make suggestions and agree on the best one(s).
- > Exchange opinions on how to carry out your plan.
- > Use some of the language in the box. Then complete the organizer with your ideas.

What if...? We could... Maybe we... What about...?  
 I think the best option is... We should... Sounds good, but...

Possible things to do \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Best option: \_\_\_\_\_  
 Reasons: \_\_\_\_\_  
 \_\_\_\_\_

How to do it – Action plan Steps: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Role-play the dialog. Use appropriate body language and tone of voice to express your ideas and influence on others.**

**You are volunteering for the campaign above. Write a short text in your notebook explaining the purpose of the charity, and asking for donations. Student A will address a neighbor, Student B will address a stranger. Then, find similarities and differences in your sentences and choice of words to express the same ideas. Share your results with your group and teacher.**

Exchanges associated with specific purposes. / Express support and solidarity before an every day problem.

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### Extra activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students come up with an announcement for the school's notice board where they invite others in school to assist them so they can improve something they consider needs improving at school.

## Lesson 3

**8. Read this announcement on a school noticeboard and follow the instructions.** Direct students' attention to the activity. You can ask a volunteer to read the instructions aloud. Form groups. Ask them to read the announcement and follow the instructions. You may read these instructions along with students once and clarify any doubts. Monitor and provide any needed assistance. Finally, ask students to write a short dialog with their ideas so that they can share them with the rest of their class.

**9. Role-play the dialog. Use appropriate body language and tone of voice to express your ideas and influence on others'.**

Have each group come to the front and use their dialog to express the ideas they discussed. Remind them to use body language and mind their tone of voice to convey their ideas and influence others.

**10. You are volunteering for the campaign above. Write a short text in your notebook explaining the purpose of the charity and asking for donations. Student A will address a neighbor. Student B will address a stranger. Then, find similarities and differences in your sentences and choice of words to express the same ideas. Share your results with your group and teacher.**

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students decide who will be Student A and who will be Student B. Ask them to complete the activity. Monitor and provide any needed assistance. Finally, have each pair share their results with the rest of the class.

## Lesson 3



## Making a Public Service Announcement

## Session III

Tell students that you will now continue working on their product. Now they have to create a recorded public service announcement and finish their product. Direct students' attention to this step of the product and ask them to read the information silently. Clarify any doubts.

Ask students to get together with their teammates and bring out their chart from the previous session. Have them choose one of the problems from their chart. Have them come up with their public service announcement. Tell them to use the expressions in their chart. Remind them that their voice and body language are also important. Ask them to write their public service announcement. Remind them they can use a dictionary if necessary. Tell them to check their grammar, spelling and punctuation. They should also decide if they'll present their announcement in a written or an oral form. Provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Lesson 3

Create

Product

### Making a Public Service Announcement

**Check your Progress**

Go to page 23. Read statement 4 and mark your progress according to your performance in the lesson.

**Session III**

This is the third time you encounter the opportunity to work once again on your product. Up to now, you have worked on making a chart about possible places and situations where problems may occur, appropriate ways of speaking according to each situation and a list of expressions to help solve a problem. This time the aim is to create a public service announcement to present to the class. So, follow the final steps throughout this session:

1. Get together with your classmates and take out the chart you completed in Session II. Look at the first two columns where you listed places and problems. Choose one of the problems you would like to ask people to offer their support to, and express their solidarity.
2. Think of a public service announcement you could make to raise awareness about the problem and provide solutions.
3. Look at the third and fourth columns in your chart to choose the appropriate expressions and way of speaking to address the people depending on the context (friends, general public, etc.) Remember your voice and body language are important to arise empathy and make your message convincing.
4. Now, start writing your public service announcement. Use a bilingual dictionary, if necessary. Check the language is correct and ask your teacher for help. Write a final edited version of the text.
5. Decide whether you are going to present your announcement in a written or oral form.

Save your work. You will use it one last Product session in this unit



**Reading Time!**

Read pages 15 to 18 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

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Unit 1 - I'll be Happy to Help!

**Reading Time!****Reader's Story - Let's Do It!****Track 46**

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 15 to 19 from the Reader's Book. Encourage students to mention the main characters. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What do the students decide to start with? What did they make? How did they advertise? Was the bake sale successful? What other activities did the students organize? What happened at the Halloween party? Did the students enjoy it?*

**Review** Lesson 4


**1** Underline the correct options to complete the dialog. Then match each student with what he or she says.

Student 1: Silence please, ...I would like to make a proposal. The school needs some repairs and painting. We could / What if start by painting the classrooms.

Student 2: I think it's a great idea. We should / What if we do it on weekends? We should organize work teams to have the place painted quickly.

Student 3: Let's / Maybe we could help with the gardening too. I would like to do that. Let's / How about plant some flowers. Any volunteers? Hands up, please.

Student 4: All sound great, but / and I think the first thing we should do is organize the library. That's more important than the gardening.



Student 2      Student 4      Student 1      Student 3

**2** Your friend Emma has a problem. Read the dialog and complete it with your own ideas to help her. Compare your answers in pairs.

Emma: I've been training hard for sports day next week, but I have to present a project about the environment, and I haven't had time to do it! I'm worried.

You: (offer help and explain reason(s) why you do it)  
Students' own answers

Emma: Thanks a lot!

**3** Work in pairs. Write an announcement in your notebook. Follow the instructions below:

- > Ask people to donate warm clothes and blankets to Warm Winter Foundation
- > Give options to collect the clothes.
- > Include your contact information: address and phone number.

Exchanges associated with specific purposes. / Express support and solidarity before an every day problem.

Unit 1 21

## Lesson 4



Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.

**1. Underline the correct options to complete the dialog. Then match each student with what he or she says.**


You can have a volunteer read the instructions aloud. Clarify any doubts. Ask students to complete both parts of the activity individually. Monitor. Then, elicit answers and check. Correct as needed.

**2. Your friend Emma has a problem. Read the dialog and complete it with your own ideas to help her. Compare your answers in pairs.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Have students read the dialog and complete it individually. Monitor. Then, form pairs and ask students to compare their answers.

**3. Work in pairs. Write an announcement in your notebook. Follow the instructions below:**

You can have volunteers take turns to read the instructions aloud. Clarify any doubts. Form pairs and ask students to follow the instructions to complete the activity. Monitor and provide any needed assistance. Then, have volunteers share their work with the rest of the class.



### SHOW TIME 1

#### Making a Public Service Announcement

**Final Session**


**Check your Progress**

As you learned during this unit, there are situations where support, solidarity and empathy are needed to face social and personal problems, and together with our words, the way we speak and the body language we use are very important to convey those feelings in an appropriate way. Now, go ahead and share with the rest of your classmate your public service announcement.

**Now,**

- Get together with your teammates and take out the final version of your announcement.
- Take 5 minutes to rehearse your presentation. Decide who will read the announcement, whether it will be one person or more.
- Make your announcement to the class.
- Listen to other teams' work and be empathetic.
- Vote on the best announcement and share with your class why you think it is the best.

**Congratulations!** This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.



**Reading Time!**

Before you continue with the next unit, visit the Grammar Reference section on page 169 to clarify, review and reinforce the grammar learned in this unit.

UNIT 1 - It's So Nippy in Miami

**Boats!** Secondary • Evaluation Instrument Unit 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Read the statements on the left. Then, rate (1, 2 or 3) the other columns according to your performance in this unit.

Rating the unit 1	Research opportunities	Classroom opportunities	Hands-on work
1. Made a chart showing places and kind of problems that may exist in their places to express interest in a problem in my community (p.142)			
2. Worked on different ways we can use verbal and non-verbal resources to help solve a problem in my community (p.142)			
3. Use and apply expressions related to problems (p.142)			
4. Write a script about the public announcement excluding sound effects (p.210)			
5. Use correct ways of expressing solutions in an announcement according to the speaker (p.220)			

Use the results to decide on and suggest some strategies to improve your English learning process.

## Product



**Making a Public Service Announcement**

You can invite students to share with you if they think that sometimes, in certain situations, people need to show support, solidarity and empathy. Encourage them to mention how this unit taught them they can show this support and empathy (public service announcements). Direct students' attention to page 22. Tell students they will now present the public service announcement they've been working on. Read the instructions along with students. Make sure everyone knows what needs to be done. Allow them to rehearse their presentation. Have each team come to the front and present their announcement. After you have seen and/or heard all public service announcements, invite students to share what causes they would like to help and why. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 169 to clarify, reinforce and review the grammar learned in this unit.

### Assessment

**Assessment**  
Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- Express interest for a problem.
- Identify and use body language and different ways of speaking to express ideas, feelings and emotions.
- Use the appropriate language in different situations.
- Propose and suggest solutions to a problem.

While I worked on the product for this unit (making a public service announcement), I:

- participated actively.
- was able to propose ideas and include new expressions practiced in the lessons.
- used appropriate body language.
- felt more confident and fluent than at the beginning of the unit.
- contributed with observations and points of view.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

**Co-evaluation**  
Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree    2 = Disagree    3 = Needs Practice

	Yourself	Teammates			
		1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates.					
Was a valuable member of the team.					
<b>TOTAL</b>					

Unit 1 • I'll Be Happy to Help!

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 23 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest remedial work strategies, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

You may also invite students to share the strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 24 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Scale of Descriptive Assessment

**I** Choose the correct number to describe the student's performance.

RATING	DEFINITION	DESCRIPTION
3	Exceeds Expectations	Student accomplished all tasks perfectly. At this level, student could assist his/her peers.
2	Meets Expectations	Student adequately accomplished all tasks.
1	Needs more work	Student was unable to complete tasks.

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




**Unit 2** Lesson 1 The Magic of Theater

Discover

What is theater? Have you ever seen a play?

**1** Look at the pictures and discuss which of the arts they relate to.



stage performance character

**2** Read about the elements of drama and follow the instruction below.

A drama is a story represented by actors on stage. They play the roles of characters and act out the events in the story, or the plot. Each character has a personality of its own. The main character is the protagonist. The story progresses through verbal and non-verbal interactions among the characters.


The time and place where it takes place is the setting. The theme of a play refers to the main idea which can be stated through the actions and dialogs, or it can be inferred after watching the whole performance. The theme is the message that the play conveys to the audience.

**3** Work in pairs. Think of a play you both know and discuss who the protagonist and rest of the characters are, where and when the story takes place, and what it is about. Exchange ideas about the theme of the play.

**4** Complete the definitions with the genres in the box. In pairs, think of an example of each genre.

melodrama comedy tragedy

- A melodrama is a play where many exciting events take place and the characters express very strong or exaggerated emotions.
- A tragedy is usually about serious matters and themes like love, society, destiny, and it has a sad ending.
- A comedy is a play that is meant to make people laugh, and it has a happy or funny ending.



Literary expression / Read theatre plays.

Unit 2 25

compare and check their answers. Ask them to come up with an example of each genre with their partner. Finally, you can invite volunteers to share what they came up with.

### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can invite students to share if they like theater, if they have ever been to the theater and if they have, the plays that they've seen. You may also share your own experiences if you desire.

## UNIT 2

### The Magic of Theater



#### 1. Look at the pictures and discuss which of the arts they relate to.

Before you ask students to complete the activity you could ask them to share what they understand from the word "art". You may share a simple definition of art, e.g. an expression of human creativity in the form of an object, like a painting, or an experience, like a performance. Next, form groups and ask students to look at the pictures and discuss which of the arts they relate to. Monitor. Elicit ideas from different groups and see if everyone agrees.

#### 2. Read about the elements of drama and follow the instructions below.

You can have volunteers take turns to read the text aloud or ask students to read it silently and individually. Clarify any doubts. Then, form pairs and read the instructions along with students. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance. Elicit ideas from volunteers.

#### 3. Complete the definitions with the genres in the box. In pairs, think of an example of each genre.

First you can invite volunteers to define the word genre or you can explain the definition yourself. Genre is a category of artistic composition, like music or literature, characterized by a particular style, form or content. Then, you can have volunteers take turns to read the instructions, words and definitions aloud. Clarify any doubts. Next, ask them to complete the activity individually. Form pairs and have them

## Lesson 1

## Warm Up

Before class you can prepare a bag or box with slips of paper with different professions written on them. To begin your class you can have students take turns to take out a slip of paper and act out the profession and see if their classmates can guess. Repeat with as many students as you consider appropriate.



#### 4. Listen to and read the introduction and one scene of *Pygmalion*, by G. Bernard Shaw, and discuss the questions in pairs.

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Play Track 09 as many times as you consider appropriate. Have students read the text as they listen. Monitor. Then, form pairs and ask them to discuss the question and write down their answer. Elicit the answer from volunteers and see if everyone agrees. You may also invite students to tell you how they figured out the answer to the question.

#### 5. Look at the words in italics in the previous scene and discuss in pairs what their function is. Then complete the definition with the words in the box.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can keep students working with their partner from the previous activity or ask them to switch depending on what you consider best. Have students complete the activity in pairs. Monitor. You can write the incomplete definitions on the board, have volunteers complete them on the board and check.

Lesson 1

**Listen to and read** the introduction and one scene of *Pygmalion*, by G. Bernard Shaw, and discuss the question in pairs.

• Is this scene near the beginning, middle, or end of the play? *The beginning*

Pygmalion is the story of a poor uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.

**Characters**  
 Higgins - professor of phonetics      Eliza Doolittle - flower girl  
 Pickering - Higgins's friend          Mrs. Pearce - Higgins's housekeeper

*[Mrs. Pearce shows up in Higgins's room.]*

Mrs. Pearce: *[Annoyed]* A young woman wants to see you, sir.

Higgins: A young woman! What for?

Mrs. Pearce: Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her - excuse me, sir.

Higgins: Oh, that's all right, Mrs. Pearce. Show her up.

*[Mrs. Pearce goes downstairs. Some minutes later, the flower girl enters. She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table.]*

Higgins: *[Recognizing her and showing disappointment]* Why, this is the girl I saw last night. I'm not interested in you. Go home.

The flower girl: No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.

Higgins: Shall I ask you to sit down, or shall I throw you out of the window?

The flower girl: *[Sits with terror and hiding behind a piano]* Ah—ah—ah! I've offered to pay!

Pickering: Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.

Higgins: *[To Mrs. Pearce]* OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

• Look at the words in italics in the previous scene and discuss in pairs what their function is, complete the definition with the words in the box.

actions      parentheses      emotions      instructions

Stage directions are instructions that tell the actors in a play what emotions to do and what to express. They also explain to the readers what actions take place in the play. They go between parentheses, because they are not part of the actors' words.

• Match the following stage directions in the scene with their function.

a) Some minutes later, the flower girl enters.

b) She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table.

c) Filled with terror and hiding behind a piano

→ attract the reader's attention

→ show sequence of actions

→ provide details of actions

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Unit 2 - The Magic of Theater

#### 6. Match the following stage directions in the scene with their function.

You can keep students working with their same partner or ask them to change partners to suit your needs. Read the instructions along with students and ask them to complete the task with their partners. Monitor. Elicit answer and check. Correct as needed.

## Lesson 1

7. Read three scenes of the play *Romeo and Juliet* by William Shakespeare and underline two stage directions that provide details, and two that show the sequence of the actions. Compare your answers in pairs.

1. *[A street in Verona. A Montague and a Capulet are fighting. Benvolio, another Montague, tries to stop them, when Tybalt, a Capulet, arrives.]*

Benvolio *[to the warring fighting]* Stop fighting! Put your swords down.  
 Tybalt Come on Benvolio, let's have a real fight!  
 Benvolio I'm trying to stop them and have some peace.  
 Tybalt Peace! I hate the word as I hate all Montagues, and you!  
 Princess of Verona: This old argument between the two families stops now. No more fighting! Go home, all of you!

2. *[It's late at night, Juliet is in her balcony and Romeo speaks passionately.]*

Romeo There is Juliet, my love! She is like the sun. Her eyes are like stars.  
 Juliet Oh, Romeo, Romeo! Why do you have to be a Montague?  
 Leave your family and change your name. Your name is my enemy.  
 Romeo Just let me be your love and I will change my name.  
 Juliet If my family finds you, they'll kill you!  
 Romeo Nothing could keep me away from you!



3. *[Juliet lies asleep in a grave. Romeo thinks she is dead, so he drinks poison and dies. Some minutes later Juliet wakes up]*

Juliet Oh, Romeo is dead! Maybe there's still some poison on his lips *[kisses him]*. Oh, a dagger is quick. So I die. *[She stabs herself and falls upon Romeo]* *[The Montague and the Capulet at the cemetery]*  
 Princess of Verona *[to the Montague and Capulet]* See what you have done! Your children are dead. God punished you all. We have a grey peace this morning. For never was a more tragic story than this of Juliet and her Romeo.

- Work in pairs. Match the scenes with their main ideas. Then add the emotions or feelings you think they cause in the audience.

Scene 1	the tragic consequences of hatred	sadness
Scene 2	the rivalry between the two families	fear / amazement
Scene 3	the love Juliet and Romeo feel for each other	happiness/ joy

- Complete the main idea of the play with the words in the box. In pairs, discuss how each scene connects to the main idea of the play.

Shakespeare shows us the battle between love and hatred. Love is more powerful and wins. He also shows that violent, passionate emotions, both love and hatred, have grave consequences.

emotions  
 hatred  
 wins  
 battle

- Complete the table and in pairs compare your answers.

Plays	Romeo and Juliet	Pygmalion
Topics	Love and hatred	Social classes
Target audience	Young people and adults	Young people and adults

Literary expression / Read theatre plays.

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## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

Use the dialogs on page 27. Invite a volunteer to help you. Perform the dialog for your students representing one emotion, e.g. sadness. Then, form pairs and have them imitate what you just did, you can ask them to represent a different emotion or just have them try to imitate you the best they can.

7. Read three scenes of the play *Romeo and Juliet* by William Shakespeare and underline two stage directions that provide details, and two that show the sequence of actions. Compare your answers in pairs.

To complete this activity you can have a volunteer read the instructions aloud. Then, ask students to complete the activity individually. Monitor. Next, form pairs and ask them to compare their answers. You can elicit answers from volunteers and check.

8. Work in pairs. Match the scenes with their main ideas. Then add the emotions or feelings you think they cause in the audience.

You can have students stay with their partner from the previous activity or ask them to switch partners. Read the instructions along with students and ask them to complete the activity with their partner. Monitor. Elicit answers from volunteers.

9. Complete the main idea of the play with the words in the box. In pairs, discuss how each scene connects to the main idea of the play.

You can read the instructions along with students and ask them to complete the activity. Monitor. Have volunteers take turns to read the main idea of the play aloud. Next, have students discuss how each scene connects to the main idea of the play in pairs. You can invite volunteers to share their ideas.

10. Complete the table and in pairs compare your answers.

You can ask students to complete the activity individually and then form pairs and ask them to compare their answers. To check, you could draw the table on the board and have volunteers take turns to complete it.

## Lesson 1



Performing a dramatized reading

## Session 1

You can tell students that just like in the previous unit, you will be working to complete a product that they will present at the end of the unit. This time the product will consist of performing a dramatized reading. Invite students to read the instructions on page 28 and clarify any doubts. You can ask them to tell you if they know what a dramatized reading is or you can explain it yourself, a public reading of a work of literature, like a poem or a play, with an interpretative or dramatic use of the voice and gestures.

Then, you can have students get together in teams of five and ask them to brainstorm theater plays they know. Ask them to write a list of the possible plays they could read either as the character or as the narrator. Tell them that if the play is long they can choose scenes or parts they would like to read. Have students exchange ideas about the part of the play they are going to read with the members of their group. Encourage them to discuss and agree on the emotions they intend to arise in their audience and ask them to make some notes. Students should keep their work in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Lesson 1**

Create

Product

Performing a dramatized reading

Check your Progress

Check your Progress Go to page 39. Read statements 1 and 2. Mark your progress according to your performance in the lesson.

**Session 1**

Throughout this unit you will collect evidence, such as a list of theater plays, a graphic with emotions, and tips to read aloud in order to present your final product. This time your product will consist on performing a dramatized reading for the rest of your class.

**During this session do the following:**

1. Get together in teams of five. With your classmates, brainstorm theater plays you know and would like to read aloud to the class.
2. Write a list of all the possible plays to read. They can have different target audiences and can be of different genres.
3. Choose one and make sure everyone in the team has a chance to read, either being a character, or the narrator. If the play is long, choose the scenes or parts you would like to read.
4. Exchange ideas with the members of your group about what part of the play you are going to read. Discuss and agree on what emotions you intend to arise in your audience and make some notes.

Remember to save your work. You will use it in the following Product session.

Reading Time!

Read pages 19 to 21 from the Reader's Book. Then, discuss what you read as a group. Is there something that caught your attention that you would like to share with others? Do you know the play?

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Unit 2 - The Magic of Theater

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

### Reader's Story - The Odyssey Track 47

During this unit, students' will read an adapted version of The Odyssey, one of two major ancient Greek epic poems attributed to Homer. The poem focuses on the Greek hero Odysseus, king of Ithaca and his ten-year journey home after the fall of Troy.

Before you begin today's lesson, read pages 20 to 23 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What can you tell about the story so far? Who is the main character? What is this story about? When does it take place?* You may also invite them to make predictions about the story.



## Lesson 2

## Warm Up

To begin your class, you could form pairs or small groups and give them 2 minutes to come up with a way to improvise a short scene and present it to the class. You can give them topics to choose from or assign one topic for everyone, e.g. You find someone at a party that you haven't seen since you were little. / Some students are aliens from another planet that just arrived on Earth, the other students are journalists asking questions. / The next door neighbors are being noisy, you need to study. etc.



#### 4. Work with a partner and answer the questions.

You can form pairs and have students read and answer the questions. Monitor. To check, ask the questions and have volunteers share their answers. See if everyone agrees. Correct as needed.

#### 5. Work in pairs. Underline the verbs in the sentences and match them with their uses.

You can have students stay with their partners from the previous activity or ask them to switch partners. Encourage students to remember what verbs are (action words). Have students complete the activity with their partners. Monitor. Elicit the answers. Check and correct as needed.

Lesson 2

**Work with a partner and answer the questions.**

- Were gods important to the Greeks? Yes, they were.
- How do you know? Because they made decisions about humans' lives.
- What initial conflict in the play does the god Apollo solve? He saves Admetus from Death.
- What pact did he make? That someone should die instead of Admetus.
- What sacrifice did Alcestis make? She decided to die for her husband.
- Why do you think Admetus lied to Hercules? Because Hercules was his friend and he didn't want him to go away.

**Work in pairs. Underline verbs in the sentences and match them with their uses.**

<ol style="list-style-type: none"> <li>I, the god Apollo have always helped humans.</li> <li>I saved the life of Admetus.</li> <li>I'm leaving then, and let you bury the dead.</li> <li>My door is always open for guests.</li> </ol>	<ol style="list-style-type: none"> <li>an action that is taking place now.</li> <li>a habitual action, a state, or a fact.</li> <li>an action that started in the past and continues in the present.</li> <li>an action that started and finished in the past.</li> </ol>
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**Read the scene on page 29 again. Circle the exclamation (!), interrogation (?) marks, and ellipses (...) and in pairs, discuss their uses. Then complete the rules below.**

- We use an exclamation mark to express surprise, or to emphasize a comment.
- We use ellipses to express unfinished thoughts or make pauses.
- We use an interrogation mark to ask questions.

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Unit 2 · The Magic of Theater

#### 6. Read the scene on page 29 again. Circle the exclamation (!), interrogation (?) marks, and ellipses (...) and in pairs, discuss their uses. Then complete the rules below.

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. Then, you can form pairs and have them discuss their uses in order to complete the rules on the page. Monitor. You can have volunteers write the rules on the board. Correct as needed.

**7. Complete the second part of the playscript with the verbs in parentheses in the correct form and the appropriate punctuation marks. Then listen and check your answers.**

*(Alcestis and some servants are carrying Alcestis out to the burial ground. Alceste's Hercules enters.)*

Hercules (to one of Admetus's servants) Why are you so serious [?] ]  
The person who died (die) was a stranger, wasn't she?

Servant No, that's not true. Admetus lied to you. Alcestis is the one who died.  
Hercules What? I must bring Alcestis back from the dead. I will fight Death.  
Servant Admetus was too honorable to tell you to leave his house.

*(Some time later, Hercules comes back with a wild woman by his side.)*  
Hercules (to Alcestis) We have been (be) friends for a long time. Why didn't you tell me about your sorrow [?] ] See this woman? Take care of her until I return.  
Servant I don't want (not want) her in my house. Alcestis will be the only woman in my life.  
Hercules Please, my friend. Let her in. You will thank me in time.  
*(Hercules lifts the woman's veil.)* Look at her [?] ] It is (be) your wife Alcestis.  
Servant Oh, my dear Alcestis. I thought (think) you were gone forever! (to Hercules) How did you save her?  
Hercules I fought (fight) with Death himself and won the battle.  
Servant Why is she so silent [?] ]  
Hercules She won't speak for three days until she is purified.  
Servant Don't leave now Hercules. Let's have a party [?] ]  
Hercules I must go now [?] ] but I will return to pay you another visit.  
Servant *(with a sigh)* Let's celebrate [?] ] Our life begins (begin) again!  
Chorus The impossible has become true. It is the way of the gods.

**8. Work in pairs. Answer the questions.**

- Who are the three most important characters in the play?  
\_\_\_\_\_
- What is the relationship between them?  
\_\_\_\_\_
- Who are the less important characters?  
\_\_\_\_\_

**9. Match the characters with the values they represent. Then, in pairs, discuss the actions and attitudes in the play that support your answers.**

a) Admetus	loyalty
b) Alcestis	heroism
c) Hercules	hospitality

**10. Read and listen to the last part of the play again. Pay attention to pronunciation and intonation. Then role-play it in groups of four.**

Unit 2 / 31

## Lesson 2

**7. Complete the second part of the play script with the verbs in parentheses in the correct form and the appropriate punctuation marks. Then listen and check your answers.**

To complete this activity, you can have your students read the instructions and make sure everyone understands what needs to be done so that they can complete the activity individually. Monitor and provide any needed assistance. Then, play Track 9 as many times as you consider appropriate for students to check their answers.

**8. Work in pairs. Read both parts of the play and complete the table.** You can form pairs and ask them to read both parts of the play and complete the table. Monitor and provide any needed assistance. You can draw the table on the board and have volunteers take turns to complete it. Check and correct as needed.

**9. Match the characters with the values they represent. Then in pairs, discuss the actions and attitudes in the play that support your answers.**

You can have students match the characters to the values they represent individually. Then, form pairs and ask them to discuss how they reached their answers. Monitor. You can invite volunteers to share their reasoning's with the rest of the class.

**10. Read and listen to the last part of the play again. Pay attention to pronunciation and intonation. Then role-play it in groups of four.**

Tell students to pay attention to the last part of the play because they are going to role-play it. Play Track 10 as many times as you consider appropriate. Form groups of four and ask students to practice the last part of the play. Finally, you can have each group come to the front and act out the scene for the rest of the class.

## Lesson 2



Performing a dramatized reading

## Session II

Tell students you will now continue working with their product so that they will soon be able to perform a dramatized reading. You can ask them to read the instructions on page 32 silently. Clarify any doubts. Invite students to get together with their teammates.

Students should brainstorm ideas about the changes in their voice to convey emotions and feelings. They should also be mindful of the punctuation marks in the text. Ask them to add indications related to the different punctuation marks to their tables.

Remind students to reread their play script so that they know how to pronounce difficult or unfamiliar words. Tell them they can always use a dictionary.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Create

Product

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Check your Progress


Check your Progress Go to page 39. Read statements 1 and 2. Mark your progress according to your performance in the lesson.

Performing a dramatized reading

Session II

1. Get together with your teammates and look at the playscript you chose. Brainstorm ideas about the changes in your voice according to the emotions and feelings you want to convey, and the punctuation marks in the text. In the right column of your table, add indications related to the different punctuation marks, for example: exclamation mark – loud voice to emphasize, ellipses...and so on.
2. Read your playscript again and make sure you know the pronunciation of difficult or unfamiliar words. If necessary, check them in a dictionary and practice reading them aloud.

Save your work. You will use it in the following Product session.



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Reading Time!

Read pages 22 to 25 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

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Unit 2 - The Magic of Theater

**Reading Time!**

**Reader's Story - The Odyssey**

**Track 47**

You can ask students to read pages 22 to 25 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about ask them some questions, e.g. *Where did Odysseus' ship arrive to? Who does he find? Who does he tell his story to? Does Odysseus reach Ithaca? What's wrong with Penelope?*, etc.



**Lesson 3**

**Discover** What does reading plays or the theater make you feel?

**I** Look at the pictures below and discuss what you know about Robin Hood.

**E** Read, check your ideas, and discuss the questions in pairs.

The story takes place in the medieval England, in the forest of Nottingham and its town, around the 10 and 11th century. The play begins with Robin being accused of killing deer in the forest and with his head prized for 200 pounds. The Sheriff of Nottingham is determined to catch him, not only to get the money, but also to revenge his cousin's death, a skilled archer who Robin killed. Several outlaws begin to gather in the forest and choose Robin as their leader, and they form the band of the Merry Men – Little John, his second in command, Friar Tuck, who is overweight and always happy, Will Scarlet, Alan a Dale and Maid Marian, Robin's true love. They decide to steal from the rich and give to the poor and others who experience injustice. Robin Hood is an excellent archer and a good swordsman too. Robin and his Merry Men have lots of adventures always helping people in need and escaping from the Sheriff and his men. The Sheriff of Nottingham devises many skillful plans to capture Robin Hood, but he always fails.

1. What is the story about?

2. Who is the hero and who is the villain?

3. What is the setting?

4. What do you think is the theme of the story?

**E** Read these lines from Robin Hood playscript and write the name of the character who says them. Check your answers in pairs and give reasons for your choices.

\_\_\_\_\_ : What a splendid morning! I'm in a very good mood, but hungry...hahaha...Let's stop here under these trees to eat something.

\_\_\_\_\_ : Again? You've already eaten! Hush... someone is near. It's one of the Sheriff's men or the Sheriff himself. Let me get my bow and arrow.

\_\_\_\_\_ : Oh, my love! I'm scared... These men won't leave us alone. This will never end.

\_\_\_\_\_ : Yes, it will. And once the Sheriff is gone forever, peace will come and we'll finally marry.

*Literary expression / Read theatre plays.*

Unit 2 33



**1. Look at the pictures below and discuss what you know about Robin Hood.**

You can direct students' attention to the pictures and encourage students to say what they see. Then, form pairs and ask students to discuss what they know. Invite volunteers to share their knowledge with the rest of the class.

**2. Read, check your ideas, and discuss the questions in pairs.**

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. You can have students read silently and individually or you can have volunteers take turns to read the text aloud. You may ask students to underline unknown words and, once you are finished reading, encourage them to work out the meaning from context and/or clarify meaning if necessary. Next, go over the questions and make sure everyone understands them. Form pairs and ask students to discuss the questions. Invite volunteers to share their ideas with the rest of the class.

**3. Read these lines from Robin Hood playscript and write the name of the character who says them. Check your answers in pairs and give reasons for your choices.**

You can go over the lines along with students. Have volunteers read them aloud. Then, ask students to complete the activity individually. Monitor. Form pairs and ask students to check their answers in pairs. Encourage them to justify their answers. Have volunteers share their answers with the rest of the class. See if everyone agrees.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin your class, you could have your students sit in a circle and have them tell a story, one word at a time, going around in a circle. For beginner students, you can have them retell a story they are familiar with; more advanced students can come up with their own tale. You can modify this activity to suit your needs, e.g. using a specific tense, a single sentence per person instead of a word, etc. Make sure students ensure their body language is congruent with what they are saying.

## Lesson 3

## Warm Up

To begin your class, you can have students work in pairs or small groups. They have two minutes to come up with a short story. One student tells the story and the other(s) student(s) act it out.



**4. Read the play script and underline the correct words each character says (option a or b) according to their body language.**

To complete this activity you can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. Then, invite volunteers to share their answers and check.

**Extra Activity**

You can read the tips box along with students and encourage them to say a Wh-question and a Yes/No question aloud to compare the intonation. You may also model the intonation for them. Remind students that their tone of voice and body language should match their feelings. You may invite students to say the same phrase as if they were experiencing different feelings, e.g. say "I don't know" as if you were happy/sad/angry/afraid, etc.

Lesson 3

**4. Read the play script and underline the correct words each character says (option a or b) according to their body language.**

*(Acting day in Sherwood forest in 1194.)*

5.

**ROBIN HOOD:** a) What a great feeling to be in the wonderful oak forest of Sherwood! [...]  
I prefer to be free than to be the king of England.

**FRIAR TUCK:** b) Mm...I feel something bad is going to happen.  
a) I don't think so. We are safe here.  
b) Yes, yes. That's true.

6.

**FRIAR TUCK:** a) I was wrong. Look over there! Run, run!

**ROBIN HOOD:** b) Stop! Shhh Someone's coming.  
a) Hide, my friends. An enemy on the road.  
b) Move forward friends...Have ready your bows and arrows.

7.

**ALFRED:** a) I'm so happy today. My neighbors and I received some gifts, but we don't know who sent them. Now we have food, clothes, and wood. It's wonderful!  
b) This is terrible. So terrible, [... ] The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money. My neighbors and I survived because someone sent us mysterious gifts during the night, clothes, food. I think it's Robin Hood who sends them. [... ]

**ROBIN HOOD:** a) Why do you say that? The Sheriff's such a good person!  
b) Yes, he's bad.

8.

**ROBIN HOOD:** a) Ah, yes... Robin Hood is my hero!  
b) Robin Hood! He's a robber and an outlaw!

**ALFRED:** a) No, he isn't. It's the Sheriff who is a robber! Robin Hood is a noble person.  
He helps the poor.  
b) Yes, I know.

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Unit 2 · The Magic of Theater

## Lesson 3

**5. Listen to the actors performing the scene from the previous page. Check your answers and write the following symbols in the appropriate places in the play script. Compare your answers in pairs.**

To complete this activity you can play Track 11 as many times as you consider necessary for students to complete the activity. Form pairs and have students compare their answers.

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Listen to the actors performing the scene from the previous page. Check your answers and write the following symbols in the appropriate places in the playscript.

[...] pause [ + ] softer voice [ 1 ] louder voice

Read the playscript of another scene from Robin Hood. Write the words in the box in the correct places to show how the characters feel. Compare your answers in pairs.

frustrated and guilty    terrified    confident and optimistic  
excited    angry and astonished    in despair    embarrassed

Prince John    So, Sheriff, where's the money from the taxes?  
Sheriff    Robin Hood stole it from me. [    frustrated and guilty    ]  
Prince John    What? Are you joking? [    angry and astonished    ]  
Sheriff    No, sir.  
Prince John    But you caught him, didn't you?  
Sheriff    No, I didn't. I've been chasing him for three days now. I can't find him. [    embarrassed    ] But I have a plan. [    confident and optimistic    ]

Prince John    What is it?  
Sheriff    Robin Hood always looks for people in trouble to help them. I think we could set him a trap.  
Prince John    Good idea! Let's go ahead with your plan. [    excited    ]  
*(Prince John sends Marian, one of the maids in the court, to visit her father. She off the page. Two soldiers are hiding in the forest. They are dressed like bandits. Suddenly, they pretend to attack the carriage and hit the coachman.)*

Marian    Help! Help! Robbers are attacking us! [    in despair    ]  
*(Robin appears. He fights with the soldiers and rescues Marian. The soldiers escape.)*

Robin    Go away, lady. You're safe now.  
Marian    No, please, don't leave me. [    terrified    ]

**Remember:**

- we use a final falling intonation after a period and a Wh- question, and a rising intonation after a Yes/No question.
- your tone of voice and body language should match your feelings.

**Glossary**

maid: (n) (old use) a girl or young woman who is not married

coachman: (n) man who drives a horse-drawn vehicle

chase: (v) to hurry after someone or something in order to catch him, her, or it.

7 Work in groups. Read the script again and add symbols to show the following: pauses (...), volume of voice and final sentence intonation (up (1) or down (1)).

8 In your groups, discuss what body language is the most appropriate to express the feelings and emotions in the playscript and check the pronunciation of unfamiliar words in a dictionary.

9 Perform a dramatized reading of one of the scenes in this lesson, following all the indications related to body language, pauses, volume, and intonation of voice according to your notes in your script.

Literary expression / Read theatre plays.

Unit 2 35

## 6. Read the play script of another scene from Robin Hood.

Write the words in the box in the correct places to show how the characters feel. Compare your answers in pairs.

You can read the instructions aloud along with students. Have them complete the activity individually and then form pairs and ask them to compare their answers. You can invite volunteers to share their answers with the rest of the class.

## 7. Work in groups. Read the script again and add symbols to show the following: pauses (...), volume of voice and final sentence intonation (up (1) or down (1)).

Form groups. If necessary, exemplify where to add the pauses and how the intonation goes up (e.g. yes no questions) or down (e.g. wh-questions). Have students complete the activity. Elicit answers from volunteers. Check and correct as needed.

## 8. In your groups, discuss what body language is the most appropriate to express the feelings and emotions in the play script and check the pronunciation of unfamiliar words in a dictionary.

In groups, ask students to discuss what is indicated. Remind them to check the pronunciation of unfamiliar words in a dictionary. Monitor and provide any needed assistance. You can prompt a short class discussion with each group's idea.

## 9. Perform a dramatized reading of one of the scenes in this lesson, following all the indications related to body language, pauses, volume and intonation according to your notes in your script.

You can have your students continue working with their groups from the previous activity. Ask them to choose one of the scenes in this lesson and practice it to present a dramatized reading. Monitor and provide any needed assistance. You can have each group present their dramatized reading to the rest of the class.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. She hired a maid to do the cleaning. The coachman turned the carriage quickly and drove them home. Children like to chase butterflies.

## Tips

You can read the tips box along with students and encourage them to say a Wh-question and a Yes/No question aloud to compare the intonation. You may also model the intonation for them. Remind students that their tone of voice and body language should match their feelings. You may invite students to say the same phrase as if they were experiencing different feelings, e.g. say "I don't know" as if you were happy/sad/angry/afraid, etc.

## Lesson 3



Performing a dramatized reading

## Session III

Tell students you will now continue working with their product so that they will soon be able to perform a dramatized reading. You can ask them to read the instructions on page 36 silently. Clarify any doubts.

You can have students get together with their teammates and follow the instructions to complete this Product Session. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

Reader's Story - *The Odyssey*

Track 47

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 26 to 30 from the Reader's Book. Encourage students to mention the main characters. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What happens in the story? Who is Eurykleia? What happens in the end?*

**Lesson 3**

Create

Product

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Check your Progress


Check your Progress  
Go to page 39. Read statement 4 and mark your progress according to your performance in the lesson.

Performing a dramatized reading

Session III

1. Get together with your teammates and take out your playscript.
2. Draw falling and rising arrows to remind you of how your voice goes up or down according to your feelings, and to the type of sentences.
3. Read your playscript. Decide what body language you are going to use in each part of the script. Make notes on how the volume of your voice will change, and on rising and falling intonation of sentences. Also mark the places where you should make pauses.
4. Decide who will play each character and then rehearse the reading to familiarize yourself with the words.
5. Practice the reading once more to improve your performance.

Save your work. You will use it in one last Product session in this unit.



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Reading Time!




Read pages 26 to 30 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? What type of story is it? Can you name the characters?




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Unit 2 - The Magic of Theater

**Review Lesson 4**

**1 Match six scenes from different plays with the corresponding scripts and feelings from the box.**

sadness  
terror  
pride  
embarrassment  
revenge  
surprise

a) Go away! Please leave me, I beg you...	Scene [ 5 ]	Feeling: [ terror ]
b) My love, my eternal love. How will I live without you? You've been everything to me!	Scene [ 3 ]	Feeling: [ sadness ]
c) Oh, I can't believe it! It's the most wonderful thing I've ever had!	Scene [ 1 ]	Feeling: [ surprise ]
d) Dear people of Rome, This is a day to be remembered.	Scene [ 2 ]	Feeling: [ pride ]
e) Oh, I don't know what to say...I feel so sorry...forgive me my lord.	Scene [ 6 ]	Feeling: [ embarrassment ]
f) I will make you pay for all the wrong you have done.	Scene [ 4 ]	Feeling: [ revenge ]

**2 Work in pairs. Complete the script of a scene from *The Blue Bird of Happiness* with the correct form of the verbs in parentheses. Add punctuation marks where appropriate.**

*A woodcutter's cottage, at night. Tytyl, and his sister Mytyl are asleep in their beds. A lamp on a table suddenly lights up and the children wake up.*

Tytyl: Mytyl, are you asleep ?  
Mytyl: no.  
Tytyl: mom forgot (forget) to put out the lamp. I have an idea [ ? ] let's open the shutters and watch the christmas party in our neighbor's house.  
Tytyl: (looking out of the window) look at the beautiful christmas tree!  
Mytyl: yes, and all the people are dancing (dance).  
Tytyl: and they are eating (eat) too. But we never have so delicious dishes for dinner.  
We have always been (be) so poor [ ? ]

*A knock at the door of the cottage.*

Tytyl: what's that [ ? ]  
A little old woman, dressed in green with a red hood on her head and a walking stick, opens the door.  
The fairy: Do you have (have) the bird that's bright blue [ ? ]  
Mytyl: we don't. Why?  
The fairy: you have to find it. I need it for my little girl, who is very ill.  
Tytyl: what's the matter with her?  
The fairy: I don't know (not know); she wants (want) to be happy. Do you know who I am [ ? ]  
I am (be) the Fairy Beryllene...

Literary expression / Read theatre plays. 37

## Lesson 4




Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.

**1. Match six scenes from different plays with the corresponding scripts and feelings from the box.**

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. You can invite volunteers to share their answers and check.

**2. Work in pairs. Complete the script of a scene from *The Blue Bird of Happiness* with the correct form of the verbs in parentheses. Add punctuation marks where appropriate.**

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Form pairs and have students complete the activity. Monitor. Elicit the answers from volunteers. Check and correct as needed.



**Performing a dramatized reading**

**Check your Progress**

Do you understand how to perform a dramatized reading? Write down your answers to the questions in the box.

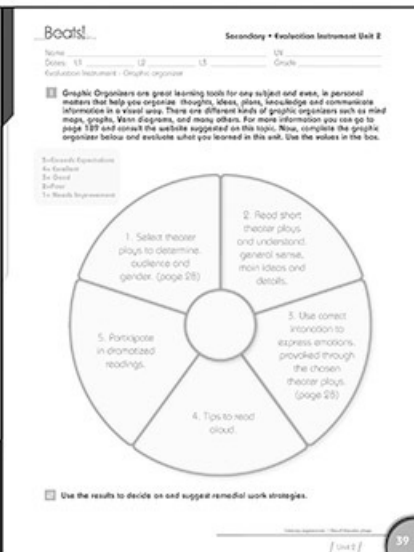
**Final Section**

As you learned during this unit, a play is a piece of writing that tells a story through the actions and words of characters and is acted in a theatre, or on television. The body language we use, our tone of voice, and the way we say the words in the script are very important to convey different feelings, attitudes and emotions. Now, go ahead and share with your class your dramatized reading.

- Get together with your teammates and take out the final version of your play script alongside your dramatized reading with your class.
- Take some minutes for the narrator and characters to rehearse the reading aloud of the corresponding parts of the script. Make sure your voice is loud enough for everyone in the class to hear you. Remember to include body language, make pauses when necessary and change the tone of voice to convey the characters' emotions. Also pay attention to intonation, your voice should go up or down depending on the punctuation marks, types of sentences, and feelings you want to express.
- Once you are ready, tell your classmates the title of the play, its genre, and then perform the dramatized reading in front of the class.
- Listen to other teams and be respectful when your classmates present their work.

**Congratulations!** This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

**Reading Time!** Read pages 31 and 32 from the Reader's Book. Then, discuss what you read as a group before you continue with the next unit, visit the Grammar Reference section on page 185 to clarify, review and practice the grammar learned in this unit.



**Boats!**

Secondary • Evaluation Instrument Unit 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Graphic Organizers** are great learning tools for any subject and area. In personal matters that help you organize thoughts, ideas, plans, knowledge and communicate information in a visual way. There are different kinds of graphic organizers such as mind maps, graphs, flow diagrams, and many others. For more information you can go to page 187 and consult the website suggested on this topic. Now, complete the graphic organizer below and evaluate what you learned in this unit. Use the notes in the box.

**Reflect on Evaluation**

4a. Evaluate  
4b. Evaluate  
4c. Evaluate  
4d. Evaluate

1. Select theater plays to determine audience and gender. (page 28)

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

3. Use context information to express emotions provoked through the chosen theater plays. (page 28)

4. Tips to read aloud.

5. Participate in dramatized readings.

Use the results to decide on and suggest remedial work strategies.

## Product

### Performing a dramatized reading

You can begin the lesson by encouraging students to share what a play is. Ask them to read the information on page 38 in order to prepare to present their dramatized reading. Make sure everyone understands what needs to be done. Allow them to rehearse their dramatized reading.

Have each team come to the front and present their product, remind them to mention the title of the play and its genre before they begin. Remind everyone to be respectful while watching their classmates' performances. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 188 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story - The Odyssey Track 47

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 31 and 32 from the Reader's Book. Encourage students to share anything they might have found interesting. You can also invite students to retell the story in their own words or ask some comprehension questions.

## Assessment

### Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- Select and revise short theater plays for young people.
- Read theater plays and understand the general sense, the main ideas and details.
- Perform a dramatized reading.

During the planning and performing of this unit's product I...

- Participated actively.
- Paid attention to different ways of reading a text according to the characters' emotions and feelings.

Used body language to reinforce the meaning of my message.

- contributed with observations and points of view.
- learned the pronunciation of new words.
- felt more confident and fluent than at the beginning of the unit.
- Expressed my personal opinions and listened to and respected others'.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

### Co-evaluation

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree 2 = Disagree 3 = Needs Practice

	Yoursel	1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates.					
Was a valuable member of the team.					
TOTAL					

40

Unit 2 • The Magic of Theater

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

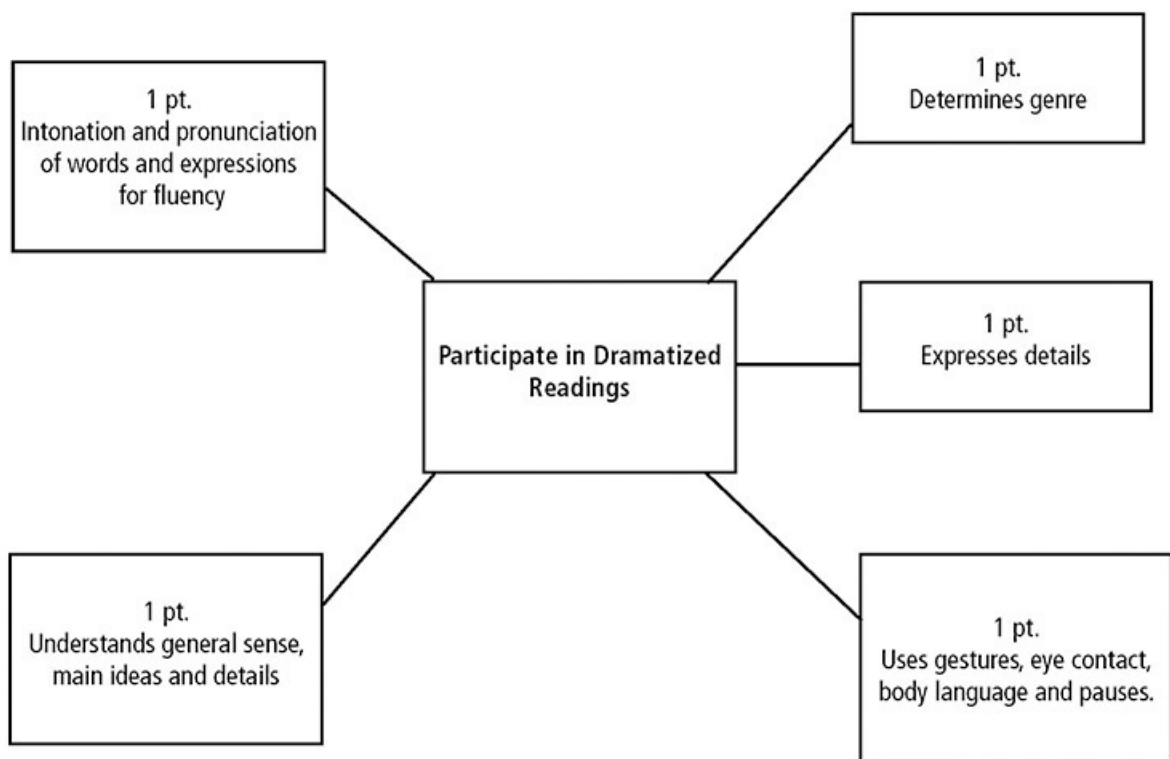
You can then direct students' attention to the first part of the assessment on page 40 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 39 and explain what a graphic organizer is, e.g. *This is a graphic organizer. It is a visual representation of the relationship between ideas or concepts. It is a way to visually organize your knowledge or ideas.* Then, mention that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest remedial work strategies, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

Name \_\_\_\_\_

Date \_\_\_\_\_

**1** Read and circle according to student's performance. Count to assess performance.

5=Exceeds Expectations

4= Excellent

3= Good

2=Poor

1= Needs Improvement

Overall performance= \_\_\_\_\_

**Graphic Organizer**



**Unit 3** Lesson 1 Environmental Emergencies

**Discover** What are instructions for?

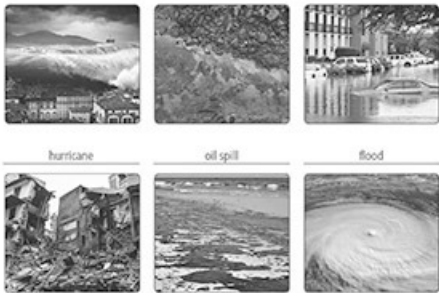
**1** Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

Environmental emergencies are sudden disasters or accidents from natural, technological or human factors, or a combination of these that cause serious environmental damage and the loss of human lives and property.

They can be:

1. Technological or industrial accidents caused by dangerous materials like oil spills, chemical accidents, toxic waste dumping and water pollution.
2. Sudden natural disasters with negative impacts on human life and on the environment. Some examples are: fires, floods, hurricanes, earthquakes, volcano eruptions, blizzards, thunderstorms, heat waves and tsunamis.

**2** Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.



hurricane      oil spill      flood

earthquake      water pollution / toxic waste dumping      tsunami

**3** Discuss with your classmates: Do you know what to do in case of any of the emergencies above?

Interpretation and follow-up of instructions. / Practice instructions to prepare an environmental emergency.

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## UNIT 3

### Environmental Emergencies



#### 1. Read about environmental emergencies and in pairs discuss the ones you have experienced in your community.

You can read instructions along with students. Form pairs and have students discuss. You may invite volunteers to share experiences with the rest of the class.

#### 2. Work in pairs. Label the pictures with words from the text in Activity 1 and discuss which ones show technological or industrial accidents and which ones natural disasters.

You can have students continue to work with their partner from the previous activity. Direct their attention to the activity and ask them to complete them. Monitor. Elicit answers from volunteers.

#### 3. Discuss with your classmates: Do you know what to do in case of any of the emergencies above?

You can have students sit in a circle and invite them to take turns to discuss the question. You may also share your own knowledge with students.

### Achievements

- Select and review instruction sheets.
- Read and understand instruction sheets.
- Write and edit instruction sheets.

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can choose a random student and ask for a word beginning with A, then circle around the room proceeding through the alphabet.

## Lesson 1

## Warm Up

Before the class you can prepare one or several pictures of natural disasters and/or industrial accidents and put them up on the board and encourage students to identify them or write their names.



#### 4. Listen to and read the following page of an emergency manual. What natural disaster can it refer to?

You can direct students' attention to the activity and ask them to listen and read along. Play Track 12 as many times as you consider necessary. Have students answer individually. Then, elicit the answer from a volunteer and see if everyone agrees.

#### 5. Complete the sentences with the correct options.

You can read the instructions and questions along with students and ask them to complete the activity individually. Monitor. Next, you can elicit the answers from volunteers and correct as needed.

#### 6. Check the pictures that correspond to the instructions above and discuss the questions below in pairs.

You can form pairs and ask students to look at the pictures and discuss the questions. Monitor. You may invite volunteers to share their experiences with the rest of the class or you may share your own.

Lesson 1

**12** Listen to and read the following page of an emergency manual. What natural disaster can it refer to?

- > Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- > Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- > If you need to evacuate:
- > Leave your home when you are advised to do so by local emergency authorities.
- > Take your emergency kit with you.
- > Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

**Glossary**

shortcut: (n) a route that leads from one place to another and is quicker and more direct than the usual route.

**5** Complete the sentences with the correct options.

1. The manual is about ...
  - a) a technological device
  - b) an environmental emergency**
  - c) a medical emergency
2. The purpose of the manual is to know...
  - a) how to prevent an environmental emergency
  - b) what to do in case of an environmental emergency**
  - c) when to leave in case of a natural disaster
3. The manual is for...
  - a) children
  - b) professionals
  - c) the general public**

**5** Check the pictures that correspond to the instructions above and discuss the questions below in pairs.

- Have you ever experienced an environmental emergency like a flood, an earthquake, etc.?
- What did you and your family do?
- What recent environmental emergency have you heard of or experienced?

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Unit 3 - Environmental Emergencies

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We should take the shortcut to grandma's house.*

## Extra Activity


You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students share the environmental emergencies they have faced and what they did to survive. Always encourage students to make an effort to speak in English. Invite volunteers to share their experience with the rest of the class.

Academic and Educational Emergencies

**Z** Look at the pictures below and discuss in pairs: What type of emergency is it?

**E** Read and match the pictures with the correct instructions below.



**If you are indoors:**

- a Stay inside and drop under heavy furniture such as a table, desk or bed when the shaking starts. Hold on to the object you are under.
- e Cover your head to prevent being hit by falling objects.
- d Stay away from windows, and shelves with heavy objects.
- b Avoid elevators and use the stairs.

**If you are outdoors:**

- c Stay outside and do not get close to buildings or walls. This is the reason why many people get hurt.
- f Take cover in a place where you won't be trampled.

**E** Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: **If you are outdoors / If you are in a vehicle / If you are indoors.**

Listen to your car radio for instructions from emergency officials. Stay at least 10 meters away from downed power lines to avoid injury. Stop driving and park at the side of the street. Walk away from windows, bookcases, tall furniture and light fixtures. If you are on a bus, stay in your seat until the bus stops. Stay away from the coastline because earthquakes can cause tsunamis. Stay away from doorways because doors may slam shut and cause injuries.

**Glossary**

**shelves:** (n) long, flat boards fixed horizontally, usually against a wall to store objects on it.

**trample:** (v) to step heavily on something or someone, causing damage or injury.

Interpretation and follow-up of instructions / Write instructions to use a bilingual dictionary

Unit 3 43

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Put the books on the shelves. / The scared elephant trampled its trainer.*

## Lesson 1

### 7. Look at the pictures below and discuss in pairs: What type of emergency is it?

You can have your students work with their partners from the previous activity or form new pairs. Ask students to look at the pictures and discuss the questions. You can read the instructions along with students before they begin to clarify any doubts. Monitor. You may invite volunteers to share their conclusions with the rest of the class.

### 8. Read and match the pictures with the correct instructions below.

You can have students complete this activity individually. Ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Elicit answers from different students and check.

### 9. Work in pairs. Read these other instructions in case of an earthquake and arrange them in a bulleted list in your notebook. Classify them under the following subheadings: **If you are outdoors/If you are in a vehicle/ If you are indoors.**

You can form pairs and read the instructions along with students. Make sure everyone understands them. Ask students to complete the activity with their partner. Monitor. You can write the subheadings on the board and invite volunteers to write down their answers for everyone to see and complement their work.

## Lesson 1



A poster with Instructions

## Session 1

You can tell students that this unit's product will be a poster with a set of instructions to be prepared for an environmental emergency. You can ask students to open their books on page 44 and ask them to silently read the information about the product. Clarify any doubts. Have students work in teams of five and ask them to brainstorm environmental emergencies and ask them to write a list in their notebooks. Then, they should discuss the ones they have experienced and share what they, their families, and communities did. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be kept in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1

A Poster with Instructions

Session 1

**Check your Progress**

Go to page 55. Read statement 1 and mark your progress according to your performance in the lesson.

In this unit, you will produce a poster with a set of instructions to prepare yourselves for an environmental emergency.

Remember to work cooperatively with others; groups; share your ideas and respect others' ideas. To do, by the end of this unit, you and your teammates should have finished this product and present it to the rest of your class.

During this session you will:

1. Get together in teams of five. With your classmates, brainstorm environmental emergencies.
2. Write a list of these emergencies in your notebooks.
3. Discuss which ones you have experienced and what you, your family and community did.

Remember to save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 33 to 35 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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Unit 3 - Environmental Emergencies

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Fact - Environmental Emergencies****Track 48**

During this unit students will read about different environmental emergencies around the world to complement their knowledge and learning about what natural disasters are and how to handle them. Before you begin today's lesson, read pages 33 to 35 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is this reading about? Have you learned anything new? Is there anything you already knew?*

**Discover**

**Lesson 2**

How are instructions presented? Does this make them easy to follow? Why?


**I** Look at the picture, read the text, and discuss the following questions in pairs.

Blizzards are long lasting and dangerous snowstorms with intense snowfall and very strong winds. These strong winds pick up the snow from the ground and blow the snow that is falling creating very low visibility, which results in life-threatening conditions. The fierce winds and cold temperatures accompanying blizzards can have the windchill feeling about  $-40^{\circ}\text{C}$ .

1. Why do you think the exposure to such conditions is dangerous?
2. What problems can blizzards cause?
3. Which countries do you think are more likely to experience blizzards?

**E** Work in pairs. Read and complete the instructions you should follow in case of a blizzard with the phrases in the box. Then, match them with the pictures.

It is dangerous      It is necessary      It is important



**Staying safe outside**  
If you must go outside during the snow storm, follow these instructions.

- 3 Then, cover your mouth. It is necessary to protect your lungs from cold air.
- 1 First, stretch before you go out. If you have to shovel snow, do some stretching exercises to warm up your body to minimize muscle injury.
- 4 Finally, once outside, be careful. It is dangerous to walk on snowy, icy sidewalks. Slips and falls can cause serious injuries.
- 2 Next, put on warm clothes. It is important to wear gloves and hat. Clothes should be water repellent.

**Glossary**

windchill: (n) the effect that wind has on how cold the air feels.

shovel: (v) to move snow, sand or coal with a tool which has a wide square blade attached to a handle.

Interpretation and follow-up of instructions / Practice instructions to prepare an environmental emergency

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## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Windchill is the effect of moving air on exposed flesh. I shoveled the snow in the morning.*

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin this lesson you can play hangman to review natural disaster vocabulary.



**1. Look at the picture, read the text, and discuss the following questions in pairs.** You can first direct students' attention to the picture and encourage them to identify and name what they see. Next, you can ask students to read the text individually. Then, form pairs and ask them to discuss the questions. You can read the questions along with students beforehand and clarify any doubts.

**2. Work in pairs. Read and complete the instructions you should follow in case of a blizzard with the phrases in the box. Then, match them with the pictures.**

You can have students continue working with their partner from the previous activity. Have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. To check, you can write the incomplete sentences on the board and have volunteers take turns to complete them. Correct as needed.

## Lesson 2

## Warm Up

To begin this class you can play a game of "Simon Says" where you have your students follow a series of actions, e.g. Simon says touch your head/lift your arms/ touch your feet/etc.



### 3. List the words that show the sequence of the actions in the instructions in activity 2 in the correct order.

To complete this activity you can read the instructions along with students and clarify any doubts. Have students complete the activity individually. Monitor. You can then elicit the answers from different students to check and correct as needed.

### 4. Underline the sentences that expand the information in each instruction. Compare your answers in pairs.

You can ask students to complete the activity individually and then form pairs and have students compare their answers.

### 5. Use the prompts below to write complete instructions in case of a blizzard. Use words to show the sequence of the actions. Listen and check your answers.

You can have your students work individually. Have volunteers read the instructions and prompts aloud and clarify any doubts. Ask students to complete the activity. If necessary, work with them to write the first sentence as an example. Monitor. Play Track 13 as many times as you consider necessary for students to check their answers. You can have volunteers write the instructions on the board.

Lesson 2

**E** List the words that show the sequence of the actions in the instructions in activity 2 in the correct order.

First                  Next                  Then                  Finally

---

**Glossary**

stranded: (adj) not having what is necessary to leave a place or to get out of a situation.

crack a window: (V) to open up a window just a little bit to let some air inside.

**E** Underline the sentences that expand the information in each instruction in activity 2. Compare your answers in pairs.

**E** Use the prompts below to write complete instructions in case of a blizzard. Use words to show the sequence of the actions. Listen and check your answers. 13

If you become stranded when driving:

1. stay / vehicle / help  
     First    stay in the vehicle and wait for help.

2. car / visible / rescue  
     Next    make sure the car is visible for rescue.

3. Turn on engine / some minutes / hour.  
     Then    turn on the engine some minutes every hour.

4. light exercise / circulation.  
     Finally    do some light exercise to improve circulation.

**E** Work in pairs. Rewrite the instructions above adding the following additional information where suitable.

Additional information  
 Clap your hands and move your arms and legs.  
 Hang bits of colored cloth or plastic from the windows as a sign for help.  
 It is necessary to crack the windows a small amount to allow for the circulation of fresh air.  
 It is important to protect yourself from overexposure to the cold. A person walking through the snow is harder to find than a stranded vehicle.

First, stay in the vehicle. It is important to protect yourself from overexposure to the cold.  
 A person walking through the snow is harder to find than a stranded vehicle.  
 Next, make sure the car is visible for rescue. Hang bits of colored cloth or plastic from the windows as a sign for help.  
 Turn on the engine some minutes every hour. It is necessary to crack the windows a small amount to allow for the circulation of fresh air.  
 Finally, do some light exercise to improve circulation. Clap your hands and move your arms and legs.

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Unit 3 - Environmental Emergencies

### 6. Work in pairs. Rewrite the instructions above adding the following additional information where suitable.

You can form pairs and ask them to complete the activity. Monitor and provide any needed assistance. If students did write the previous instructions on the board, you can have volunteers complete them or you can have volunteers write the new instructions on the board. Check and correct as needed.

## Glossary



You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The car broke down and we were left stranded. I had to crack a window to let some air in.*

**7. Read about two emergencies and discuss the question in pairs. Share your answers with the class.**

Hypothermia is a dangerous drop in body temperature when your body loses heat faster than it can produce it.  
Frostbite is an injury caused by freezing of the skin.



> What conditions do you think can cause hypothermia or frostbite?

**8. Look at the pictures that show what to do in case of hypothermia or frostbite and write the instructions with the prompts given. Follow the example.**

a) Elevate injured area help / blood circulation / cover / blankets.  
Elevate the injured area to help blood circulation and cover the person with blankets.

b) Hot liquids / not alcohol or caffeine.

c) Injured area / warm water / 30 min.

d) Wrap area / gauze pain killers.

**Work in pairs. Read this prompts that expand and explain the instructions above and rewrite the ones you consider important in full sentences as you did in activity 8 in your notebook.**

Water not too hot / burn skin  
Don't use too hot water to warm the area, because it can burn the skin.

No rubbing or massaging injured areas / No lamps or hair dryer to warm up  
No touching blisters / wrap toe or finger individually  
Rewarming process painful / professional / blisters not heal

**In pairs, write your complete set of instructions, the ones in activity 8 and the ones you chose from activity 9 in your notebook. Then compare them in small groups.**

**Glossary**

blood vessel: (n) any of the tubes through which blood flows in the body

blister: (n) a painful swelling on the skin that contains liquid

heal: (v) to become well again, after a cut or other injury.

Interpretation and following of instructions / Write instructions to use a bilingual dictionary.

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notebooks. Tell them they can look at activity 8 if they need help with the structure of the sentences. Monitor and provide any needed assistance. You can elicit the answers from different volunteers and see if everyone agrees on what instructions are more important.

**10. In pairs, write your complete set of instructions, the ones in activity 8 and the ones you chose from activity 9 in your notebook. Then compare them in small groups.**

Students should continue working with their partner from the previous activity. Ask them to write their complete set of instructions, this means all instructions they've been guided to write on previous activities in this page, in their notebooks. Then, you can form small groups and ask them to compare their instructions.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The rupture of a blood vessel can cause a bruise. I've got a blister on my foot. This product helps heal cuts and scratches.*

## Lesson 2

**7. Read about two emergencies and discuss the question in pairs. Share your answers with the class.**

You can tell students that you are going to read about two emergencies. Have volunteers read the information aloud. Then, form pairs and ask students to discuss the question. Monitor. Elicit ideas from volunteers and see if you can come to an agreement (these are cold/freezing climate related emergencies that affect the human (mammal) bodies)

**8. Look at the pictures that show what to do in case of hypothermia or frostbite and write the instructions with the prompts given. Follow the example.**

To complete this activity you can first have students look at the pictures and describe what they see. Then, have them read the prompts and clarify any doubts. To make sure they know how to complete the activity, you can either direct their attention to the example in their books or you can write this example on the board. Have students look at the prompts and then at the complete sentence and encourage them to notice how the prompts turned into the sentence Elevate the injured area to help blood circulation and cover the person with blankets, e.g. What words were added? What words explain the reason for the instruction? If necessary, work with students to create the first sentence and then have them complete the activity individually. Monitor and provide any needed assistance. Finally, you can have students share their answers with the rest of the class. Check and correct as needed.

**9. Work in pairs. Read this prompts that expand and explain the instructions above and rewrite the ones you consider important in full sentences as you did in activity 8 in your notebook.**

You can form pairs and have volunteers read the instructions and prompts aloud. Clarify any doubts. Have students complete the activity in their

## Lesson 2



## A poster with Instructions

## Session II

You can tell students you will now continue working with this unit's product. Ask them to read the information on page 48 and clarify any doubts. Students should get together with their teammates and take out their work from the previous session. They should choose an emergency and begin brainstorming instructions to include in their poster. Ask them to do some online research to complement and check their instructions. Finally, they should write their instructions in a logical order, they can be divided into sections if necessary.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Create

A Poster with Instructions

Session II

**Check your Progress**

Go to page 55. Read statement 2 and mark your progress according to your performance in the lesson.

1. Get together with your teammates and take out the list of emergencies you wrote in the previous Product session.
2. Choose one of these emergencies and discuss some instructions on how to deal with it.
3. Brainstorm useful instructions to include in your poster. Write them in your notebook. Do some online research to check your instructions and expand them if you wish.
4. Write a final version of your set of instructions in a logical order. You can divide them into sections if appropriate.

Save your work. You will use it in a next Product session.

**Reading Time!**

Read pages 36 to 39 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?

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Unit 3 - Environmental Emergencies

**Reading Time!****Reader's Fact - Environmental Emergencies****Track 48**

You can ask students to read pages 36 to 39 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about, ask them some questions, e.g. *What are the disasters that are mentioned in these pages? What is the United Nations Environmental Emergency Centre? What is the Red Cross? Have you experienced any of these disasters? What did you do?*



Academic and Educational Emergencies

## Lesson 3

**Discover** How are instructions presented? Does this make them easy to follow? Why?

- 1** Work with a partner. Look at the pictures of safety instructions and discuss what natural disaster they relate to and whether it is common in your country. Mention the last one you know of and the consequences it had.
- 2** In pairs, take turns pointing at the pictures and saying the corresponding instructions.
- 3** Listen, check your answer, and number the pictures in the order they are mentioned.

Interpretation will follow up: 1. Practice instructions to prepare an environmental emergency.

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### 3. Listen, check your answers, and number the pictures in the order they are mentioned.

Now, you can tell students that they have to listen and check their answers and number the pictures in the order in which they are mentioned. Play Track 4 as many times as you consider necessary for students to complete the activity. You can elicit answers from volunteers and check.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin this lesson you can encourage students to share their opinion about being prepared for an emergency, do they think having a plan is a good idea? Why? You may also share your own opinion and you can invite them to share if they have any family emergency plans for disasters.



- 1. Work with a partner. Look at the pictures of safety instructions and discuss what natural disaster they relate to and whether it is common in your country. Mention the last one you know of and the consequences it had.**

To complete this activity students should work in pairs. You can first direct their attention to the pictures and invite them to describe what they see. Next, ask them to discuss what is required. Monitor. You can invite students' to share their opinion and conclusions with the rest of the class.

- 2. In pairs, take turns to point at the pictures and say the corresponding instructions.**

Students should continue working in pairs. Ask students to point at the pictures and say the corresponding instructions. Monitor.

## Lesson 3

## Warm Up

To begin the class you can invite your students to come up with ideas on how to stay safe during a natural disaster if they are at school.



4. Work with a partner. Write the instructions using your own words. Use the verbs in the box and the words between parentheses.

To complete this activity students should work in pairs. Read the instructions and verbs along with students. Clarify any doubts. Ask them to complete the activity. Monitor. You can have volunteers share their answers with the rest of the class.

5. Read these other instructions in case of a hurricane and write B (before), D (during) or A (after), according to when these actions should take place.

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor. While they work, you can write the instructions on the board and have volunteers write the appropriate letter to check. Correct as needed.

Lesson 3

Tips

We use an explanation mark to express surprise, or to emphasize a comment or short, sharp phrase.  
We use a comma to separate phrases, words or clauses in a sentence.  
We use a period to mark the end of a sentence which is not a question or an exclamation.

**Write the instructions using your own words. Use the verbs in the box and the words between brackets.**

Close   Unplug   Fill   Bring   Fill in   Avoid   Use   Cover

1. (phone) Student's own answers
2. (gas tank / evacuate) \_\_\_\_\_
3. (plastic bottles / clean drinking water) \_\_\_\_\_
4. (interior doors) \_\_\_\_\_
5. (patio furniture / inside) \_\_\_\_\_
6. (flashlights / not candles) \_\_\_\_\_
7. (windows / shutters) \_\_\_\_\_
8. (small electrical appliances) \_\_\_\_\_

Glossary

stock: (v) keep a supply of something.  
dangling: (adj) something that is hanging or swinging.  
flush: (v) to make water pass through a toilet.  
sturdy: (adj) strong, solid, not easily damaged.

**Read these other instructions in case of a hurricane and write B (before), D (during) or A (after), according to when these actions should take place.**

> Avoid flooded roads.	A
> Check batteries, and stock canned food, first aid supplies, drinking water and medications.	B
> Keep away from dangling power lines and report them immediately.	A
> Fill bathtub and large containers with water in case clean tap water is unavailable. Use this water only for cleaning and flushing. Do not drink it!	B
> If you evacuated, return home only when officials say it is safe.	A
> If you are in a two-story house, go to an interior first floor room.	D
> Check your food supplies. If there is any doubt, throw it away!	B
> If winds become strong, lie under a table or other sturdy object.	D

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Unit 3 • Environmental Emergencies



## Lesson 3



A poster with Instructions

## Session III

Students should have their materials for the product ready for this session. You can ask students to read the information on page 52 individually. Clarify any doubts. Students should get together with their teammates and follow the instructions to complete their product. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios or another safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

**Reader's Fact -Environmental Emergencies Track 48**

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 40 to 43 from the Reader's Book. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What disaster is mentioned in this part of the text? What are some items that people should have to be prepared for an emergency? What is a family communication plan? Are emergency numbers important? Why?* etc.

Lesson 3

**Check your Progress**

Check your Progress  
Go to page 55. Read statement 3 and mark your progress according to your performance in the lesson.

A Poster with Instructions

Session III

During this session you will:

1. Get together with your teammates and take out the list of instructions for an emergency that you wrote in the previous Product session.
2. Read the instructions carefully and check you have included the most relevant information in your list.
3. Exchange ideas with your teammates and decide whether there is any information that should be changed, added or omitted.
4. Write a final version of the instructions.
5. Copy your text on a piece of construction paper to make a poster.
6. Include graphic elements, like pictures to illustrate the instructions.

Save your work. You will use it in a next Product session.

Reading Time!

Read pages 40 to 43 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

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Unit 3 - Environmental Emergencies

Lesson 4

**Review**

**1** Discuss in groups the three most important instructions to face each of the emergency situations in this unit and complete the organizer.

**SAFETY INSTRUCTIONS**

Earthquake      Hurricane      Blizzard

> \_\_\_\_\_  
> \_\_\_\_\_  
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**2** In groups, discuss what the most common natural disasters in your country are, whether you had to face any of them and if so, what you and your family did.

Interpretation and follow-up of activities: 7. Practice instructions to prepare an environmental emergency.

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## Lesson 4



- 1.** Discuss in groups the three most important instructions to face each of the emergency situations in this unit and complete the organizer.

To complete this activity students should work in groups of three. You can read the instructions along with students and clarify any doubts. Ask students to complete the activity. Monitor. You can draw a similar chart on the board and invite each group to write some information under each situation to check and complement their work.

- 2.** In groups, discuss what the most common natural disasters in your country are, whether you had to face any of them and if so, what you and your family did.

You can keep your students working with their groups from the previous activity and ask them to discuss what is instructed. Finally, you may invite volunteers to share what they've discussed with the rest of the class.

**Product 3**

**A Poster with Instructions**

**Final Session**

In this unit you learned about different types of natural disasters, the consequences they bring with them, and also how to be prepared when they happen. You also read about some instructions and recommendations on what to do to keep safe.

It is now time for you to show and compare the instructions and recommendations for a natural disaster that you wrote with those of other teams. Remember that reading aloud will help you practice pronunciation and fluency, so now go on and present your work to the rest of the group.

To conclude this product:

1. Get together with your teammates and take out the final version of your poster with the instructions.
2. Take 5 minutes to practice reading each of the instructions aloud and to decide who will read each of them.
3. Take turns and read aloud and show your work to the class. If necessary, explain the drawings you made to illustrate your work.
4. Listen to other teams' work and be respectful.
5. Display all your posters on the classroom walls once everyone presented their work.

**Congratulations!** This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

**NATURAL DISASTERS**

Read pages 44 to 46 from the Reader's Book. Then, discuss what you read as a group before you come with the rest of the class, visit the Grammar Reference section on page 171 to clarify, review and reinforce the grammar learned in this unit.

**Boats!** Secondary • Evaluation Instrument Unit 3

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

Date: 01 \_\_\_\_\_ 02 \_\_\_\_\_ 03 \_\_\_\_\_ Grade \_\_\_\_\_

Student's name: \_\_\_\_\_

**1. Mark (✓) the columns according to your performance.**

Student's ability to:	Excellent	Good with minor deficiencies	Needs improvement	Not satisfactory
1. Agree with the instructions on different environmental emergencies. (p. 44)				
2. Read and understand instructions on how to deal with an environmental emergency. (p. 44)				
3. Write instructions and include graphic resources. (p. 42)				
4. Check and edit instructions.				

Use the results to decide on and suggest remedial work strategies.

## Product 3

### A Poster with Instructions

You can begin the lesson by encouraging students to share why it is important to be prepared to face an environmental emergency. Then, you can ask them to read the information on page 54 so that they can prepare and present their poster to the rest of the class. Allow them to rehearse how they will present their poster. Have each team come to the front and present their product, remind them to mention the title of the play and its genre before they begin. Remind everyone to be respectful while watching their classmates' presentations. You can also encourage students to ask any questions they might think of. Finally, display all posters on the classroom walls. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 171 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact - Environmental Emergencies Track 48

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 44 to 46 from the Reader's Book. Encourage students to share anything they might have found interesting. You can also invite students to share if they are prepared for an emergency, if they have an emergency kit and if they do, invite them to share what it contains. Encourage students to discuss if they think that being prepared for emergencies is important or not and why.

## Assessment

### Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- Select and review instruction sheets.
  - Read and understand instruction sheets.
  - Write instructions.
  - Edit instructions.
- During the planning and performing of the final product, I...
- participated actively.
  - identified and understood different information about natural disasters.
  - wrote instructions to show others how to deal with an emergency.
  - used the information in this unit to complete the task.
  - expressed my personal opinions and listened to and respected others.
  - felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy    Excited    Angry    Disappointed    Sad    Interested    Curious

### Co-evaluation

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:	1 = Agree		2 = Disagree		3 = Needs Practice	
	Yourself	1.	2.	3.	4.	5.
Accepted the assigned tasks.						
Contributed positively to group discussions.						
Completed work and helped others when needed.						
Worked well with other teammates.						
Was a valuable member of the team.						
TOTAL						

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 56 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 55 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest strategies that can help them in their English language-learning journey, you can share some examples of what these means, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.* You may also invite students to share ideas they came up with if they want to.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Rubric**

SCALE 5	SCALE 4	SCALE 3	SCALE 2	SCALE 1
Always defines intended audience	Defines intended audience most of the time	Defines intended audience some of the time	Rarely distinguishes intonation and attitude in dialogs about community services	Never defines intended audience
Always makes connections between the text and the background	Makes connections between the text and the background most of the time	Makes connections between the text and the background some of the time	Rarely makes connections between the text and the background	Never makes connections between the text and the background
Always anticipates general sense	Anticipates general sense most of the time	Anticipates general sense some of the time	Rarely anticipates general sense	Never anticipates general sense
Always values the order of statements in sequences	Values the order of statements in sequences most of the time	Values the order of statements in sequences some of the time	Rarely values the order of statements in sequences	Never values the order of statements in sequences
Always points out and solves doubts	Points out and solves doubts most of the time	Points out and solves doubts some of the time	Rarely points out and solves doubts	Never points out and solves doubts
Always writes instructions with correct punctuation and spelling	Writes instructions with correct punctuation and spelling most of the time	Writes instructions with correct punctuation and spelling some of the time	Rarely writes instructions with correct punctuation and spelling	Never writes instructions with correct punctuation and spelling

Scale 5 = 1

Scale 4 = .75

Scale 3 = .50

Scale 2 = .25



**Unit 4** Lesson 1 *Extra! Extra! Read all about it!*

**Discover** What are news?

**1** Read the following definition. Discuss with your class some examples of mass media.

**mass media** (plural + sing/plural verb) the means of communication by which information and news reach large numbers of people in a short time.

**2** Unscramble these examples, and match them with the pictures.

1. ositleeelnv television 3. doria radio  
2. eht treeeln the Internet 4. wppnesae newspaper

**3** Discuss in pairs examples of news for each of the newspaper sections in the box. Then label the pages below with the corresponding sections.

Local and International News Classified ads Sports Entertainment Business & Finance

Entertainment Local and International News Sports Classified ads Business & Finance

Exchanges associated with media. / Compare news in different periodic publications.

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### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can ask students to share if they are interested in the news, if they think it is important to keep up to date with current events and how they find out about the news of the day/week/month (Internet, TV, newspaper, radio, etc.)

## UNIT 4

### Extra! Extra! Read all about it.



- 1. Read the following definition. Discuss with your class some examples of mass media.**

You can ask students to read the definition individually. Then, form small groups and ask students to discuss some examples of mass media. Next, invite each group to share what they discussed with the rest of the class. You can write down their examples of mass media on the board.

- 2. Unscramble these examples and match them with the pictures.**

First, direct students' attention to the pictures and encourage them to identify them. Next, ask them to unscramble the examples of mass media and match them to the correct picture. Monitor.

- 3. Discuss in pairs examples of news for each of the newspaper sections in the box. Then label the pages below with the corresponding sections.**

You can first encourage students to share the newspaper sections they know. Then, form pairs and ask them to read the sections in the box and look at the pictures and label them. Next, ask them to come up with at least one example of news for each newspaper section. Invite volunteers to share their examples with the rest of the class.

## Lesson 1

## Warm Up

To begin the class you can invite some volunteers to share some interesting news they have read, listened to or seen that week.



4. Read these newspaper headlines. Tom is interested in news related to scientific discoveries and inventions, and Emily in environment and sports. Write T (Tom) or E (Emily) next to the news each one is interested in. Discuss in pairs the reasons for your answers.

To complete this activity you can first ask students to individually read the headlines and write the appropriate letter next to each of them. Then, form pairs and ask them to discuss the reasons for your answers. You may elicit the answers from volunteers.

5. Now listen and number the headlines in the order Emily and Tom mention them.

Tell students they now have to number the headlines in the order they hear them. Play Track 15 as many times as you consider appropriate for your students to complete the activity. Elicit and check.

6. Listen to the dialogs again and complete the sentences.

Direct students' attention to the activity. Read the instructions along with students and make sure everyone understands what needs to be done. Play Track 15 as many times as you consider necessary for students to complete this activity.

### Lesson 1

**Think and do**

4. Read these newspaper headlines. Tom is interested in news related to scientific discoveries, and inventions, and Emily in environment and sports. Write T (Tom) or E (Emily) next to the news each one is interested in. Discuss in pairs the reasons for your answers.

4 **NEWSPAPER**

FERGUSON FINALLY DOES IT IN CLASSIC FINAL

\_\_\_\_\_

1 **NEWSPAPER**

SEVEN EARTH-SIZE PLANETS ORBIT STAR

\_\_\_\_\_

2 **NEWSPAPER**

INCREASING CROP PRODUCTIVITY IN A LAB

\_\_\_\_\_

3 **NEWSPAPER**

POLLUTION BECOMES ART

\_\_\_\_\_

**Glossary**

crop: (n) a plant such as grain, fruit, or vegetable grown in large amounts.

increase: (v) to become larger in amount or size.

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Now listen and number the headlines in the order Emily and Tom mention them.

Listen to the dialogs again and complete the sentences.

Asking for and expressing opinions

Dialog 1	A new solar system. How _____ about that _____? It seems that _____ we are close to discovering life
Dialog 2	It's amazing. _____ This means _____ more food, right? Yes, you _____ could say that _____ they are just improving a natural process...
Dialog 3	This is good news. _____ What do you think _____? Yes, _____ of course _____.
Dialog 4	Look! She won the championship. _____ What do you say _____? Well, _____ that's a surprise _____.

Now, work with a partner and check your answers. Take turns telling each other the information you remember about the news.

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Unit 4 • Extra! Extra! Read all about it

7. Now, work with a partner and check your answers. Take turns telling each other the information you remember about the news.

Form pairs and ask students to compare and check their answers. Encourage them to take turns to tell each other the information they remember about the news. You can elicit the answers from volunteers if you consider it necessary.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The rice crop is large this year. I want to increase my vocabulary.*

**Work in groups. Read these headlines and discuss what the pieces of news are about.**

1. **New Population of Tigers Found in Thailand**
2. **Floating Homes - A Solution to Flooding**
3. **Antarctica Gives Ground to the Ocean**
4. **Trash Robot Collects River Garbage**

**Read the beginning of each article to check your answers in activity 8. Then use the expressions in the box to ask for and give opinions about the news. Look at the dialogs you completed in activity 6 as a guide. Discuss which news is the most interesting and why.**

How about...? What do you...?  
It seems that... Well, that's... You could say that it / they...

1. This robot created in the US is connected to the internet and can be controlled by web users from any part of the world. Its purpose is to clean garbage from the Chicago River. It collects trash and takes it to a bin. It will have recognition software to avoid harming wildlife.
2. Anti-poaching efforts in Thailand have made the tiger population increase. "The action of anti-poaching patrols has been vital to conserve the tiger population," said the director of Thailand's national parks. He added, that the efforts will continue because poachers are still a threat.
3. An amazing solution in case of floods. Architects have developed amphibious houses in flood zones. They look like normal houses but in case of a flood they can rise with the flood waters keeping its occupants safe. They are also eco-friendly.
4. Some of Antarctica's biggest glaciers are melted from below by warm water. With the help of a radar spacecraft researchers can find the location of glaciers when they begin to float as they come off the continent. The Thwaites Glacier is matter of concern because it can contribute to global sea-level rise.

Exchanges associated with meals. / Compare news in different journalistic publications.

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volunteers to come up with examples using these expressions. Assist if needed, e.g. What do you think about the robot that can be controlled by web users? It seems like amphibious houses can really help in flood zones. You could say that poachers hurt the tiger population, etc. Then, tell them to ask for and give opinions about the news with their groups using these expressions. Remind them they can look at the dialogs in activity 6 as a guide. Then, ask them to discuss which news they find to be the most interesting and why. You can have volunteers share their opinions with the rest of the class.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Poachers kill elephants to get ivory. / Tiger populations have been harmed by poachers. / When the water levels rise, houses flood and people have to evacuate. / If you leave ice out of the freezer it will melt.*

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs. In groups or pairs. This can be a task that you assign for homework and later follow up. Encourage students to go to a newspaper stand or to look at at least three different newspapers on the same day. Ask them to read the headlines and, if necessary, write them down. Then, back in the classroom, discuss the headlines they saw, were they all the same? why do they think this happens?

## Lesson 1

### 8. Work in groups. Read these headlines and discuss what the pieces of news are about.

You can form groups of four or five students and ask them to read the headlines and discuss what the pieces of news are about. Then, invite each group to share their ideas with the rest of the class.

### 9. Read the beginning of each article to check your answers in activity 8. Then use the expressions in the box to ask for and give opinions about the news. Look at the dialogs you completed in activity 6 as a guide. Discuss which news is the most interesting and why.

Ask students to continue working with their groups. Direct their attention to the beginning of each article and ask them to read them silently to check their answers in activity 8. You can invite volunteers to share what they read about and check answers with the class. Next, direct their attention to the box of expressions and invite

## Lesson 1



## Making a comparative chart

## Session 1

You can tell students that this unit's product will be a chart to compare news.

You can ask students to silently read the information about the product on their books. Clarify any doubts. Have students work in teams of five and ask them to brainstorm news topics they are interested in and choose one. Tell them they can choose a topic from any of the sections they learned about in this lesson. Ask them to write the topic they chose and the section it belongs to in their notebooks. You should ask your students to gather different newspapers they might have at home or look for people who can let them borrow one. You could also encourage students to visit the local library or, if available, you could even invite them to browse online newspapers and webpages with news about the topic they chose. If there is Internet access, remind students to only visit reliable and trustworthy sites. You can even discuss and determine the details that make a webpage or online newspaper a reliable source of information, e.g. Look for information in sources you know (like the ones suggested on their books)/Check the date (is it recent? news have to be recent)/Look for the same information in more than one source./etc. Ask them to select the same piece of news reported by at least three different sources. Next, have them draw a chart and add the corresponding columns. Tell them to look at the example. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios. Suggest to students to save the

Lesson 1

**Check your Progress**

Go to page 71. Read and answer questions a and b according to your performance in the lesson.

Making a comparative chart

**Session 1**

In this unit's product you will make a chart comparing news. You will work in small teams, as usual. Let's get started.

1. Get together in teams of five. Brainstorm news topics you are interested in and choose one. You may choose the topic from any of the sections you learned about in this lesson (sports, entertainment, local, international, etc.).
2. Write the topic you chose and the section it belongs to in your notebooks.
3. Gather different newspapers you may have at home or borrow some. You can also go to your local library or browse online newspapers and webpages with news about the topic you chose. In this last case, remember to visit only reliable sources and trustworthy sites such as *The Washington Post*, *BBC News*, *The Sun*, *The New Yorker*, *CNN*, etc.
4. Select the same piece of news reported by at least three different sources or newspapers. The idea is to get enough material to work with in the following sessions.
5. On a piece of paper, draw a chart and add as many columns as newspapers you researched from. Write the name of the newspaper or publication at the top of the columns and the corresponding headline under it. Check the example below.

	The Sun	CNN	BBC News

Save your work and the newspapers you collected or the links to the webpages you visited. You will use them in the following Product Sessions.

**Reading Time!**

Read pages 47 to 49 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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newspapers they collected or, if applicable, the links to the web sources they are using so that they always have them at hand and they can easily find them.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

Reading and Cultural Assessment

## Lesson 2

How do you find out about what happens in the world?

**Discover**

**1** Read the headlines and match them with the corresponding texts.

<b>1 A REVOLUTIONARY SOLUTION</b>	<b>2 STEPPING INTO THE FUTURE</b>
<b>3 A DEVASTATING LOSS</b>	<b>4 DON'T WORRY, BE HAPPY!</b>

a) It is estimated that 40% of coral has died at the Dongsha Atoll in the South China sea, due to a sudden rise in water temperature. 3

b) Besides sending rockets into space and conquering the solar power industry, Elon Musk wants to implant electrodes in our brains. 2





c) Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report, according to the UN. 4

d) A house in Russia took 24 hours to build and its cost was \$10,000. It was done by 3-d printing. 1

**2** Work in pairs. Discuss what you can infer from each piece of news above. Then complete the sentences with the implied information to check your answers.

become cyborgs    global warming    access cheap homes    universal goal and aspiration

- 3-d printed houses could be a solution to \_\_\_\_\_ access cheap homes.
- Happiness is recognized as \_\_\_\_\_ a universal goal and aspiration \_\_\_\_\_ in people's lives.
- We will \_\_\_\_\_ become cyborgs \_\_\_\_\_ in a near future.
- Global warming \_\_\_\_\_ is affecting corals.

Exchanges associated with media. / Compare news in different journalistic publications.

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## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

To begin the class you can form small groups and ask students to discuss the type of news they would include in their own newspaper, TV show or radio show.



### 1. Read the headlines and match them with the corresponding texts.

You can have volunteers read the headlines aloud. Then, ask them to read the texts and match the headlines. Monitor. Elicit answers and check.

### 2. Work in pairs. Discuss what you can infer from each piece of news above. Then complete the sentences with the implied information to check your answers.

Form pairs and read the instructions along with students. Make sure everyone understands what needs to be done. You may also have volunteers read the words in the box aloud. Ask them to complete the activity with their partner. Monitor. Ask volunteers to write the sentences on the board.

## Reader Facts - It's in the News! Track 49

During this unit, students will read Facts about news and newspapers to complement their knowledge and learning in this unit.

Before you begin today's lesson, read pages 47 to 49 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is this reading about? Have you learned anything new? Is there anything you already knew? When did newspapers start circulating? What is the name of the first newspaper?* etc.

## Lesson 2

## Warm Up

You can ask students to tell you the names of any European countries they know. You can use a map if you want to. You may also invite them to tell you which of those countries they would like to visit and why.



3. Read this piece of news from activity 2 again and discuss the questions with a partner.

Students work in pairs. Ask them to read the piece of news and discuss the questions with their partner. You may invite volunteers to share what they discussed.

4. Draw a chart similar to the one below in your notebook. Individually, complete the first two columns with your own ideas. Then listen to and read the article and complete the third column. Compare your charts in pairs.

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the first part of the activity individually. Monitor and provide any needed assistance. Then, play Track 16 as many times as you consider necessary for students to complete the last column. Next, form pairs and ask students to compare their answers.

Lesson 2

Read this piece of news from activity 1 again and discuss the questions with a partner.

Finland, Norway and Denmark were declared the top three happiest countries in the world in the 2018 report according to the UN.

1. What do you know about the countries mentioned?
2. What do you think makes most people happy?

Look at the chart below and copy it in your notebook. Individually, complete the first two columns with your own ideas on what you know and what you want to know about the topic. Then listen and read the article to complete the third column. Compare your charts in pairs.

What I know	What I want to know	What I learned

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

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Family and Community Environment

**5** Look at the structure of a newspaper article. Then, use the color code to underline the corresponding parts in the article in activity 4.

**Inverted Pyramid**

**Glossary**

battle: (v) to fight.  
 put out: (ph. v) to stop something that is burning from continuing to burn.  
 ladder: (n) a structure for climbing up or down.

**6** Work in pairs. Number the parts of these two articles from a newspaper to follow the inverted pyramid pattern. Then, write a title for each article. Remember that a title shows the most important information in the news using few words and it has to impress the reader. Look at the example on the left side.

**A. A fire puts people in danger!**

The building was under investigation because of deplorable living conditions and violation of safety regulations. **3**

Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital! **1**

Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet. **2**

**B. Student's own answer**

The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested. **2**

Leo Baker is a famous American artist. The painting was part of a temporary exhibition called *Fragments* which opened on April 12 and will end on May 15. **3**

Police is looking for a man and a woman after a \$ 900,000 painting called *Moonlight* by artist Leo Baker, disappeared from an art museum in Chicago yesterday. **1**

**7** Listen and check the order of your article. Were you right? **17**

Exchanges associated with media. / Compare news in different journalistic publications.

Unit 4 / 63

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *They lost the battle./ I had to put out the camp fire./ I need a ladder so I can get up my roof.*

## Lesson 2

**5.** Look at the structure of a newspaper article. Then, use the color code to underline the corresponding parts in the article in activity 4.

You can ask volunteers to read the instructions and the structure. Clarify any doubts. Then, ask them to underline the different parts of the article in activity 4 with the corresponding color. Finally, you can invite volunteers to share their answers with the rest of the class. Correct as needed.

**6.** Work in pairs. Number the parts of these two articles from a newspaper to follow the inverted pyramid pattern. Look at the sentences you underlined in the text in activity 4 as a guide. Then, write a title for each article.

Have students work in pairs. Read the instructions along with students and ask them to complete the activity with their partners. Monitor and provide any needed assistance.

**7.** Listen and check the order of your article. Were you right?

Play Track 17 as many times as you consider necessary for students to check their answers. You can invite volunteers to share their headlines with the rest of the class.

## Lesson 2



## Making a comparative chart

## Session II

You can tell students you will now continue working with this unit's product. Ask them to read the instructions for Session II and clarify any doubts. Have students take out their charts from the previous session as well as their articles. Tell them to make sure that their pieces of news answer the questions they learned in this lesson in their first paragraphs. Ask them to discuss if their articles follow the Inverted Pyramid pattern. Remind them that they can always go back and look at the information in their books. Have them exchange ideas with their group and look at the example to write the question words and the corresponding information from each article in the correct space. Monitor and provide any needed assistance.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

**Check your Progress**

Go to page 71. Read and answer questions c and d according to your performance in the lesson.

Making a comparative chart

**Session II**

**During this session you will:**

1. Get together with your teammates and take out the chart you made in Session I.
2. Look at the articles from the newspapers you collected in Session I or open the webpages where you found the pieces of news.
3. Make sure that the pieces of news that you chose answer the information questions you learned about in this lesson (who, what, where, when, why or how) in their first paragraphs.
4. Discuss whether the structure of the articles follow the Inverted Pyramid pattern. You may go back and look at the information in your book.
5. Now, exchange ideas with your partners and write the Wh-question words in the left column and the corresponding information from each article in the correct space.

	The Sun	CNN	BBC News
What			
Where			
When			

Save your work and the links of the webpages you visited. You will use them in the following Product Session.

**Reading Time!**

Read pages 50 to 53 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?

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## Reading Time!

**Reader Facts - It's in the News!****Track 49**

You can ask students to read pages 50 to 53 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *How is a newspaper made? What are some of the largest news services? What do reporters do? What is the role of photographers? How are newspapers printed? Who delivers newspapers? How are they delivered? What are digital versions? What can be recycled?* etc.



Family and Community Environment

## Lesson 3

What type of news do you read?

**Discover**

**1** Read these two headlines about the same news. Then, discuss the questions with a partner.

- Which of these headlines causes a stronger impression on the reader? Why?

1- Giant alligator on golf course in Florida

2- TERROR! Enormous alligator scares golfers in Florida

**2** Read and match the articles with the corresponding headlines. Then in pairs, give reasons for your choice.

2

Panicked golfers jumped into carts to escape from enormous alligator on a golf course. Golfers were shocked by the larger size of the beast. "It was literally a dinosaur" said one. "I ran away terrified," said another player. While another group of golfers said, "It is the biggest one we have ever seen." The animal walked slowly across the golf course and slipped into the water.

1

An exceptionally large alligator was seen yesterday ambling across a golf course in Florida. Many golfers filmed the animal with their cell phones as it slowly moved towards a big lake nearby. Some of them stated it was the biggest one they had seen. It is estimated the animal was 4.5 meters long. The animal did not pay much attention to golfers as it calmly crossed the golf course before retreating to the ponds.

**Glossary**

amble: (v) to walk in a slow and relaxed way

retreat: (v) to go away from a place or person to avoid a difficult situation

pond: (n) an area of water smaller than a lake

**3** Compare both texts by writing the correct article number next to each sentence.

1. It focuses on the alligator's actions and not the people's reactions.	1
2. It focuses on the people's emotions when seeing the alligator.	2
3. It gives the impression the alligator was about to attack the golfers.	2
4. It gives information about the size of the alligator.	1

**4** Read the information in the table comparing two kinds of newspaper. Then, go back to the articles on activity 2 and write T (tabloid), or B (broadsheet) next to this correct article.

Tabloid Newspaper	Broadsheet newspaper
Articles mix fact and emotion	Articles have more fact than emotion.
Shorter sentences.	Longer sentences.
Simple vocabulary.	More elaborate vocabulary.

Exchanges associated with media. / Compare news in different journalistic publications.

Unit 4 / 65

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can prepare some short articles or extracts before this lesson. Form small groups and give an article to each group, ask them to read them and come up with a headline for their article. Then, invite each group to share their headline and briefly explain what their article is about.



**1. Read these two headlines about the same news. Then, discuss the questions with a partner.**

To complete this activity you can form pairs and ask students to first read the headlines silently. Then, read the questions aloud along with students and make sure

they understand them. Ask them to discuss the questions with their partners. You may invite volunteers to share their opinions with the rest of the class.

**2. Read and match the articles with the corresponding headlines. Then in pairs, give reasons for your choice.**

Students should continue working in pairs. Have students discuss and decide what article matches what headline and write the appropriate number. Next, you can ask each pair to share at least one reason for their choice.

## Tips

You can read the information in this section and then put it into practice by figuring out the meaning of a word in one of the articles, e.g. *what does course in golf course mean?*

**3. Compare both texts by writing the correct article number next to each sentence.**

Ask students to complete the activity individually. Monitor. Next, have volunteers share their answers. See if everyone agrees. Correct as needed.

**4. Read the information in the table comparing two kinds of newspaper. Then, go back to the articles on activity 2 and write T (tabloid), or B (broadsheet) next to the correct article.**

You can have volunteers read the table aloud. Clarify any doubts. Then, ask students to reread the articles on activity 2 and classify them accordingly. Elicit answers from volunteers and check.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We ambled back to the car./They may retreat at noon./There are ducks in the pond.*

## Lesson 3

## Warm Up

To begin the class you can encourage students to remember the differences between a tabloid and a broadsheet newspaper and invite them to think of examples of tabloid or broadsheet articles, newspapers or magazines that they might have seen. You can also give some examples, e.g. a magazine with an article containing gossip about a famous singer vs. an article that talks about the problems a theater company is facing, etc.



**5. Read and analyze these sentences from the articles on the previous page. Then, answer the questions.**

You can ask a volunteer to read the instructions aloud. Have students complete the activity individually. Then, elicit answers and check. Correct as needed.

**6. Check (✓) the aspects that change between both forms of speech.**

Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to check the appropriate aspects. Then, have volunteers share their answers with the rest of the class. Encourage them to share the examples that allowed them to reach their conclusion and answer.

**7. Work in pairs. Identify and underline the words that describe the people and the actions in both articles. Look at the examples.**

Have students work with a partner. You can read the instructions along with students and then write the example on the board and make sure everyone understands what needs to be done. Ask students to complete the activity. Have volunteers write their answers on the board. Check and correct as needed

**Lesson 3**

**Read and analyze these sentences from the articles on the previous page.. Then, answer the questions.**

a) *Some of them stated it was the biggest one they had ever seen.*  
 b) *"It is the biggest one we have ever seen."*

1. Which one reproduces the exact words said by a person? b  
 2. Which one reports what a person said? a

**Check (✓) the aspects that change between both forms of speech**

punctuation       verb tenses   
 nouns       pronouns

**Work in pairs. Identify and underline the words that describe the people, animals and the actions in both articles. Look at the examples.**

*Panicked golfers jumped into carts to escape from an enormous alligator on a golf course.*

**Examine the underlined words and discuss the following questions.**

1. How do these words enrich the text?  
 2. What kind of information do they provide?

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**8. Examine the underlined words and discuss the following questions.**

You can direct students' attention to the underlined words on the board, if you asked them to write the answers on the board, or have them look at these words in their books. Go over the questions along with students and make sure they understand them. Have students discuss the questions with their partner from the previous activity. Elicit ideas from volunteers.

Read these articles about the same news published in different newspapers. Then, work in pairs and follow the instructions.

a) **Plane catches fire and makes emergency landing**

A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 150 passengers and crew members had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

b) **PANIC – Airline passenger BURSTS INTO FLAMES**

Peruvian passenger plane burst into flames after an emergency landing. Hysterical passengers fled the burning plane just before its right wing exploded. A huge fire spread to the fuselage immediately.

One of the passengers, Mark T, said he wouldn't take a plane in the near future. "It's been the scariest experience I've been through", said Jerry M. All 150 passengers are safe.



Underline that report what someone said and one that quotes the exact words someone said.

Complete the table below with (✓) or (X).

	Article A	Article B
More words to describe protagonists and events	X	✓
Longer sentences	✓	X
Emotional language	X	✓

Write an example of each aspect in the table.

Discuss in pairs: Which kind of text would you rather read to be informed about the news? Why?

Exchanges associated with media. / Compare news in different journalistic publications.

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## Lesson 3

9. Read these articles about the same news published in different newspapers. Then, work in pairs and follow the instructions.

First, you can have students read the articles individually and clarify any doubts or unknown words. Then, form pairs and play Track 18 as many times as you consider necessary for students to underline one sentence that reports what someone said and one that quotes the exact words someone said. Next, ask them to complete the table. Finally, have them write an example of each aspect in the table. Provide any needed assistance. You may elicit answers from volunteers and correct as needed.

10. Discuss in pairs: Which kind of text would you rather read to be informed about the news? Why?

Students should continue working with their partners. Ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to discuss the questions. Invite volunteers to share their opinions with the rest of the class.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students choose something worth reporting to the kids in their school. Ask them to choose one of the two styles exemplified on activity 9 and try to come up with a headline for their report. Invite volunteers to share their headline with the rest of the class.

## Lesson 3



Making a comparative chart

## Session III

Students should have their materials for the product ready for this session. You can ask students to read the information for this product session and clarify any doubts. Have students take out their materials and follow the instructions to make their chart to compare and contrast on construction paper. Remind them to include the versions of the news they chose on the construction paper too. Monitor and provide any needed assistance. Remind students that they will need this material for the final session, so it should be put away in their portfolios.

## Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Reader Facts - It's in the News!

Track 49

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 54 to 57 from the Reader's Book. Invite them to share

Lesson 3

**Check your Progress**

Go to page 71. Read and answer questions e and f according to your performance in the lesson.

Making a comparative chart

**Session III**

**During this session you will:**

1. Get together with your teammates and take out the chart you made in the previous Product session.
2. Look at the articles you chose and compare the pieces of news you chose in Session I in different newspapers. Pay attention to all the aspects analyzed in this lesson and verify all the items you want to contrast.
3. Draw a similar chart to the one in this lesson with all the items you want to contrast on a piece of construction paper. On a piece of construction paper, under the chart write an example of each contrasted element, to show how the same event is presented in different ways according to the two newspapers.
4. Paste the versions of the news you chose on the construction paper too.

	Article A	Article B	Article C
More words to describe protagonists and events			
Longer sentences			
Emotional language			

Save your work. You will use it in a third Product session

**Reading Time!**

Read pages 54 to 57 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

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anything they might have found interesting. You can also ask some questions, e.g. *What types of newspapers are there? Do you remember the names of newspapers mentioned in the reading? What is a tabloid? What is a broadsheet? What are the differences between them? What are the usual sections of a newspaper? What is (section) about? How have newspapers adapted to the age of technology?* etc.

**Review** Lesson 4

**1 Read this news and circle the correct headline.**

ELEPHANTS SAD ENDING STORY

ELEPHANTS HAVE FUN IN MUDDY WATERS

ASIAN ELEPHANTS BREAK FREE FROM A MUDDY HOLE

**THE NEWS**

Last Monday, at a Wildlife Sanctuary in Cambodia, eleven elephants got stuck in an old crater where they had gone to drink and bathe. When the farmers of the area realized the elephants were trapped they informed the Department of Environment who put a rescue plan into action. Local villagers used ropes and vegetation to help the animals out.

"We had to work hard to avoid a tragedy," said Sarah Miles, a Wildlife Society advisor. "The last elephant had to be pulled out of the hole with a rope and every person in the village cooperated." The herd was forced by three adult females a male and seven juveniles. These elephants represent an important part of the wildlife population at the Sanctuary.

**2 Work in pairs the graphic organizer answering the questions about the event to summarize the main information in the article.**  
Students' own answers

Q # 1 What happened?  
> A # 1

Q # 2 Where did they get stuck?  
> A # 2

Q # 3 When did they get stuck?  
> A # 3

Q # 4 Who was involved?  
> A # 4

Q # 5 How did they save them?  
> A # 5

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## Lesson 4



## 1. Read this news and circle the correct headline.

To complete this activity you can ask students to first read the headlines. Then, silently read the news so that they can choose the correct headline. Elicit the answer and see if everyone agrees. Invite volunteers to mention the clues that them choose the headline.

## 2. Work in pairs. Complete the graphic organizer answering the questions about the event to summarize the main information in the article.

Form pairs and ask students to complete the graphic organizer by answering the questions about the news they just read to summarize the main idea in the article. You can first read the questions along with students and then let them answer them. Monitor. Elicit answers and check.

## Product 4

### Making a comparative chart

You can begin the lesson by encouraging students to share any interesting or important information they learned in this unit. Ask them to tell you their opinion about looking at the same news presented in different ways. Did this experience allow them to learn something new? Ask them to read the information that corresponds to the presentation of this product so that they can prepare to present it. Clarify any doubts. Give students enough time so that they can go over the information and make sure their charts are complete and also so that they can decide on the participation of each team member. Have each team present their chart. Encourage them to explain the aspects they compared and contrasted and read the examples. Remind everyone to be respectful while watching their classmates' presentations. You may place the charts on different classroom walls so that everyone can get close and read the news they found interesting during the presentations. Remind students to save their written work in their Portfolios.

## SHOW TIME 4

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 172 to clarify, reinforce and review the grammar learned in this unit.

### Reader Facts - It's in the News!

#### Track 49

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. To finish this unit's reading, read pages 58 to 60 from the Reader's Book and encourage students to mention the most interesting facts they remember from the reading.

### Assessment

Assessment

Let's reflect! Check (✓) each of the achievements you accomplished. Cross out (✗) the ones you didn't and ask your teacher for help.

Now I can ...

- review news from the newspapers.
- read and understand journalistic news.
- contrast news from different newspapers.
- ask and answer questions to understand content.

During the planning and performing of the final product, I...

- participated actively
- found interesting and useful information on the Internet.
- contributed with observations and point of view when making the chart.
- felt more confident and fluent than at the beginning of the lesson.
- spoke clearly and used the appropriate body language during the presentation.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

---

Co-evaluation

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree    2 = Disagree    3 = Needs Practice

	Yourself	1	2	3	4
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates.					
Was a valuable member of the team.					
<b>TOTAL</b>					

Unit 4 - Extral Extral Read all about it

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 73 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their performance, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.*

You may also invite students to share the remedial work strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 74 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Questionnaire

Select the appropriate answer to assess your students' performance.

1. Was the student able to anticipate news content from their structure?

- a. Yes                                      b. Sometimes                                      c. No

2. Was the student able to organize information to answer basic questions?

- a. Yes                                      b. Sometimes                                      c. No

3. Was the student able to infer implicit information from journalistic notes, making connections between headlines and initial paragraphs?

- a. Yes                                      b. Sometimes                                      c. No

4. Was the student able to exchange points of view about the same news story?

- a. Yes                                      b. Sometimes                                      c. No

5. Was the student able to contrast news in different newspapers?

- a. Yes                                      b. Sometimes                                      c. No

a= 2 points

b = 1 point

c= .5

8 - 10 points = Excellent

5- 7 points = Ok


0-4= Poor



**Unit 5** Lesson 1 To be or not to be...

**Discover** What is literature?

**1** Read an extract of the story *Alice in Wonderland* and match the pictures with the parts of the text.



[ 2 ] Hmm...He won't answer me. How impolite of him! I wonder if I might follow him. Why not? I will follow him.  
 [ 3 ] How curious. I never realized that rabbit holes were so dark... and so long...and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! I wonder how many miles I've fallen by this time. I must be getting somewhere near the center of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!  
 [ 1 ] I say, Mr. White Rabbit, where are you going?

**Work in pairs and discuss the following questions.**

- Who is Alice speaking to in the second and third pictures?
- Why is she doing that?

**Write Monologue or Dialog next to the definitions below.**

- A conversation between two or more characters in a story.
- A speech given by one character to himself / herself, another character, and/or the audience.

Recreational expression: I give you a brief monologue on a subject of interest.

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### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can ask students to mingle and greet each other shaking hands. Then, ask them to greet each other in a more specific way, e.g. as if you were friends that hadn't met in a long time, as if it was someone who you don't trust, someone you don't like, someone you are secretly in love with, someone with bad breath, someone who looks scary, etc.

## UNIT 5

### To Be or Not to Be...



1. Read an extract of the story *Alice in Wonderland* and match the pictures with the parts of the text.

You can read the instructions along with students and then ask them to silently read and complete the activity. Elicit answers and check.

2. Work in pairs and discuss the following questions.

Form pairs and ask students to discuss the questions. You can go over the questions before they start discussing them. You may invite volunteers to share their conclusions with the rest of the class.

3. Write Monologue or Dialog next to the definitions below.

Direct students' attention to the activity and ask them to read the definitions and determine which one is which. Then, elicit the answers and check. Correct as needed.

## Lesson 1

## Warm Up

You can choose some action verbs and have students take turns to come to the front and act them out for the rest of the class.



#### 4. Match the genres of monologues with their characteristics.

You can have volunteers take turns to read the characteristics of the monologues and ask them to determine which is which. Then, elicit the answer and see if everyone agrees.

#### 5. Listen and read along. Then, label the monologues with their corresponding genres, interior or dramatic. In pairs give reasons for your answers.

Tell students they will now listen and read along. Ask them to label the monologues with the corresponding genre. Play Track 19 as many times as you consider necessary for students to complete the activity. Next, form pairs ask them to compare their answers. Tell them to give reasons for their answers. Elicit the answers along with the reasons for them and check.

#### 6. Work in pairs. Read the Tips box, study the monologues above and answer the questions.

Students should continue working in pairs. Ask a volunteer to read the Tips box aloud and clarify any doubts, you can elicit names of TV shows or movies students might know that are either comic or serious to exemplify. Then, go over the questions along with students and make sure everyone understands them. Have students look at the monologues and answer the questions with their partner. Monitor. Elicit answers from volunteers and see if everyone agrees.

**Match the genres of monologues with their characteristics.**

**Interior monologue**

**Dramatic monologue**

A speech by a single character given to the audience or another character. It can be formal or informal, funny or serious.

A speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

**Listen and read along. Then, label the monologues with their corresponding genres, interior or dramatic. In pairs give reasons for your answers.**

1 interior

*Anne of Green Gables looking at herself in the mirror...*

I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't - I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it?

(Adapted from *Anne of Green Gables* by Lucy Maud Montgomery)

2 dramatic

*Marc Anthony to the people of Rome...*

Friends, Romans, countrymen, lend me your ears; I come to bury Caesar, not to praise him. The evil that men do lives after them; The good is often interred with their bones; So let it be with Caesar...

(Adapted from *Julius Caesar* by William Shakespeare)

**Work in pairs. Read the Tips box, study the monologues above and answer the questions.**

1. What is the topic of each monologue?
2. Which one has a funny or comic tone and which one is serious?
3. Why is monologue 2 more formal? What is the situation?
4. Do you think they are for children, teenagers and/or adults? Why?

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Unit 5 • To be or not to be...

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Billy was praised for his great effort./ That evil man destroyed everything he could./She was interred with the military honors due to her.*

**Classify the topics in the box into the mind map below. Add two more topics to each category.**

**Monologues**

**Family**  
Things that I do that annoy my parents  
Good and bad things about having siblings

**School**  
The coolest project I have ever made  
Students should choose what they want to learn at school

**Me**  
My hobbies  
The craziest thing I've done

**Relationships**  
My best friend  
How I met my girlfriend/boyfriend...

**My hobbies**  
My best friend  
Things that I do that annoy my parents  
The coolest project I have made  
Good and bad things about having siblings  
The craziest thing I've done  
Students should choose what they want to learn at school  
How I met my girlfriend/boyfriend

**Work in teams of three. Choose three topics from the mind map, and write words and expressions related to them in your notebooks. Use a dictionary or ask your teacher for help. Look at the example.**

*My hobbies: love, going to...playing ...every day I also like ...collecting ...*

Recreational expression: I impromptu a brief monologue on a subject of interest.

Unit 5 / 75

## Lesson 1

**7. Classify the following topics in the box into the mind map below. Add two more topics to each category.**

To complete this activity you can read the topics along with students and make sure everyone understands what they are. Then, direct their attention to the mind map and ask them to complete them. Remind them to add two more topics to each category. Monitor and provide any needed assistance. To check, you can have students take turns to come to the board and make the mind map.

**8. Work in teams of three. Choose three topics from the mind map and write words and expressions related to them in your notebooks. Use a dictionary or ask your teacher for help. Look at the example.**

Form teams of three. Ask students to choose three topics from the mind map and write words and expressions related to them in their notebooks. Tell them they can use a dictionary if they need to or you can assist them if necessary. Read the example along with them and clarify any doubts. Monitor. You can invite a member from each group to share some of their words and expressions.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students make a mind map about topics people in their community or school might find interesting. Encourage them to think of details that describe that topic. Then, invite them to make a mind map like the one on page 75. You can ask volunteers to draw it on the board and see what information they've included.

## Lesson 1



## Playing "Improvvised Monologues"

## Session 1

You can tell students that this unit's product will be to design and play a game called Improvised Monologues. Ask them to silently read the information about the product on their books and clarify any doubts. Form teams of five and ask students to brainstorm topics for their monologues and make a list on their notebooks. Tell them they can use a mind map like the one they completed in this lesson or any other diagram if they consider it necessary. Tell them to write down expressions and words related to each of the topics so that they'll help them with the vocabulary they will need for their monologue. Remind them they can always use a dictionary if they need to. Remind students that they will need this material for the following sessions, so it should be put away and kept in a safe place until the next session.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1

Create

Product

---

Check your Progress

Go to page 87. Read statement 1 and mark your progress according to your performance in the lesson.


Playing "IMPROVISED MONOLOGUES"

Session 1

In this unit, your final product is designing and playing a game called Improvised Monologues. You will work in small teams to decide on the genres and topics of the monologues to perform, and the rules to play the game. So, let's start with this first session.

1. Get together in teams of five. Brainstorm monologue topics you find interesting and appealing and make a list in your notebooks.
2. Include topics that can be used for a dramatic or interior monologue. You can use a mind map as the one in this lesson, or any other diagram you like.
3. Write expressions and words related to each of the topics you listed. Use a dictionary to help you with the vocabulary you will need for your monologue.

Save your work. You will use it in the following Product session.



Reading Time!

Read pages 61 to 63 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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Unit 5 · To be or not to be...

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Story Great Writers Great Monologues****Track 50**

During this unit, students will read small paragraphs of different monologues written by great writers. Before you begin today's lesson, read pages 61 to 63 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is a monologue? What kinds of monologue are there? What ancient Greek writers are mentioned in the reading? What is this reading going to be about? Had you heard of any of these writers before?*

**Lesson 2**

**Discover** What can you do to convince someone so that you can get something you want?

**1. Work in pairs and discuss these questions.**

- Have you ever had to talk to more than ten people? What about?
- If not, what things do you think are important when giving a speech?
- What kind of body language is the most appropriate?


**2. Work in pairs. Read this monologue and answer the questions.**

- Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes, and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

> Who is Colin speaking to? *Colin is speaking to his own self, practicing his speech.*

> What is the purpose of his speech? *To convince the audience to vote for him.*

**3. Now, listen to the monologue and check (✓) the picture that shows the situation.**



**4. Read the statements and underline the correct options.**

- Body language is important / not important when delivering a speech.
- In order to convince people of voting for him, Colin should concentrate on his speech but not look at his audience / make visual contact with his audience.
- Colin should stand still and read his proposal / show enthusiasm by making some body movements.

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#### 4. Read the statements and underline the correct options.

You can have volunteers read the instructions and statements aloud or ask them to read them silently and answer. You can have volunteers write the correct sentences on the board.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I studied more to improve my grades. Kids called me four-eyes, geek, nerd. You name it.*

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can invite students to share if they have ever gone to the theater and seen a monologue being performed, if they have, ask them to share the name of the play and what the monologue was about. If nobody has seen a monologue on stage, invite students to think if they know any monologues from any plays (the language doesn't matter).



#### 1. Work in pairs and discuss these questions.

To complete this activity you can form pairs and ask students to discuss the questions. Monitor. You can invite volunteers to share their answers with the rest of the class.

#### 2. Work in pairs. Read this monologue and answer the questions.

Students should continue working in pairs. Ask them to first read the monologue and then answer the questions with their partner. Monitor. Elicit the answers and check.

#### 3. Now, listen to the monologue and check (✓) the picture that shows the situation.

You can ask a volunteer to read the instructions aloud. Then, play Track 20 as many times as you consider necessary for students to complete the activity. You can elicit the answer and check.

## Lesson 2

## Warm Up

You can form small groups and ask them to come up some ideas to convince the rest of the class why one of them should be chosen as class president and then present them to the rest of the class.



### 5. Listen to Kate's monologue. Then, answer the questions.

To complete this activity you can play Track 21 as many times as you consider necessary for students to understand the monologue so that they are able to answer the questions. Elicit the answers and check.

### 6. Check (✓) the emotion she wants her listener to feel.

Read the instructions and emotions along with students and ask them to check the correct emotion. Elicit which one it is. See if everyone agrees.

### 7. Look and match the pictures showing Kate's speech with her intentions.

You can first direct students' attention to the pictures and encourage them to describe what they see. Then, read the instructions along with students and ask them to complete the activity. Monitor. Elicit the answers and check. Encourage students to share what let them know Kate's intentions.

Lesson 2

**5. Listen to Kate's monologue. Then, answer the questions.** 21

> Who is Kate talking to? \_\_\_\_\_ To her father

> What about? \_\_\_\_\_ a school party

> What is the purpose of her speech? \_\_\_\_\_ That her father lets her go to the party

**6. Check (✓) the emotion she wants her listener to feel.**

happiness  forgiveness  anger

**7. Look and match the pictures showing Kate's speech with her intentions.**

2

4

1

3

1 Justifying misbehavior      2 Begging for permission  
3 Begging for permission again      4 Recognizing mistakes

**Glossary**

**forgiveness:** (n) the act of not punishing someone for something the person has done

**tidy up:** order and arrange things in the right place

**fail:** (v) to not succeed in what you are expected to do

**8. Read and listen again to Kate's monologue and add slashes (/) every time she makes a pause.** 21

Oh, Dad, please, please. / Let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. What I mean is / I can't miss it! / I know I haven't been good lately. I know I haven't tidied up my room, / and I failed my exams, and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, / I mean / he's not a baby anymore, right? Anyway, / going back to the party, please let me, won't you? / What do you say?

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### 8. Read and listen again to Kate's monologue and add slashes (/) every time she makes a pause.

You can ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Play Track 21 as many times as you consider necessary for students to complete the activity. To check, you can have volunteers take turns to read the sentences up to where they added each slash. Correct as needed.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *He was on his knees asking for forgiveness. / Before you go out you have to tidy up your room. / I failed the test.*

Recreational and Literary Environment

**I** Read the sentence before and after the words in italics in the monologue and discuss the question in pairs.  
Why does Kate use the phrases *What I mean is...* and *I mean...*?

**II** Plan and write a monologue about the following situation:  
You are a father or mother scolding your son or daughter for misbehavior. You feel angry and want him or her to understand why you are angry and to recognize his or her misconduct.

Steps:

- > Think of the situation why you are scolding your son or daughter.
- > Discuss and decide on the most appropriate body language and tone of voice to convey your feelings and achieve your purpose (recognizing misbehavior).
- > Include pauses to create effect and expressions like *What I mean, I mean...* to make sure your message is clear.

Students' own answers

**III** Get together with another pair and compare your monologues. Take turns performing them.

Recreational expression / Impersonate a brief monologue on a subject of interest.

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## Lesson 2

**9.** Read the sentence before and after the words in italics in the monologue and discuss the question in pairs.

To complete this activity you can have a volunteer read the instructions aloud and make sure everyone understands what needs to be done. Form pairs. Ask them to read the sentence and discuss the question. Elicit the answer and see if everyone agrees.

**10.** Plan and write a monologue about the following situation:

You can read the instructions and situation along with students and clarify any doubts. They can continue to work with their partner from the previous activity. Ask them to complete the activity. Monitor and provide any needed assistance.

**11.** Get together with another pair and compare your monologues. Take turns performing them.

Have each pair get together with another pair and ask them to compare their monologues. Then, have students take turns to perform their monologues. You can give them some time to rehearse and prepare before their performances.

## Lesson 2



## Playing "Improvvised Monologues"

## Session II

Students will now continue to work on this unit's product. You can ask them to silently read the instructions for this product session and clarify any doubts. Ask students to get together with their teams and follow the steps to make their chart, brainstorm different gestures and facial expressions associated with the emotions and rehearse them. You may also ask students to take turns to improvise a short monologue with their teammates using the body language and emotions they discussed during the session. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Create

Product

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Playing "IMPROVISED MONOLOGUES"

Check  
your Progress

Go to page 87. Read statement 2 and mark your progress according to your performance in the lesson.

Session II

1. Get together with your teammates and take out the list of possible topics for the monologues you chose for your game.
2. Go over the vocabulary and expressions you listed and take some minutes to think of some more words you could add.
3. Draw a chart to list the different ways in which you can feel: angry, sad, happy, nervous, excited, etc. Try to cover as many emotions as possible. Use a dictionary to help you with new words. Then, brainstorm different gestures and facial expressions associated with each of the emotions in your list. Rehearse them with your teammates.
4. In order to get some practice before actually playing the game, you can take turns with your teammates picking up one of the topics in your list, looking at the connected words and expressions, and improvising a short monologue. Include the body language you have discussed in this session.
5. Ask your teacher to help you if necessary.

Save your work. You will use it in the next Product session.



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Reading Time!

Read pages 64 to 67 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

Unit 5 · To be or not to be...

## Reading Time!


Reader Fiction – Great Writers Great Monologues  
Track 50

You can ask students to read pages 64 to 67 from the Reader's Book as homework and have them discuss what they read at the beginning of the following class. Or, you can also have volunteers take turns and read these pages during class. Invite students to mention what they read about; ask them some questions, e.g. *What is the monologue from The Casket Comedy about? Who is the author? What is the monologue from The Cherry Orchard about? Who is the author? Who is the character that performs the monologue? What is the monologue from The Phantom of the Opera about? Who is the author? Who is Erik? Who does he fall in love with?* etc.



Recreational and Literary Environment

## Lesson 3

Discover  What differences do you think there are between you and teenagers from the USA?

**1** Discuss the following questions in pairs.  
 • When was the last time you thanked someone? What was it for?



**2** Work in pairs. Check (✓) the situations below where you would use more formal language. Can you think of any other situations?

a) in a speech or lecture	<input checked="" type="checkbox"/>
b) with friends and relatives	<input type="checkbox"/>
c) in a job interview	<input checked="" type="checkbox"/>
d) in a ceremony	<input checked="" type="checkbox"/>
e) in everyday conversations	<input type="checkbox"/>

**3** Listen and read the following monologues. Write F (formal) or I (informal) next to each one. Then, match them with the pictures.

1. We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage. [ F ]

2. Thanks guys for coming! Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers! [ I ]

Glossary

heritage: (n) aspects related to the culture of a particular society, such as traditions, languages or buildings that have historical importance

thrilled: (adj) extremely happy

awesome: (adj) (informal) extremely good

**4** Underline the formal expressions in monologue 2 that correspond to the following informal ones in monologue 1.

a) Anna and I are thrilled    b) Thanks guys for coming    c) Cheers!

Recreational expression / Impersonal formal monologue on a subject of interest

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### 3. Listen and read the following monologues. Write F (formal) or I (informal) next to each one. Then, match them with the pictures.

You can read the instructions along with students and clarify any doubts. Play Track 22 as many times as you consider necessary for students to complete the activity. Monitor. Elicit answers and see if everyone agrees.

### 4. Underline the formal expressions in monologue 2 that correspond to the following informal ones in monologue 1.

You can ask a volunteer to read the instructions aloud and have students complete the activity. Elicit answers and check.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *We must all take care to preserve our national heritage. / He was thrilled with the news. / That game is awesome!*

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can choose three students to stand in the front. One of them is the good, the other one is the bad and the other one is the very bad. The class asks them questions or shares problems to which the three students provide a different kind of advice, good, bad and very bad. You can switch the roles around as you consider appropriate. E.g. Problem: I lost my dog. Good: Make some signs and put them on visible places around your neighborhood. Bad: Walk around your neighborhood until you find your dog. Very bad: Scream your dog's name until it returns.



**1. Discuss the following questions in pairs.** Form pairs and ask students to discuss the questions. You may elicit answers from volunteers.

**2. Work in pairs. Check (✓) the situations below where you would use more formal language. Can you think of any other situations?**

Students should continue working in pairs. Read the instructions and ask students to complete the activity. Elicit answers and see if everyone agrees.

## Lesson 3

## Warm Up

You can form groups and assign them an object, e.g. an apple, a stapler, a pencil, etc. Give students less than 5 minutes to come up with ideas of what that object would say if it could talk. Tell them to write these ideas as if they were a short monologue. Have each group present their monologue to the rest of the class.



**5. Match the following informal expressions on the left with the formal ones on the right.**

To complete this activity you can go over the instructions and expressions with students and clarify any doubts. Then, ask them to complete the activity individually. Elicit answers and check. Correct as needed.

**6. Work in pairs. Take turns performing the monologues in this lesson. Use appropriate body language.**

Form pairs. Ask students to choose one of the monologues from this lesson. Tell them to take turns performing it. Remind them to use appropriate body language. Monitor. Provide any needed assistance. You may invite volunteers to perform a monologue for the rest of the class.

**7. Read the topics for a monologue in the box and then, complete the table with words, expressions, and ideas to include in each of them. Use a dictionary if necessary.**

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity individually. Remind them they can use a dictionary if they need to. Monitor. Elicit answers from volunteers.

Lesson 3

**Match the following informal expressions on the left with the formal ones on the right.**

Tips

Read and complete the sentences with the words formal and informal.

- We use formal language in situations that involve people we do not know.
- We use informal language in situations that involve people we know well. It is more casual and spontaneous.

**Teacher praising her students for their good exam results**

**President of company praising his staff for their good work**

a) I'm so happy c. This shows your commitment.

b) I can see you've studied. d. Continue with your good performance.

c) This shows when you put satisfied. your mind to it you can do it. a. I am most pleased /satisfied.

d) Keep it up! b. I am aware of your effort.

**Work in pairs. Take turns performing the monologues in this lesson. Use appropriate body language.**

**Read the topics for a monologue in the box and then, complete with words, expressions, and ideas to include in each of them. Use a dictionary if necessary.**

1. A day to remember
2. What you would like to be and do when you grow up
3. Thanking someone and giving reasons

**Notes**

1. Students' own answers
2. Students' own answers
3. Students' own answers

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Unit 5 • To be or not to be...

## Tips

You can invite volunteers to read the information in the box aloud and invite them to remember the formal and informal monologues they read on the previous page.

**Get together in groups of three. You are going to improvise a monologue about one of the topics in activity 7. Discuss these questions to decide the rules to play.**

- > How will you decide which monologue the player has to perform?  
Students' own answers
- > Are you going to roll a dice or flip a coin to know who starts first?  
Students' own answers
- > What's the time limit for turns to speak?  
Students' own answers
- > How does the game continue?  
Students' own answers

**Complete this table to assess your classmates' performances.**

	Student 1	Student 2	Student 3
Content:			
Verbal language:			
Body language:			

**Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.**

Recreational expression / Improvise a brief monologue on a subject of interest.

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## Tips

You can read the information in this section along with students and invite volunteers to share examples of positive feedback, you could also share examples of positive feedback, e.g. *I think that your monologue was very interesting. Your language was OK. Your body language was excellent. Maybe you could try to speak more slowly so that it is easier to understand the words that you are saying.*

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or as a class play charades. Encourage students to act out emotions and/or action verbs. Prepare some words you can use. Assign the word and have the student act out for their classmates to guess.

## Lesson 3

**8. Get together in groups of three. You are going to improvise a monologue about one of the topics in activity Discuss these questions to decide the rules to play.**

Students should work in groups of three. Tell them they will improvise a monologue from one of the topics in activity 7. Ask them to discuss and answer the questions to determine the rules of their game. Monitor and provide any needed assistance. After the rules have been determined, students should take turns to perform the monologue following the rules of their group.

**9. Complete this table to assess your classmates' performances.**

While still working with their groups, students should assess their classmates' performances. You can go over the table and clarify any doubts if necessary.

**10. Comment on your classmates' performances giving positive feedback and making suggestions on how to improve their speech.**

Allow students some time to give positive feedback about their classmates' performances. Ask them to give them suggestions on how to improve their speech.

**Tips**

When giving feedback...

- keep it positive.
- be specific to clarify what you liked.
- make suggestions to improve the aspects that need work.

Remember that constructive feedback helps to improve everyone's performance.

## Lesson 3



## Playing "Improvvised Monologues"

## Session III

Tell students that they are very close to completing this unit's product. Ask them to read the information that corresponds to this third session. Clarify any doubts. Ask students to get together with their teammates and go over their list of monologue topics and situations. Tell them they can add or remove any topics to create their final list. Ask them to look at their chart of emotions and feelings to make sure it is complete. Then, they should decide on the rules to play their game. They can look on the previous page to choose their options and write them down on their notebooks. Have students draw a table to assess their teammates' performances. Tell them they should decide the aspects that they are going to evaluate and be prepared to give feedback always thinking of sharing ideas that will help their teammates improve.

Remind students that they will need this material for the final session, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 3

Create

Product

**Check your Progress**

Go to page 87. Read statements 3 and 4 and mark your progress according to your performance in the lesson.

Playing "IMPROVISED MONOLOGUES"

**Session III**

This is the third session to create your product and you are almost finished. Follow these steps to continue working on it:

1. Get together with your teammates. Go over your list of monologue topics and situations. Add or remove any topics to edit a final list.
2. Look at your chart of emotions and feelings. Make sure it is complete.
3. Now, decide on the rules to play your game. Look at the questions on the previous page and choose your options. Write them down in your notebook.
4. Draw a table to assess your teammates' performances. Decide which aspects you are going to evaluate and be prepared to give feedback. Remember it is important to value your teammates' strengths and to make suggestions to help improve their performance.

Save your work. You will use it in the last Product session in this unit.

**Reading Time!**

Read pages 68 to 71 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

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Unit 5 • To be or not to be...

## Reading Time!

Reader's Story – Great Writers Great Monologues  
Track 50

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 68 to 70 from the Reader's Book. Invite them to share anything they might have found interesting. You can also ask some questions, e.g. *What is Moliere's speech about? Who is the character that performs the monologue? Who wrote The Adventures of Huckleberry Finn? What is The Adventures of Huckleberry Finn about? What is Huck's monologue about?*

**Review** Lesson 4

**1** Read these two monologues and write I (interior) or D (dramatic) next to each one, according to their type. Then, write on the line what situation they describe.

**A**  
Oh, I can't believe it! He spoke to me... to me! Of all girls at school, isn't that awesome? I wonder how I looked... did I look alright? Was I blushing? I was so tense I don't even remember what I said. And he's so cute! Should I speak to him tomorrow? I need something to say, or maybe I can just say hi yes, that's it! I don't want him to notice I have a crush on him. [ I ]  
A girl feeling happy because the boy she likes spoke to her

**B**  
Without you I'm miserable. If you marry me I will happily watch romantic movies with you, and go shopping for clothes all day long. I'll never leave my socks on the floor. I'll even learn how to use the washing machine. I'll never complain if you take hours getting ready to leave the house. I'll never forget your birthday. Please say yes... [ D ]  
A man asking a woman to marry him

**2** Choose some of the words in the box to answer the following questions:

excited   worried   anxious   nervous  
happy   disappointed   unsure

> How do you think the man feels?  
Possible answers: He feels anxious, nervous

> How do you think the girl feels?  
Possible answers: She feels excited, happy, unsure

**3** Write your own version of monologue A in your notebook. Use some of the sentences in the box and your own ideas to what the girl says.

Did I look OK? / I felt very nervous. / He/She is so beautiful/cute/handsome  
I don't know what to do. / Should I start talking... / Perhaps, it's better to...  
He/She mustn't know how much...

**4** Compare your monologues in pairs. Take turns performing it. Use body language to show your emotions. Give your partner feedback on his/her performance.

Recreational expression / Impersonate a brief monologue on a subject of interest.

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## Lesson 4

Before you begin you can explain to students that they will now put everything they have learned so far in the unit into practice.



- 1. Read these two monologues and write I (interior) or D (dramatic) next to each one, according to their type. Then, write on the line what situation they describe.**

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity individually. Elicit the answers and check.

- 2. Choose some of the words in the box to answer the following questions:**


You can have a volunteer read the instructions aloud. Have students answer the questions with the words from the box. Elicit answers from different volunteers and see who agrees or who choose a different feeling.

- 3. Write your own version of monologue A in your notebook. Use some of the sentences in the box and your own ideas to paraphrase what the girl says.**

Students should complete this activity in their notebooks. Read the instructions and sentences in the box along with students and make sure they understand what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance.

- 4. Compare your monologues in pairs. Take turns performing it. Use body language to show your emotions. Give your partner feedback on his/her performance.**

Form pairs and ask students to compare their monologues. Then, ask them to take turns to perform it. Remind them to use body language to convey emotions. Ask them to give their partner feedback so that they can improve. Monitor.



**Check your Progress**

Go to page 87 and mark your progress according to your performance in the book.


**Final Notice**

As you learned during this unit, monologues are speeches delivered by one character to the audience or to another character. They can be dramatic or satirical.

Now that you have discussed possible monologue topics for teenagers, will you have analyzed how to use body language to express different emotions and feelings? It's time to play the game following the rules you have agreed on.

- Get together with your teammates and take out the list of topics with related words and expressions, and the rules to play the game.
- Take a few minutes to look at the topics and the words and expressions to refresh your memory.
- Start playing the game according to the rules you wrote. You may want to limit everyone's participation.
- Once you participate, listen to your teammates and be respectful.
- Remember to assess each player's participation and give a brief feedback on his or her performance.
- Once the game is over look at your assessment table to decide whose performance was the best.

**Congratulations!** This is a great evidence on how you are progressing at learning and communicating in English. Save your written work in your Portfolio.



**Reading Time!**

Read pages 71 to 74 from the Reader's Book. Then, discuss what you read at a group before you proceed with the next unit, visit the Grammar Reference section on page 173 to clarify, reinforce and review the grammar learned in this unit.

**Boats** Secondary • Evaluation Instrument Unit 5

Name: \_\_\_\_\_ Date: 11 / 12 / 13 Grade: \_\_\_\_\_

Evaluation Instrument - Rules

**2 Mark (✓) the columns according to Mark performance.**

By referring to	Good	Good with some difficulties	Needs improvement	Not satisfactory
1. Recognize different types of monologues. (pp. 70)				
2. Notice the importance of body language to convey emotions. (pp. 71 and pp. 72)				
3. Choose appropriate language according to the situation (formal or informal). (pp. 73)				
4. Come up with rules to participate in the "Improvvised monologues" game. (pp. 82 and pp. 83)				
5. Give feedback to classmates so that they are able to improve their performances. (pp. 83 and pp. 84)				

Use the results to decide on and suggest ideas to improve your English learning.

## Product

## SHOW TIME 5

### Playing "Improvvised Monologues"

You can begin this lesson by encouraging students to share what their favorite monologue was and why. Have students read the information that corresponds to this final step of the product and clarify any doubts. Have students get together with their teammates and review their monologue topics, words, expressions and rules to play their game. Next, students should play their game. Ask them to time everyone's participation. Remind them to be respectful while watching their teammates performances. They should also assess their teammates' participation and give a brief feedback. Finally, ask them to determine the areas in which they all can improve and encourage them to think of ways in which they can do so.

Remind students to save their written work in their Portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 173 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – Great Writers Great Monologues Track 50

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. To finish this unit's reading, read pages 71 to 74 from the Reader's Book and encourage students to mention the monologue they liked the most. You can also ask some questions, e.g. *Who is Griffin? What is his monologue about? Who is Jane? What is her monologue about? What is The Ideal Husband about? Who is Mabel?*

### Assessment

**Assessment**

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- identify different kinds of monologues.
- plan a monologue.
- present a monologue.
- give my classmates constructive feedback on their performance.

During the planning and performing of the final product I ...

- participated actively.
- was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions.
- felt more confident and fluent than at the beginning of the unit.
- showed a critical and self-critical constructive attitude to assess my work and my classmates' strengths regarding the command of the English language.
- made suggestions to improve my classmates' performance.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree    2 = Disagree    3 = Needs Practice

	Yourself				
		1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					

Unit 5 - To be or not to be...

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## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 88 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 87 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school. Etc.* You may also invite students to share the strategies they came up with.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Rubric**

SCALE 5	SCALE 4	SCALE 3	SCALE 2	SCALE 1
Always recognizes types of monologues	Recognizes types of monologues most of the time	Recognizes types of monologues some of the time	Rarely recognizes types of monologues	Never recognizes types of monologues
Always Values the appropriate type of body language for a monologue	Value the appropriate type of body language for a monologue most of the time	Value the appropriate type of body language for a monologue some of the time	Rarely Value the appropriate type of body language for a monologue	Never Value the appropriate type of body language for a monologue
Always uses the proper register when speaking.	Uses the proper register when speaking. most of the time	Uses the proper register when speaking some of the time	Rarely uses the proper register when speaking.	Never uses the proper register when speaking.
Always chooses adequate words, expressions, and verbal language.	Chooses adequate words, expressions, and verbal language most of the time	Chooses adequate words, expressions, and verbal language some of the time	Rarely chooses adequate words, expressions, and verbal language.	Never chooses adequate words, expressions, and verbal language
Always gives positive and constructive feedback.	Gives positive and constructive feedback most of the time	Gives positive and constructive feedback some of the time	Rarely gives positive and constructive feedback	Never gives positive and constructive feedback

Scale 5 = 1

Scale 4 = .75

Scale 3 = .50

Scale 2 = .25

Scale 1 = 0



**Unit 6** Lesson 1 You Won't Believe It!

**Discover** What is an experience you will never forget? Why?

**1** Match the scenes with the words in the box that describe them. Some may go with more than one scene.

**exciting**      A / B / C      beautiful sight      A  
**great match**      B      airport      C  
**entertaining**      B      celebrate victory      B  
**sunny day**      A      flight departed      C

**2** Work with a partner. Describe the scenes to each other. Use some of the words in the previous activity.

**3** Look at the people in the picture and discuss in pairs how they feel. Use some of the words in the box.

excited    upset    happy    surprised    relaxed

Exchanges associated with information of oneself and of others. Connect own and others' experiences in a conversation.

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### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can invite volunteers to share what they did last summer/last Christmas/last weekend or during any other holiday. You may share your own experiences too.

## UNIT 6

### You Won't Believe It!



- 1. Match the scenes with the words in the box that describe them. Some may go with more than one scene.**

You can direct students' attention to the pictures and ask them to tell you what they see. Then, have some volunteers read the words aloud and make sure everyone understands their meaning. Ask them to match the scenes with the words. Elicit answers from different students and see if everyone agrees.

- 2. Work with a partner. Describe the scenes to each other. Use some of the words in the box.**

Form pairs. Ask them to take turns to describe the scenes to each other. Encourage them to use the words in the box. Monitor.

- 3. Look at the people in the pictures and discuss in pairs how they feel. Use some of the words in the box.**

Now, each pair should discuss how the people in the pictures feel using the words in the box. Monitor. You can invite volunteers to share their ideas with the rest of the class.

## Lesson 1

## Warm Up

You can form two teams. Have each team sit in a line. Whisper the same sentence to the first student of each team. Then, they have to whisper what they heard to the person next to them. And so on. When the message reaches the end of the team, that person must say the sentence out loud. Many times the sentence will be a different one!



#### 4. Listen to three dialogs and complete the table.

To complete this activity you can ask students to listen and complete the table. Play Track 23 as many times as you consider appropriate for students to complete the table. Elicit the answers and check.

#### 5. Read the words in the box and check their meaning with a partner. Then complete the dialogs.

You can ask volunteers to read the instructions and the words in the box aloud. Then, form pairs and ask students to check the meaning of the words with a partner and complete the dialogs. Monitor. Finally, you can invite volunteers to take turns to share the answers with the rest of the class.

#### 6. Role-play the dialogs in pairs. Pay attention to intonation and body language to make them sound real.

Students can continue working with their partner from the previous activity. Ask them to role-play the dialogs making sure to pay attention to intonation and body language so that they sound real. Monitor. You can invite volunteers to role-play the dialogs for the rest of the class.

### Lesson 1

**Listen to three dialogs and complete the table.**

	Who is the speaker talking to?	What is the topic of conversation?	How are they communicating?
Dialog 1			
Dialog 2			
Dialog 3			

**Read the words in the box and check their meaning with a partner. Then complete the dialogs.**

you missed it    a bit expensive    terrible traffic jam    the top of my voice  
 plenty of pictures    got stuck    a beautiful sight

**1.**

Mark: Hello?

Rob: Hi, Mark. It's Rob.

Mark: Hi! You're back! So, how was it?

Rob: We loved it. Such \_\_\_\_\_ I We took \_\_\_\_\_. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?

Mark: We'd like to, but I don't know, the airline ticket is \_\_\_\_\_.

**2.**

Sean: You didn't go to the football match! \_\_\_\_\_!

Dad: Yeah, I know Arsenal won.

Sean: Yes, with two amazing goals. I shouted at \_\_\_\_\_! It was very exciting! Next time you should come with Jimmy and me, dad.

Dad: Sure!

**3.**

Stephanie: Hi, Kate. We missed you. How were your holidays?

Kate: Great, but you won't believe what happened to Maggie and me in New York.

Stephanie: What happened?

Kate: We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine, and then there was a terrible \_\_\_\_\_! We \_\_\_\_\_ behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!

Stephanie: Oh, no!

**Role-play the dialogs in pairs. Pay attention to intonation and body language to make them sound real.**

Unit 6 - You Won't Believe It!

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### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students share a trip or journey they enjoyed. Encourage them to mention what they did, who they did it with and why they enjoyed it.

## Lesson 1

**7. Find and circle the words in British English in the dialogs that correspond to the following ones in American English.**

highway    soccer    pharmacy    vacation    trucks

**8. Kate is now telling her mom what happened to her in New York. Discuss these questions in pairs.**

> Is the story the same?

> What is different?

We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were some lorries, but we thought we would make it anyway. Guess what? We were wrong! When we arrived, we realized the plane had left!

**9. Underline the phrases and sentences that have a similar meaning to the ones she used in the previous dialog.**

It would be great to see the mountains. I would love to see the wonderful scenery. I would like to enjoy your trip to the mountains. I would like to see a little pricey. I would like to intend to return.

**10. Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**

**11. Find and circle the words in British English in the dialogs that correspond to the following ones in American English.**

British English	American English	
4. football	pharmacy	3
5. holiday	highway	5
6. chemist's	soccer	1
7. lorries	vacation	2
8. motorway	trucks	4

**12. Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.**

Exchanges associated with information of oneself and of others. / Content own and others' experiences in a conversation.

Unit 6

**7. Find and circle the words in British English in the dialogs that correspond to the following ones in American English.** You can read the instructions along with students and then have volunteers read the words aloud. Make sure everyone understands what needs to be done. Ask them to find the words in British English in the dialogs. Monitor. You can elicit the answers from different students and check.

**8. Kate is now telling her mom what happened to her in New York. Discuss these questions in pairs.** Form pairs. Ask a volunteer to read the instructions aloud. Clarify any doubts. Have students discuss the questions. You can invite volunteers to share what they've discussed with the rest of the class.

**9. Underline the phrases and sentences that have a similar meaning to the ones she used in the previous dialog.** Students can continue to work with their partner from the previous activity. Ask students to underline the phrases and sentences that have a similar meaning to those in the previous dialog. Monitor. Elicit answers and check.

**10. Find and circle the words in British English in the dialogs that correspond to the following ones in American English.** You can let your students work with the same partner as in the two previous activities, or have them switch partners or ask them to work individually. Read the instructions along with students and make sure everyone understands what needs to be done. Monitor. Write the words in American English on the board and have volunteers take turns to write the answers on the board. Check and correct as needed.

**11. Work in pairs, role-play the new versions of dialogs 1 and 3. You can role-play the British or the American version.** Students should continue working with a partner. Ask them to choose what dialog and what version they will role-play first. Monitor while they work. You may invite volunteers to present their role-play to the rest of the class.

## Lesson 1



## An Autobiographical Anecdote

## Session 1

You can tell students that this unit's product will consist of producing a dialog to talk about an autobiographical anecdote. Ask them if they know what autobiographical means, if they don't, explain it yourself, e.g. one's own experiences or life history.

You can ask students to read the information on page 92 and clarify any doubts. Have students get together in teams of three. Ask them to brainstorm different experiences they've had. Then, ask them to choose two of their own experiences and briefly share them with their teams. Encourage them to write some keywords so that they are able to remember which ones they are. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1
Produce

An Autobiographical Anecdote

**Session 1**

Throughout this unit, as you did previously, you and your teammates will work on producing a dialog where you talk about an autobiographical anecdote. You will work in small teams to create your dialogs and by the end of the unit you will present it to the rest of your class.

During this session you will:

1. Get together in teams of three. With your classmates, brainstorm different good, unpleasant, surprising, unexpected, funny or curious experiences you have had. They can be recent ones or from your childhood.
2. Choose two own experiences and tell the members of your team briefly what they are about. Then write some key words to identify them, for example: childhood memory / funny / trip to Oaxaca, to be able to remember them on a sheet of paper.

Remember to save your work. You will use it in a second Product session.

**Check your Progress**

Go to page 103. Read statement 1 and mark your progress according to your performance in the lesson.

**Reading Time!**

Read pages 75 to 77 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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Unit 6 - You Won't Believe It!

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.


**Reader's Story – So What Happened Next?****Track 51**

During this unit, students will read a fiction story where kids at a summer camp listen to stories around the campfire.


Before you begin today's lesson, read pages 75 to 77 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is the story about? What are the names of the characters? Who is telling the story? Who is Cindy? Why was Emily terrified? You can also invite students to make predictions, what do you think will happen next?*

Family and Community Environment


## Lesson 2

Discover  What do you remember about your experiences?  
Feelings? Smells? Taste? Sounds?

**1 Look at the picture and discuss: What type of event is it?**



1. Take turns describing the scene.

**2 Listen to the Joe and Stan talking and answer the questions in pairs.**  24

- How are they communicating?
- What are they talking about?
- Why Joe couldn't be there?

**3 Work in pairs. Complete the rest of the conversation with the questions in the box.**

a) You mean they won?	b) Anyway, how was your weekend?
c) Did they play at the party?	d) Where was it?
e) Why, what happened?	f) Did he prepare the food?

Stan: It was great. There were lots of people.

Joe: \_\_\_\_\_?

Stan: In the backyard. We had a barbecue.

Joe: Lucy's father loves cooking. \_\_\_\_\_?

Stan: Yes, we had some sausages and hamburgers and on top of that, a delicious chocolate cake.

Joe: Tracy's cousins have a rock band. \_\_\_\_\_?

Stan: Yes, they did. They sound really good. And later, we played volleyball, boys against girls, but they were far better than us.


Joe: \_\_\_\_\_?

Stan: Yes, and by an ample margin. It was all great until the end.

Joe: \_\_\_\_\_?

Stan: Megan's dad gave me a ride, but the car broke down half-way back. He called the emergency road assistance and it took a long time. We were all hungry, thirsty and very tired. I arrived home at midnight!

Joe: \_\_\_\_\_?

**4 Listen and check your answers.**  25

Exchanges associated with information of oneself and of others. / Content, own and others' experiences in a conversation.

Unit 6 93

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can form teams and give students a theme, e.g. birthday party. Write the letters A-Z on the board. Each team must write an appropriate word for as many letters of the alphabet as they can (all related to the theme). Elicit the words and see which team came up with the most correct words, which came up with the same words, etc.



**1. Look at the picture and discuss: What type of event is it? Take turns describing the scene.**

You can start by directing students' attention to the picture and asking them to describe what they see. Then, form pairs and ask students to discuss the type of event it is and to take turns describing the scene. Monitor.

**2. Listen to Joe and Stan talking and answer the questions in pairs.**

Students should work in pairs. You may go over the questions along with students and clarify any doubts. Play Track 24. Students answer the questions. Elicit answers from volunteers and see if everyone agrees.

**3. Work in pairs. Complete the rest of the conversation with the questions in the box.**

Students can continue working with their partner from the previous activities. Read the instructions along with students and ask volunteers to read the questions aloud. Have students complete the activity. Monitor.

**4. Listen and check your answers.**

Tell students they will now listen to the conversation to check their answers. Play Track 25 as many times as you consider necessary. Finally, you can invite volunteers to take turns to read the conversation aloud.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *The children were playing in the backyard. / My mom always cooks sausages on the grill. / My brother gave me a ride to school. / My grandpa's truck broke down.*

## Lesson 2

## Warm Up

You can have students work in pairs or in small groups and encourage them to write all they remember from last lesson. All details count. Then, elicit and see what they remember from the previous lesson.



**5. Work in pairs. Discuss the purpose of each of the questions in the box in activity 3 and match them with the corresponding ones below.**

Students can continue to work with the same partner or you can form new pairs. Have students look at the questions in the box in activity 3. Then, have volunteers read the sentences in activity 5. Ask students to match the questions to the purpose. Monitor. Invite volunteers to share what they've determined and see if everyone agrees.

**6. Read these sentences from the first and second part of the dialog on the previous page and study the words in italics.**

In pairs, analyze how they link ideas. Classify them in the table below.

Students should continue working in pairs. Have them read the sentences from the dialog focusing on the words in italics. Ask them to analyze how these words link ideas and to classify them in the table below. Monitor. You can draw a similar table on the board and have volunteers take turns to complete it. Check and correct as needed.

Lesson 2

**E** Work in pairs. Discuss the purpose of each of the questions in the box in activity 3 and match them with the corresponding ones below.

- To get more information \_\_\_\_\_
- To check understanding \_\_\_\_\_
- To invite the other person to talk. \_\_\_\_\_

**E** Read these sentences from the first and second part of the dialog on the previous page and study the words in italics. In pairs, analyze how they link ideas. Classify them in the table below.

- I couldn't go because I spent the weekend on my grandma's farm.
- We had some sausages and hamburgers and *on top of that*, a delicious chocolate cake.
- *And later*, we played volleyball, boys against girls.
- Yes, *and by an ample margin*.
- Megan's dad offered me a ride home, *but the car broke down half-way back*.
- He called the emergency road assistance, but *by the time they arrived*, we were all hungry, thirsty and very tired.

Phrases or words that link ideas by...	
stating the reason for something	because
showing the sequence of events	<i>And later, by the time they arrived</i>
establishing a contrast	but
showing addition	<i>On top of that</i>
emphasizing something surprising	actually

**Z** Look at the pictures of another birthday party and describe them in pairs. Then discuss the following questions.

- Do you think Tom and Carol enjoyed the party? Why? / Why not?

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Unit 6 - You Won't Believe It!

**7. Look at the pictures of another birthday party and describe them in pairs. Then discuss the following questions.**

Students work in pairs. You can begin by directing their attention to the pictures and have students say what they see. Ask them to look at the pictures and describe them. Next, have them discuss the questions. Monitor. Elicit opinions from different volunteers.

Family and Community  
Environment

 **Work in pairs. Write a conversation telling a friend about a party you went recently. In your notebook. You can include some of the questions, vocabulary and connectors in the boxes.**



**Questions**

- Why? What happened?
- What about the food?
- What did he say?
- You mean, the same T-shirt?
- Is he feeling better now?
- So, you're saying it was impossible to go out?

**Vocabulary**

- present
- small apartment
- big balcony
- horrible
- crowded
- tasted awful
- raining heavily
- Tom felt miserable
- terrible stomachache
- apologize

**Connectors**

1. but
2. because
3. on top of that
4. and later
5. actually
6. by the time
7. and later
8. actually
9. by the time

 **Work with another pair. Take turns to role-play your conversation. Use body language to show different emotions.**

Exchanges associated with information of oneself and of others. / Content, own and others' experiences in a conversation.

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## Lesson 2

- 8. Work in pairs. Write a conversation where Carol tells her friend Tina about the party above in your notebook. You can include some of the questions, vocabulary and connectors in the boxes.** Students should continue working in pairs. Ask students to work with their partner to write a conversation in their notebooks where Carol tells her friend Tina about the party. Remind them they can use the questions, vocabulary and connectors they have learned so far. Monitor and provide any needed assistance.
- 9. Work with another pair. Take turns to role-play your conversation. Use body language to show different emotions.** Have each pair get together with another pair and ask them to take turns to role-play their conversations. Remind them to use body language to convey different emotions. Monitor. You may invite volunteers to role-play their conversation for the rest of the class.

## Lesson 2



## An Autobiographical Anecdote

## Session II

Students will continue to work on this unit's product. You can ask them to silently read the instructions for this product session and clarify any doubts. Ask them to get together with their teammates and take out their sheets of paper with key words about their experiences. Have them choose one of the stories in their column of the chart and individually write a first draft of their anecdote. Remind them they can look back on the previous lesson for help on ideas, words and expressions to retell their anecdote. Monitor. Next, ask them to brainstorm possible questions for each of the three chosen stories and write them down. The questions can have any of the purposes they have studied so far. Remind them to check that their questions are correct and that they serve the purpose they are supposed to.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place. Check your Progress You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Create

Product

Check your Progress

Go to page 103. Read statement 2 and mark your progress according to your performance in the lesson.

An Autobiographical Anecdote

Session II

1. Get together with your teammates and take out the sheet of paper with the key words you wrote about your experiences in Session I.
2. Choose one of the stories in your column of the chart and individually write a first draft of your anecdote.
3. Brainstorm possible questions for each of the three chosen stories with your teammates, and write them down. Their purpose can be to get more information or details about the story, to confirm understanding, or to let others talk and tell their own anecdote.
4. Check the questions are correctly written and serve their purpose.

Remember to save your work. You will use it in the next Product session.

Reading Time!

Read pages 78 to 81 from the Reader's Book. Then, discuss what you read as a group. Is there something about this story that caught your attention? Which do you think is the most interesting part of this story so far?

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Unit 6 - You Won't Believe It!

## Reading Time!

## Reader's Story – So What Happened Next?

## Track 51

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 78 to 81 from the Reader's Book. You can invite students to see if their predictions were correct. Encourage them to share what they understood. You can also ask some questions, e.g. *What did Emily discover? How did Emily and Cindy solve their problem? What happened to Jake?*




Family and Community Environment

## Lesson 3

**Discover** Why do people like to share their personal experiences with others?

**1** Look at the pictures and discuss the following questions in pairs.  
 Picture 1: What do you think Jennifer is telling Emma?  
 How does Jennifer feel?  
 Picture 2: How does Emma feel about what Jennifer is telling her?



**2** Listen to the conversation and complete the main ideas below.

- Jennifer tells Emma she feels \_\_\_\_\_ because \_\_\_\_\_
- Something strange happened: \_\_\_\_\_

**3** Listen again and answer the questions with the specific details Jennifer mentions. Check your answers in pairs.

1. When did she go out with Paul? Saturday
2. Where did they go? \_\_\_\_\_ to the movies.
3. What was the name of the movie? The Post
4. What did they eat afterwards? pizza
5. Where did the guy speak to Paul? As they were leaving the pizza place.
6. How did Paul feel at first? surprised
7. How did he feel afterwards? upset

**4** Discuss in pairs.  
 How would you describe the experience Paul had?  
 If you were in the same situation, would you want to meet the other person or not? Why?

Unit 6 / 97

### 3. Listen again and answer the questions with the specific details Jennifer mentions. Check your answers in pairs.

You can play Track 26 as many times as you consider necessary for your students to complete this activity. Then, form pairs and ask students to compare their answers. You may elicit answers from volunteers.

### 4. Discuss in pairs.

Students should continue working in pairs. Go over the questions along with students. Ask them to discuss the questions in pairs. You can invite volunteers to share their opinions with the rest of the class and see who agrees and who disagrees.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can practice asking questions by sitting students in a circle. You start by saying the name of a student and asking a question. The student that was asked the question doesn't answer the question; instead, he or she says the name of another student and asks another question. Students continue asking each other questions. A student is out of the game if he or she can't come up with a question in five seconds. You can continue until only one student is left.



### 1. Look at the pictures and discuss the following questions in pairs.

You can begin by directing students' attention to the pictures and asking them to describe what they see. Then, form pairs and ask them to discuss the questions. You may invite volunteers to share their ideas with the rest of the class.

### 2. Listen to the conversation and complete the main ideas below.

Tell students to pay attention and complete the main ideas. Play Track 26 as many times as you consider necessary.

## Lesson 3

## Warm Up

You can write three sentences about yourself. Two of them should be true and one false, e.g. I used to work at a restaurant. I can ride a unicycle. My favorite food is tacos. Form pairs or small groups and invite students to discuss which sentence they think is the lie. Ask each pair to tell you which one they think is untrue and have them explain why. Reveal your answer.



**5. Work in pairs. Study these pairs of sentences and answer the questions.**

Form pairs. You can go over the questions along with students or you can ask them to do this with their partners. Have them answer the questions. Monitor and provide any needed assistance. Elicit answers from volunteers so you can check and correct as needed.

**6. Work in pairs. Think of a funny or scary event that happened to either of you and follow the steps below.**

Students should continue working in pairs. Read the instructions along with students. Go over each step along with students and clarify any doubts. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance. Remind students they can use a dictionary if they need to and they can always look on previous lessons for ideas on words, questions, etc.

Lesson 3

E **Work in pairs. Study these pairs of sentences and answer the questions.**

1. Paul said, "I want to meet Luke."
2. Paul said he wanted to meet Luke.
3. The guy explained that Luke was his friend, but that he had moved to another city and they hadn't seen each other for some time.
4. The guy said, "Luke is my friend, but he moved to another city and we haven't seen each other for some time."

1. Which sentences quote the exact words someone said?  
1, 4
2. Which sentences report what someone said?  
2, 3
3. What changes are there when we report someone's words?  
*there are no quotation marks*

E **Work in pairs. Think of a funny or scary event that happened to either of you and follow the steps below.**

1. Write down the main ideas in the order they happened.  


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2. Add details that answer questions like: Where...? What...? When...? Who...? Why...? How...? etc. and rewrite the story.  


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3. Include some sentences where you quote someone's words and others where you report what someone said.  


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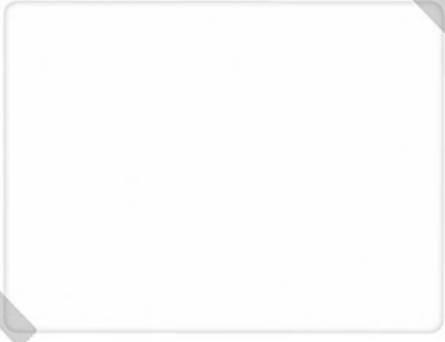
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Unit 6 - You Won't Believe It

4. Write the final version of your story.



**7** Get together with another pair. Exchange books. Think of questions you could ask about the story your classmates wrote, they can be to get more information or to check you understood correctly. Write them down.

\_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ ?

**8** Take turns for a student of each pair to role-play the stories. Use the information in your notebook and when listening to the story use the questions you wrote in activity 7.

**9** Share the story you and your partner wrote, with another pair of students.

Exchanges associated with information of oneself and of others. / Content own and others' experiences in a conversation.

Unit 6 99

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss what the best experience in their life is and then, mention who they would like to experience something similar (it can be anyone, family member, classmate, friend, etc.) and why.

## Lesson 3

### 7. Get together with another pair.

Exchange books. Think of questions you could ask about the story your classmates wrote, they can be to get more information or to check you understood correctly. Write them down.

Have each pair get together with another pair and ask them to exchange their books. Then, they should come up with questions to ask their classmates about their story. Have them write them down. Provide any needed assistance.

### 8. Take turns for a student of each pair to role-play the stories. Use the information in your notebook and when listening to the story use the questions you wrote in activity 7.

Students should work in pairs and take turns to role-play the stories they wrote. They should use the information they wrote and while listening to the story they should use the questions they wrote in activity 7. Monitor. You may also invite pairs to perform for the rest of the class.

### 9. Share the story you and your partner wrote with another pair of students.

Each pair should get together with another pair and share their stories. Monitor.

## Lesson 3



## An Autobiographical Anecdote

## Session III

You can tell students that they are very close to completing this unit's product. Ask them to read the information that corresponds to this third session. Clarify any doubts. Have students get together with their teammates and take out their sheets of paper with notes on their personal experiences and the list of questions. Ask students to work individual and write the final version of their story on their notebooks starting by the main ideas in the main order and then add details and information about the place, time, feelings and the way that events happened. Then, students should exchange their stories with their teammates. Ask them to read their teammates stories and think of questions they could ask to clarify the meaning of something, to get more information or to make sure they understood correctly. Have them write a set of questions for each story in their notebooks. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 3

Product

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Session III

An Autobiographical Anecdote

Check your Progress

Go to page 103. Read statement 3 and mark your progress according to your performance in the lesson.

1. Get together with your teammates. Take out the sheet of paper with notes on your personal experiences and the list of questions you wrote in the previous session.
2. Work individually. Write a final version of your story in your notebook. Start writing the main ideas in the correct order and then add details that give information about the place, time, feelings, and way in which the events happened.
3. Exchange stories with your teammates. Read them and think of questions you could ask your classmates to clarify the meaning of something, to get more information, or to make sure you understood correctly. Write a set of questions for each story in your notebook.

Save your work. You will use it in the final Product session.

**Reading Time!**

Read pages 82 to 85 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

100

Unit 6 - You Won't Believe It!

## Reading Time!


## Reader's Story – So What Happened Next?

## Track 51


During this unit, students will read small paragraphs of different monologues written by great writers. Before you begin today's lesson, read pages 82 to 85 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Who is Mark? What did Jake hear? What was Jake's story about? You can also invite them to make predictions about the text, what do you think will happen next?*

**Review Lesson 4**

1 Write some activities you did last weekend on these diary pages.



2 Work in pairs. Take turns telling your partner what you did during the weekend. Ask your partner questions to get more information and details about the activities and to confirm you understood correctly.



3 Work with a partner. Think of a recent event you attended, a birthday party, a trip, or something you really enjoyed. Make notes about the atmosphere, food, drink, music, friends, things you liked, etc.

Exchanges associated with information of oneself and of others. / Content own and others' experiences in a conversation.

Unit 6 101

## Lesson 4



**1. Write some activities you did last weekend on these diary pages.**

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance.

**2. Work in pairs. Take turns telling your partner what you did during the weekend. Ask your partner questions to get more information and details about the activities to confirm you understood correctly.**

Form pairs and ask students to take turns to tell their partners what they did during the weekend. Remind them to ask questions to get more information and details about the activities to confirm that they understood correctly. Monitor. You can invite volunteers to share their experiences with the rest of the class.

**3. Work with a partner. Think of a recent event you attended, a birthday party, a trip or something you really enjoyed. Make notes about the atmosphere, food, drink, music, friends, things you liked, etc.**

You can have students continue working with the same partner or you can ask them to work with a new partner. Read the instructions along with students. Make sure everyone understands what needs to be done. Monitor and set a time limit for this activity according to your needs. Invite volunteers to share their notes with the rest of the class.

## Product

### An Autobiographical Anecdote

You can begin this session by inviting students to share what they think were the most interesting experiences they read about or listened during this unit. You can have students read the information on page 102 and clarify any doubts. Have students get together with their teammates. Ask them to review their anecdote. Then, they should take turns to tell it to their teammates. Remind them that their teammates will ask them some questions and they have to answer them. Once students have shared their stories within their group, they should join another group and share their stories and answer any questions their classmates might have once more. Monitor and provide any needed assistance. Remind students to be respectful and listen to their classmates. Remind students to save their written work in their Portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 174 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – So What Happened Next? Track 51

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 86 to 88 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Who tells the story about her aunt and a friend? Where did the aunt and her friend go on vacation? What happened to them? What did Laura's aunt do the morning after? Does Jake like campfire night?*

### Assessment

**Assessment**

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (x) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ▶ listen to and understand conversations about personal experiences.
- ▶ understand general sense, main ideas and details of a conversation.
- ▶ share personal experiences in a conversation.

During the planning and performing of this unit's product, I...

- ▶ participated actively
- ▶ was able to collaborate with ideas for topics, vocabulary and suitable body language to convey emotions.
- ▶ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree    2 = Disagree    3 = Needs Practice

	Yourself	1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					

Unit 6 - You Won't Believe It!

## Evaluation

You can direct students' attention to the Evaluation Instrument in page 103 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.*

You may also invite students to share the strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 104 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Observation Guide

- I** Draw a (✓) on the square to mark a student's strength. Draw an (↗) to indicate that the student is improving. Draw a (X) to indicate a student's weakness.

Understands the effect of non-verbal language.	
Detects the differences between expressions and words used in British and American English.	
Understands general sense, main ideas, and details.	
Asks questions to get more information about a personal experience.	
Always chooses adequate words, expressions, and verbal language.	
Shares personal experiences in a conversation.	



**Unit 7** **Lesson 1** How Does it Work?

**Discover** What things do you think about when you hear the word 'machines'?

**1** Read about three simple machines and answer the questions in pairs.

A simple machine is a non-motorized device that changes the direction of a force. It helps us multiply forces.


A wedge has a pointed end. It can be driven into something to separate it. An axe is an example.

A screw is an inclined plane wrapped around a rod. It holds things together securely.

A wheel and axle is a simple machine. It helps to lift or move loads. When we place a heavy load on the axle and push it, the rolling of the wheels reduces the friction.

1. What characteristic do simple machines have?
2. What do they all do?
3. Which of the machines above can be used to cut wood?
4. Which can be used to remove a cork from a bottle?
5. Which is used in a bicycle?

**2** Match the pictures with the machines mentioned in the text in Activity 1.



Search and selection of information. Paraphrase information to explain the operation of a machine.

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### Achievements

- Select and revise materials
- Read and understand information
- Write information
- Edit texts

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can ask students to work individually, in pairs or small groups and use a dictionary to find and write down an appropriate adjective that begins with each letter of their first name (if their name is too long they can use their nickname or shorten their name). For example: Cute Adventurous Relaxed Likable Affectionate. Adapt the activity as needed.

## UNIT 7

### How Does it Work?



### 1. Read about three simple machines and answer the questions in pairs.

You can complete this activity by asking students if they can share examples of simple machines. Accept all contributions of names of simple machines even if they do so in their mother tongue: tell them that they will learn the names and more information about them in English. Explain to students that these are simple machines and that they will learn more about them. You can have volunteers take turns to read aloud or ask students to read individually. Encourage students to mark or write down any words they do not understand and, when you're done reading, go over these words and clarify their meaning. Then, form pairs and go over the questions along with students. Ask students to answer the questions with their partners. Monitor. Elicit answers from volunteers. Check and correct as needed.

### 2. Match the pictures with the machines mentioned in the text in Activity 2.

You can direct students' attention to the infographic and encourage them to describe what they see. Then, you can either ask them to silently read the text or have volunteers take turns to read it aloud. Next, ask students to choose the correct option. Elicit answers. Check and correct as needed.

## Lesson 1

## Warm Up

You can prepare some pictures or flashcards beforehand with images of useful vocabulary, e.g. lever, wheel and axle, wedge, screw, fulcrum, etc. Form pairs or small groups and ask students to write down the words they remember. Elicit the vocabulary and name each image.



### 3. Look at this infographic, read the text and underline the correct option.

You can direct students' attention to the infographic and encourage them to describe what they see. Then, you can either ask them to silently read the text or have volunteers take turns to read it aloud. You may do the same with the questions. Next, ask students to underline the correct option. Elicit answers. Check and correct as needed.


### 4. Read the text and label the pictures with each type of lever.

You can have students silently read the text or choose volunteers to read it aloud. Once you've read the text, ask students to label the pictures with each type of lever. Monitor and provide any needed assistance. Elicit answers from volunteers and check.

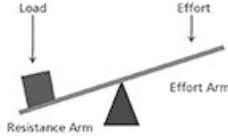
### 5. Work in pairs. Look at the pictures again and identify the fulcrum, load and effort in each lever.

You can now tell students you will continue examining the levers. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to work with a partner and identify these parts. You can check by eliciting answers or by having volunteers draw and mark where these elements are located.

Lesson 1



Second-class lever



Load

Effort

Resistance Arm

Effort Arm

**Look at this infographic, read the text, and underline the correct options.**

A lever reduces the amount of force needed to move an object or lift a load. A lever increases the distance through which the force acts. This means that, the closer the fulcrum of the lever is to the load, the less effort is required to lift the load. Consequently, the distance over which you must apply the force increases. Levers neither increase nor decrease the amount of total effort necessary. They make the work easier because they spread out the effort over a longer distance.

1. The text is organized in a ...

a) compare and contrast      b) chronological order      c) cause and effect pattern

2. The arrows in the infographic show ...

a) the names of the parts of the lever      b) the direction of the forces      c) the consequences of applying the two forces

3. The purpose of the text and the infographic is ...

a) to list the uses a lever has      b) to explain how a lever works      c) to explain an experiment with a lever

4. The text and the infographic are for ...

a) anyone interested in knowing how things work      b) students of physics      c) small children

**Read the text and label the pictures with each type of lever.**


All levers are one of three types, called classes. The class of a lever depends on the relative position of the load, effort and fulcrum.

A *first-class lever* has the load and effort on opposite sides of the fulcrum.


A *second-class lever* has the load and the effort on the same side of the fulcrum, with the load nearer the fulcrum. The resistance arm is smaller than the effort arm.

A *third-class lever* has the fulcrum at one end, the effort in the middle, and the load is at the other end. The effort arm is smaller than the resistance arm.

**Work in pairs. Look at the pictures again and identify the fulcrum, load and effort in each lever**



Third-class lever



First-class lever

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Unit 7 - How Does it Work?

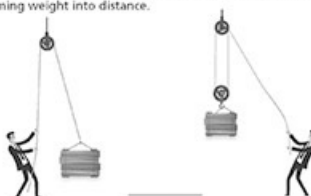
27

**Read and listen. Then label the infographic of the two-wheel pulley with the words in *italics* in the text.**

A *pulley* is a wheel over which you loop a rope to make it easier to lift things: pulling down on one end of the rope creates an upward pull at the other end. The load is the weight of an object and the *effort* the amount of force required to lift or move the object. When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys. As you increase the number of pulleys, the less effort you require lifting a load.

Both, levers and pulleys, work under the same principle: they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is.

Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.



**Read the text again and answer the questions.**

1. What do we use a pulley for?
2. How does it work?
3. What advantage does a two-wheel pulley have over a single pulley?
4. What machines does the text compare?
5. Why are they alike?
6. What do you have to do to lift a person that is four times heavier than you on a seesaw?
7. What is the principle of both machines?

**Work in pairs. Take turns explaining how a pulley works.**

Search and selection of information. Phrase-use information to explain the operation of a machine.

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## Lesson 1

**6. Read and listen. Then label the infographic of the two-wheel pulley with the words in *italics* in the text.**

You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Before they begin, encourage students to identify the words in *italics*. You can have volunteers read them aloud. Make sure everyone understands these are the words they need to use to label the infographic. Then, you can play Track 27 as many times as you consider necessary for your students to be able to complete the activity. To check, you could have volunteers take turns to read the text aloud, ask them to stop when they find words in *italics* and have volunteers point at the location of that element. Correct as needed.

**7. Read the text again and answer the questions.**

You can go over the questions along with students. Make sure everyone understands what they mean. Ask students to read the text again as many times as necessary so that they can answer the questions. Monitor and provide any needed assistance. To check, ask each question and elicit answers, see if everyone agrees.

**8. Work in pairs. Take turns explaining how a pulley works.**

Form pairs. Ask students to think about what they've learned about pulleys and take turns to explain to their partner how a pulley works. Model an example with a student if needed. Monitor and provide any needed assistance. Invite volunteers to explain how a pulley works to the rest of the class. Praise students' effort.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

This can be an assignment that you can follow up. In groups, encourage students to choose simple machine. Ask them to gather materials and bring them to class. They have to demonstrate the work of a simple machine during class. Make sure they choose something they will be able to recreate in the classroom setting.

## Lesson 1



## Make an Infographic

## Session 1

You can tell students that this unit's product will consist of producing an infographic about how a machine works similar to those that have been presented and will be presented in this unit. You can ask students to read the information on page 108 and clarify any doubts. Form teams of five. Ask them to brainstorm different machines and make a list. Have students discuss the sources where they could find information about the way the machine works. Students can consult books or encyclopedias. If available, you could also tell them they can look for information on the Internet. Tell them to research the machine they chose as and keep the information they consider more useful.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place. Check your Progress You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

Lesson 1

Product

Check your Progress

Go to page 119. Read objective 1 and complete according to your performance in the lesson.

Make an Infographic

Session 1

In this unit, you and your team will do some research to learn how a machine works and then make an infographic showing the way it operates. At the end of the unit you will present your infographic to the class.

- Get together in teams of five. Brainstorm machines and make a list. You can look up information in books, encyclopedias, or you can research these online websites:
  - > [https://www.teachengineering.org/lessons/view/cub\\_simple\\_lesson01](https://www.teachengineering.org/lessons/view/cub_simple_lesson01)
  - > <https://www.thoughtco.com/six-kinds-of-simple-machines-2699235>
  - > <http://burnanenergyjournal.com/the-physics-that-makes-machines-work/>
- Choose one and discuss possible sources you can use to get information about the way the machine works.
- Choose the information you consider more useful to explain how the machine works.

Remember to save your work. You will use it in a second Product Session.

**Reading Time!**

Read pages 89 to 91 from the Reader's Book. Then, discuss what you read as a group. Is there something you would like to share with others? Which was the most interesting part of this reading?

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Unit 7 - How Does it Work?

Reader's Fact – The Science Behind Modern Machines  
Track 52


During this unit, students will read facts about how different modern machines work. This will allow them to expand their vocabulary and they might discover interesting information about how machines work! Before you begin today's lesson, read pages 89 to 91 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is the energy used by a machine to operate called? How is work measured? What is a steam turbine? What is it for? How do they work?, etc.*

History and  
Physical Environment


## Lesson 2

**Discover** *Where can you find information about the operation of a machine?*


**1** Look at the pictures and discuss what machine these parts belong to.



combustion chamber



crankshaft and pistons



crankshaft, axle and wheel

**2** Discuss in pairs. Why is gasoline needed to make an engine powered vehicle work?

**3** Read and listen to check your ideas, and then answer the questions in pairs.

An engine is a machine that uses its parts to convert fuel into energy, or power. A motor car engine is an Internal Combustion Engine (ICE). This type of engine burns gasoline. Gasoline is ignited, and it mixes with air. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline become many molecules. This air-fuel mixture fills the combustion chamber. It opens a valve to get inside the chamber. The gas creates heat and pressure as it expands. This pressure causes the pistons attached to a crankshaft in an ICE to move up and down with great force. The energy is transferred and converted into a rotary motion through the crankshaft and axle. As a result of this, the axle turns the wheels that make the car move. This explains how a mixture of gasoline and air can be ignited, combusted and converted into useable power.

- What is an internal combustion engine?  
A motor car engine that burns gasoline.
- What happens to gasoline when it is burned?  
It mixes with air and one molecule of gasoline becomes many molecules.
- What is the relationship between the mixture of fuel and air and the pistons in a car engine?  
Example answer: the mixture makes the piston move up and down.
- Where is the energy transferred?  
It is transferred to the crankshaft and axle.
- What does the rotary movement do?  
It makes the axle turn the wheels and the car moves.

Search and selection of information. Phrasebase information to explain the operation of a machine.

109



**1. Look at the pictures and discuss what machine these parts belong to.**  
You can have students work in pairs or groups. Direct their attention to the pictures. Encourage them to discuss what machine the parts belong to with their partner or group. Monitor. Elicit ideas from volunteers. Accept all ideas.

**2. Discuss in pairs. Why is gasoline needed to make an engine powered vehicle work?**

Students should discuss the question in pairs. Make sure everyone understands what the question means. Monitor. You can elicit answers from volunteers and see if everyone agrees.

**3. Read and listen to check your ideas, and then answer the questions in pairs.**  
Tell students you will play a recording and they have to listen and read along. Play Track 28 as many times as you consider appropriate. Encourage students to check and mention if the ideas they previously discussed were correct. Then, working with a partner, ask them to answer the questions. Go over the questions before they begin working on them and clarify any doubts if necessary. Monitor. Elicit answers from volunteers and check. Correct as needed.

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can invite students to work in small groups and discuss if they know what the USA and the UK are (countries). And if they know anything else about those countries, e.g. the food they eat, the weather, what language they speak, what they are famous for, music bands, movies, actors, actresses, etc. Encourage them to think if they know any information about these countries.. Then, elicit what each group discussed.

## Lesson 2

## Warm Up

You can invite students to work in pairs or small groups and encourage them to think of machines/ vehicles that require an engine to work and have each pair or group share their ideas with the rest of the class.



**4. Work in pairs. Find and write words from the text in activity 3 that mean the same as the following ones.**

Have students work in pairs. You can go over the words they need to find before they begin working. Point out the letter(s) in parentheses, see if students can tell you what the letter stands for, if not, explain. Remind students that it is very important and useful to look for the word with the same function so that it is easier for them to find the words that mean the same. Ask students to read the text in activity 3 and complete the activity. Monitor. Write the words on the board and have volunteers write the synonym to check answers.

**5. Read these sentences from the text in activity 3 and write MI (main idea) or SD (supporting detail) next to each one.**

You can have volunteers read the instructions and the sentences aloud. Have another volunteer read the information in the Tips box. Make sure everyone understands what needs to be done. Ask students to label the sentences. Elicit answers and see if everyone agrees. Correct as needed.

Lesson 2

**Tips**

The supporting details are the explanations, examples, or additional information that complement the main idea.

**Work in pairs. Find and write words from the text in activity 3 that mean the same as the following ones.**

change (v) \_\_\_\_\_

combines (v) \_\_\_\_\_

combination (n) \_\_\_\_\_

generates (v) \_\_\_\_\_

makes (v) \_\_\_\_\_

connected (adj) \_\_\_\_\_

spinning movement (n) \_\_\_\_\_

transformed (adj) \_\_\_\_\_

**Read these sentences from the text in activity 3 and write MI (main idea) or SD (supporting detail) next to each one.**

Gasoline is ignited, and it mixes with air. [ ]

Gasoline has molecules, when it mixes with air, it makes one molecules of gasoline become many molecules. [ ]

**Match the main ideas with the supporting details below.**

**Main ideas**

1. A motor car engine is an Internal Combustion Engine (ICE). [ ]
2. This air-fuel mixture fills the combustion chamber. [ ]
3. The gas creates heat and pressure. [ ]
4. The energy converts into a rotary motion. [ ]


**Supporting details**

- a) This pressure causes the pistons attached to a crankshaft to move up and down.
- b) This type of engine burns gasoline.
- c) As a result of this, the axle turns the wheels that make the car move.
- d) It opens a valve to get inside the chamber.


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**6. Match the main ideas with the supporting details below.** If necessary, reread the information in the tips box. Ask students to complete the activity. Monitor. You can have students compare their answers with a partner before you elicit from volunteers and check.

## Lesson 2

 **Work in pairs. Complete the second sentence in each pair so that it means the same as the first one.**

- Gasoline has molecules, when it mixes with air it makes one molecule of gasoline to become many molecules. Gasoline molecules multiply when  
\_\_\_\_\_
- This mixture opens a valve to get inside the chamber. When the valve opens  
\_\_\_\_\_
- As the gas expands, it creates heat and pressure. Heat and pressure are the result  
\_\_\_\_\_
- The energy is transferred and converted into a rotary motion through the crankshaft and axle. The crankshaft and axle transfer and convert  
\_\_\_\_\_

 **Work in pairs. Rewrite the text in activity 3 in your own words. Follow the instructions.**

- Identify the main ideas and paraphrase them using synonyms and changing the sentence structure.
- Add the supporting details you consider important.
- Check spelling, language and punctuation.
- Compare your text with that of another pair. Give and provide feedback, making suggestions to improve it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Search and selection of information. Paraphrase information to explain the operation of a machine.

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**7. Work in pairs. Complete the second sentence in each pair so that it means the same as the first one.**

You can go over the instructions along with students. Make sure you read the example and clarify any doubts before you ask students to begin working. Form pairs. Have students complete the activity. Monitor and provide any needed assistance. You can have volunteers write their answers on the board so everyone can see and compare them with their own. Correct as needed.

**8. Work in pairs. Rewrite the text in activity 3 in your own words. Follow the instructions.**

You can go over all the instructions along with students. Make sure everyone understands them. Tell them they must make sure they follow all the instructions. Ask students to work in pairs. Monitor while they work. Have different volunteers read their work aloud for the rest of the class..

## Lesson 2



Make an infographic

## Session II

You can tell students you will now continue to work on their product. You can ask them to read the information on page 112 and clarify any doubts. Ask students to get together with their teammates and take out the information they individually researched so that they can exchange it and decide on what information they are going to use and what is going to be discarded. Ask students to paraphrase the information they chose to produce sentences that explain, in their own words, how the machine works. Remind them to use the skills they have been practicing during this unit. They can use a dictionary if they need to. Monitor and provide any needed assistance.

Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

Lesson 2

Product

**Check your Progress**

Go to page 119. Read objective 2 and complete according to your performance in the lesson.

Make an Infographic

**Session II**

1. Get together with your teammates and take out the information you researched individually in Session I.
2. Exchange information with your teammates and decide which one you are going to use and discard the rest.
3. Paraphrase the information you chose to produce a sequence of statements related to how the machine works in your own words. Remember to use synonyms, change from active to passive voice and vice versa, the sentence structure and, whenever possible, simplify some terms to make it easy to understand for your classmates. Use a dictionary to help you.

Remember to save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 92 to 95 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Could you identify the main characters?

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Unit 7 - How Does it Work?

## Reading Time!

### Reader's Fact – The Science Behind Modern Machines Track 52

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 92 to 95 from the Reader's Book. Then, encourage students to share what they understood or the machine they liked the most and why. You can also ask some questions, e.g. *What are examples of appliances that generate heat? How do they work? How does a hair dryer work? What are examples of appliances that make things cold? How do refrigerators work? Who invented the washing machine? When was the washing machine invented? How does it work?*



**Discover**

### Lesson 3

Why is it important to understand how some machines work?

**1** Work in pairs. Look at the picture and take turns identifying the parts of the engine and describing briefly what you remember from Lesson 2.

**2** Read and listen to an explanation of the cycle in an internal combustion engine and label the picture with the words in the box.

The engine works in four stages or strokes. A stroke is the movement of the piston between the bottom and top of the chamber. First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke.

Second stage: The intake valve closes, and the piston moves on an upward stroke compressing the fuel-air mixture. This is called the compression stroke.

Third stage: A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke.

Fourth stage: As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.

intake stroke   power stroke   compression stroke   exhaust stroke

**Glossary**

spark: (n) a flash of light seen when an electric current crosses an open space

ignite: (v) to start burning or explode

chamber: (n) a closed space in a machine

valve: (n) a device that opens and closes to control the flow of liquids or gases

exhaust: (n) waste gas from an engine

**Four Stroke Engine**

Air/Fuel mixture   Exhaust gases

Search and selection of information. Phonemic information to explain the operation of a machine.

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- 1. Work in pairs. Look at the picture and take turns identifying the parts of the engine and describing briefly what you remember from Lesson 2.**

You can start this activity by directing students' attention to the picture and encouraging them to describe what they see. Then, have them work in pairs. Ask them to take turns identifying the parts of the engine and describing everything they remember from Lesson 2. Monitor and make sure everyone is speaking in English. You can invite volunteers to share what they've discussed with the rest of the class.

- 2. Read and listen to an explanation of the cycle in an internal combustion engine and label the picture with the words in the box.**

You can read the instructions along with students. Go over the words in the box and make sure everyone knows what needs to be done. Play Track 29 as many times as you consider necessary and ask them to silently read along as they learn about the cycle of an internal combustion engine and label the picture with the words in the box. Monitor and provide any needed assistance. Elicit answers and check.

### Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *You can measure the average kinetic energy of all the particles in a system. I pump water from the well every morning. The flood made raised the water levels.*

### Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can have students work in small groups and give them three to five minutes to briefly write down how a machine of their choice works using their own words. Then, have each group explain how the machine works to the rest of the class.

## Lesson 3

## Warm Up

You can have students work in pairs to come up with all the types of machines to generate electricity they might know. They can use their dictionaries to find out what they are called in English, e.g. nuclear fission, thermal power, solar power, wind turbines, hydroelectric reservoirs, etc.



### 3. Match the words on the left with their synonyms on the right.

You can ask a volunteer to read the instructions aloud. Ask students to complete the activity. Monitor. You can write the words on the left on the board and have volunteers write the synonym next to each word to check. Correct as needed.

### 4. Work in pairs. Rewrite the four-stroke cycle in your own words. You can use some of the synonyms above to paraphrase and change the sentence structure as in the example below.

Students should work in pairs. Ask them to rewrite sentences to explain using their own words how the four-stroke cycle works. Tell them they can use some of the synonyms to paraphrase and they can also change sentence structure. Direct their attention to the example and make sure everyone understands what needs to be done. Monitor and provide any needed assistance.

Lesson 3

**Match the words on the left with their synonyms on the right.**

<ol style="list-style-type: none"> <li>1. lower</li> <li>2. letting something into</li> <li>3. moves on an upward stroke</li> <li>4. close</li> <li>5. ignites</li> <li>6. burn explosively</li> <li>7. begins its second upward stroke</li> <li>8. push out</li> </ol>	<ol style="list-style-type: none"> <li>shut</li> <li>burns</li> <li>expel</li> <li>go down</li> <li>starts going up again</li> <li>allow something to go into</li> <li>goes up</li> <li>explodes</li> </ol>
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**Work in pairs. Rewrite the four-stroke cycle in your own words. You can use some of the synonyms above to paraphrase and change the sentence structure as in the example below.**

1. The piston moves on an upward stroke compressing the fuel air mixture.

*The fuel-air combination is compressed when the piston goes up.*

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**Read this additional information that expands the ideas in the text in activity 2 and decide which you would like to add to your text above. Then write a final version in your notebook.**

An internal combustion engine transforms the thermal energy of the burning air-fuel combination into mechanical energy. It is called four strokes because it takes 4 strokes for the piston to execute a complete combustion cycle. This compression makes it combust with greater force than if it were uncompressed. As the fuel burns it expands and drives the piston downwards. After this, the cycle begins all over again. These four stages turn the crankshaft twice. A cycle gets completed once the four strokes took place.

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### 5. Read this additional information that expands the ideas in the text in activity 2 and decide which you would like to add to your text above. Then write a final version.

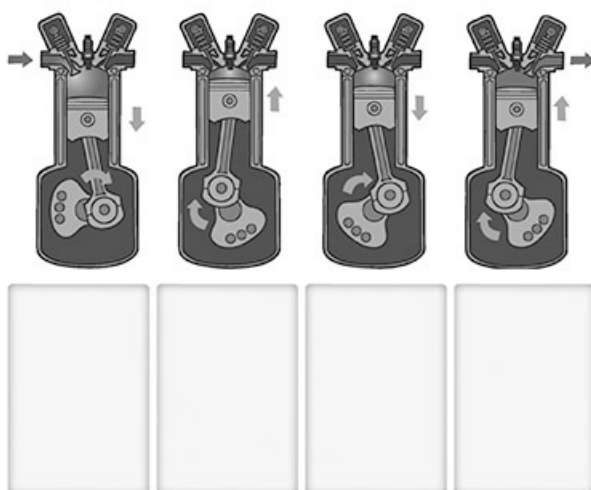
Ask volunteers to read the instructions and the information aloud. Make sure they understand what needs to be done. Remind students to be mindful of grammar, spelling and punctuation while writing their final version. Monitor and provide any needed assistance.

Reading and Academic Environment

**Work with another pair. Share your texts. Make any corrections you think are necessary and then:**

1. Provide your classmates with feedback, that is, make suggestions on ways the text could be improved, for example, by adding, changing or removing information. Exchange points of view and give reasons for the changes you suggest.
2. Write a final version of your text in your notebook, taking into account some or all of the suggestions made by your classmates.

**Work in pairs. Add some of the main ideas and explanations in your text in note form in the spaces provided below to create an infographic.**



**Work in small groups. Share your infographics and take turns explaining how an internal combustion engine works.**

Search and selection of information. Paraphrase information to explain the operation of a machine.

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## Lesson 3

**6. Work with another pair. Share your texts. Make any corrections you think are necessary and then:**

You can read the instructions along with students. Have each pair get together with another pair and share their text. Ask them to make any corrections they consider necessary and then give feedback to their classmates so that each pair can write a final version of their text in their notebooks taking into account the suggestions made by their classmates. Monitor.

**7. Work in pairs. Add some of the main ideas in your text in note form in the spaces provided below to create an infographic.**

You can ask a volunteer to read the instructions aloud. Ask them to add some of the main ideas as notes in the spaces provided under this activity in note form. Provide any needed assistance. You can even model some examples if necessary.

**8. Work in small groups.**

**Share your infographics and take turns explaining how an internal combustion engine works.**

Form small groups. Ask students to share their infographics and take turns explaining how an internal combustion engine works using their notes. You can invite volunteers to share their explanation with the rest of the class.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students think that the engine was never invented. What do they think we would use on vehicles? Would there be vehicles if there were no engines as we know them? Why? Invite them to share their ideas with the rest of the class.

## Lesson 3



Make an infographic

## Session III

You can tell students that you will now continue to work on their product. You may ask them to read the information on page 116 and clarify any doubts. Then, have them get together with their teammates and take out their texts from the previous session. Encourage them to check their information and adjust it as necessary. Next, they should underline the main ideas that they are going to include in their infographic. Students should also choose appropriate graphic resources to show how the machine works. Ask them to draw the pictures and diagrams and label the parts of the machine. Tell them to add notes as they did in this lesson. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

Lesson 3

Create

Product

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**Check your Progress**

Go to page 119. Read objective 3 and complete according to your performance in the lesson.

**Make an Infographic**

**Session III**

1. Get together with your teammates and take out the text you wrote in Session II explaining how a machine works.
2. Go over the text making sure the information is complete and easy to understand. If needed, add, change or remove information. Check spelling and punctuation.
3. Underline the main ideas you are going to include in your infographic.
4. Choose appropriate graphic resources to show the operation of the machine.
5. Draw the corresponding pictures and diagrams and label the parts of the machine. Add notes as you did in this lesson, using the main ideas in your text to show how the machine works.

Remember to save your work. You will use it in the final Product session.

**Reading Time!**

Read pages 96 to 99 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with your classmates? Can you name the title of the text and tell what it is about?

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Unit 7 - How Does it Work?

**Reading Time!**

**Reader's Fact – The Science Behind Modern Machines**  
**Track 52**

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 96 to 99 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What is optical fiber? How does it work? What parts can you remember? What is a thermometer? How does it work? Who invented it? What does Celsius mean? What is a stethoscope? How does it work? Who uses stethoscopes?*

**Review Lesson 4**

**1** Read how a hot air balloon works and complete the sentences below to paraphrase the ones in *italics* in the text. Then, compare your sentences in pairs.

A hot air balloon is made of a balloon-shaped envelope that fills with hot air.

When you heat the air inside a balloon, the molecules move faster and spread farther apart. *(1) That means there are fewer molecules inside the balloon, so it's lighter than the air outside and it is able to fly.* *(2) To keep the molecules far apart, propane burners keep the air hot as the balloon rises.* *(3) Propane is kept in compressed liquid form in cylinders positioned in the balloon wicker basket.* The intake hose draws the liquid out of the cylinders. The propane passes through the hoses and gets to the steel tubes that cover the burner. When the burner is started, the flame burns and heats the tubing around it. *(4) When the tubing becomes hot, it heats the propane going through it and changes it from a liquid to a gas.* A balloon is steered using the wind. You have to move the balloon up and down to go left and right. When you want to go up you provide more heat, when you want to go down you release hot air.

**Glossary**

burner: (n) an object used for heating something


wicker: (n) long thin pieces of wood woven together to make baskets

hose: (n) a long tube for carrying water or other substances

steer: (v) control the direction of a vehicle

- The balloon can fly because the air inside is lighter than the air outside.
- The purpose of the burners is to keep the air hot for the balloon to be able to rise.
- Cylinders located in the wicker basket contain compressed liquid propane.
- The liquid propane changes into gas when the tubes become hot and heat the propane inside them.

**2** In pairs, label the parts of the hot air balloon and add some notes to the infographic to explain how it works.



Search and selection of information. Paraphrase information to explain the operation of a machine.

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## Lesson 4




- 1. Read how a hot air balloon works and complete the sentences below to paraphrase the ones in italics in the text. Then, compare your sentences in pairs.**

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Then, form pairs and ask students to compare their sentences. You can invite volunteers to share their answers with the rest of the class. They could even write the answers on the board if you consider it appropriate.

- 2. In pairs, label the parts of the hot air balloon and add some notes to the infographic to explain how it works.** Students should work in pairs. Ask a volunteer to read the instructions aloud and clarify any doubts. Have students complete the activity. Monitor and provide any needed assistance. You may invite volunteers to explain how the hot air balloon works.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *He put the pot in the burner/The garden was furnished with wicker furniture./ The garden hose is green and long. / You use the wheel of a car to steer it.*



**Check your Progress**  
Go to page 118, read Section 4 and compare findings to your findings in the book.

**Final Notice**

As you learned through this unit, machines make our lives easier, more enjoyable, and some of them are eco-friendly as well. During this unit you gathered and chose information about to make an infographic about a specific machine. Now you and your team will present your work to the class.

- Get together with your teammates and take out the infographic you made of the machine you chose in Session 1.
- Make sure the graphic messages, such as pictures, diagrams and/or illustrations provide information about the performance of the machine.
- Take some minutes to practice reading the information in the infographic and complement it, if you wish with the additional information in your text. Decide who will read the different parts of the infographic to the rest of the class.
- Take turns to present your work to your classmates. Remember to explain the process and components of the machine in a clear way to make it easy to understand. Be ready to answer any questions from the class.
- Listen to other teams' work and be respectful.
- Once everyone has presented their work, display your infographics on the classroom walls.

**Congratulations!** This is a great evidence of how well you are doing at communicating in English. Save your written work in your portfolio.

**Reading Time!**  
Read pages 100 to 102 from the Reader's Book. Then, discuss what you read as a group. Before you continue with the next unit, read and complete the Science Reference section on page 175.

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**Boats** Secondary • Evaluation Instrument Unit 7

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

1. **Work with a partner.** You need to work with the same partner each time you return to this evaluation. Use the following template to write anecdotal notes about your partner's performance during this unit. Read each objective, discuss and make notes about what your partner tells you and if the information that he or she is sharing is clear and correct.

2. **Objective 1:** Talk about the machines you read about. Discuss the purpose of the pictures. Determine who can learn about machines by reading these books and studying at these pictures. Discuss where you can find information about machines that you can use to share with your classmates (pp. 105 to pp. 107).

3. **Objective 2:** Take turns to explain in your own words everything you learned about the car and the internal combustion engine. Don't forget to explain how the engine works. You may read the notes you made (pp. 111).

4. **Objective 3:** Share your infographic from pp. 115 with your partner. Take turns to explain what the four stroke cycle is. Remember you can ask questions to clarify information.

5. **Objective 4:** Get together with your partner and discuss the infographic he or she presented. They can ask questions if you need to clarify information. Tell your partner and write down if there is anything you consider your partner should have included in his or her presentation and why.

6. **Use the results to decide on strategies to follow and improve your work.**

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## Product

### Make an infographic

You can begin this session by inviting students to share what they think were the most interesting machines or the most interesting information they learned about in this unit. You can have students read the information on page 118 and clarify any doubts. Students should get together with their teammates and take out their infographic and make sure that it contains the necessary graphic elements. Then, they should take some minutes to practice reading the information in the infographic and complement it if necessary. Ask them to decide who will read the different parts of the infographic to their classmates. Each team should present their work to their classmates explaining the process and components of the machine in a clear way so that everyone can understand. Remind them they have to be able to answer any questions their classmates might have. Tell students they have to be respectful and listen to all presentations. Once all infographics have been presented, display them on the classroom walls. Remind students to save their written work in their Portfolios.

## Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 175 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact – The Science Behind Modern Machines Track 52

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 100 to 102 from the Reader's Book. Then, encourage students to share what they understood and/or what machine they have found the most interesting so far. You can also ask some questions, e.g. *What is a bicycle? How does it work? What are the parts of a bicycle? What is a quartz clock? How does it work? What uses quartz clocks?*

*You can direct students' attention to the Check Your Progress box. Read it along with students or ask a volunteer to read it aloud as you ask them to register their progress. Walk around and monitor students' work as you provide any needed clarification or help.*

### Assessment

**Assessment**  
Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ✓ read and understand information about how a machine works.
- ✓ select the most important ideas and rewrite them in my own words.
- ✓ to explain how a machine operates.
- ✓ choose appropriate graphic resources to show the way a machine works.
- ✓ complete an infographic with notes to explain the operation.

During the planning and performing of the final product, I...

- ✓ participated actively.
- ✓ included interesting information I researched.
- ✓ paid attention to intonation patterns when using questions.
- ✓ contributed with ideas to develop the final product.
- ✓ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy | Excited | Angry | Disappointed | Sad | Interested | Curious

**Co-evaluation**

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree 2 = Disagree 3 = Needs Practice

	Yourself	1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates.					
Was a valuable member of the team.					
TOTAL					

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## Evaluation

You can direct students' attention to the Evaluation Instrument on page 119 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.*

You may also invite students to share the strategies they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 120 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Anecdotal Record

Read the objectives. While observing your students' product presentations, write down some notes in the area below. Then, with your notes and based on the paragraph you read assess your student's performance.

**Objectives:**

Select and revise materials to explain the operation of a machine. Read and understand the information. Write the information. Edit text. Explain technical terms. Evaluate main ideas and information complementing them. Establish relationship between text and images. Paraphrase information using a relevant range of expressions and linguistic resources. Use synonyms. Order and link ideas in a sequence. Adjust language according to intended audience and purpose.

**Notes:**

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Circle your student's overall performance:

Exceeds Expectations

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Excellent

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Average

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Poor

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Needs Improvement

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**Unit 8 Discover** Lesson 1 Complaints, complaints!

What things do you like to buy? Why?

**1** Discuss the following questions in pairs.

- Have you ever had problems with new products you just bought?
- Could you solve them?

**2** Match the places in the pictures with the products they sell.

home appliances 2      sporting goods 3  
stationery 4      electronics 1

**3** Classify the following complaints in the correct places in the table.

- They shrank when I washed them.
- It doesn't heat the food.
- The keyboard doesn't work.
- A crayon is missing.
- It doesn't save pictures from the Internet.
- It burns the bread.
- The sole fell off.
- Some pages are torn.

Complaints	Home Appliances	Electronics	Sporting Goods	Stationery
	1 and 7	3 and 5	2 and 6	4 and 8

Exchanges associated with the environment. Express complaints about a product.

Unit 8 / 121

## UNIT 8

### Complaints, complaints!?



**1. Discuss the following questions in pairs.** Form pairs. You can read the questions along with students and clarify any doubts. Ask students to discuss the questions. Then, you may invite volunteers to share what they've discussed with the rest of the class.

**2. Match the places in the pictures with the products they sell.**

You may begin by directing students' attention to the pictures and asking them to describe what they see. Then, have students match the places to the products they sell. Monitor. Elicit answers and check.

**3. Classify the following complaints in the correct places in the table.**

You can ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to complete the activity. Monitor. You can draw a similar table on the board and have students take turns to write the answers. Check and correct as needed.

### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class you can invite students to brainstorm things you can buy and the places where you can get them. You can form small groups to do this and then elicit ideas from each group, e.g. clothes/clothes store, video games/video game store/online store/etc.

## Lesson 1

## Warm Up

You can encourage volunteers to share with a partner what the last thing they bought was, where they bought it and who it was for, e.g. I bought a CD at the Music Store for my brother.



#### 4. Listen to two dialogs and check (✓) the correct pictures.

You can tell students they will listen to two dialogs and they have to check the pictures that correspond to these dialogs. Play Track 30 as many times as you consider necessary. You may elicit the answers and see if everyone agrees.

#### 5. Listen again and answer the questions.

Tell students they will listen to these dialogs again and they have to answer the questions. You may go over the questions before they listen and clarify any doubts. Play Track 30 as many times as you consider necessary. You can ask the questions and elicit the answers to check.

#### 6. Complete the sentences with the numbers 1 or 2 according to the dialog they refer to.

You can read the instructions and the sentences along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor. You may ask volunteers to read the complete sentences to check.

Lesson 1

Listen to two dialogs and check (✓) the correct pictures. 30

**Listen again and answer the questions.** 30

Dialog 1

- > What did the man buy? \_\_\_\_\_
- > What's the problem? \_\_\_\_\_
- > What solution does the sales clerk offer? \_\_\_\_\_
- > Is the man satisfied? \_\_\_\_\_

Dialog 2

- > What is the woman complaining about? \_\_\_\_\_
- > What is the problem? \_\_\_\_\_
- > Does the man offer a solution? \_\_\_\_\_
- > Is the woman satisfied? \_\_\_\_\_

**Complete the sentences with the numbers 1 or 2 according to the dialog they refer to.**

1. In Dialog 2 the man apologizes and solves the problem.
2. In Dialog 1 the customer feels angry.
3. In Dialog 2 the customer feels satisfied with the solution.
4. In Dialog 1 the sales clerk is not helpful.

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Unit 8 · Complaints, complaints

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss if it is important to be able to complain (about anything) and why. What do they think would happen if we were unable to complain?

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**7. Classify the sentences below by writing angry, polite, or apologetic, next to each of them, according to the speakers' attitudes. Then identify who says them by writing S (sales clerk) or C (customer). Compare your answers in pairs.**

a) C This is a very low-quality product! angry

b) C Thank you, that's very nice of you. polite

c) C I'm not leaving until I get my money back. angry

d) SC Sorry, we'll find a solution right now. apologetic

e) SC Don't worry, we can get you another one. polite

f) C This is absurd! You recommended this product. angry

g) SC I'm sorry for this inconvenience. apologetic


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**8. Work in pairs. Look at the two pictures and complete dialogs A and B with the sentences in the box. Then listen and check your answers.**


I demand to speak to the person in charge.  
Thanks, that's kind of you.

We don't exchange  
I'm afraid that's not possible.

**A**



**B**



**C:** Good morning. I bought this shirt here some days ago, but when I washed it the color changed. Could I get a refund, please?

**SC:** I'm afraid that's not possible, but we can exchange it for another one.

**C:** Thanks, that's kind of you.

**C:** Good afternoon. I got this CD here, but it skips. I would like to exchange it.

**SC:** We don't exchange CDs once they are open.

**C:** This is nonsense. I demand to speak to the person in charge!

**9. Work in pairs. Role-play the dialogs above with the appropriate intonation and tone of voice.**

Exchanges associated with the environment. Express complaints about a product.

Unit 8 / 123

## Lesson 1

**7. Classify the sentences below by writing angry, polite, or apologetic, next to each of them, according to the speakers' attitudes. Then identify who says them by writing S (sales clerk) or C (customer). Compare your answers in pairs.**

Read the instructions along with students. Elicit the meaning of angry, polite and apologetic, if they don't know it, model the feelings by saying a phrase demonstrating each feeling, e.g. say: "I'm sorry" as if you were angry, polite and apologetic. Make sure everyone understands what needs to be done. Play Track 31 as many times as you consider necessary for students to complete the activity. Monitor. Then, ask them to write who says each phrase. You may write the phrases on the board and ask volunteers to write the answers next to each phrase or you can elicit answers orally.

**8. Work in pairs. Look at the two pictures and complete dialogs A and B with the sentences in the box. Then listen and check your answers.**

Form pairs. Ask students to look at the pictures and complete the dialogs with the sentences in the box. You may go over the sentences in the box and/or the dialogs and clarify any doubts. Ask students to complete the activity. Monitor. Then, play Track 32 for students to check their answers.

**9. Work in pairs. Role-play the dialogs above with the appropriate intonation and tone of voice.**

Students should continue working in pairs. Tell students to role-play the dialogs above using the appropriate intonation and tone of voice. Monitor. You can invite volunteers to role-play the dialogs for the rest of the class.

## Lesson 1



## Making complaints (Role-play)

## Session 1

You can tell students that this unit's product will consist on writing a dialog to respond to a complaint that they will role-play at the end of the unit in front of the class. You can ask students to read the information on page 124 and clarify any doubts. Form teams of four. Ask them to brainstorm the places and types of products they can buy in each one. Have them exchange ideas about reasons for complaint and finally, ask them to make some notes including everything they discussed during this session.

Remind students that they will need this material for the following sessions, so it should be put away until next session.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

Lesson 1

Create

Product

Making Complaints (Role Play)

**Check your Progress**

Go to page 135. Read questions 1 and 2 and complete according to your performance in the lesson.

**Session 1**

In this unit, you and your teammates will write a dialog making and responding to a complaint, and at the end of the unit you will role-play it in front of the class.

1. Get together in teams of four. Brainstorm places and types of products you can buy in each one.
2. Exchange ideas about possible reasons for complaint related to each of the products you mentioned in 2.
3. Make some notes on the information you discussed in this session.

Save your work. You will use it in a second Product session.

**Reading Time!**

Read pages 103 to 105 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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Unit 8 - Complaints, complaints!

**Reader's Story – How bad do you want it?****Track 53**

During this unit, students will read the story of a girl that was looking for a perfect present for her dad. Since she couldn't find it at a store, she decided to order it online. However, she is disappointed since she doesn't receive what she expected. This story takes us through the troubles Aby experiences with customer service until she finally gets what she ordered.



Before you begin today's lesson, read pages 103 to 105 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *Why did Aby go to the mall? Does she find what she was looking for at the mall? What does she decide to get? Who is going to get the present?*, etc. You may also invite students to make predictions about what will happen next.


Family and Community Environment

## Lesson 2


**Discover** Why do people complain about products? Do you think people should complain about products? Why?

**1** Work in pairs. Look at the pictures of two situations at different stores and discuss what you think is happening in each one.

**2** Listen to Situation 1 and complete the sentences.  33

- Mark went to the store to replace his camera.
- The problem is the flash is broken.
- The sales clerk tells him that they don't replace products.

**3** Read the dialog in Situation 2 and underline the correct options. Then listen and check your answers. Role play the conversation.  34

Sales attendant: Can I help you?

Claire: Yes, please. I bought these jeans for my son, but they are too small / of poor quality. Do you have them in a better quality / larger size?

Sales attendant: Let me check. I'm afraid they have sold out.

Claire: Oh, what a shame! Then I would like a refund, please.

Sales attendant: I'm sorry. We can return your money / don't give refunds if the items are on sale. You can exchange them for something else or we can give you a credit note.

Claire: OK. I'll take a credit note / exchange them for a shirt.

Sales assistant: It's valid for six months.

Claire: Oh, that's very good. Thank you.

Exchanges associated with the environment. Express complaints about a product.

Unit 8 / 125

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can form small groups and encourage students to discuss if they have ever made a complaint at a store (or restaurant or something similar) and if they have, ask them to share why they complained and what happened.



**1. Work in pairs. Look at the pictures of two situations at different stores and discuss what you think is happening in each one.**

Form pairs. You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Then, you can ask a volunteer to read the instructions aloud and clarify any doubts. Ask students to discuss what they think is happening in each situation. You may elicit ideas from different volunteers.

**2. Listen to Situation 1 and complete the sentences.**

Tell students they will now listen to Situation 1 and they have to complete the sentences. You may go over the sentences before you play the track and clarify any doubts. Play Track 33 as many times as you consider necessary for students to complete the activity. Monitor. Elicit the complete sentences and check. See if everyone agrees.

**3. Read the dialog in Situation 2 and underline the correct options. Then listen and check your answers. Role-play the conversation.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask them to first read and underline the correct options. Then, play Track 34 as many times as you consider necessary for students to check their answers. Then, form pairs and ask students to role-play the conversation. Monitor. You can invite volunteers to role-play the conversation for the rest of the class.

## Lesson 2

## Warm Up

You can form pairs or small groups and invite students to discuss the reasons why people can make complaints. Elicit ideas from different students and write them on the board. You can even make a mind map.

Think and do

#### 4. Work in pairs and complete the sentences.

Students should work in pairs. You can go over the sentences along with students. Then, ask them to complete them. Monitor. You can invite volunteers to write the sentences on the board and check.

#### 5. Read Mark's and Claire's expressions at the beginning and at the end of the dialog and discuss how each one feels at each moment.

Students should continue working in pairs. You can ask a volunteer to read the instructions aloud. Clarify any doubts. Have students discuss how Mark and Claire feel. Monitor. You may invite volunteers to share what they discussed with the rest of the class and see if everyone agrees.


#### 6. Complete the sentences with the words in the box.


You can ask a volunteer to read the instructions aloud. Have students complete the activity. You may elicit answers orally or have volunteers write the sentences on the board. Check and correct as needed.

#### 7. Listen to Steve and Amy talking to an agent in a call center, complete the table, and answer the question.


Read the instructions along with students. Make sure everyone understands what needs to be done.

## Lesson 2





Work in pairs and complete the sentences.



Situation 1


1. Mark proposes to \_\_\_\_\_  
replace the camera.

2. The sales clerk offers \_\_\_\_\_  
the address to the service center.

Situation 2


3. Claire proposes to \_\_\_\_\_  
get a refund.

4. The sales clerk offers \_\_\_\_\_  
a credit note or an exchange.

 **Read Mark's and Claire's expressions at the beginning and at the end of the dialog and discuss how each one feels at each moment.**


Mark: I feel disillusioned. / Thanks for nothing!

Claire: What a shame! / Oh, that's very good. Thank you.

 **Complete the sentences with the words in the box.**

on sale
refund
credit note
exchange


1. When you return a product, you can get a refund or reimbursement, an exchange, or a credit note.
2. When you exchange a product, you change it for another one.
3. When you get a refund or reimbursement, the store gives you the money back.
4. If an item is on sale, its price is lower than usual.
5. A credit note is a piece of paper given by a shop when you return something that allows you to buy other goods of the same value.

 **Listen to Steve and Amy talking to an agent in a call center, complete the table, and answer the question.**

	Problem	Solution
Steve	book cover is scratched	free replacement
Amy		

> Are their problems solved in the way they propose?  
Yes, they are \_\_\_\_\_

> How do you think they feel at the end of the conversation?  
Satisfied/pleased \_\_\_\_\_



**35**

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Unit 8 - Complaints, complaints

Play Track 35 as many times as you consider necessary for students to complete the table and answer the question. Monitor and provide any needed assistance. You may draw the table on the board and have volunteers take turns to complete it. Elicit the answer to the question and check.

1. Read and Listen to the dialogues.

**8. Discuss in pairs the expected solution: replacement or reimbursement for each of the situation below.**

- The product you bought is good quality, but it is damaged. replacement
- The product you bought turned out to be low quality. reimbursement
- There aren't any more products left to get a replacement. reimbursement


**9. Work in pairs. Classify the following sentences from the dialogs in this lesson according to their purposes.**

To start a complaint: 1, 5, 8      To apologize: 3, 4, 7  
 To propose a solution: 2, 9, 10, 12      To express gratitude: 6, 11

- I'm calling to make a complaint about a book I purchased.
- My apologies for this inconvenience.
- I'd like a free replacement.
- I would like a refund, please.
- I'm afraid there's a problem with a bag I bought.
- Thank you very much.
- I'd like a full reimbursement.
- I bought this camera and the flash doesn't work.
- I'm sorry. We don't give refunds if the items are on sale.
- Sorry. We don't replace products.
- Thanks for your help.
- I'm sorry about this mistake.

**10. Work in pairs. Write a dialog with the information in the table below. Use some of the expressions from activity 9.**

Product	anti-adherent frying pan
Reason for complaint	food gets stuck to the pan
Customer's solution:	return the pan and get a refund
Attendant's response:	apologizes, but no refunds or replacement
Customer's reaction:	shows dissatisfaction in an angry way.



Exchanges associated with the assessment: 1 Express complaints about a product.

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**8. Discuss in pairs the expected solution: replacement or reimbursement for each of the situation below.**

Form pairs. Read the instructions along with students. Make sure everyone understands the meaning of replacement and reimbursement and that everyone knows what needs to be done. Ask students to complete the activity with their partners. Monitor. You may elicit the answers and see if everyone agrees. If there are disagreements, invite students to share reasons for their answers until an agreement is reached.

**9. Work in pairs. Classify the following sentences from the dialogs in this lesson according to their purposes.**

Students should continue working in pairs. Ask them to classify the sentences from the dialogs in the lesson according to their purposes. You may go over the purposes along with students and clarify any doubts. Ask students to complete the activity with their partners. Then, you can mention each purpose and have volunteers say what dialogs correspond to each purpose. Correct as needed.

**10. Work in pairs. Write a dialog with the information in the table below. Use some of the expressions from activity 9.**

Students can continue working with their partner from the previous activity or you can form new pairs. You can have volunteers read the instructions and the information in the table aloud and clarify any doubts. Then, ask students to write their dialog. Remind them to use some expressions from activity 9. Monitor and provide any needed assistance. You can invite volunteers to share their dialogs with the rest of the class.

## Lesson 2



## Making complaints (Role-Play)

## Session II

You can tell students they will continue working on their product. Ask them to read the information on page 128 and clarify any doubts. Then, have students follow the steps to complete this session of the product. Students should get together with their teammates, take out their notes from the previous session and exchange ideas and add more reasons for complaining related to the products they chose. Tell them to mention and write down all the expressions and words that can be used to issue a complaint and to respond to a complaint they learned in this lesson. Next, students should work in pairs. Each pair should write a dialog using elements from their notes. They should also decide if this conversation takes place face to face or over the phone. Ask students to check their dialog is correctly written and have them prepare a final version. Remind students that they will need this material for the following sessions, so it should be put away until next session.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

Product

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**Check your Progress**

Go to page 135. Read questions 3 and 4 and complete according to your performance in the lesson.

**Making Complaints (Role Play)**

**Session II**

This is the second working session for you and your team to produce a dialog complaining about a product. Follow the steps below to continue with your product.

1. Get together with your teammates and take out your notes from Session I. Exchange ideas and add more reasons for complaining related to the products you chose.
2. Mention all the expressions and words you learned in this lesson to express a complaint and respond to it, and add them to your notes.
3. Work in pairs. Each pair will write a dialog. With your partner choose a place, a product, and a reason for complaining from the notes you made.
4. Decide if the conversation will be face to face or over the phone. Then start writing your dialog.
5. Check your dialog is correctly written and write a final version.

Save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 106 to 109 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?

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Unit 8 - Complaints, complaints

## Reading Time!

**Reader's Story – How bad do you want it?****Track 53**

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 106 to 109 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What does Aby receive? Who does she call? What was the product she wanted? Why does Aby get angry? What does the customer service agent tell Aby? Does Aby want a refund? Why?*, etc. You may also invite students to make predictions about what will happen next.



**Discover**

## Lesson 3

Do you think that the language, tone of voice and body language we use when we complain is important? Why?

**1** Work in pairs. Read and complete this article with the sentences in the box.

Could you help me with...? Thanks for your understanding. This is really unfair!  
 Could I speak to the manager, please? I am sorry to say this, but  
 I felt frustrated because... What should I do?

**Making Polite Complaints**

- Start your complain in a polite way: *I'm sorry but I'd like to make a complaint about... There appears to be a problem here... Could you help me with...?*
- Stay polite: Keep your voice calm. Use verbs like *would, should* and *could*, to sound polite.
- Be clear about what you are complaining about. Explain your emotions so that the other person can understand your point of view. *I felt disappointed when... or I feel frustrated because*
- Turn your complaint into a question: *How can we fix this? What should I do?*
- Ask to speak to someone who has more power if you cannot fix the situation: *I'd like to speak with your supervisor. Could I speak to the manager, please?*
- Sometimes you can be really angry with a situation. Expressions like: *That is unbelievable!* This is really unfair! or *That's ridiculous!* are not polite, but they are used to show frustration or shock.
- Show your gratitude to the person you are speaking to, when he or she offers an acceptable solution to your problem: *Thank you for your help. Thanks for your understanding.*

**2** Listen to Jason calling Customer Service to complain and complete the table with checks (✓) or crosses (X).

Customer:	
Starts complaining politely	✓
Makes himself understood when explaining the reason of the complaint.	✓
Explains feelings	✓
Asks questions	✓
Asks to speak to someone else.	X
Reacts angrily	X
Expresses gratitude	✓

Exchanges associated with the environment. Express complaints about a product.

Unit 8 129

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can ask students to repeat the same sentence while expressing different emotions, e.g. Say: 'I don't care' as if you were: happy, sad, angry, disappointed, etc. You can ask students to work in pairs, small groups or work as a class.



### 1. Work in pairs. Read and complete this article with the sentences in the box.

Form pairs. You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the article with the sentences in the box. You may also go over the sentences before they begin. Ask students to complete the activity. Monitor and provide any needed assistance. Finally, you can have volunteers take turns to read the article aloud. Check and correct as needed.

### 2. Listen to Jason calling Customer Service to complain and complete the table with checks (✓) or crosses (X).

You can ask a volunteer to read the instructions aloud. Clarify any doubts. Play Track 36 as many times as you consider necessary for students to complete the activity. You may elicit the answers and check.

## Lesson 3

## Warm Up

You can choose one of the dialogs in that you've seen so far, form pairs or teams accordingly and ask students to practice and role-play the dialog. You may also invite students to change the reason for the complaint if you consider they can do it. You may have students role-play for the rest of the class.



### 3. Read the dialog and label the parts of the coffee maker with the words in the box.

You can direct students' attention to the picture and encourage them to identify what they see. Tell students they will read and listen to the dialog and they have to label the parts of the coffee maker. Play Track 36 as many times as you consider necessary for students to complete the activity. You can elicit the parts of the coffee maker and check.

### 4. Underline the part of the dialog where Jason explains his problem in detail and check (✓) the correct answer.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. Then, ask volunteers to share what they underlined and the answer they checked. See if everyone agrees.

### 5. Read the dialog again and order the sequence.

You can read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. To check, you may write the sentences on the board and have volunteers take turns to write the correct number next to each.

Lesson 3

Read the dialog and label the parts of the coffee maker with the words in the box.
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filter holder

filter basket

paper filter

Agent: Good morning. Customer Service. Can I help you?

Jason: Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed, I can't use it.

Agent: Mm...What do you mean?

Jason: What I mean is...I don't know the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

Agent: Oh, I see...the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

Jason: Yes, precisely. It seems to be stuck.

Agent: Oh, sorry about that.

Jason: What should I do?

Agent: Bring your coffee maker to our service center. If the problem cannot be solved, you will get a free replacement.

Jason: Oh, that's great. Thank you for your help.

**4. Underline the part of the dialog where Jason explains his problem in detail and check (✓) the correct answer.**

What does Jason do to make himself understood?

a) He tells the agent the exact name of the part he can't move. \_\_\_\_\_

b) He describes where the part is and its function. \_\_\_\_\_ ✓

**Tips**

Remember it is important to use various resources when you do not know the exact word or expression you need. You can say, What I mean is...I mean... and then explain the idea using different words to make yourself understood.

**5. Read the dialog again and order the sequence.**

- 6 Offering solutions
- 1 Greeting
- 5 Asking for a solution
- 2 Starting a complaint
- 8 Expressing gratitude
- 7 Accepting the proposed solution
- 3 Making clear what the problem is
- 4 Apologizing

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Unit 8 · Complaints, complaints!



## Lesson 3



## Making a complaint (Role-Play)

## Session III

You can tell students that they will continue working on their product. You may ask them to read the information on page 132 and clarify any doubts. Then, ask them to get together with their teammates and take out their work from previous sessions. Students should work with the partner with whom they wrote the dialog on the previous session. Ask them to go over the dialog to make sure it includes everything they have learned so far. They should also check that the expressions they are using are correct. Next, they have to talk about and determine what is suitable body language to use at different moments in their dialogs and they must decide who will be the attendant and who will be the customer. Monitor and provide any needed assistance. Finally, they should rehearse their dialog and provide feedback to their partners so that they can improve their performances. Remind them that the tone of voice is also important when you want to express emotions. Remind students that they will need this material for the final session, so it should be put away and kept safe until the next session.

**Check your Progress** You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 3

Create

Product

**Making Complaints (Role Play)**

**Session III**

**Check your Progress**

Go to page 135. Read questions 5 and 6 and complete according to your performance in the lesson.

1. Get together with your teammates and take out the dialog you wrote on the previous session.
2. Work with your partner. Go over your dialog again to make sure it includes all the stages as you learned in this last lesson of the unit.
3. Review the expressions you included in your dialog and check they are correct.
4. Now, discuss with your partner suitable body language to use at different moments of your dialog. For example, you can start politely and depending on how your situation develops, you can end it showing anger, or not. Draw a chart and include the feelings and emotions you want to express in your dialog.
5. Decide who will be the attendant and who will be the customer. Rehearse your dialog. Provide feedback to your partner to help him/her improve the performance.

Make sure your body language matches the feelings you want to convey. Remember that the tone of your voice is also important to help you express emotions. Then rehearse it once more paying attention to all the aspects mentioned.

Save your work. You will use it in in one last Product session.



**Reading Time!**

Read pages 110 to 113 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?

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Unit 8 - Complaints, complaints!

## Reading Time!

## Reader's Story – How bad do you want it?

## Track 53

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 110 to 113 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *How is Aby feeling? Why does she feel that way? Who does she call? What do they tell her? What is wrong with the second package they sent her? Who does Aby ask to speak to?*, etc. You may also invite students to make predictions about what will happen next.

**Review** Lesson 4

**1. Choose one of these problems with a product you bought.**

- The product is damaged: broken / scratched / stained etc.
- The size or color is not correct.
- The product doesn't work.

Follow these instructions:

- > Decide: whether it is a face to face or phone conversation
- > the roles (customer, sales attendant, agent at Customer Service)
- > how the problem is solved: replacement / refund / credit note
- > whether the solution offered pleases or not the customer.

**2. Write the dialog. Use some of the expressions in the box.**

I want to complain about...	What's the problem?
I feel dissatisfied	Frustrated/disappointed I'd like
Could you...?	We can replace / exchange...
Thank you.	It's absurd! I want...

**3. Practice the dialog and role-play it. Use body language and the suitable tone of voice to convey your feelings.**

Exchanges associated with the environment / Express complaints about a product.

Unit 8 / 133

## Lesson 4

## Review

**1. Choose one of these problems with a product you bought.**

You can ask volunteers to read the instructions and all the provided information aloud. Make sure everyone understands what needs to be done.

**2. Write the dialog. Use some of the expressions in the box.**

Students should write their dialog using what they chose on the previous activity and some of the expressions in the box. You can go over the expressions along with students. Make sure everyone understands what needs to be done. Monitor and provide any needed assistance.

**3. Practice the dialog and role-play it. Use body language and the suitable tone of voice to convey your feelings.**

Students should practice the dialog they wrote and role-play it. Remind them to use body language and appropriate tone of voice to convey their feelings. You can have volunteers role-play their dialog for the rest of the class.

**Secondary 2**

**Check your Progress**

**Making Complaints (Role-play)**

**Real Service**

As you learned during this unit, when you complain about a product you bought, you state the reason to back up your complaint and expect a solution to your problem which may be satisfying or not. Throughout this unit, you also learned expressions to state the reason for your complaint, explain yourself, apologise for the inconvenience, ask for and offer solutions, and finally show your appreciation or not with the solution offered. Here is a time to show what you learned.

1. Get together with your teammates and take out the material you produced during your Product sessions.
2. Work with your partner. Go over your dialog one last time to make sure it is correct. Make any changes you may consider necessary to improve it.
3. Discuss the body language you are going to use to convey the correct emotions.
4. Take a few minutes to rehearse your complaint paying special attention to intonation and pronunciation.
5. Take turns to role play your team's dialog in front of the class.
6. Listen to other teams' complaints and be respectful.
7. Express your point of view about other teams' dialog and state the reasons for your thoughts as you exchange them with your class.

**Reading Time!**

Congratulations! This is a great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

Read pages 114 to 116 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Ask the most interesting part of his reading? Before you read, what did you think the business reference section on page 116.

**Boats**

Secondary 2 Evaluation Instrument Unit 8

Name: \_\_\_\_\_ ON \_\_\_\_\_  
Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
Evaluation Instrument: Interview

**Check with the same partner each time. Interview your partner to evaluate his or her performance. Ask the following questions.**

1. What are some of the things that you can make a complaint about? (pp. 121)
2. How can you make a complaint? (pp. 122 and pp. 123)
3. What expressions can you use to make a complaint? (pp. 127)
4. What are some solutions that might be available after you make a complaint? (pp. 127)
5. What are the most important elements that one must mention when making a complaint? (pp. 129 and pp. 130)
6. What emotions can you express when you make a complaint? Can these emotions change? Why? (pp. 131)
7. Is it important to use body language when you make a complaint? Why?
8. What is the difference between a face-to-face complaint or a phone complaint?

**Use the results to decide the strategies to improve your work.**

134 Unit 8 - Complaints, complaints

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## Product



### Making a complaint (Role-play)

You can begin this session by inviting students to share what they think is the most useful thing they learned in this unit. You can have students read the information on page 134 and clarify any doubts. Students should get together with their teammates and take out their material from the previous sessions. Ask them to work with their partners with whom they wrote the dialog. They should check their dialog and make sure it is correct and make any improvements they consider necessary. Remind them to discuss with the body language that they are going to use. Ask them to rehearse their complaint while paying attention to their intonation and pronunciation. Monitor and provide any needed assistance. Next, have students take turns to role-play their dialogs in front of the class. Remind everyone that they have to listen, pay attention and be respectful. The rest of the class should express their points of view about the other teams' dialogs. Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

### Reading Time!

Before you continue with the next unit, ask students to complete the Grammar Reference section on page 176 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Story – How bad do you want it?

#### Track 53

Remember that you can read during class or you can ask students to read as homework and then discuss the story during class. Read pages 114 to 116 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What does the manager tell Aby? When does the package arrive? How many deliveries had Aby received? Is this last delivery what she wanted? What does she do with the chess set? Does her dad like it?*, etc. You may also invite students to make predictions about what will happen next.

### Assessment

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (✗) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

- ✓ revise and understand complaints about products.
- ✓ understand the main ideas and details when making complaints.
- ✓ make oral complaints.

While I worked on the product for this unit (role playing a complaint), I:

- ✓ participated actively
- ✓ was able to include new expressions I learned in this unit
- ✓ contributed with my points of view
- ✓ was able to show my emotions and feelings when expressing complaints
- ✓ adjusted my language and intonation to improve my fluency
- ✓ felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the one which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel ...

Happy    Excited    Angry    Disappointed    Sad    Interested    Curious

Co-evolution

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values: 1 = Agree    2 = Disagree    3 = Needs Practice

	Yourslf	1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
TOTAL					

Unit 8 • Complaints, complaints!

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 135 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the ideas they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 136 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Interview

### **I** Interview your student to assess performance

a. What do you think is more effective, a face-to-face complaint or a telephone complaint?

---

---

b. Why do people make or file complaints?

---

---

c. What solutions can people get when they make or file a complaint?

---

---

d. What information should be mentioned when making a complaint?

---

---

e. Task: Let's pretend you are making a complaint. I am going to answer back to you so that you can complete your complaint.

---

---

Overall student's performance:

Exceeds Expectations

Excellent

Average

Poor

Needs Improvement



**Unit 9** Lesson 1 *Different cultures, different ways!*

**Discover** Which cultures would you like to learn more about? Why?

**1** Work in pairs. Read these two definitions of culture. Then draw a similar chart to the one below in your notebook and complete it with some examples of Mexican cultural expressions.

Culture is the way of life of a group of people—the customs, beliefs, values, social practices, traditions and symbols that are passed along by communication and imitation from one generation to the next. According to anthropologists, culture encompasses what we eat, what we wear, our language, marriage, music, celebrations, what we believe is right or wrong, our manners, how we greet visitors, and a thousand other things.

Language(s)	Student's own answers	Music	
Food(s)		Holidays	
Drink(s)		Sports	

**2** Compare your charts with another pair. Discuss: Are there any other cultural aspects, traditions and/or customs that define Mexican identity?

**3** Look at the pages of a book and answer the questions.

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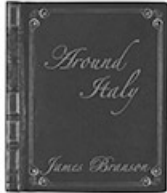
Amazing architecture from the past . . . 8

Land of vineyards . . . 35

A taste of Italy . . . 60

Carnival of Venice . . . 94

Michelangelo, Da Vinci and others . . . 125



- What is the title of the book and who wrote it? Around Italy by James Branson
- What is the name of the publishing house? Ocean Books Ltd.
- What year was the book first published? 2013

**4** Look at the contents page and write the name of the chapter where you can find information about the following:

- > A traditional holiday: Carnival in Venice
- > Old buildings: Amazing architecture from the past
- > Art: Michelangelo, Da Vinci and others

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**UNIT 9****Different cultures, different ways!**

1. Work in pairs. Read these two definitions of culture. Then draw a similar chart to the one below in your notebook and complete it with some examples of Mexican cultural expressions.

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance.

2. Compare your charts with another pair. Discuss: Are there any other cultural aspects, traditions and/or customs that define Mexican identity?

Have each pair get together with another pair and ask them to compare their charts. Then, you can read the question aloud and ask them to discuss it. Monitor. You may elicit opinions from different volunteers.

3. Look at the pages of a book and answer the questions.

You can direct students' attention to the pages of a book and invite them to say what they see. Then, ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. Ask students to complete the activity individually. You can ask the questions to elicit the answers and check.

4. Look at the contents page and write the name of the chapter where you can find information about the following:

You can read the instructions along with students. Ask students to complete the activity. Elicit the answers and check. Encourage other students to give the correct answers if needed.

**Achievements**

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

**Lesson 1**

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

**Warm Up**

To begin the class you can sit students in a circle. Choose any vocabulary topic you would like to review. Ask a random student for a word, from that topic, beginning with A and proceed through the alphabet and the students, e.g. topic: fruits. A=apple, B=banana, C=cantaloupe, D=durian, etc. If anyone gets stuck, you or any other classmate can help.

## Lesson 1

## Warm Up

You can form pairs or small groups and ask them to talk about something they think that is representative of their city and that anyone that visits their city should see. Then, invite each group to share their ideas with the rest of the class.



### 5. Listen and read to the following text and discuss the questions below in pairs.

You can tell students that you are going to listen to and read a text. Ask them to pay attention. Play Track 37 as many times as you consider necessary. Then, form pairs and ask students to discuss and answer the questions. You can ask the questions and elicit the answers from different pairs.

### 6. Look at the words in italics in the text and classify them in the table below.

You can ask volunteers to read the instructions and elements in the table aloud. Make sure everyone understands what needs to be done. Students should continue working in pairs. Have students complete the table. You can draw a similar table on the board and have volunteers complete it. Check and correct as needed.

### 7. Discuss. How is Independence Day celebrated in your country? Are there any similarities with the celebrations in the US and France?

You can form small groups and ask students to discuss the questions and then elicit ideas from each group or discuss these questions as a class.

Lesson 1

**Listen and read the following text and discuss the questions below in pairs.**

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Tips

Compare and contrast is a text organization where the similarities and differences of two or more things are explored. Signal words like: *both, the same as, different, however, on the one hand...* on the other, *while, like, unlike* are used.

Independence Day is an important celebration in the US, the same as Bastille Day, the equivalent of Independence Day, in France. Both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire spectacular fireworks, on the other the activities and events can be different. While in France firehouses open their doors to the general public on that day, offering live demonstrations and dancing, in the US usual activities are sporting events and barbecues. In both countries impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family reunions with picnics are the most popular way to celebrate the day. Whether in the US or in France, Independence Day or Bastille Day is a day to celebrate and have fun.

1. What is the text about? *Independence Day in the US and Bastille Day in France.*

2. What is its purpose? *to inform*

3. Who can be interested in reading it? *teenagers and adults*

4. Which of the following structures corresponds to the text above?

a) causes and effects of celebrating  
**b) compare and contrast ways of celebrating**  
 c) sequence of events in a celebration

**Look at the words in italics in the text and classify them in the table below.**



Compare (similarities)	<i>the same, both</i>
Contrast (differences)	<i>on the one hand...on the other, different, while, however, whereas</i>

**Discuss. How is Independence Day celebrated in your country? Are there any similarities with the celebrations in the US and France?**

Glossary

parade: (n) a public celebration in which a large group of people move through an area, often with decorated vehicles and bands playing music

firehouse: (n) fire station

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## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *There is a military parade every September 16th. / The firetrucks are parked at the firehouse.*

## Tips

You can have volunteers read the information in the box aloud and encourage them to identify sentences in activity 5 that contain these expressions to compare and contrast, invite them to share some examples, or share some examples yourself, e.g. *Both milk and cheese come from cows. On the one hand I want to sleep all day, on the other hand I want good grades so have to study.*

**8. Read and complete the text comparing typical food in two different countries with the words in the box. Check your answers with a partner.**

On the one hand      however      both      the same as  
differences      similar      while      on the other

I spent my summer vacation in a friend's house in India, and I was surprised to see how similar the food in both countries is, although there are some differences as well. On the one hand, it is quite spicy in both countries, but on the other some ingredients are different.

In Mexico, beef and pork are widely eaten while in India most people eat only vegetables. In both countries it is common for people to eat with their hands. In India dinner is the most important meal of the day, however in Mexico it is lunch.

Even though in both countries spicy food is the main characteristic, in India a mixture of different spices is used to make you body heat, while in Mexico chillies are the main ingredient which makes food spicy and hot.

Popular Mexican food uses a significant amount of black beans and pinto beans the same as as Indian food where they call it rajma.

I really loved Indian food and many of its dishes reminded me of similar ones in Mexico!

**9. Read the text again and complete the Venn diagram.**

Mexican food      Indian food

Spicy

**10. Discuss in pairs. What is your favorite Mexican dish?**

Understanding ourselves and others / Read short literary essays for contrasting cultural aspects.

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## Lesson 1

- 8. Read and complete the text comparing typical food in two different countries with the words in the box. Check your answers with a partner. Then, listen and check.**

You can ask a volunteer to read the instructions aloud. You may go over the words in the box. Ask students to read and complete the text with the words in the box. Then, form pairs and ask them to check their answers with their partner. Play Track 38 as many times as you consider necessary for students to check their answers. You may elicit the answers from volunteers.

- 9. Read the text again and complete the Venn diagram.**

You can read the instructions along with students. See if they know what a Venn diagram and if they know how to complete it. If not, explain that they must write the similarities in the middle and the differences on the sides under the correct country. Ask students to complete the activity. Monitor and provide any needed assistance. You can draw an incomplete Venn diagram on the board and then have volunteers complete it on the board. Check and correct as needed.

- 10. Discuss in pairs. What is your favorite Mexican dish?**

Students should continue working in pairs. Read the question aloud and ask students to discuss it. Then, you can invite volunteers to share their opinion with the rest of the class. You may share your own opinion too if you desire.

### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

This can be an activity that you can follow up. Ask students to talk to their parents, grandparents, aunts, uncles or which ever adult about the things they used to do, eat, etc. when they were their children's age and ask your students to make a Venn diagram to represent the similarities and differences. Have them share their diagrams with the class.

## Lesson 1



## Making a Comparative Chart

## Session 1

You can tell students that this unit's product will consist on making a comparative chart to compare cultural aspects. You can ask students to read the information on page 140 and clarify any doubts. Ask students to get together in teams of four. Tell students to brainstorm different cultural aspects from their country. They have to choose one and do some research to find out more about it. They must choose the most relevant information and write it down in their notebooks. Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 1

**Check your Progress**

Go to page 151. Read and answer questions 1 and 2 according to your performance in the lesson.

Making a Comparative Chart


Session 1

Throughout this unit, you will be learning about cultural aspects from around the world to make a comparative chart by the end of the unit.

1. Get together in teams of four and brainstorm different cultural aspects from your country, such as, types of music, dances, food, holidays, crafts, etc. Choose one and do some research to get information about it.
2. Choose the most relevant information you got and write it down in your notebook.

---

Save your work. You will use it in the following Product session.



Reading Time!

Read pages 117 to 119 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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Unit 9 - Different cultures, different ways!

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

**Reader's Fact – Around the World****Track 54**

During this unit, students will read a travel log that will allow students to learn more about other countries and cultures.


Before you begin today's lesson, read pages 117 to 119 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What countries will we learn about?*, etc.

**Discover** Lesson 2

What elements do you think are representative of a culture? Why?

**1** Discuss with a partner. What are some traditional drinks in your country?

**2** Listen and read about this Japanese ceremony and answer the questions in pairs.



During my stay in Japan I attended a tea ceremony. Chanoyu, its Japanese name, is the ancient ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study. Before entering the teatoom, we washed our hands and mouths with clean water, because you have to purify yourself before the ceremony. Our host greeted each of us with a bow. While sitting on the floor we observed how she prepared the utensils and then the tea. Once it was ready, each of us drank from the bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth. When we finished, she allowed us to examine all the utensils. [ 3 ] We learned that each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place. [ 1 ] This tea ritual requires a series of precise hand movements and graceful choreography. [ 4 ] It is a symbol of peace, and harmony for the Japanese people. It is a spiritual experience to show respect through etiquette and grace, which are very important aspects in Japanese culture. [ 2 ]

**1.** What is Chanoyu?  
It's the name of an ancient ritual and art of preparing tea.

**2.** What is important to do before the ceremony?  
To wash your hands and mouth to purify yourself.

**3.** Which senses does the writer use to describe the tea?  
Vision, smell and taste.

**4.** Which sentences in the text show you this is an important ceremony?  
Underline them.

**5.** Why is each tea gathering unique?  
Because the tools change depending on the season and the moment of the day.

**6.** Which values are symbolized through the tea ceremony?  
Discuss the options below and give reasons for your answers.

respect courage honesty beauty justice peace

**Glossary**

rim: (n) the outer, often curved or circular edge of something

silky: (adj) soft and smooth like silk (a delicate type of cloth made from a thread produced by silkworms)

host: (n) someone who has guests

Understanding yourself and others / Read short literary essays for contrasting cultural aspects.

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## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *Peter filled his glass to the rim. I love my silky pajamas. Our host gave us an effusive welcome.*

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can form small groups and ask them to think of and write down 10 things that represent Mexican culture. Then, have a volunteer from each group write their 10 things on the board. See how many things the group can come up with.



### 1. Discuss with a partner. What are some traditional drinks in your country?

Form pairs. Read the question along with students. Clarify any doubts. Ask students to discuss the question. Elicit ideas from different pairs.

### 2. Listen and read about this Japanese ceremony and answer the questions in pairs.

Tell students they now have to listen, read along and finally answer the questions. Play Track 39 as many times as you consider necessary for students to answer the questions. You may also go over the questions before you begin reading the text. Monitor and provide any needed assistance. You can ask the questions and elicit the answers to check.

## Lesson 2

## Warm Up

You can play a game. Split the class into teams of 4 or 5 students. Draw lines on the board so that each team has a space where they will write on the board. Write a topic on the board, it can be related to this unit, e.g. Cultural aspects/ Mexican drinks./etc. The students write as many words as they can taking turns within their teams. Set a time limit. Unreadable and misspelled words are erased. See who came up with the most words. Who came up with a very unique idea? Who wrote the least amount of words?



### 3. Read these main ideas from the text and underline the parts that provide details or explanations.

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. Elicit sentences from volunteers and see if everyone agrees.

### 4. Match the sentences below to the ones with the same meaning in the text.

You can read the instructions along with students. Ask students to complete the activity individually. Monitor and provide any needed assistance. You may elicit answers from different students and check and correct as needed.

Lesson 2

E **Read these main ideas from the text and underline the parts that provide details or explanations.**

*Chanoyu, its Japanese name, is the ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study. Before entering the tearoom, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony. Once it was ready, each of us drank from a bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth. Each tea gathering is a unique experience as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.*

E **Match the sentences below to the ones with the same meaning in the text.**

1. Every tea ceremony has variations depending on the time of day and year.  
*Each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.*
2. The tea ceremony symbolizes some important values for Japanese people.  
*It is a symbol of peace, and harmony for the Japanese people.*
3. We could look closely and touch all the tools to prepare tea when the ceremony was over.  
*We observed how she prepared the utensils and then the tea.*
4. The host makes specific body and hand movements during this ritual.  
*We observed how she prepared the utensils and then the tea.*

E **Read and listen to this essay about a Mexican ritual ceremony and underline the words that are similar to Spanish.**

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A Traditional Mesoamerican Ceremony

I had an amazing experience in a temazcal. A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing.

When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. They are called abuelitas. We sat on some colorful blankets in a semi-circle.

The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. The heat was almost unbearable, but once the ceremony finished I stopped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

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### 5. Listen and read this essay about a Mexican ritual ceremony and answer the questions.

You can tell students they will now listen to and read a text. Ask them to pay attention so that they can answer the questions afterwards. Play Track 40 as many times as you consider necessary. Then, direct students' attention to the questions and ask them to answer them. Monitor. You may ask the questions and elicit the answers. Check and correct as needed.

## Glossary

You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *They dug a pit to bury the trash./The sense of smell develops in the womb./The priest gave them his blessing./ The pain of his broken arm was unbearable./It was a delicious spicy blend./ Fireflies glow.*

Recreational and Literary Environment

**Read the essay in activity 5 and answer the following questions. Discuss with your group.**

- Why is the *temazcal* experience practiced?  
To purify and heal the mind and body.
- What does the building represent?  
The womb of Mother Earth.
- How did the author of the article feel at the end of the ceremony?  
He/she felt reborn.
- Which senses are implied in the author's account of the experience?  
Smell, hearing, vision.

**Add these details in the correct places in the text.**

- [ 1 ] with the purpose of creating a fragrant steam and increasing the heat while cleansing and refreshing our bodies.
- [ 2 ] These rocks were heated on a fire outside the structure and then brought in and placed in the pit.
- [ 3 ] The word comes from the Nahuatl and it is a combination of the words *temaz* = sweat, and *calli* = house.
- [ 4 ] This ancient ceremony that takes place inside the *temazcal* has roots in the Mayan and Aztec civilizations.

**Rephrase these sentences from the text using the prompts.**

- When we entered the *temazcal* we saw a pit in the middle where burning volcanic rocks were later placed.  
Once inside / hole / hot volcanic rocks / put  
Once inside, we saw a hole where hot volcanic rocks were put later.
- Except for the glowing of volcanic rocks, we were in complete darkness.  
Only thing / see / light / volcanic rocks  
The only thing we could see was the light from the volcanic rocks.
- He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle.  
/play music / praying / chanting  
He was praying and chanting as he played music.

**Discuss the following two questions.**

- What elements do Japanese and Mexican rituals have in common?  
(special place, people involved, old/new ritual, sensory experiences, etc.)
- What other traditional rituals from ancient times are still practiced in Mexico?

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## Lesson 2

### 6. Add these details in the correct places in the text.

You can go over each detail along with students and clarify any doubts. Ask them to add the details in the correct places in the text. Monitor. You can invite volunteers to share their answers with the rest of the class. See if everyone agrees.

### 7. Rephrase these sentences from the text using the prompts.

You can ask a volunteer to read the instructions along. Make sure everyone understands what needs to be done. Form pairs. Ask students to complete the activity with their partners. Monitor. You can invite volunteers to take turns to write their answers on the board. Check and correct as needed.

### 8. Discuss the following two questions.

Form small groups. You can go over the questions with students and clarify any doubts. Then, ask students to discuss the questions. Monitor. You can invite volunteers from each group to share their ideas with the rest of the class.

## Lesson 2



## Making a Comparative Chart

## Session II

You can tell students you will now continue to work on their product. You can ask them to read the information on page 144 and clarify any doubts. Ask students to get together with their teammates and take out the information they previously researched. Tell students they have to choose another country to compare and contrast the same cultural aspect. Next, ask them to write questions about the things they would like to know. Monitor and provide any needed assistance. Students should research to answer the questions they wrote and write down the information they get. Remind them they can use books or encyclopedias and, if available, they can search for information on the Internet.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

**Check your Progress**

Go to page 151. Read and answer question 3 according to your performance in the lesson.

**Making a Comparative Chart**

**Session II**

During this session you will:

1. Get together with your teammates and take out the information you researched about a cultural aspect from your country.
2. Choose one other country to compare and contrast the same cultural aspect.
3. Write questions about the things you would like to know, for example: *When does it take place? Where...? What...?* etc.
4. Find information in books, encyclopedias, or on the Internet to answer the questions you wrote and write down the information you get.

Save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 120 to 123 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Do you have any questions or comments on the topic of the reading so far?

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**Reading Time!****Reader's Fact – Around the World****Track 54**

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 120 to 123 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What place did they visit first? What celebration did they participate in? What details do you remember? What place did they visit next? What food did they eat in India? What do you remember about Turkey?*, etc.



**Lesson 3**  
 Discover *What do you think is most representative of your culture? Why?*

**1. Look at the picture and discuss the question.**  
 Do you know what the name of this craft is and where it is from?

**2. Listen and read the text, check your ideas, and answer the questions.**

I fell in love with Matryoshka dolls when I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name *Matryona*. They are sometimes called *babushka* which means *old woman* or *grandmother*. They represent fertility and motherhood. The first doll set was made in 1890 by Vasily Zvyozdochkin and designed by Sergey Maljutin, who was a folk crafts painter. They were inspired by a Japanese doll.

A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains increasingly smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes, from fairy tales to Christmas, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll, and a number showing the number of dolls in the set. They are truly works of art!

1. What is another name for the Matryoshka doll?  
*Babushka which means old woman or grandmother*

2. What do they represent?  
*Fertility and motherhood*

3. What unique characteristic do Matryoshka have?  
*It is a nested doll and inside the biggest ones there are smaller versions of itself*

4. How do craftsmen start making them?  
*They make the smallest one first*

5. What is the final step?  
*Signing the largest doll and writing the number of dolls in the set*

**3. Underline the title for the text you like best.**

a) A Popular Symbol of Russia  
 b) Matryoshka Dolls  
 c) A Famous Russian Craft

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### 3. Underline the title for the text you like best.

You can now tell students they have to choose the title they like best. Ask them to underline the one they prefer. Invite volunteers to share their answers and see who agrees.

## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can bring a soft ball or toy to class. Toss it to a student and ask a question or elicit a word related to this unit's topic. If the student answers correctly, he or she can toss the ball to someone else and ask another question or elicit another word, e.g. Question: What is something you pour? (water) / Word: It's a large hole in the ground (pit), etc.



### 1. Look at the picture and discuss the question.

You can direct students' attention to the picture and encourage them to describe what they see. Then, read the question along with students and encourage students to share their answers. If no one knows anything about the craft, you can tell them that they will soon find out more information.

### 2. Listen and read the text, check your ideas, and answer the questions.

You can tell students to listen and read along. Ask them to pay attention so that they can answer the questions. Play Track 41 as many times as you consider necessary and have students read along. You can then go over the questions and have students answer them. Ask the questions and elicit the answers to check and correct as needed.

## Lesson 3

## Warm Up

You can play Pictionary. Before class, prepare words related to the unit and put them in a bag. Split the class into two teams and draw a line down the middle of the board. One team member from each team gets a marker and chooses a word from the bag. Students draw the word as a picture. Their team must guess the word. Then, another student comes to the board and the same process is repeated. Repeat until students have drawn and guessed all the words. Encourage students to be quick.



#### 4. Complete the second column of the chart with information from the text.

You can direct students' attention to the chart and go over the information. Clarify any doubts. Ask students to use the information from the text to complete the second column. Monitor. You can draw a similar chart on the board and have volunteers take turns to complete it.

#### 5. Look at the picture and use the prompts to write sentences about this famous Mexican craft.

You can direct students' attention to the picture and encourage them to say what they see. Then, you can go over the prompts and make sure everyone understands what needs to be done. Have students complete the activity. Monitor and provide any needed assistance.

Lesson 3

Complete the second column of the chart with information from the text.

	Matryoshka dolls	Plebrijes
Country of origin	Russia	Mexico
Artist(s)	Vasily Zvyozdochkin and Sergey Maljutin	Pedro Linares
Date	1890	1936
Main characteristics	A nested doll with two halves that can be pulled apart. The outer figure contains smaller versions of itself.	Unnatural, colorful animals
Inspired by	Japanese doll	Dreams during sickness
Material	wood	Paper mache and cardboard
Themes	Peasant girls, fairy tales, animals, Christmas, famous people	Animals - Unique
Production	Artists at factories	Linares's descendants at family workshops

Look at the pictures and use the prompts to write sentences about this famous Mexican craft.

fantastic, unnatural animals / painted bright colors  
Alebrjes are fantastic, unnatural animals painted in bright colors. ( 2 )

Alebrjes / kind Mexican craft / created Pedro Linares 1936  
Alebrjes are a kind of Mexican craft created by Pedro Linares in 1936. ( 1 )

Linares / descendants / continue tradition / own workshops  
Linares's descendants continue the tradition of making alebrjes at their own workshops. ( 6 )

Alebrjes paper mache / cardboard  
Alebrjes are made of paper mache and cardboard. ( 4 )

An unique piece of art  
Each alebrje is a unique piece of art. ( 5 )

Linares / fell ill / in dreams / strange animals / the word alebrjes.  
Linares fell ill and in his dreams he saw strange animals and heard the word alebrjes. ( 3 )

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**5. Number your sentences to follow the same order in which the information about the Matryoshka dolls is presented. Then complete the column on the right in the chart in Activity 4.**

**7. Read this additional information about the alebrijes and follow the instructions:**

- Paraphrase the information you choose to rewrite.
- Add the sentences from Activity 5 in the correct places.
- Divide the text into paragraphs and write it in your notebook.
- Check spelling, grammar and punctuation.
- Add a title

In 1990, just two years before his death, Linares was awarded the Premio Nacional de Ciencias y Artes in the Arts and Popular Traditions category. Linares made some alebrijes for the famous artist Diego Rivera, and these pieces are exhibited at the Museo Anahuacalli in Mexico City.

In the Oaxaca Valley of southern Mexico, Manuel Jiménez started making alebrijes with copal wood. Soon entire villages in Oaxaca profited from this craft.

Alebrijes became a lucrative craft when a British documentary filmmaker, Bronowski, made them popular in the US and other countries.

Signed products that have the mark of a maker are more highly prized. These alebrijes combine the traditional wood carving technique from Oaxaca and the technique created by Linares. Linares's designs were adapted to the wood carving technique. Even though this craft favored the economic development of the region it also causes deforestation of copal trees. Some of the most famous Oaxacan artisans are Julia Fuentes, Jacobo Angeles, and Miguel Sandiego, among others. Wood carving was a traditional craft in Oaxaca long before the alebrijes became famous. Prehispanic Zapotecan art used this material to make masks, totems, musical instruments and small objects.

**8. Exchange texts with a classmate and give feedback. Write the final edited version in your notebook.**

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## Tips

You can read the information in the box along with students before they begin working on activity 7. Remind them to look at these tips if they need to while looking for and writing down information about *alebrijes*.

## Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In pairs you assign a topic (anything, food, travel, clothes, etc.) and ask students to discuss this topic and discover the similarities and differences between them. Encourage them to record these similarities and differences in a diagram.

## Lesson 3

**6. Number your sentences to follow the same order in which the information about the Matryoshka dolls is presented. Then complete the column on the right in the chart in Activity 4.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance. You can have volunteers write the information from the chart on a similar chart the board. See if everyone agrees.

**7. Read this additional information about the alebrijes and follow the instructions:**

You can go over the instructions along with students and make sure everyone understands what needs to be done. You can have volunteers read the information aloud or ask them to read it individually. After everyone has read the text, make sure they follow the steps to complete the activity. They can write in their notebooks. Monitor and provide any needed assistance.

**8. Exchange texts with a classmate and give feedback. Write the final edited version in your notebook.**

Have each pair get together with another pair and exchange their texts. Ask students to give feedback to their classmates. Students should write the final edited version of their information in their notebooks.

## Lesson 3



## Making a Comparative Chart

## Session III

Students will need a piece of construction paper.

You can tell students that you will now continue to work on their product. You may ask them to read the information on page 148 and clarify any doubts. Then, have them get together with their teammates and take out the texts about the same cultural aspect of two countries. Ask them to draw a chart to compare the cultural aspects on a piece of construction paper. Remind them to include all aspects they want to compare. They should write the sentences under the correct column. Remind them to check grammar and spelling and to make sure that the information is correct and clear. Tell them they can add some pictures to make their chart more attractive. Remind students that they will need this material for the final session, so it should be put away in a safe place.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

Lesson 3

**Create**

**Check your Progress**

Go to page 151. Read and answer questions 4 and 5 according to your performance in the lesson.

**Making a Comparative Chart**

**Session III**

1. Get together with your teammates and take out the texts about the same cultural aspect in two different countries.
2. Draw a chart to compare the cultural aspects in both countries on a piece of construction paper.
3. Include all the aspects you want to compare and contrast.
4. Write the corresponding sentences in your chart under the correct columns.
5. Check grammar and spelling.
6. Make sure the information is correct and clear.
7. You can add some pictures to make your chart attractive.

Remember to save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 124 to 127 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? What type of story is it? Can you name the characters?

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**Reading Time!****Reader's Fact – Around the World****Track 54**

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 124 to 127 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *What country did they visit next? What event did they attend to? Where is Marrakech? What did they see there? What country did they visit next? What did they do in Brazil?, etc.*

**Review Lesson 4**

**1. Read about how people around the world celebrate New Year and answer the questions. Then compare your answers in pairs.**

Countries have different traditions to welcome the new year, most of them are thought to bring luck and good fortune in the year ahead. Many countries share the custom of celebrating this day with big fireworks displays.

Some traditions are quite unique, for example, in Denmark people smash a plate on a friend's doorstep for good luck, so the bigger pile of smashed dishes you get, the more friends you have!

In Spain people eat twelve grapes when the clock strikes midnight, one for each month of the year, to bring them luck during the whole year.

In Japan and South Korea people ring bells to start the new year, while in Romania people dress up as dancing bears, because bears protect and cure people, according to old Romanian folktales.

In several countries of Latin America, people walk around with an empty suitcase to have a year full of adventures and traveling.

In New York, people gather around Times Square for the countdown to midnight. Then a glowing ball is lowered down a big flagpole marking the beginning of the new year. In a similar way, other places in the US have their special tradition of dropping things, like in Indiana, where people drop watermelons!

1. Which of the traditions above do you think is the most curious?  
2. Which one would you like to experience?  
3. What do you and your family do to welcome the new year?

**2. Complete this graphic organizer with information in note form about New Year traditions in your culture.**

```

graph TD
    A([New Year celebration]) --- B([food])
    A --- C([special traditions])
    A --- D([activities])
  
```

**3. Develop your notes above into a text to explain your local traditional New Year celebration in your notebook. Exchange texts with a partner to compare them.**

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**2. Complete this graphic organizer with information in note form about New Year traditions in your culture.**

You can begin by directing students' attention to the graphic organizer. Elicit what these organizers are for (organize ideas about a topic). You can then ask a volunteer to read the instructions aloud. Ask students to complete the activity. Monitor and provide any needed assistance.

**3. Develop your notes above into a text to explain your local traditional New Year celebration in your notebook. Exchange texts with a partner to compare them.**

You can ask students to remember how they took notes about different celebration throughout the unit. Then, ask them to use the information in their graphic organizer to write a text to explain their local New Year celebration in their notebooks. Monitor. Then, form pairs and ask students to exchange text with a partner and compare them. Invite volunteers to read their text aloud for the rest of the class.

## Glossary


You can have volunteers read the words and definitions in the glossary aloud and clarify any doubts. If possible, encourage them to share an example with each word or you can share an example, e.g. *I love how fireworks light up the sky. He got so angry he smashed his TV. There are flagpoles that are over 11 meters tall!! She heard the clock strike 8.*

## Lesson 4



**1. Read about how people around the world celebrate New Year and answer the questions. Then compare your answers in pairs.**

You can read the instructions and questions along with students and clarify any doubts. Ask students to read and complete the activity individually. Monitor and provide any needed assistance. Form pairs and ask students to compare their answers. To check, you can ask the questions and elicit answers from volunteers and see the different ways your students celebrate the New Year.



**Check your Progress**

**Making a Comparative Chart**

**Final Session**

As you learned during this unit, cultural aspects define the identity of a country, some are similar in more than one country, others are very different. You learned how to analyse texts by identifying the main ideas and understanding the values and beliefs that explain those cultural aspects, and you also learned how to compare and contrast those with those of a different culture by asking and answering questions. Now present your work to your classmates.

- Get together with your teammates and take out the final comparative chart you made.
- Take some minutes to go over the text to make sure all the information is included. Decide how you will divide the text, so that each teammate has a chance to speak to the class. Rehearse reading your part aloud. Pay attention to pronunciation and intonation.
- Display your chart in a visible place in the classroom and give your presentation. Be ready to answer any questions your classmates may ask you.
- Listen to other teams and be respectful.
- Once every team presented their work, display your charts on the classroom walls.

**Congratulations!** This is great evidence of how well you are doing at learning and communicating in English. Save your written work in your Portfolio.

**Boats** Secondary • Evaluation Instrument Unit 9

Name \_\_\_\_\_ Date: 11 \_\_\_\_\_ 12 \_\_\_\_\_ 13 \_\_\_\_\_ CA \_\_\_\_\_ Grade \_\_\_\_\_

**Kubokan Instrument - Questions**

- What did you read about in the lesson? What are the elements that were compared or contrasted? (pp. 127 to 128)
- What is the purpose of indexes and publication information in books? What can you use this information for? (pp. 127)
- Mention the ability or the strategy that you used to solve the following tasks:
  - (1) when you didn't understand the information in a text?
  - (2) to find out more information about a text?
  - (3) when you needed to paraphrase information?
  - (4) to analyse and compare cultural aspects learned in this unit with your own culture?
  - (5) Write at least three questions you can answer with the text about Abla's job? (pp. 147)
  - (6) What are the elements you can compare between Matyoshka's job and Abla's? (pp. 148)
  - (7) Write at least two sentences to compare cultural aspects between your culture and another culture of your choice, e.g. Irish culture. (pp. 149)
  - (8) Was it easy or difficult to compare and contrast cultural aspects with aspects described in a text? Why?

Use the results to decide on and suggest ideas to improve your English learning.

## Product



### Making a Comparative Chart

You can begin this session by inviting students to share what they think were the most interesting cultural aspects in the unit. You can ask students to read the information on page 150 and clarify any doubts. Students should get together with their teammates and take out their final charts. Ask them to take some minutes to make sure their charts are complete and decide how to divide the text so that each teammate has the opportunity to speak to the class. Tell students they should rehearse their presentation aloud while paying attention to pronunciation and intonation. Then, students should display their charts on visible parts of the classroom and give their presentations. Other students can ask any questions they have. Remind students to pay attention and to be respectful. You can display the charts on the classroom walls.

Remind students to save their written work in their Portfolios.

### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to check the Grammar Reference section on page 177 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact – Around the World Track 54

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 128 to 130 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What did they do in Peru? What is the Danza de las Tijeras? What did they enjoy in Mexico? What neighborhood did they visit? Did they enjoy their trip?*, etc.

### Assessment

Assessment

Let's reflect! Write a check (✓) next to each one of the achievements you accomplished. Cross out (X) the ones you didn't accomplish and ask your teacher for help.

Now I can ...

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

During the planning and performing of the final product I ...

- participated actively.
- found interesting information to present.
- showed respect and collaborated with my teammates.
- felt more confident and fluent than at the beginning of the unit.

Read the emotions in the box. Write the ones which describe how you feel with the result you obtained in your assessment. Then, complete the idea. I feel...

Happy   Excited   Angry   Disappointed   Sad   Interested   Curious

Co-evaluation

Write the name of the teammates you worked with to make this unit's Product. Then, read the achievements in the first column and write a value for yourself and for each member of your team. Finally, add the values.

Values:    1 = Agree    2 = Disagree    3 = Needs Practice

	Yourself	1.	2.	3.	4.
Accepted the assigned tasks.					
Contributed positively to group discussions.					
Completed work and helped others when needed.					
Worked well with other teammates					
Was a valuable member of the team.					
<b>TOTAL</b>					

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## Evaluation

You can direct students' attention to the Evaluation Instrument on page 151 and explain that this evaluation is something they have answered individually to evaluate their performance. Read the instructions of step 1 along with the performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Sing songs in English. Review 10 minutes after school, etc.* You may also invite students to share the ideas they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 152 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.





**Unit 10 Lesson 1** Values: why they matter

**Discover** What does Civic Education mean?

**1** Read this definition of the word citizen and classify the rights and responsibilities in the table below. Then, discuss in pairs: Do you know any other right or responsibility citizens have?

A citizen is a member of a community, state, or nation. Citizens have rights and responsibilities as family members, as students in a school, and as members of their community, state, and nation. Citizens have certain rights stated in the Constitution of the country which cannot be taken away, but they also have responsibilities.

Freedom to express yourself.	Support and defend the Constitution.
Have private property.	Freedom to have a religion of your choice.
Respect and obey federal, state, and local laws.	Receive education.
Respect the rights, beliefs, and opinions of others.	Pay taxes.

Rights	Responsibilities
Freedom to express yourself	Support and defend the Constitution
Have private property	Respect and obey federal, state and local laws
Freedom to have a religion of your choice	Respect the rights, beliefs and opinions of others
Receive education	Pay taxes

**2** Discuss: What are some of the rights and responsibilities you have at school?

**3** Read what ethics is and match the values in the box to the corresponding quotes.

What is ethics? Ethics is a set of rules based on moral values. Our values tell us how to behave based on our ideas about what is right and wrong.

Think about a time when you had to make a decision about doing the right thing. What did you choose to do? Do you think you made a good decision? Why or why not? An ethical decision is one that may also be called a right decision, but doing the right thing is not always easy.

- Never do to others what you would not like them to do to you.  
Reciprocity
- A lie has a short life, but truth lives forever.  
Honesty
- It is wrong and immoral to seek to escape the consequences of one's acts.  
Responsibility
- No act of kindness, no matter how small, is ever wasted.  
Compassion

Honesty  
Reciprocity  
Responsibility  
Compassion

Exchanges associated with specific purposes. / Discuss points of view by participating in a round table.

Unit 10 / 153

# UNIT 10

## Values: why they matter



- 1. Read this definition of the word citizen and classify the rights and responsibilities in the table below. Then, discuss in pairs: Do you know any other right or responsibility citizens have?**

You can read the instructions along with students. Make sure they understand what needs to be done. You can ask students to read silently or have volunteers take turns to read aloud. Then, ask them to classify the rights and responsibilities. Next, form pairs and ask them to discuss the question. Elicit ideas from different pairs.

- 2. Discuss: What are some of the rights and responsibilities you have at school?**
- Students should continue working in pairs. Read the question along with students and ask them to discuss it. Monitor. You can elicit ideas from each pair and write the rights and responsibilities on the board.

- 3. Read what ethics is and match the values in the box to the corresponding quotes.**
- You can ask students to read silently or have volunteers take turns to read aloud. Then, ask students to match the values to the corresponding quotes. Monitor. To check, you can say each value and elicit the corresponding quote.

### Achievements

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

### Lesson 1

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

To begin the class, you can write the word 'Values' on the board. Form small groups and encourage students to define the word. Then, elicit each groups' ideas and come up with a definition as a group, e.g. Values are something that guide how people should behave.

## Lesson 1

## Warm Up

You can form small groups and encourage students to come up with rights and responsibilities students have at home or at school. Then, elicit ideas from each group and make a list of rights and responsibilities on the board with everyone's ideas.



#### 4. Listen to Steve and Carol and answer the questions.

You can ask a volunteer to read the instructions aloud and you could go over the questions before you play the track. Play Track 42 as many times as you consider necessary for students to answer the questions. You may then ask the questions and elicit the answers.

#### 5. Circle the suitable sources to find information about the topic above.

You can read the instructions along with students and make sure everyone understands what needs to be done. Ask students to complete the activity. Elicit answers from volunteers and see if everyone agrees.

Lesson 1

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**4. Listen to Steve and Carol and answer the questions.**

1. What topic will Steve discuss at school?  
Discrimination
2. What specific aspects of the topic will be discussed?  
Discrimination in everyday situations and how to find help in case a person is discriminated

**5. Circle the suitable sources to find information about the topic above.**

books

encyclopedias

dictionary

internet sites

brochures

**6. Look and match the parts of a book to their definitions. Then circle the chapter where you can find information about the topic Steve will discuss and the related words on the glossary page.**

**1**

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Civic skills	9
Ethical values	29
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Civil rights	75

**2**

**Bibliography**

Bender, John. *Society and Moral Principles*, 2nd edition. Miami, FL: Scholastic, 2015

Taylor, Mary. *All about human rights*, 1st edition. New York, NY: Harper, 2010

**3**

**Glossary**

bigotry	disliking people with different beliefs or different ways of life
citizenship	the state of being a member of a particular country
discrimination	treating people differently because of their skin color, sex, sexuality, etc.
misanthropic	not liking other people
prejudice	an unfair opinion or feeling formed without enough thought or knowledge

a) Definitions of difficult or unfamiliar words that appear in the book. [ ]

b) The titles of the chapters or units in the book and the pages where they begin. [ ]

c) A list of the books referred to in a text or consulted by the author of a book. [ ]

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#### 6. Look and match the parts of a book to their definitions. Then circle the chapter where you can find information about the topic Steve will discuss and the related words on the glossary page.

You can ask a volunteer to read the instructions aloud. Clarify any doubts. Ask students to complete the activity individually. Monitor. You can elicit the answers and check.

**7. Read these extracts from a book and a website and underline the information that answers Steve's questions for the round table.**

Discrimination in the context of civil rights laws means unfair treatment of a person or group of people based on certain characteristics, such as, age, disability, ethnicity, nationality, gender, race, religion and sexual orientation. Discriminating is against the law, but not all types of discrimination are unlawful.  
For example, at work, when only men or only women are interviewed for a position at a company, or when there are differences in wages and labor conditions for the same jobs.

There are many cases related to health services, education, etc. The most vulnerable groups are women, people with disabilities, indigenous communities, elderly people and migrants.

People who suffer from discrimination usually accept being treated badly, as if they didn't deserve respect. Sometimes they may react in a violent way against the people who discriminated them, or against others. They sometimes try to face the situation, but when they cannot solve it, they suffer silently and think the situations cannot be solved.

Respect should be demanded. In Mexico, there are some government institutions like CONAPRED that deal with and solve complaints about discrimination. The National Human Rights Commission is another institution that deals with discrimination issues too.

**8. Read the texts and match them with the corresponding questions below.**

Do war toys make children violent?  
Yes: 52% No: 48%

War toys teach children to accept a militarized world where war and killing are acceptable ways of solving problems. They promote fighting and go against kindness, conciliation, and cooperation toward others. Nevertheless, some people think that children who play with war toys will not necessarily be violent adults. In their opinion, it is up to parents to make sure their children understand what real weapons can do and that they are not to be used against people as a way to release anger. What do you think?

In most democratic countries, participating in national elections is a right of citizenship, others consider that it is also a responsibility. People who think voting should be compulsory say that decisions made by democratic governments are more legitimate the greater number of people participate in the election, and that voting is part of our civic education. People who disagree with this say that the fact that it is compulsory goes against the freedom democracies have and that voters who are voting against their free will may elect a candidate at random.

Do they cause behavior problems? [ ]  
Does it violate the freedom to choose? [ ]  
Is it a duty or a right? [ ]  
Should they be banned? [ ]

**9. Discuss one more possible question about each of the topics above and write them in your notebook. Share and compare your questions with those of another pair.**

Exchanges associated with specific purpose. / Discuss points of view to participate in a round table.

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### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students discuss the following: What is the one right you could not live without? Why? Encourage everyone to share their ideas and have a volunteer from each group share a summary for the rest of the class.

## Lesson 1

**7. Read these extracts from a book and a website and underline the information that answers Steve's questions for the round table.**

You can read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to read and underline. Monitor. You may elicit what different students underlined and see if everyone agrees.

**8. Read the texts and match them with the corresponding questions below.**

You can ask volunteers to read the instructions and questions aloud. Clarify any doubts. You can have volunteers take turns to read the texts aloud or you can ask them to read the texts individually. Ask students to match the texts to the questions. Monitor. Elicit answers from students and check. If there are disagreements, encourage students to justify their answer with examples from the text, e.g. *What phrase let you know that was the answer?*

**9. Discuss one more possible question about each of the topics above and write them in your notebook. Share and compare your questions with those of another pair.**

Form pairs. Ask students to discuss one more possible question about each topic above and write them down. Monitor. Then, have each pair get together with another pair and compare their questions. You may elicit questions from volunteers.

## Lesson 1



## A Round Table

## Session 1

You can tell students that this unit's product will consist on researching ethical and civic topics to write their points of view so that they can discuss them at a round table. You can ask students to read the information on page 156 and clarify any doubts. Ask students to get together in teams of six. They should brainstorm topics related to ethics and civics. They can research online if available or browse books and encyclopedias. Students should think of questions related to their chosen topic so that they can find relevant information and state their points of view. Ask them to write down these questions in their notebooks. Have students choose useful sources of information to answer the questions, e.g. the Internet, books or encyclopedias.

Remind students that they will need this material for the following sessions, so it should be put away in a safe place.


**Check your Progress**


You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

**Reading Time!**

Reading is a very important language skill. It helps students improve their English vocabulary, spelling, grammar and writing. Practicing reading skills makes all English skills improve. You can have your students read before class or read during class according to your specific needs.

Lesson 1





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**Check your Progress**

Go to page 167. Read statement 1 and 2 and mark your progress according to your performance in the lesson.

A Round Table

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**Session 1**


Throughout this unit you will be working in teams doing some research on ethical and civic topics, writing your points of view and discussing them at a round table. In order to do this, you will have to find information and prepare some notes with your ideas on the topic and decide what you want to say and how you want to express it.

1. Get together in teams of six. Brainstorm topics related to ethics and civics. You can go to your local library to look for additional ideas on possible topics in books and encyclopedias, or research online.
2. Think of questions related to that topic that will help you find relevant information and state your point of view. Brainstorm key questions and write them down in your notebook.
3. Choose useful sources of information to answer the questions, like the Internet, books, and encyclopedias and gather information about the topic you chose.

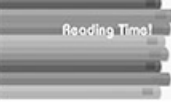
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Remember to save your work. You will use it in a second Product session.





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**Reading Time!**

Read pages 131 to 133 from the Reader's Book. Then, discuss what you read as a group. Is there something interesting, funny, boring or sad that you would like to share with others? Can you name the title of the text without looking at it?

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**Reader's Fact – Being a Good Person and a Good Citizen Track 55**

During this unit, students will read information about civics, ethics, values, and rights so that students can learn more about the topic of this unit. Before you begin today's lesson, read pages 131 to 133 from the Reader's Book. Then, encourage students to share what they understood. You can also ask some questions, e.g. *What is civics? What is ethics?*, etc.


Academic and Educational Environment

## Lesson 2

Why is it important to read information before forming an opinion?

**Discover**  **1** Read this quote and discuss: what does it mean?, do you agree?, what moral value is it about?

*Whoever is careless with the truth in small matters cannot be trusted with important matters.*  
— Albert Einstein


**2** Read this article, listen to some opinions on the topic, and check (✓) the main ideas.  43


www.blog.com


Lying is wrong, but it is very common. People have different reasons to think lying is bad, for example: Lying is bad because it reduces trust between people. Lying is bad because it makes it difficult for the person being lied to make a free informed decision. Lying is bad because it's morally wrong, etc. But some people say that lying is not wrong when there's a good reason for it. They say a white lie does not intend to harm, on the contrary, it is meant to make the people being lied to feel well, and to avoid hurting their feelings. But, according to some people, this kind of lies are not OK because the person being lied to does not access information that might be useful in future situations. So, can lying be justified, yes or no? If yes, when?


1. Many people believe lying is always bad.
2. Some people believe lying is not always bad.
3. You can lie about a haircut.
4. White lies can be accepted by some people.
5. Lying protects children.

**3** Read each person's opinion and underline the ideas you agree with.

 I believe lying is never good. It is a form of disrespect, even if you have good intentions. We expect others to have the courage to be honest with us, so we should behave in the same way.

 I think it is OK to lie when you are protecting someone's feelings. Parents sometimes lie to protect their children. If your friend got a new haircut and you say it looks really bad, the person would feel awful. It does no harm to tell white lies.

 When someone finds out a secret or something personal about you and confronts you about it and you don't want to admit it you can tell them that it's not true. In my point of view lying can prevent us from having unnecessary conflicts.

 Some people feel that white lies are unavoidable in our relationships. But if you cannot speak the truth without destroying someone, something in your relationship is definitely wrong. Your friend wants your approval and he or she didn't get it, so what? It's worse if your friend one day says to you: "Why didn't you tell me?"

Exchanges associated with specific purposes. Discuss points of view to participate in a round table.

Unit 10

## Lesson 2

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

### Warm Up

You can play hangman with words from the previous lesson, e.g. honesty, reciprocity, responsibility, compassion, values, discrimination, bullying, etc.



#### 1. Read this quote and discuss:

You can ask a volunteer to read the instructions and the quote aloud. Then, form pairs and ask them to discuss the questions. You can invite each pair to share their ideas with the rest of the class.

#### 2. Read this article, listen to some opinions on the topic, and check (✓) the main ideas.

You can tell students you will now listen to and read an article and they have to pay attention so that they can check the main ideas. Play Track 43 as many times as you consider necessary for students to complete the activity. Then, elicit the main ideas and check.

#### 3. Read each person's opinion and underline the ideas you agree with.

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor. You may then elicit the ideas students agree with.

## Lesson 2

## Warm Up

You can form small groups and have students share their opinion on one or more topics that have been mentioned so far in this unit, e.g. bullying, discrimination, etc. and encourage volunteers to share their opinions with the rest of the class.



#### 4. Discuss the following questions.

Form pairs. You can go over the questions along with students and clarify any doubts. Ask students to discuss the questions. Monitor. You may elicit ideas from volunteers.

#### 5. Complete the table with your opinion about lying and the ideas in the text that exemplify or explain it. Try to express them in your own words.

You can have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the table. Monitor and provide any needed assistance.

#### 6. Discuss your points of view on the topic. Use the information in the table to help you express your ideas.

Form groups and ask students to discuss their points of view with their group. Students should use the information in the table to help them express their ideas. Monitor and provide any needed assistance.

Lesson 2

**4. Discuss the following questions.**

1. What examples of white lies can you think of?
2. Which of the main ideas in activity 2 do you disagree with?

You can use some of the following phrases to express your disagreement.  
*I don't think...I totally disagree with... It's wrong to think that...I believe that...*

**5. Complete the table with your opinion about lying and the ideas in the text that exemplify or explain it. Try to express them in your own words.**

My opinion about lying	Examples to support my point of view

**6. Discuss your points of view on the topic. Use the information in the table to help you express your ideas.**

**7. Look at each group of words and in pairs discuss the questions. Look up the words in a dictionary to check your answers.**

- a) What part of the word stays the same in each group? Underline it.
- b) What is the function of the letters that come before or after those you underlined?  
*They change the meaning of the word and / or the part of speech of the base form.*
- c) Does the meaning change? Which words change to their opposite?
- d) Which ones change the part of speech?

inform	-	information	-	uninformed	-	informative
respect	-	disrespect	-	respectful	-	respected
use-useful	-	useless	-	usefulness		
necessary	-	unnecessary				
relation	-	relationship	-	relate	-	unrelated
avoid	-	unavoidable	-	avoidable		
approve	-	approval	-	disapprove		

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#### 7. Look at each group of words and in pairs discuss the questions. Look up the words in a dictionary to check your answers.

Students should work in pairs. Direct their attention to the groups of words. Make sure everyone understands the meaning of the questions. Ask students to discuss and answer the questions and then look up the words in a dictionary to check their answers. You can elicit answers from volunteers. Check and correct as needed.

## Lesson 2

- E** Read this article about another moral issue and underline the points of view you agree with.

Animal rights is a controversial ethical topic because people disagree about whether animals have rights and what is meant by animal rights. There are different positions with regard to this topic:

Full animal rights

People who support this point of view consider that:

- > animals have rights, and they should be treated in the way that is best for them.
- > people shouldn't use animals for food, clothing, experiments or anything else.
- > sometimes it may be alright to violate an animal's rights when they conflict with the rights of another animal or a human being.

Some animal rights.

According to this point of view:

- > In some situations, animals can be exploited or used, as long as they are treated humanely.
- > Animals do not have the same rights as humans.
- > Simpler animals have fewer rights than more complex animals. For example, it is ok to kill a mosquito, but it's not ok to kill a pig.
- > Animals that harm have fewer rights, for example a poisonous snake, a swarm of locusts, etc.
- > Endangered species have more rights than other species.

When there is a conflict between what is best for animals and what is best for humans, animal rights may be violated. So, animals may be used for food, clothing and experiments when this means benefit to humans.

The cruelty and kindness point of view

According to this:

- > Animals can be used or exploited only if they are treated humanely and only if this use or exploitation benefits humans.
- > Animals do not have rights



- E** In your notebook write your opinion on this topic and add some explanations or examples as you did in activities 4 and 5.



- D** Discuss your ideas using the text you wrote as a guide.



**Tips**  
Remember you can start expressing your point of view on something by saying:  
I agree/ disagree with... I believe/ don't believe..., in my point of view...

Exchanges associated with specific purposes / Discuss points of view to participate in a round table.

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- 8.** Read this article about another moral issue and underline the points of view you agree with.

You can read the instructions along with students. You can ask students to silently read the article or have volunteers take turns to read it aloud. As students read, they should underline the points of view they agree with.

- 9.** In your notebook write your opinion on this topic and add some explanations or examples as you did in activities 4 and 5. You can ask students to take out their notebooks and write their opinion on the topic and add some explanations or examples just like they previously did on activities 4 and 5. If necessary, encourage students to take a look at those activities before they begin this activity. Monitor and provide any needed assistance.

- 10.** Discuss your ideas using the text you wrote as a guide.

Form groups and ask students to discuss their ideas using the text they wrote as a guide. Monitor and provide any needed assistance. You may invite volunteers to share their ideas with the rest of the class. You may want to make sure you act as a moderator as students discuss.

## Tips

Before you ask students to discuss their ideas as indicated in activity 10, you can read the information in this box and encourage students to share examples on how to express their points of view while using these expressions.

## Lesson 2



A Round Table

## Session II

You can tell students they will continue to work on their product. You may ask them to read the information on page 160 and clarify any doubts. Students will need note cards or something similar for this step. Ask students to get together with their teammates and take out the information they gathered on their chosen topics. Ask them to identify the points of view and ideas each of them identify and agree with and write the main aspects of this on note cards. Remind them to add explanations or examples. Have students make some notes on the expressions they can use to express their ideas. Monitor and provide any needed assistance. Remind students that they will need this material for the following sessions, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

Lesson 2

**Check your Progress**

Go to page 167. Read statements 3 to 5 and mark your progress according to your performance in the lesson.

**Product**

A Round Table

**Session II**

1. Get together with your teammates and take out the information you gathered about the topic you chose to discuss.
2. Individually, identify the points of view and ideas you agree with and write the main aspects on note cards. Add some explanations or examples to them.
3. Make some notes on useful expressions to express your ideas (*I think I don't think... I believe... I agree I don't agree with...*) etc.

Save your work. You will use it in the following Product session.

**Reading Time!**

Read pages 134 to 137 from the Reader's Book. Then, discuss what you read as a group. Is there something about this story that caught your attention? Which do you think is the most interesting part of this story so far?

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**Reading Time!**

**Reader's Fact – Being a Good Person and a Good Citizen**  
Track 55

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 134 to 137 from the Reader's Book. Then, encourage students to share what they understood. You may also see if their predictions were correct. You can also ask some questions, e.g. *What are civil rights? What are political rights? Name some things you can do to be a good citizen. What are moral values? What is solidarity?*, etc.



Academic and Educational Environment

## Lesson 3

What is the correct way to express your point of view? Is there an incorrect way to do this?

**1** Read this text about being a good citizen and discuss in pairs which aspects you consider are the most important.

Good citizens are involved in their community. They try to make the place where they live a better place. It starts with education and the habit of learning, because educated citizens cannot be manipulated. It is important to stay updated on the news about political, environmental, education, and health issues. When there are issues to be solved in a community, they act to fix things or make improvements in their area. A good citizen should care about the community and neighborhood. This means things like recycling, doing volunteer work, supporting charities, being responsible, respectful and polite. There are legal rules, moral rules and courtesy rules as well, which involve the way we behave when interacting with people. These rules make relationships kinder, and polite people are better to live around than rude ones. Being a better person and citizen makes the world a better place.

**2** Listen to four people talking about the topic above and number the pictures in the correct order.

**44** Listen again and underline the correct answers.

- Why do you think the girl in picture 1 makes a pause before saying: *Shouting doesn't make you right, it only makes you loud?*
  - Because she is not sure about what to say
  - Because she is about to say something she considers important.
- What does the girl's tone of voice show when she says: *Some people have no consideration for others. They just look away, or even pretend to be asleep!*
  - That she is angry.
  - That she is disappointed.
- How does the boy emphasize the sentence: *If everybody did whatever they wanted, the world would be in complete chaos.*
  - By lowering his voice
  - By raising his voice.

Exchanges associated with specific purpose. / Discuss points of view to participate in a round table.

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## Lesson 3

Remember that before each Discover section you will find a triggering question. Ask this question before you begin working on the book to help students connect with their previous knowledge and prepare for the topic of the lesson.

## Warm Up

You can form teams and give them five minutes to think of an issue (related to this unit) they consider to currently be the most important issue in their community, why they think so, and, if possible, one idea on how to solve this issue. Invite each team to share their ideas with the rest of the class.



### 1. Read this text about being a good citizen and discuss in pairs which aspects you consider are the most important.

You can ask a volunteer to read the instructions aloud. Have students read the text. Then, form pairs and ask them to discuss the aspects that they consider the most important. Monitor. You may elicit ideas from different volunteers.

### 2. Listen to four people talking about the topic above and number the pictures in the correct order.

You can begin by directing students' attention to the pictures and encouraging them to describe what they see. Then, tell students you will now listen to people talking about the topic and they have to identify and number the pictures in the correct order. Play Track 44 as many times as you consider necessary for students to complete the activity. You can elicit answers and check.

### 3. Listen again and underline the correct answers.

You can go over the questions and statements before you listen to the track. Tell students to listen and underline the correct answers. Play Track 44 as many times as you consider necessary. You can invite volunteers to share their answers and see if everyone agrees.

## Lesson 3

## Warm Up

You can ask students to share examples of the actions that make them good citizens that they have performed in the previous week. You may also share your own experiences.



#### 4. Read these sentences and circle the correct options.

You can read the instructions along with students and make sure everyone understands what needs to be done. Have students complete the activity. Monitor. Then, elicit answers from volunteers and check. Correct and clarify as needed.

#### 5. Read and complete what some students say about recycling with the phrases in the box.

You can tell students you will now listen to people sharing their ideas about recycling and they have to complete with the words in the box. You may go over the phrases in the box before you begin. Then, you can have volunteers take turns to read the characters' opinions aloud. Play Track 45 and have students listen and check.

#### 6. Discuss in pairs. If recycling were mandatory in your city, should people be fined for not doing it? Why? Why not?

Form pairs. Read the instructions along with students. Make sure everyone understands what needs to be discussed. Monitor. You may elicit ideas from volunteers and see who agrees and who disagrees.

Lesson 3

**Grammar**

When we want to express situations that are very unlikely or impossible to come true, we use the following sentence structure:

- If sentence + consequence sentence
- (verb in simple past) (would / could / should / might + verb in base form)

**Read these sentences and circle the correct options.**

> If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.

> I think that if we all did some community work, it would make a huge difference in our quality of life.

> If everyone had good manners, the world would be so much nicer!

> If everybody did whatever they wanted, the world would be in complete chaos.

4. They all express real / hypothetical situations.

5. In this context they are used to express logical consequences to / justify ideas / express the ideas that are very likely to come true.

> If we had an incentive system

> you don't do it

> they can't pay the fine

> wouldn't forget to recycle

**Read and complete what some students say about recycling with the phrases in the box.**

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Anne: People \_\_\_\_\_ if they had to pay a fine for not doing it. That would teach them it's not OK what they are doing.

Paul: I'm in favor of recycling, but what about people with money problems? What if \_\_\_\_\_? What if they can't pay for a recycling bin?

Greg: \_\_\_\_\_, it would be much better. For example, every time you recycle you get a little extra money paid by the government. That would be great!

Lauren: No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if \_\_\_\_\_ then the government charges you to pay somebody else to do it for you.


**Discuss in pairs. If recycling were mandatory in your city, should people be fined for not doing it? Why? Why not?**

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**7. Identify the people from the dialog in activity 5 by reading what each one said and matching it to the correct body language. Label the pictures with their names.**



**Tips**  
Remember it is important not only what you say but how you say it. You can use your body to reinforce what you are expressing and emphasize the meaning of your ideas.

**8. Write some more ideas to continue the discussion about the topic with the prompts below.**

Impractical. Impossible to monitor. Recycling is expensive, better reduce waste  
OK fine, but at a reasonable price. If very little to pay, no one recycles.  
Some people already pay for trash collected.

**9. Work in groups of four. Role-play the discussion in activity 5 and include your ideas from the previous activity. Pay attention to body language, pauses, volume and tone of voice.**

Exchanges associated with specific purposes. / Discuss points of view to participate in a round table.

Unit 10

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### Extra Activity

You may choose to perform this extra activity if you have the time to do so. You can also adapt this activity to fit your students' needs.

In groups or pairs you can have students choose a value they think is missing/lacking in society. Invite them to make a poster to motivate people to remember this value. Put these posters up on the walls as a reminder for students of why values matter.

## Lesson 3

**7. Identify the people from the dialog in activity 5 by reading what each one said and matching it to the correct body language. Label the pictures with their names.**

You can first direct students' attention to the pictures and encourage them to describe what they see. Then, ask them to match the picture to the name based on the body language. If necessary, invite volunteers to act out different emotions. Monitor. Next, you can have volunteers read the name aloud while representing the corresponding body language.

**8. Write some more ideas to continue the discussion about the topic with the prompts below.**

You can read the instructions and prompts along with students. Clarify any doubts. Ask students to complete the activity. Monitor and provide any needed assistance.

**9. Work in groups of four. Role-play the discussion in activity 5 and include your ideas from the previous activity. Pay attention to body language, pauses, volume and tone of voice.**

Form groups of four. Ask students to role-play the discussion in activity 5. They should add their ideas from the previous activity. Remind them to pay attention to their body language, pauses, volume and tone of voice. Monitor and provide any needed assistance.

### Tips

You can read the information in this box before students begin working on activity 7. Demonstrate how using your body while you speak emphasizes the meaning of your ideas (just like when you are teaching).

## Lesson 3



## A Round Table

## Session III

You can tell students they will continue working on their product. You can ask them to read the information on page 164 and clarify any doubts. Students should get together with their teammates and take out their note cards with their points of view. Ask them to brainstorm ideas on when and how to adjust the volume and tone of voice or when to make pauses so that they are convincing when expressing their points of view. Remind them that they have to discuss a topic and their ideas should be clear. Ask them to write some notes on their cards. Monitor and provide any needed assistance.

Remind students that they will need this material for the final session, so it should be put away in their portfolios.

**Check your Progress**

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers

Lesson 3

**Session III**

**Check your Progress**

Go to page 167. Read statement 6 and mark your progress according to your performance in the lesson.

**Session III**

1. Get together with your teammates and take out your note cards with your personal points of view on the topic you chose.
2. Brainstorm with your teammates useful tips on when and how to change the volume of your voice, your tone of voice, or when to make pauses to deliver your ideas in a convincing way. Remember the purpose is to discuss a topic and your ideas should be clearly stated. Write down some notes on your cards.

Save your work. You will use it in your next Product session.

Reading Time!

Read pages 138 to 141 from the Reader's Book. Then, discuss what you read as a group. Is there something from the reading that you would like to share with others? Which was the most interesting part of this reading?


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Unit 10 • Values: why they matter

**Reading Time!****Reader's Fact – Being a Good Person and a Good Citizen Track 55**

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 138 to 141 from the Reader's Book. Then, encourage students to share what they understood and/or you may see if their predictions were accurate. You can also ask some questions, e.g. *What does freedom to choose mean? What does responsibility mean? Give some examples that show responsibility, etc.*





**Production 10**

**A Round Table**

**Final Session**

As you learned throughout this unit, ethical and civic topics have to do with being a good person and a good citizen. Some aspects are more controversial, especially moral issues, that require for what we consider right or wrong. During this unit you worked with your classmates to choose a topic to discuss in a round table and collected questions and information about the topic to be able to express your own point of view. You also learned that body language, tone and volume of voice are important to express your ideas clearly and in an assertive way.

Now it's time to have your discussion. This activity will help you to gain confidence when speaking in English, pay attention and monitor the way you express your ideas and the way you use your body language. It will also help your fluency in the language.

1. Get together with your teammates and take out the questions about the topic you chose to discuss and the cards with your points of view.
2. Take some minutes before the discussion begins to check that your notes are clear. Remember to add some details or examples to make your point clear. Decide on the suitable body language to emphasize the meaning of what you are saying. Before you start, decide on the order in which you will speak.
3. Sit together with your teammates and have the round table discussion. Listen to your teammates respectfully and use your note cards to express your opinions and exchange points of view.

**Check your Progress**

Go to page 167, read comments 1 and 2 and mark your progress according to your performance in the lesson.

**Reading Time!**

Before you continue with the next unit, ask the Grammar Reference section 10 pages 179 to clarify, review and reinforce the grammar learned in this unit.

Read pages 142 to 144 from the Reader's Book. Then, discuss what you read as a group. It is more interesting to read the reading that you recorded in the cards with information about the most interesting part of the reading!

Unit 10: Values, why they matter

Name \_\_\_\_\_ ID \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_ Group \_\_\_\_\_

Evaluation Instrument - Questionnaire

**1 Use the checklist to mark (✓) your abilities**

For ...	Yes	No
1. Define the purpose of finding information		
2. Ask questions to find information		
3. Find adequate sources of information		
4. Contrast the personal points of view of a text with its main ideas (pp. 157 and 158)		
5. Think about what I want to say and how I want to say it. (pp. 152)		
6. Use my body to help when expressing my opinion (pp. 158)		
7. Come up with strategies to influence the opinion of others (pp. 162)		
8. Discuss my points of view without getting angry (pp. 165 and 166)		

**2 Use the results to decide on and suggest strategies to improve your English learning.**

## Production

### A Round Table

You can begin this session by encouraging students to share their opinion on the topics that they have learned about throughout this unit. You can invite them to share if they think that these topics are important and if they think that they should be discussed. Then, you can ask them to read the information on page 166 and clarify any doubts. Ask students to get together with their teammates and take out their questions and note cards with their points of view. Give them some minutes to check that their notes are clear. Remind them to add some details or examples so that they can make their point clear. They should determine the order in which they will speak before they begin. Students should sit together with their teammates and have a round table discussion. Everyone should listen respectfully to the others opinion. Remind students to save their written work in their Portfolios.

#### Check your Progress

You can direct students' attention to the Check your Progress box. Read it along with students or ask a volunteer to read it aloud and have volunteers follow the instructions to mark their progress. Monitor around helping students clarifying any doubts and checking on their answers.

## Reading Time!

Before you continue with the next unit, ask students to check the Grammar Reference section on page 179 to clarify, reinforce and review the grammar learned in this unit.

### Reader's Fact – Being a Good Person and a Good Citizen

#### Track 55

Remember that you can read during class or you can ask students to read as homework and then discuss the information during class. Read pages 142 to 144 from the Reader's Book. Then, encourage students to share what they understood and/or if there is something they already knew. You can also ask some questions, e.g. *What is honesty? What is respect? Give some examples, etc.*

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Dates: L1 \_\_\_\_\_ L2 \_\_\_\_\_ L3 \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Questionnaire

**I Use the checklist to mark (✓) your abilities**

I can ...	Yes	No
1. Define the purpose of finding informationh		
2. Ask questions to find information		
3. Find adequate sources of information		
4. Contrast the personal points of view of a text with its main ideas (pp. 157 and 158)		
5. Think about what I want to say and how I want to say it. (pp. 158)		
6. Use my body to help when expressing my opinion (pp. 158)		
7. Come up with strategies to influence the opinion of others (pp. 165)		
8. Discuss my points of view without getting angry (pp. 165 and 166)		

**II Use the results to decide on and suggest strategies to improve your English learning.**

Exchanges associated with specific purpose / Discuss points of view to participate in a round table.

Unit 10 / 167

## Evaluation

You can direct students' attention to the Evaluation Instrument on page 167 and explain that this evaluation is something they have answered individually to evaluate their performance along the unit. Therefore, you can invite volunteers to talk about their results and encourage them to think of and suggest ideas on how to improve their work, you can share some examples, e.g. *Work (something that's difficult for me) with a classmate that isn't having trouble with that. Watch some videos. Review 10 minutes everyday after school, etc.* You may also invite students to share the ideas to improve their work they came up with.

## Assessment

Guide your students to do the following assessment in class, give them time to choose their answers individually.

You can begin by asking students to tell you what a self-assessment is. Make sure they understand that the most important thing in this type of evaluation is to be honest about how they are really achieving the goals, so they can work in the areas their skills are lacking.

You can then direct students' attention to the first part of the assessment on page 168 and read the instructions aloud along with students. Read each sentence aloud and encourage students to answer honestly. Then, direct students' attention to the second part of the assessment. Read the instructions along with students and have volunteers read the emotions. Ask students to complete this part of the assessment honestly and individually. Remind them to complete the sentence by writing how they feel. Next, direct their attention to the final section of the assessment and invite them to think about ways they could improve the way they communicate in English, read the statement and encourage students to write their own ideas. Finally, you can encourage some volunteers to talk about their results if they feel comfortable doing it or you can also encourage them to share ideas on how they can work on the skills they are lacking. It is important that everyone understands that their classmates' answers and/or are not a laughing matter and anyone who is disrespectful will face consequences.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Checking and Matching List

**1** Check the abilities displayed by the student.

Defined purpose of finding information.	
Selected and registered information that answers questions.	
Contrasted personal points of view with main ideas of a text.	
Detected changes of meaning caused by variations in the words.	
Thought about what he/she wanted to say and how to say it.	
Used non-verbal language to create an effect.	
Used strategies to influence the opinion of others.	
Adequately used prosodic resources.	

Overall student's performance: \_\_\_\_\_



# Unit 1

## Suggesting and giving advice

There are different expressions you can use to give advice or to suggest someone to do something:

- You could
- You should
- Let's

plus verb in the base form.

Look at the examples:

*You could talk to her.*

*You should look for options.*

*Let's work together*

To give advice we can use the following:

What if + subject + verb in the base form

*What if we help her.*

Remember that the meaning of what you are saying should always be accompanied by body language and intonation in order to convey the desired meaning.

Can you notice the main differences between how we use *could*, *should* and *would*?

**Could** expresses an idea or an option without imposing your own thoughts or beliefs. We also use *could* to offer ideas as possible solutions.

**Should** expresses what your opinion is about an action to take: you give a strong suggestion. We use *should* when giving advice to someone who is your own age like a friend or someone in your family. But we seldom use *should* with someone older than you or with another level of authority.

# Unit 2

## Present Perfect

This verb tense is used to indicate a link between the present and the past. The time of the action is before now but not specified and we are usually more interested in the result than in the action itself.

## Present Progressive

It is used for actions going on in the moment of speaking and for actions that take place only for a short period of time. It is also known as present continuous.

## Simple Past

It is used to talk about things that happened or existed before now.

To construct sentences using these tenses:

- ♦ The present perfect tense: have in the present tense + the past participle of the main verb.
- ♦ The present progressive: be in the present tense + ing form of the verb.
- ♦ The simple past of regular verbs adding **ed** or **d** to the base form.

We make the negative form in the present tense by adding **don't** or **doesn't** before the verb in the base form.

Remember that English also has irregular verbs.

FOR A COMPLETE LIST OF IRREGULAR VERBS GO TO PAGE 191 IN THIS BOOK.

! = exclamation mark

, = comma

. = period

## GRAPHIC ORGANIZERS

A graphic organizer is a useful tool which allows us to organize information in such a visual way that we can read it at a glance. Graphic organizers can be used to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.

There are several types of graphic organizers, some of them are diagrams, charts, tables, mind maps, among others.

For example, a Venn diagram or a chart can help you compare and contrast two or more things or ideas.

# Unit 3

## Prepositions

These are words that are usually used before nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

In other words, we use prepositions to express or describe time, place, manner, condition, purpose and quantity. For example:

*They arrived on Sunday.*

*Her backpack is under the bed.*

*They went by train.*

Sometimes, some prepositions are used with verbs to form **phrasal verbs**. These phrasal verbs have a different meaning than the original verb, such as: *go over* and *blow up*.

*Let's go to the movies.*

*Let's go over our notes.*

*I blew the candles.*

*The balloon blew up.*

## Punctuation

We use an exclamation mark to express surprise, or to emphasize a comment or short, sharp phrase.

We use commas to separate phrases, words or clauses in a sentence.

We use a period to mark the end of any sentence that is not a question or an exclamation.

= exclamation mark

, = comma

. = period

# Unit 4

## Passive Voice

We use the passive voice to emphasize the action rather than the doer. It can be used when it is not necessary to express the doer of the action because it is obvious from context, it is unknown, or unimportant. We form the passive voice with the verb *be* (in any tense) + past participle of the main verb. Example:

*Active voice: Paul gave Mary a ring.*

*Passive voice: A ring was given to Mary by Paul.*

To make questions to find out more information we use the words: **what, where, when, who, how and why**. These questions, also called Wh- questions, use the following structures in the simple past tense:

Wh- question word + auxiliary *did* + subject + verb in base form.

*What did the man do?*

Another possible structure is Wh-question word + verb *to be* in the past + subject + complement

*Why were they scared?*

When writing a wh- question in passive voice we use the following structure: verb *to be* in the past + subject + past participle + complement

*Was the boy forgotten at the mall?*

When changing sentences from direct speech into indirect speech, or vice versa, verb tenses change as follows:

Direct Speech	Indirect Speech
Simple Present	Simple Past
Present Continuous	Past Continuous
Simple past	Past perfect
Present Perfect	Past perfect
Future (will)	Would
Must	Had to

Time expressions, like *last night, yesterday, tomorrow* change to: *the previous night (day), the next (following) day* in indirect speech.

# Unit 5

## Types of Language

We use formal language in situations that involve people we do not know.

We use informal language in situations that involve people we know well. It is more casual and spontaneous.

## Feedback

Feedback is information about reactions to a person's performance of a task, a product, etc. It is used as a basis for improvement. Feedback can help you and your classmates learn more efficiently.

Feedback is not just about correcting errors, feedback should also help the person realize when they've used language properly or effectively and how they have managed to communicate what they wanted.

## Intonation

It is the rise and fall of your voice when you speak. In other words, it is the variation in the pitch level or tone of voice. In English, stress and rhythm is also part of intonation. Intonation conveys differences of meaning, e.g. surprise, doubt, excitement, etc. Intonation has a grammatical function, it lets you figure out the difference between one type of sentence from another, this means, for example, that intonation can let you know if someone is asking a question or stating a fact. Without proper intonation, our audience won't be interested in what we are saying because our voice will sound flat and boring. Without intonation, it is impossible to understand the speaker's feelings or attitude.

## Remember...

English language doesn't use accents as we do in Spanish. Therefore, intonation is one of the most precious characteristics when using oral language. Always use your tone, intonation and stress to convey meaning and feelings just as you do with your body language.

# Unit 6

## Connectors

Connectors are words that combine two words, phrases or sentences together. Look at the following sentences. Then, read more information about these connectors.

- ♦ I couldn't go **because** I spent the weekend on my grandma's farm.
- ♦ We had some sausages and hamburgers and **on top of that**, a delicious chocolate cake.
- ♦ **Although** the weather was not very warm, we all jumped inside the pool!
- ♦ The water was cold, **but** we didn't want to get out.
- ♦ **Actually**, we stayed there quite a while.

We use the connector *on top of that* to express addition.

We use the connectors *but* and *although* to show contrast.

We use the connector *actually* to emphasize something.

We use the connector *because* to express the reason for something.

We use reported speech to tell someone what somebody else said earlier. To report what someone said we use a reporting verb (said, told, and others) and we change verb tenses and pronouns. Verbs in the present tense change to simple past, present perfect and simple past tenses change to past perfect. To report yes/no questions we use the word *if*. Time expressions like *next Friday* change to the following (Friday).

We eliminate inverted commas in reported speech.

# UNIT 7

## Paraphrasing

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words. Don't say anything the original text doesn't say. Try to use the same order of ideas. When you find unfamiliar words, try to understand the sense in which the writer uses the words. Compare your paraphrase with the original source to make sure you say the same things but with your own words. If the wording is too similar to the original, then it is considered plagiarism. Don't forget to include a citation for the source of the information. You must give credit to the original author.

## The Main Idea & Supporting Idea

The **main idea** is the most important idea the author of any text wants you to know. It is also the most interesting or the idea which tells you exactly the topic or the message the text wants to convey.

The **supporting ideas** are extra information that helps you understand the main idea. Supporting ideas can also be examples included in a text to extend or explain the message of the main idea.

Look at the following example, can you tell which the main idea is and what the supporting ideas are:

My mom got a used car. This car is red and black. The seats are black too. It has a stereo and air conditioning. The tires are new. Now she can drive me to school every day.

Correct! The main idea is inside a circle and the supporting ideas are underlined.

# Unit 8

Modal verbs show the speaker's attitude or feelings about a specific situation. They can also help us express, requests, offers or ask for and give advice.

## Request

When we make a request, we ask someone for something or we ask someone to do something. There are different ways of asking for something but we usually do it in a polite way and we can use *can*, *could*, *would you mind if*, *may*.

*Could you help me, please?*

*Could I get a replacement?*

*I would like to exchange it, please.*

## Offer

To ask someone if he or she would like to have something or would like you to do something. We usually use: *how can I...*, *would you like me to...*, *should I help you...*

When we reply to offers we usually say *yes* and *yes please* or *no*, *no thanks*, *maybe sometime latter...*

*How can I help you?*

## Advice

An opinion or suggestion that someone offers you about what you should do or how you should respond in a specific situation. You can also find the spelling for this word as: *advise* which is the British variety but the meaning and the usage is the same.

*We usually use the words: should, could, may...*

*What should I do?*

*You should take it to the service center.*



# UNIT 9

## Comparing & Contrasting

Comparing and contrasting people, ideas and things can be difficult because we can use different structures; for example, we can use conjunctions, transitional adverbs and phrases.

### To compare

We can use the following structures:

#### Adverbs

*Similarly, likewise, in the same way, also*

Riding on a bus is not the same as riding on a plane.

#### Phrases

*Like, alike, similar, equal, comparable, both*

Both colors are available in your size.

#### Verbs

*Compare to, match, etc.*

### To express contrast

We can use the following structures:

#### Adverbs

*In contrast, on the other hand, however.*

She says she likes the city. However, she prefers to live in the country.

On the one hand, I want to go to Acapulco; on the other, I don't have enough money.

#### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

#### Adjectives

*different*

They are as different as night and day.

Compare your sentences to the one on the board.

1. Compare and contrast are words that are often used to talk about the similarities and differences between two things or objects.
2. Apart from the difference in their meaning, finding any differences between the two is very difficult.

3. According to various dictionaries, compare means 'to represent things or objects according to similarity' and contrast means 'to represent things according to differences.'
4. Compare emphasizes the similar qualities and contrast emphasizes the differences.
5. The word compare comes from the Latin word 'comparare', which means 'to liken or to compare.' The word contrast comes from the Latin word 'contra' and 'stare', which means 'against' and 'to stand.'

To learn more, visit: Difference Between Compare and Contrast | Difference Between <http://www.differencebetween.net/language/difference-between-compare-and-contrast/#ixzz5RZXeDLQ0>

## To express contrast

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### Adverbs

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### Conjunctions

*though, although and but.*

They are twins, although the color of their eyes is very different.

### Adjectives

*different*

They are as different as night and day.

**Venn diagram:** Draw two overlapping circles, one circle for each item you want to compare or contrast. Write the traits the items or ideas have in common in the center, where the circles overlap. On the areas where they don't overlap, you can write the things that make them different.

**Chart:** Decide what you want to focus on when you compare the items or ideas. On the left side of the chart list the criteria. Across the top, write the names of the items you are going to compare. One box per item for each element you want to compare or contrast. Fill the boxes and then survey what you have discovered.

# Unit 10

## Prefixes

Prefixes are letters added to the beginning of a word to create a new word with a different meaning, for example: *market* – *supermarket*, *happy* – *unhappy*.

Suffixes are added to the end of a word, for example: *child* (noun) – *childish* (adjective), *work* (verb) – *worker* (noun). Suffixes often change a word from one part of speech to another.

polite – impolite

practical – impractical

legal – illegal

discriminate – discrimination

act – action – active

## Second Conditional

We use the Second Conditional when we want to express situations that are very unlikely or impossible to come true we use the following sentence structure:

*If* sentence (verb in simple past) + consequence sentence (*would / could / should / might* + verb in base form)

If I knew his name I would tell you.

There would be fewer accidents, if everybody drove more carefully.

Would you accept the job if they offered it to you?

What would you do if you saw a U.F.O?

## Expressions To Ask For Points Of View, Question Stands Or Clarify Confusion.

Asking for points of view: What did/do you think of ... Questioning stands: Why do you say that?, Don't you think that ...?, What about...? Clarifying confusion: What I mean is that ..., For instance ..., Let me show you...

## Adjectives

These are words that can be used to describe a noun or a pronoun. There are many different types of adjectives that can be used to describe almost anything you can think of from appearance to personality, even shape, size, and time. Here are some examples:

- ♦ That's a **clean** floor.
- ♦ What a **beautiful** gift.
- ♦ It's the **blue** house on the left.
- ♦ She lives in a mansion. She is **rich**.
- ♦ What a **happy** baby!
- ♦ That movie was **scary**.
- ♦ I have a **little** dog.
- ♦ My grandfather is **old**.
- ♦ My clothes are **wet**.

# Unit 1

## Lesson 1

1. Litter, low grades, flood, air pollution, bullying
3. Students' own answer

Page 9

5. 1. Students' own answer 2. Students' own answer
6. 1. worried, low 2. his sister 3. final exam 4. help 5. play together

Page 10

8. 1. Giving reasons for support. 2. Explaining the main idea. 3. Asking about a problem. 4. giving details about a problem. 5. Offering to help.

Page 11

9. Anne: What's the problem?

Teacher: It's littered with packages and cans. Very few students drop the garbage in the trash cans.

Tom: You're right and garbage may cause diseases.

Anne: Yes, and isn't nice to see the entire place full of litter.

Tom: Maybe we can start a campaign to promote cleanliness.

Anne: And it's important to take care of the environment too.

Tom: We can make some posters to remind students to keep the school clean.

Teacher: That's an excellent idea!

10. Students' own answer.

Page 13

## Lesson 2

1. Students' own answer. 2. Students' own answer. 3. Students' own answer. 4. Students' own answer.
2. a. sad b. angry c. happy d. afraid
3. Voice 1: happy Voice 2: angry Voice 3: sad 4: afraid

Page 14

4. Students' own answer.

5.  
Cindy: I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.

Mary: That's awful. You could speak to her. What if you talk to her when she's alone?

Cindy: I don't know... She's always with Pam and Tracy, maybe, maybe it's worse.

Mary: This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!

Cindy: Would you do that? Oh, thanks!

6. Students' own answer.

Page 15

7. D, M, P, M, P D and M

8. What should, What if, You could, Let's.

Page 17

## Lesson 3

2. winter, support, clothes, donate, 01 800
3. Students' suggestions  
Problem or Advantage

1. Jake: a raffle

Needs a prize

2. Claire: school fair

Needs time to organize the event

3. Stan: perform a play and donate the money. Sell the tickets to friends and family

4. 3, 2, 1, 4.

5. Students' own answer.

6. 3, 5, 1, 4, 2.

7. Students' own answer.

Page 18

8. Students' own answer.

Page 19

## Lesson 4

1. Student 1: Silence please, ... I would like to make a proposal. The school needs some repairs and painting. We could / What if start by painting the classrooms.

Student 2: I think it's a great idea. We should / What if we do it on weekends? We should organize work teams to have the place painted quickly.

Student 3: Let's / Maybe we could help with the gardening too. I would like to do that. Let's / How about plant some flowers. Any volunteers? Hands up, please.

Student 4: All sound great, but / and I think the first thing we should do is organize the library. That's more important than the gardening.

Student 2, Student 4, Student 1, Student 3

2. Students' own answer.

# Unit 2

## Lesson 1

3. 1. melodrama. 2. tragedy. 3. comedy.

Page 25

4. The beginning.

5. instructions, emotions, actions, parentheses.

- 6.

a) Some minutes later, the flower girl enters.	show sequence of actions
--	--------------------------

b) She is wearing a hat, and an old coat. She takes her hat off and leaves it on the table. 3	provide details of actions
---	----------------------------

c) Filled with terror and hiding behind a piano 1	attract the reader's attention
---	--------------------------------

Page 27

- 7.

1. (A street in Verona. A Montague and a Capulet are fighting. Benvolio, another Montague, tries to stop them, when Tybalt, a Capulet, arrives.)

2. (It's late at night, Juliet is in her balcony and Romeo speaks passionately.

3. (Juliet lies asleep in a grave. Romeo thinks she is dead, so he drinks poison and dies. (She stabs herself and falls upon Romeo)

- 8.

Scene 1 the rivalry between the two families, sadness

Scene 2 the love Juliet and Romeo feel for each other, fear / amazement

Scene 3 the tragic consequences of hatred, happiness / joy

9. battle, wins, emotions, hatred.

- 10.

Plays

Romeo and Juliet

Pygmalion

Topics

Love and hatred

Social classes

Target audience

Young people and adults

Young people and adults

**Lesson 2**

1. Students' own answers.

2.

Apollo: I the god Apollo, have always helped humans. Today I saved the life of Admetus, king of Thessaly, by making a pact with Death. Admetus should escape death if he could find another person to die instead of him. Admetus asked his parents and his friends, but they refused to take his place. However, Alcestis, his noble and beloved wife, decided to die for him. See, here comes Death.

3. a good and respected queen, cold and dark, my good and faithful friend, who came to live here when her father died.

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4. Yes, they were. 2. Because they made decisions about humans' lives. 3. He saves Admentus from Death. 4. That someone should die instead of Admentus. 5. She decided to die for her husband.

6. Because Hercules was his friend and he didn't want him to go away.

3. 3, 4, 1, 2.

4. 1. Exclamation mark. 2. Ellipses. 3. interrogation mark.

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5. ?, died, have been, ?, don't want, !, is, thought, fought, ?, !, ..., !, begins.

6. 1. Students' own answer. 2. Students' own answer. 3. Students' own answer.

7. Admentus	hospitality
Alcestis	loyalty
Hercules	heroism

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**Lesson 3**

2. 1. Students' own answer. 2. Students' own answer. 3. Students' own answer. 4. Students' own answer.

3. Students' own answer.

Page 34

4. 5. a, b. 6. b, a. 7. b, a. 8. b, a.

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5. ROBIN HOOD: What a great feeling to be in the wonderful oak forest of Sherwood! † [ ... ]

FRIAR TUCK: Yes, yes. That's true. †

Stop! Shhh Someone's coming. †

ROBIN HOOD: Hide, my friends. An enemy on the road. †

ALFRED: This is terrible. So terrible. † [ ... ] The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money. My neighbors and I survived because someone sent us mysterious gifts during the night, clothes, food. I think it's Robin Hood who sends them. † [ ... ]

ROBIN HOOD: Why do you say that? The Sheriff's such a good person! †

ROBIN HOOD: Robin Hood! He's a robber and an outlaw! †

ALFRED: No, he isn't. It's the Sheriff who is a robber! Robin Hood is a noble person. He helps the poor. †

6. frustrated and guilty, angry and astonished, embarrassed, confident and optimistic, excited, in despair, terrified.

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**Lesson 4**

1. a) 5. b) 3. c) 1. d) 2. e) 6. f) 4.

2. forgot, !, are dancing, are eating, have, been, !, ?. Do, have, don't know, wants, ?, am.

**Unit 3****Lesson 1**

Page 41

1. Students' own answers.
2. hurricane / oil spill / flood / earthquake / water pollution / toxic waste dumping / tsunami
3. Students' own answers.

Page 42

5.
  1. b) an environmental emergency
  2. b) what to do in case of an environmental emergency
  3. c) the general public
6. Students' own answers

Page 43

7. Students' own answers
8. a, e, d, b, c, f

9. If you are outdoors

Stay at least 10 meters away from downed power lines to avoid injury.

Stay away from the coastline because earthquakes can cause tsunamis.

If you are in a vehicle

Listen to your car radio for instructions from emergency officials. Stop driving and park at the side of the street.

If you are on a bus, stay in your seat until the bus stops.

Stay away from the coastline because earthquakes can cause tsunamis.

If you are indoors.

Walk away from windows, bookcases, tall furniture and light fixtures.

Stay away from doorways because doors may slam shut and cause injuries.

**Lesson 2**

Page 45

- 3 It is necessary
- 1
- 4 It is dangerous to
- 2 It is important to

Page 46

- 3 First / Next / Then / Finally
- 4

1. If you have to shovel snow, do some stretching exercises to warm up your body to minimize muscle injury.
2. Clothes should be water repellent.
3. It is necessary to protect your lungs from cold air.
4. Slips and falls can cause serious injuries.

- 5
  1. First, stay in the vehicle and wait for help.
  2. Next, make sure the car is visible for rescue.
  3. Then, turn on the engine some minutes every hour.
  4. Finally, do some light exercise to improve circulation.

First, stay in the vehicle. It is important to protect yourself from overexposure to the cold. A person walking through the snow is harder to find than a stranded vehicle.

Next, make sure the car is visible for rescue. Hang bits of colored cloth or plastic from the windows as a sign for help. Turn on the engine some minutes every hour. It is necessary to crack the windows a small amount to allow for the circulation of fresh air.

Finally, do some light exercise to improve circulation. Clap your hands and move your arms and legs.

Page 47

- Students' own answers.
- Students' own answers.
- Students' own answers.
- Students' own answers.

Page 49

### Lesson 3

- 8, 6, 3, 7, 2, 5, 4, 1

Page 50

- Students' own answers
- A, B, A, B, A, D, B, D

## UNIT 4

### Lesson 1

Page 57

- television, the Internet, radio, newspaper
- Entertainment, Local and International News, Sports, Classified ads, Business & Finance

Page 58

- 4-E, 1-T, 2-T, 3-E
- 6.

Dialog 1	Dialog 3
...about that / It seems that	What do you think?
Dialog 2	...of course
This means	Dialog 4
...could say that	What do you say?
	...that's a surprise.

Page 59

- Students' own answers
- Students' own answers

### Lesson 2

Page 61

- 3, 2, 4 1
- access cheap / a universal goal and aspiration / become cyborgs / global warming homes
- It is dangerous to
- It is important to

Page 63

5  
Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day.

The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another. The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

- 6
- 3, 2, 1, 3, 2, 1

Page 65

### Lesson 3

- 2, 1
- 1, 2, 2, 1

Page 66

- 5.
  - 1 b
  - 2 a
  - 6
- Verb tenses / nouns / pronouns

Page 67

- 9
- Article A Longer sentences
- Article B More words to describe protagonists and events  
Emotional language

Page 69

- ELEPHANTS' SAD ENDING STORY
- Students' own answers

## Unit 5

### Lesson 1

Page 73

- 2, 3, 1
- Students' own answers.
- a. Dialog  
b. Monologue

Page 74

4.  
Interior monologue is a speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.  
Dramatic monologue is a speech that expresses a character's thoughts so that the audience can understand what is going inside the character's mind. It can be funny or serious.

- 5.
1. interior
2. dramatic
6.  
Presentation and the burial of Caesar.  
Anne of Green Gables is funny and Marc Anthony is serious. Because it is about burying Caesar.  
For teenagers and on.

Family  
 Things that I do that annoy my parents  
 Good and bad things about having siblings  
 School  
 The coolest project I have made  
 Students should choose what they want to learn at school  
 Me  
 My hobbies  
 The craziest thing I've done  
 Relationships  
 My best friend  
 How I met my girlfriend/ boyfriend77

**Lesson 2**

2. Who is Colin speaking to? Collin is speaking to?  
 Collin is speaking to his own self practicing his speech.  
 What is the purpose of his speech? To convince the audience to vote for him.

3. The answer is the picture in the middle.

4.

1. important
2. make visual contact with his audience
3. I show enthusiasm by making some body movements.

5. To her father / a school party/ that her father lets her go to the party.

6. forgiveness

7. 2, 4, 1, 3

2. a) in a speech or lecture / in a job interview / in a ceremony.

3. We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage

5 c, d, a, b,

**Lesson 4**

1 a (I)

A girl feeling happy because the boy she likes spoke to her  
 B- A man asking a woman to marry him.

**Lesson 3**

2. 2, 1

3. 1, 2, 2, 1

5.

1 b

2 a

6

Verb tenses / nouns / pronouns

9

Article A Longer sentences

Article B More words to describe protagonists and events

Emotional language

1. ELEPHANTS' SAD ENDING STORY
2. Students' own answers

## Unit 6

**Lesson 1**

1. exciting A / B / C beautiful sight A  
 great match B airport C  
 entertaining B celebrate victory B  
 sunny day A flight departed C

4. Students' own answers.

5.

1. a beautiful sight, plenty of pictures, a bit expensive.
2. you missed it, the top of my voice.
3. traffic jam, got stuck.

7.

Highway motorway

Soccer football

Pharmacy chemist's

Vacation holidays

Trucks lorries

9. We left the hotel on time, but before heading for the airport we asked the taxi driver to look for a chemist's because Maggie had to buy some medicine. Once on the highway, the traffic was extremely heavy. We had to slow down because there were some lorries, but we thought we would make it anyway. Guess what? We were wrong! When we arrived, we realized the plane had left!

10.

British English American English

4. football soccer 1

5. holiday vacation 2

6. chemist's pharmacy 3

7. lorries trucks 4

8. motorway highway 5

**Lesson 2**

3. d, f, c, a, e, b.

5.

To get more information Why, what happened?, Where was it?

To check understanding Did they play at the party?, Did he prepare the food?

To invite the other person to talk Anyway, how was your weekend?, You mean they won?

6.

Phrases or words that link ideas by...

Starting the reason for something

because

Showing the sequence of events

and later, by the time the arrived

Establishing a contrast

but

Showing addition

on top of that

Emphasizing something surprising

actually

**Lesson 3**

2. Students' own answers.  
3. 1. Saturday, 2. To the movies, 3. The Post, 4. Pizza, 5. As they were leaving the pizza place, 6. Surprised, 7. Upset.

5.  
1. 1, 4.  
2. 2, 3.  
3. There are no quotation marks.  
6. 1. Students' own answers, 2. Students' own answers, 3. Students' own answers.

6. 4. Students' own answers.

## Unit 7

**Lesson 1**

1. It changes the direction of a force. It helps us multiply forces.  
2. It helps us multiply forces.  
3. An axe  
4. A wedge  
5. A wheel and an axle  
2. wheel / axe / screw  
3.  
1. c / 2a / 3b / 4a  
5. Second-class lever and First class lever

6. pulley. Effort

7.  
1. To lift things  
2. you loop a rope to make it easier to lift things  
3. reduces the effort to lift the same load in half,  
4. Pulleys and levers.  
5. Because both lift weights.  
7. They magnify forces.

Presentation and the burial of Caesar.

Anne of Green Gables is funny and Marc Anthony is serious.

Because it is about burying Caesar.

For teenagers and on.

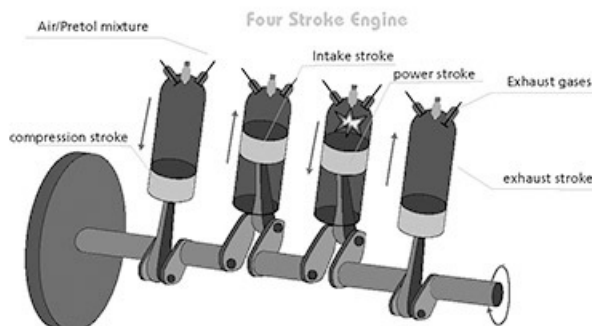
**Lesson 2**

1. A motor car engine that burns gasoline  
2. It mixes with air and one molecule of gasoline becomes many molecules  
3. The mixture makes the piston move up and down.  
4. It is transferred to the crankshaft and axle.  
5. It makes the axle turn the wheels and the car moves.

3. change (v) . = convert  
combines (v) . = mixes  
combination (n) . = mixture  
generates (v) . = creates  
makes (v) .  
connected (adj) .

- spinning movement (n) . = rotary motion  
5. Gasoline is ignited and it mixes with air (F)  
Gasoline has molecules, when it mixes with air, it makes one old molecule of gasoline, become (MI)

- 1-b  
2-d  
3-a  
4-c

**Lesson 3**

- lower - go down  
2. letting something into - allow something to go into  
3. moves on an upward stroke - goes up  
4. close - shut  
5. ignites - burns  
6. burn explosively - explodes  
7. begins its second upward stroke - starts going up again  
8. push out - expel

**Lesson 4**

1. the air inside is lighter than the air outside  
2. To keep the air hot for the balloon to be able to rise  
3. compressed liquid propane  
4. the tubes become hot and heat the propane inside them  
2. Left side: burners / propane cylinders  
Right side: intake hose / wicker basket

## Unit 8

**Lesson 1**

2. home appliances 2      sporting goods 3  
stationery 4      electronics 1

Sporting Goods	Electronics	Home Appliances	Stationary
1 and 7	3 and 5	2 and 6	4 and 8

4. Left and right.  
5. Students' own answers.  
6. 1. Dialog 2. 2. Dialog 1. 3. Dialog 2. 4. Dialog 1.

7.  
a) C, angry.      e) SC, polite  
b) C, polite.      f) C, angry.  
c) C, angry.      g) SC, apologetic.  
d) SC, apologetic.



8. SC: I'm afraid that's not possible. C: Thanks, that's kind of you.  
 SC: We don't exchange. C: I demand to speak the person in charge!

Page 125

### Lesson 2

2. 1. replace his camera. 2. the flash is broken.  
 3. they don't replace products.  
 3. too small, large size, I don't give refunds, take a credit note.

Page 126

4.  
 1. replace the camera. 2. the address to the service center, get refund, a credit note or an exchange.  
 6.  
 2. Exchange. 4. On sale.  
 3. Refund. 5. Credit note.  
 7. Amy bag blue instead of orange. Yes, they are. Satisfied / pleased.

Page 127

8.  
 1. replacement, 2. reimbursement. 3. reimbursement.  
 9.  
 To start a complain: 1,5, 8 To apologize: 3,4, 7  
 To propose a solution: 2,9,10,12 To express gratitude: 6,11

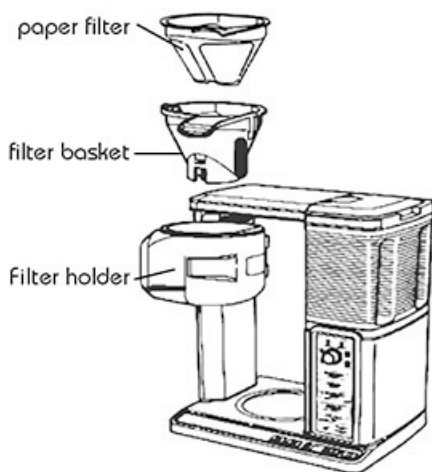
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### Lesson 3

1. Could you help me with...?, I feel frustrated because, What should I do?, Could I speak to the manager, please? This is really unfair!, Thanks for your understanding.  
 2. ✓✓✓✓ X X ✓

Page 130

3.  
 4. b)



5. 6, 1, 5, 2, 8, 7, 3, 4.

Page 133

### Lesson 4

1. Students' own answer.  
 2. Students' own answer.

## Unit 9

### Lesson 1

Page 137

1. Students' own answers.  
 3.  
 1. Around Italy by James Branson. 2. Ocean Books Ltd. 3. 2013.  
 4. A traditional holiday: Carnival in Venice.  
 Old buildings: Amazing architecture from the past.  
 Art: Michelangelo, Da Vinci and others.

Page 138

5.  
 1. Independence Day in the US and Bastille Day in France. 3. teenagers and adults. 4. b).  
 2. to inform.  
 6. (similarities) both, (differences) different while, however, whereas.

Page 139

8. similar, both, differences, On the other hand, on the other, while, however, the same as.  
 9. Students' own answers.

Page 141

### Lesson 2

2.  
 3. 1, 4, 2.  
 1. It's the name or an ancient ritual and art of preparing tea.  
 2. To wash your hands and mouth to purify yourself.  
 3. Vision, smell and taste.  
 4. Underline them.  
 5. Because the tools change depending on the season and the moment of the day.

Page 142

Chanoyu, its Japanese name, is the ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study.

Before entering the tearoom, we washed our hands and mouths with clean water because you have to purify yourself before the ceremony.

Once it was ready, each of us drank from a bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth.

Each tea gathering is a unique experience as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.

4.  
 1. Each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place.  
 2. It is a symbol of peace, and harmony for the Japanese people.  
 3. We observed how she prepared the utensils and then the tea.  
 4. We observed how she prepared the utensils and then the tea.  
 5. experience, temazcal, rock, represent, shaman, ceremony, purpose, purify, copal, moved, directions, personal, abuelitas, semi-circle, complete, ancient, indigenous, music.

- 6.
1. to purify and heal the mind and body.
  2. The womb of Mother Earth.
  3. He / She felt reborn.
  4. Smell, hearing, vision.

#### A Traditional Mesoamerican Ceremony

I had an amazing experience in a temazcal. (3) A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing.

When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. (2) They are called abuelitas. We sat on some colorful blankets in a semi-circle. The shaman then poured water and herbs over the rocks. (1) Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. (4) The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.

- 8.
1. Once inside, we saw a hole where hot volcanic rocks were put later.
  2. The only thing we could see was the light from the volcanic rocks.
  3. He was praying and chanting as he played music.

#### Lesson 3

- 2.
1. Babushka which means old woman or grandmother.
  2. Fertility and motherhood.
  3. It is a nested doll and inside the biggest ones there are smaller versions of itself.
  4. They make the smallest one first
  5. Signing the largest doll and writing the number of dolls in the set.
3. Students' own answers.

- 4.
- Russia  
Vasily Zvyozdochkin and Sergey Malyutin  
1890

A nested doll with two halves that can be pulled apart.

The outer figure contains smaller versions of itself

Japanese doll

Wood

Peasant girls, fairy tales, animals, Christmas, famous people

Artists at factories

5.

Alebríjes are fantastic, unnatural animals painted in bright colors.

Alebríjes are a kind of Mexican craft created by Pedro Linares in 1936.

Linares's descendants continue the tradition of making alebríjes at their own workshops.

Alebríjes are made of paper mache and cardboard.

Each alebríje is a unique piece of art.

Linares fell ill and in his dreams he saw strange animals and heard the word alebríjes.

- 6.
- Mexico  
Pedro Linares  
1936  
Unnatural, colorful animals  
Dreams during sickness  
Paper mache and cardboard  
Animals - Unique  
Linares's descendants at family workshops
7. 1, 6, 4, 5, 3.

#### Lesson 4

1. Students' own answers.
2. Students' own answers.

## UNIT 10

### Lesson 1

Rights:

Freedom to express yourself

Have private property

Freedom to have a religion of your choice

Receive education

Responsibilities:

Support and defend the Constitution

Respect and obey federal, state and local laws

Respect the rights, beliefs and opinions of others

Pay taxes

- 4.
1. Discrimination
  2. Discrimination in everyday situations and how to find help in case a p

5

All of them.

6

a- 3

b-1

c- 2

### Lesson 2

- 1.
- 1, 4.
  - 2-10
- Student's own answers.

### Lesson 3

1. Students' own answers
2. 4, 3, 1, 2
3. b, a, b

4. hypothetical
5. express logical consequences to justify ideas
5. wouldn't forget to recycle / they can't pay the fine? / If we had an incentive system / you don't do it
7. Paul / Anne / Greg / Lauren

**Track 1**

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**Track 2**

MATT: Hi, Bill. What's up?  
 BILL: I'm worried.  
 MATT: Why? What's the matter?  
 BILL: My grades are low.  
 MATT: How's that?  
 BILL: I've been looking after my sister in the afternoons and when my parents get home in the evening, I don't feel like studying or doing homework. I'm tired.  
 MATT: Oh, I see. You have to babysit.  
 BILL: The teacher told me if I don't do well on the final exam, I'll be in trouble.  
 MATT: Oh! Maybe I can help you. The final is next month. We can study together. What do you say?  
 BILL: What about my sister?  
 MATT: No problem. Bring her with you. She can play with my sister while we study.  
 BILL: That would be great. Thanks!  
 MATT: It's OK. We are friends, aren't we? And besides, you are not irresponsible; it's just you didn't have enough time to study.

**Track 3**

GIRL: Guess what? My cousins from Australia are coming to spend their vacations with us! Isn't it awesome?  
 BOY: You can't do this! It's the third time I tell you. This time it will have serious consequences.  
 BOY: It was a complete failure. All my hard work for nothing....  
 Should I start all over again?  
 GIRL: I don't want to stay there alone. What if she comes back?

**Track 4**

CINDY: I feel horrible. Laura is texting me all the time, making fun of me and insulting me. Yesterday she punched my bicycle tires.  
 MARY: That's awful. You could speak to her. What if you talk to her when she's alone?  
 CINDY: I don't know... She's always with Pam and Tracy, maybe it's worse.  
 MARY: This can't go on like this, Cindy. She's bullying you! You should tell her you don't care about what she says or does, and she'll stop. You know what? Let's tell the teacher about this. She'll help us. Let's go now!  
 CINDY: Would you do that? Oh, thanks!

**Track 5**

DEBBIE: Don't worry Cindy. We're here to help you. We're going to tell her that you're not alone and that we'll support you.  
 MARY: She can't treat you like that. She doesn't show any respect for you!  
 PAUL: Mm... We could well tell the teacher. What do you think?  
 MARY: Yes! Definitely, she will help Cindy solve this problem.  
 Paul, Debbie  
 MARY: Agreed!

**Track 6**

Floods and winter storms in the state of Idaho have affected thousands of families who need support. You could help providing food, clothes, medicines, and shelter to people when they need it most. Please, donate today to Red Cross Disaster relief. Call 01800 – Red Cross. We need you.

**Track 7**

JAKE: What if we organize a raffle and buy food and clothes with the money from the tickets?  
 CLAIRE: That's a very good idea, but we need a prize... and it's not easy to get one. We could have a school fair with games and food and drinks to sell instead.  
 STAN: But that takes a lot of time to organize. How about performing a play at school and donating the money from the tickets? We are now rehearsing Romeo and Juliet. We could perform it next week to collect funds.  
 JAKE: Great! We could sell lots of tickets; to our families, friends, neighbors.  
 STAN: Should we buy food and clothes, or should we give the money to the Red Cross?  
 JAKE: I think it's better to donate the money, they know exactly what they need.  
 CLAIRE: I agree. I'm sure the school will support our plan. Let's talk to the principal.

**Track 8**

KEN: Hello, Mrs. Brown.  
 MRS. BROWN: Hello, Ken.  
 KEN: I'm working for a charity campaign, A Toy for Every Child.  
 MRS. BROWN: Oh, that's very good!  
 KEN: Yes, it's for every kid in need to have a toy this Christmas. Here's a leaflet with our webpage address to get information about us.  
 KEN: Do you have any toys your kids would like to donate?  
 WOMAN: Yes, it's great to be able to help, especially children! Let me get some for you.  
 KEN: Thanks a lot! Here's a sticker to show your support to this campaign.

**Track 9**

Pygmalion is the story of a poor uneducated flower girl, Eliza, who is transformed into a lady by Professor Higgins. He teaches her to act and speak like a refined woman.  
 MRS. PEARCE: A young woman wants to see you, sir.  
 HIGGINS: A young woman! What for?  
 MRS. PEARCE: Well, sir, she's quite a common girl. I thought of sending her away, but perhaps you want to speak to her – excuse me, sir.  
 HIGGINS: Oh, that's all right, Mrs. Pearce. Show her up.  
 HIGGINS: Why, this is the girl I saw last night. I'm not interested in you. Go home.

THE FLOWER GIRL: No, please. You ain't heard what I come for yet. I want to be a lady in the flower shop and not sell flowers on the street. I need to speak well. I've come to have lessons. And to pay for 'em too.

HIGGINS: Shall I ask you to sit down, or shall I throw you out of the window?

THE FLOWER GIRL: Ah—ah—ah! I've offered to pay!

PICKERING: Higgins, I challenge you to turn her into a lady in three months. I'll pay for the lessons.

HIGGINS: OK. I accept the challenge. Take her away Mrs. Pearce and clean her. Give her some new clothes.

### Track 10

HERCULES: Why are you so serious? The person who died was a stranger, wasn't she?

SERVANT: No, that's not true. Admetus lied to you. Alcestis is the one who died.

HERCULES: What? I must bring Alcestis back from the dead. I will fight Death.

SERVANT: Admetus was too honorable to tell you to leave his house.

HERCULES: We have been friends for a long time. Why didn't you tell me about your sorrow? See this woman? Take care of her until I return.

ADMETUS: I don't want her in my house. Alcestis will be the only woman in my life.

HERCULES: Please, my friend. Let her in. You will thank me in time. Look at her! It is your wife Alcestis.

ADMETUS: Oh, my dear Alcestis. I thought you were gone forever! How did you save her?

HERCULES: I fought with Death himself and won the battle.

ADMETUS: Why is she so silent?

HERCULES: She won't speak for three days until she is purified.

ADMETUS: Don't leave now Hercules. Let's have a party!

HERCULES: I must go now..., but I will return to pay you another visit.

ADMETUS: Let's celebrate! Our life begins again!

CHORUS: The impossible has become true. It is the way of the gods.

### Track 11

ROBIN HOOD: What a great feeling to be in the wonderful oak forest of Sherwood! I prefer to be free than to be the king of England.

FRIAR TUCK: Yes, yes. That's true. Stop! Shhh, ... someone's coming.

ROBIN HOOD: Hide, my friends. An enemy on the road.

ALFRED: This is terrible. So terrible... The Sheriff of Nottingham is so bad! He came to our village and took away our harvest, our wood, our money... My neighbors and I survived because someone sent us mysterious gifts during the night, clothes and food I think it's Robin Hood who sends them.

ROBIN HOOD: Why do you say that? The Sheriff's such a

good person!  
Robin Hood? He's a robber and an outlaw!  
No, he isn't. It's the Sheriff who is a robber!  
Robin Hood is a noble person. He helps the poor.

ALFRED:

### Track 12

- › Listen to the radio to find out what areas are affected, what roads are safe, where to go and what to do if the local emergency team asks you to leave your home.
- › Keep your emergency kit close at hand, in a backpack or suitcase with wheels.
- › If you need to evacuate:
- › Leave your home when you are advised to do so by local emergency authorities.
- › Take your emergency kit with you.
- › Follow the routes specified by officials. Don't take shortcuts. They could lead you to a blocked or dangerous area.

### Track 13

First, stay in the vehicle and wait for help.

- › Next, display signs to show you need help.
- › Then, turn on the engine for some minutes each hour.
- › Finally, do light exercises to keep up circulation. Clap your hands and move your arms and legs.

### Track 14

Important safety instructions in case of a hurricane.

1. Avoid using the phone during a hurricane.
2. Fill in your car's gas tank, in case you need to evacuate.
3. Fill plastic bottles with clean water for drinking.
4. Close all interior doors at home.
5. Bring in belongings and patio furniture inside.
6. Use flashlights in the dark if the power goes out. Do not use candles.
7. Cover your windows with shutters.
8. Unplug small electrical appliances.

### Track 15

#### DIALOG 1

TOM: Look at this...A new solar system! How about that?

EMILY: It seems that we are close to discovering life on other planets.

TOM: Yeah. Let me read...mm...it says they are going to use a telescope to detect ozone which could show biological activity.

#### DIALOG 2

TOM: Listen to this... "scientists have made photosynthesis more effective to increase the production of certain plants." It's amazing! This means more food, right?

EMILY: Yes, you could say that they are just improving a natural process, but it's done by genetic engineering techniques. I don't know... it's a controversial topic.

#### DIALOG 3

EMILY: This is good news. What do you think? It says here that a lab in India is using soot to make ink! They are using it to paint.

TOM: Yes, of course. Recycling waste is always good news.

#### DIALOG 4

- EMILY: Look! She won the championship. What do you say?  
TOM: Well, that's a surprise! I bet no one thought she could do it.  
EMILY: Yes, the press was very critical of her performance.

### Track 16

Norway, Denmark, and Iceland were declared the top three happiest countries in the world in 2017 according to the United Nations (UN). This was the result shown in the World Happiness Report 2017, released today March 20, at a special event at the UN in New York, which has declared this day as World Happiness Day. The UN celebrates this day to focus the world's attention on the concept that to obtain global happiness, the economic development must go hand in hand with social and environmental well-being. The study measures social factors and economic data and shows that money is not the most important thing for people to feel happy. Many other factors besides the standard of living are evaluated, like social support, generosity, a healthy life expectancy, freedom to make choices, and freedom from corruption. The report analyzes statistics to explain why one country is happier than another.

The UN agency collects data from people in 155 countries every year. The initiative to declare a day of happiness came from Bhutan, which adopted a Gross National Happiness Index as a better measure of its people's prosperity than its income.

### Track 17

A

Firefighters have put out a fire at an apartment block in Oakland, California. Fifteen people were rescued at 6:00 a.m. this Friday. Four of them were taken to the hospital.

Firefighters battled the fire from truck ladders, spraying water onto the roof and through windows. The cause of the fire has not been determined yet.

The building was under investigation because of deplorable living conditions and violation of safety regulations.

B

Police is looking for a man and a woman after a \$ 900,000 painting called Moonlight by artist Leo Baker, disappeared from an art museum in Chicago yesterday.

The thieves hacked and disabled the museum's alarm system. Susan Bradford, the museum director, thinks the couple will soon be arrested.

Leo Baker is a famous American artist. The painting was part of a temporary exhibition called Fragments which opened on April 12 and will end on May 15.

### Track 18

A

Plane catches fire and makes emergency landing  
A Peruvian commercial plane was forced to make an emergency landing at an airport in the Andes after its right wing caught fire. The company said all 130 passengers and crew members had been safely evacuated before the fire spread to the fuselage. No injuries among passengers were reported. Authorities have launched an investigation into the cause of the fire.

B

### PANIC – Airline passenger BURSTS INTO FLAMES

A Peruvian passenger plane burst into flames after an emergency landing. Horrified passengers fled the burning plane just before its right wing exploded. A huge fire spread to the fuselage immediately. One of the passengers, Mark T, said he wouldn't take a plane in the near future. "It's been the scariest experience I've been through", said Jenny M. All 130 passengers are safe.

### Track 19

1

Anne of Green Gables looking at herself in the mirror...  
I'm going to imagine things... I can see my reflection in that mirror. I am tall, and I'm wearing a beautiful white dress. My name is Lady Cordelia Fitzgerald. No, it isn't – I can't make that seem real. You're only Anne of Green Gables, and I see you whenever I try to imagine I'm Lady Cordelia. But it's a million times nicer to be Anne of Green Gables than Anne of nowhere in particular, isn't it?

2

Marc Anthony to the people of Rome...  
Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is often interred with their bones:  
So let it be with Caesar...

### Track 20

Hi, my name is Colin Anderson and you should vote for me for class president because I have incredible ideas that will make our school a better place. For instance, break time should be longer, a full hour to play and chat or do nothing. Another thing, free snacks will be available at any time on a big table in the hallway, cookies, cupcakes and brownies. This will improve our performance in class by keeping our energy up. No more grades! They make some students depressed and others are called geeks or nerds because of them. Vote for me. Vote for Colin Anderson. Thank you!

### Track 21

Oh, Dad, please, please let me go to the school party. It's going to be so much fun you see, everybody is going to be there tonight. What I mean is I can't miss it! I know I haven't been good lately. I know I haven't tidied up my room, I know I said I was studying, but I was listening to music in my room and I failed my exams, and I remember that you told me to take care of Tommy and I didn't, but if you come to think about it, it's time he grows up and takes care of himself, I mean he's not a baby anymore, right? Anyway going back to the party, please let me, won't you? What do you say?

### Track 22

1

We are most pleased to hold this event, and hope tonight's Cultural Night is a success. We are truly thankful to everyone who made this possible. Tonight's event marks the 10th anniversary of this celebration of culture. Let's raise our glasses to our country's rich heritage.

2

Thanks guys for coming! Anna and I are thrilled to see you. At first, we thought of going away on a trip for our anniversary, but then we decided it would be awesome to throw a big party to celebrate. So, eat, drink, dance and enjoy! Cheers!

## Track 23

### DIALOG 1

MARK: Hello?  
ROB: Hi, Mark. It's Rob.  
MARK: Hi! You're back! So, how was it?  
ROB: We loved it. Such a beautiful sight! We took plenty of pictures. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?  
MARK: We'd like to, but I don't know, the airline ticket is a bit expensive.

### DIALOG 2

SEAN: You didn't go to the football match! You missed it!  
DAD: Yeah, I know Arsenal won.  
SEAN: Yes, with two amazing goals. I shouted at the top of my voice. It was very exciting! Next time you should come with Jimmy and me, dad.  
DAD: Sure!

### DIALOG 3

STEPHANIE: Hi, Kate. We missed you at the office. How were your holidays?  
KATE: Great, but you won't believe what happened to Maggie and me in New York.  
STEPHANIE: What happened?  
KATE: We left the hotel early, but on our way to the airport we asked the taxi driver to stop at a chemist's because Maggie needed some medicine, and then there was a terrible traffic jam! We got stuck behind some lorries on the motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our plane had already left!  
STEPHANIE: Oh, no!

## Track 24

STAN: Hi Joe.  
JOE: Hi, Stan. How are you?  
STAN: Fine. Why didn't you go to Tracy's birthday party on Saturday?  
JOE: I couldn't go because I spent the weekend on my grandma's farm.

## Track 25

STAN: It was great. There were lots of people.  
JOE: Where was it?  
STAN: In the back yard. We had a barbecue.  
JOE: Lucy's father loves cooking. Did he prepare the food?  
STAN: Yes, we had some sausages and hamburgers and on top of that, a delicious chocolate cake.  
JOE: Tracy's cousins have a rock band. Did they play at the party?  
STAN: Yes, they did. They sound really good. And later, we played volleyball, boys against girls. They were far better than us.  
JOE: You mean they won?  
STAN: Yes, and by an ample margin. It was all great until the end.  
JOE: Why, what happened?

STAN: Megan's dad gave me a ride, but the car broke down half-way back. He called the emergency road assistance, and it took a long time. We were all hungry, thirsty and very tired, I arrived home at midnight! Anyway, how was your weekend?

## Track 26

JENNIFER: Guess what? I went out with Paul on Saturday!  
EMMA: Wow! Tell me all about it.  
JENNIFER: We went to see The Post. We had a wonderful time, we really hit it off. After the movie, we went for a pizza, and then the most curious thing happened.  
EMMA: What was it?  
JENNIFER: As we were leaving the place, a guy came up to him and said. Hi, Luke, so long!  
EMMA: What?  
JENNIFER: Most strange... Paul looked really surprised and said, "I think you are mistaken. I'm Paul." But the guy insisted, and said, "Are you kidding me? Is this some kind of joke?" And he started laughing. Paul insisted it was not him...but the guy wouldn't leave!  
EMMA: So, what did you do?  
JENNIFER: By now Paul was upset. It was a very unpleasant situation.  
EMMA: So...?  
JENNIFER: The guy explained that Luke was a friend, but that he had moved to another city and they hadn't seen each other for some time. And then he added "Look, I haven't got a picture of him right here, but believe me... you look exactly the same!" In the end the guy apologized and left, but it got Paul thinking...  
EMMA: That's VERY strange.  
JENNIFER: Yes, he said he wanted to meet Luke! Hahaha  
EMMA: That would be shocking. Well you know, they say we all have a double somewhere...

## Track 27

A pulley is a wheel over which you loop a rope to make it easier to lift things pulling down on one end of the rope creates an upward pull at the other end. The load is the weight of an object and the effort the amount of force required to lift or move the object.

When you lift a load, with a single pulley, you pull the rope the same distance as the load is lifted. A two-wheel pulley reduces the effort to lift the same load in half, but you need to pull the rope twice as far as single pulleys.

As you increase the number of pulleys, the less effort you require lifting a load.

Both, levers and pulleys, work under the same principle they magnify forces, but only if you use that effort over a longer distance, for example, if you want to lift someone four times heavier than you on a seesaw, you need to sit four times further away from the fulcrum than the person is. Pulleys and levers are the basis for modern machines, from water wheels to internal combustion engines everything uses the principle of transforming weight into distance.

### Track 28

An engine is a machine that uses its parts to convert fuel into energy, or power. A motor car engine is an Internal Combustion Engine (ICE). This type of engine burns gasoline. Gasoline is ignited, and it mixes with air. Gasoline has molecules, when it mixes with air it makes one molecule of gasoline become many molecules. This air-fuel mixture fills the combustion chamber. It opens a valve to get inside the chamber. The gas creates heat and pressure as it expands. This pressure causes the pistons attached to a crankshaft in an ICE to move up and down with great force. The energy is transferred and converted into a rotary motion through the crankshaft and axle. As a result of this, the axle turns the wheels that make the car move. This explains how a mixture of gasoline and air can be ignited, combusted and converted into useable power.

### Track 29

The engine works in four stages or strokes. A stroke is the movement of the piston between the two dead centers (bottom and top). First, the intake valve opens and the piston lowers, letting a mixture of fuel and air into the combustion chamber. This is the intake stroke

- SECOND STAGE: The intake valve closes, and the piston moves on an upward stroke compressing the fuel-air mixture. This is called the compression stroke.
- THIRD STAGE: A spark from the spark plug ignites the mixture causing it to burn explosively. This is called the power stroke.
- FOURTH STAGE: As the piston begins its second upward stroke, the exhaust valve opens, and the burnt air fuel mixture is pushed out of the combustion chamber through the exhaust valve. This is the exhaust stroke.

### Track 30

- 1
- SALES CLERK: Good afternoon. May I help you?
- MAN: Yes. I bought this cell phone here two days ago but the battery is no working properly. I'd like a replacement.
- SALES CLERK: We can't replace your cell phone, you can buy a new battery at the service center.
- MAN: This is ridiculous! I want to speak to the manager, right now!
- 2
- MAN: Good evening. Pizza Kingdom. How can I help?
- WOMAN: Hi. I'm not happy with the pizza you delivered. I want to make a complaint.
- MAN: Ok. What's your complaint about?
- WOMAN: I ordered a pizza with olive topping, and there's not topping at all. I only has tomato sauce.
- MAN: We're very sorry about that. What's your name and address, please? We'll send you another pizza right away.
- WOMAN: Thank you. It's...

### Track 31

- › This is a very low-quality product!
- › Thank you, that's very nice of you.
- › I'm not leaving until I get my money back.

- › Sorry, we'll find a solution right now.
- › Don't worry, we can get you another one.
- › This is absurd! You recommended this product.
- › I'm sorry for the inconvenience.

### Track 32

- A
- MARK: Good morning. I bought this shirt some days ago, but when I washed it, the color changed. Could I get a refund, please?
- WOMAN: I'm afraid that's not possible, but we can exchange it for another one.
- MAN: Thanks. That's kind of you.
- B
- WOMAN: Good afternoon. I got this CD here, but it skips. I would like to exchange it.
- YOUNG MAN: We don't exchange CDs once they are open.
- WOMAN: This is nonsense. I demand to speak to the person in charge!

### Track 33

- SITUATION 1
- SALESWOMAN: Good morning. May I help you?
- MARK: Yes, please. I bought this camera two days ago and the flash doesn't work. I feel very disappointed. I would like to replace it, please.
- SALESWOMAN: We don't replace products. Here's the address of the service center.
- MARK: I don't want my camera to be fixed. It's new. I want another one!
- SALESWOMAN: You probably broke the flash.
- MARK: What? Are you saying it is my fault? I'm going to make a formal complaint. Good-bye! And thanks for nothing!

### Track 34

- SITUATION 2
- SALES ATTENDANT: Can I help you?
- CLAIRE: Yes, please. I bought these jeans for my son, but they are too small. Do you have them in a larger size?
- SALES ATTENDANT: Let me check. (PAUSA) I'm afraid they have sold out.
- CLAIRE: Oh, what a shame! Then I would like a refund, please.
- SALES ATTENDANT: I'm sorry. We don't give refunds if the items are on sale. But you can exchange them for something else or we can give you a credit note.
- CLAIRE: OK. I'll take a credit note.
- SALES ATTENDANT: It's valid for six months.
- CLAIRE: Oh, that's very good. Thank you.

### Track 35

- 1
- AGENT: Good morning. Customer service. How can I help you?
- STEVE: Good morning. I'm calling to make a complaint about a book I bought. It arrived this morning, and the cover is scratched. I'd like a free replacement.
- AGENT: Of course, sir. Please, tell me your name, and your order number.

STEVE: Sure. It's Steve Harris and the order number is 2443798.

AGENT: OK. Please, send us the book back, and tomorrow you'll receive a new one. My apologies for this inconvenience.

STEVE: Thanks for your help!

2

AGENT: Good morning. Customer service. How can I help you?

AMY: I'm afraid there's a problem with a bag I bought. I ordered a blue bag and you sent me an orange one. I'd like to replace it.

AGENT: Let me check... Miss, I'm afraid we don't have any blue bags left.

AMY: Well, then I'd like a full refund.

AGENT: Certainly. I'm very sorry about this mistake. Send us the bag back and we'll reimburse your money.

AMY: Thank you very much.

### Track 36

AGENT: Good morning. Customer Service. Can I help you?

JASON: Yes, please. I bought a Rainbow coffee maker Model C342, but there seems to be a problem with it. I wonder if you could help me. I feel disappointed... I can't use it.

AGENT: Mm... What do you mean?

JASON: What I mean is... I don't know exactly the name, but I can't slide out the piece where the filter goes, so I can't put coffee inside. I tried to pull it out, but I'm afraid of breaking it if I use too much force.

AGENT: Oh, I see... the filter holder. The paper filter goes inside the filter basket and the basket goes in the filter holder. Is that the one you can't slide out?

JASON: Yes, precisely. It seems to be stuck.

AGENT: Oh, sorry about that.

JASON: What should I do?

AGENT: Bring your coffee maker to our Service Center. If the problem cannot be solved, you will get a free replacement.

JASON: Oh, that's great. Thank you for your help.

### Track 37

Independence Day is an important celebration in the US, the same as Bastille Day, the equivalent of Independence Day, in France. Both are in July, on the 4th and 14th respectively. On the one hand, in both places it is a day to show national pride, and admire spectacular fireworks, on the other the activities and events can be different. While in France firehouses open their doors to the general public on that day, offering live demonstrations and dancing, in the US usual activities are sporting events and barbecues. In both countries impressive parades take place. However, in France communal meals and street parties mark the occasion, whereas in the US family reunions with picnics are the most popular way to celebrate the day. Whether in the US or in France, Independence Day or Bastille Day is a day to celebrate and have fun.

### Track 38

I spent my summer vacation in a friend's house in India, and I was surprised to see how similar the food in both countries is, although there are some differences as well. On the one hand, it is quite spicy in both countries, but on the other some ingredients are different.

In Mexico, beef and pork are widely eaten while in India most people eat only vegetables. In both countries it is common for people to eat with their hands. In India dinner is the most important meal of the day, however in Mexico it is lunch. Even though in both countries spicy food is the main characteristic, in India a mixture of different spices is used to make your body heat, while in Mexico chilies are the main ingredient which makes food spicy and hot. Popular Mexican food uses a significant amount of black beans and pinto beans the same as Indian food where they call it rajma. I really loved Indian food and many of its dishes reminded me of similar ones in Mexico!

### Track 39

During my stay in Japan I attended a tea ceremony. Chanoyu, its Japanese name, is the ancient ritual and art of preparing matcha, which is a powdered green tea. It requires many years of study. Before entering the tearoom, we washed our hands and mouths with clean water, because you have to purify yourself before the ceremony. Our host greeted each of us with a bow. While sitting on the floor we observed how she prepared the utensils and then the tea. Once it was ready, each of us drank from the bowl, cleaning its rim before passing it on. It was a bright green liquid that smelled fresh and felt silky and smooth. When we finished, she allowed us to examine all the utensils. We learned that each tea gathering is a unique experience, as the host chooses the right tools depending on the season and on the moment of the day when the ceremony takes place. This tea ritual requires a series of precise hand movements and graceful choreography. It is a symbol of peace, and harmony for the Japanese people. It is a spiritual experience to show respect through etiquette and grace, which are very important aspects in Japanese culture.

### Track 40

I had an amazing experience in a temazcal. A temazcal is an igloo-shaped type of sweat lodge made of volcanic rock which is said to represent the womb of Mother Earth. A shaman carries out the ceremony and its purpose is to purify and heal the mind and body. Before entering, the shaman approached each of us with a cup full of copal that he moved in four cardinal directions in front of us while saying a personal blessing. When we entered the temazcal we saw a pit in the middle where burning volcanic rocks were later placed. They are called abuelitas. We sat on some colorful blankets in a semi-circle. The shaman then poured water and herbs over the rocks. Except for the glowing of volcanic rocks, we were in complete darkness listening to the shaman's voice telling us to breathe slowly and making sure the experience was safe and invigorating. He started reciting ancient prayers and chants accompanied by the sound of a drum and a rattle. The heat was almost unbearable, but once the ceremony finished I stepped outside and felt reborn, the blend of herbs, heat, copal, and indigenous music had created an intense healing experience.



### Track 41

I fell in love with Matryoshka dolls the moment I had one in my hands. They are a symbol of Russia and its culture. The name is a diminutive form of the name Matryona. They are sometimes called babushka, which means old woman or grandmother. These dolls represent fertility and motherhood. The first doll set was made in 1890 by Vasily Zvyozdochkin and designed by Sergey Malyutin, who was a folk crafts painter; they were inspired by a Japanese doll. A Matryoshka is a nested doll with two halves that can be pulled apart. The outer figure contains increasingly smaller versions of itself. It usually has the painted image of a woman, dressed in a traditional Russian peasant dress. They are made of wood and craftsmen begin their work by making the smallest doll in the set, the one that cannot be taken apart. Now, modern artists include different themes, from fairy tales to Christmas, Easter, animal collections, and even portraits and caricatures of famous people. Nowadays they are made by several artists at factories all over Russia. The work is completed when the artist adds his or her signature to the bottom of the largest doll, and a number showing the number of dolls in the set. They are truly works of art!

### Track 42

STEVE: We are having a round table at school next Friday.  
CAROL: What are you going to discuss?  
STEVE: Well, it took us some time to decide; we brainstormed several topics like, bullying, technology and its effects on society, discrimination, laboratory animal testing, and others but we finally chose discrimination.  
CAROL: Oh, that's very interesting. What aspects of the topic will you talk about?  
STEVE: Well, some examples of discrimination in everyday situations, and how to find help in case a person is discriminated.

### Track 43

Lying is wrong, but it is very common. People have different reasons to think lying is bad, for example: Lying is bad because it reduces trust between people. Lying is bad because it makes it difficult for the person being lied to make a free informed decision. Lying is bad because it's morally wrong, etc. But some people say that lying is not wrong when there's a good reason for it. They say a white lie does not intend to harm, on the contrary, it is meant to make the people being lied to feel well, and to avoid hurting their feelings. But, according to some people, this kind of lies are not OK because the person being lied to does not access information that might be useful in future situations.  
So, can lying be justified, yes or no? If yes, when?  
Many people believe lying is always bad. ✓  
Some people believe lying is not always bad. ✓  
You can lie about a haircut.  
White lies can be accepted by some people. ✓  
Lying protects children.

### Track 44

1  
GIRL: I remember I used to shout a lot and be rude to my brother when I got angry, and my dad always said it was important to keep calm and not to shout or make rude comments. He used to say Shouting doesn't make you right, it only makes you loud. If we didn't show respect at home among our family members, we would never learn how to be respectful to other people.

2  
BOY: At home we always try to find some time to improve our neighborhood. For example, last month we went to a meeting with the neighbors who live in our block to plan how to clean up an empty lot and turn it into a playground. I think that if we all did some community work, it would make a huge difference in our quality of life.

3  
GIRL: Ever since I was a little girl, my mom said it was important to greet people and to be kind and give up our subway or bus seat to people who need it more than us, like elderly or disabled people, and women who are pregnant, or carry babies in their arms. Some people have no consideration for others. They just look away or even pretend to be asleep!  
If everyone had good manners, the world would be so much nicer!

4  
BOY: I think being responsible is also important to be a good citizen. At home we all have some chores, even my little sister has to keep her room neat and tidy. There are rules at home, at school and everywhere, so I think the first step is to learn that rules are necessary and that we should act in a responsible way and obey them. If everybody did whatever they wanted, the world would be in complete chaos.

### Track 45

ANNE: People wouldn't forget to recycle if they had to pay a fine for not doing it. That would teach them it's not OK what they are doing.

PAUL: I'm in favor of recycling, but what about people with money problems? What if they can't pay the fine? What if they can't pay for a recycling bin?

GREG: If we had an incentive system, it would be much better. For example, every time you recycle you get a little extra money paid by the government. That would be great!

LAUREN: No, that's impossible to do. The system they have in some European countries is a better solution. You are free to recycle or not. But if you don't do it, then the government charges you to pay somebody else to do it for you.

**Book Suggestions**

- \* The Cambridge encyclopedia of language. Cambridge University Press.
- \* Merriam-Webster's Collegiate Dictionary (11th ed.) (2005).
- \* Murphy, R. (2005). English Grammar in Use. Cambridge: Cambridge University Press.
- \* Green, A. (2012) Language Functions Revisited. Cambridge University Press.
- \* Murphy, R. Smalzer, W. (2014) Grammar in Use. Intermediate. Cambridge University Press.

**Unit 1**

- <https://www.better-fundraising-ideas.com/bake-sale-recipes.html>
- <https://www.signupgenius.com/school/school-fundraising-ideas.cfm>

**Unit 2**

- <http://www.sparknotes.com/lit/pygmalion/summary/>
- <https://www.cliffsnotes.com/literature/r/romeo-and-juliet/romeo-and-juliet-at-a-glance>
- <http://classics.mit.edu/Euripides/alcestis.html>
- <http://www.inspiration.com/visual-learning/graphic-organizers>

**Unit 3**

- <http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies>

**Unit 4**

- <http://www.klientsolutes.com/importance-of-newspaper-in-our-daily-life/>
- <https://www.thoughtco.com/inverted-pyramid-composition-1691082>
- <https://es.slideshare.net/Barney1995/tabloid-vs-broadsheet-15605398>

**Unit 5**

- <https://literaryterms.net/monologue/>
- <https://www.britannica.com/art/monologue>

**Unit 6**

- <http://examples.yourdictionary.com/examples-of-anecdotes.html>

**Unit 7**

- <https://www.livescience.com/49106-simple-machines.html>
- <https://www.explainthatstuff.com/toolsmachines.html>
- [http://idahoptv.org/sciencetrek/topics/simple\\_machines/facts.cfm](http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm)

**Unit 8**

- <https://www.skillsyouneed.com/ips/effective-complaints.html>
- <https://www.skillsyouneed.com/ips/communication-skills.html>

**Unit 9**

- <https://www.telegraph.co.uk/travel/destinations/europe/italy/veneto/venice/articles/what-to-see-do-visit-venice-carnival/>
- <http://www.spiritualitym.com/temazcal>
- <https://discovermexicopark.com/alebrijes/>

**Unit 10**

- <http://www.differencebetween.net/language/difference-between-rights-and-responsibilities/>
- <https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum>
- <https://www.secureteen.com/crime-safety/civic-responsibilities-of-teens-walking-the-talk/>

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- <http://learnenglishteachers.britishcouncil.org>
- <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- <https://www.teachingenglish.org.uk/teaching-teens>
- <https://www.learnhowtobecome.org/teacher-resources/>

English, as any other language includes verbs or action words. Most of English verbs are irregular and it is impossible to avoid using them when communicating with others. The following list includes only irregular verbs to help you learn them and remind you they are irregular because each verb has its own way of forming a Past simple or Past participle form.



Every time you use an irregular verb, write a check (✓) next to it or highlight it so that next time you need to revise the list, you can go over the ones you've used before and see which verbs are the ones you use more frequently.

Infinitive	Simple Past	Past Participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet/betted	bet/betted
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Infinitive	Simple Past	Past Participle
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let



<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank/shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
sleep	slept	slept
slide	slid	slid
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoil/spoiled	spoil/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn

